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To the Graduate Council:

I am submitting herewith a dissertation written by John D. Williams entitled "A Study of Curriculum Enrichment Through School Camping." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Education.

Martin E. Little, Major Professor

We have read this dissertation and recommend its acceptance:

John W. Gilliland, Alberta Lowe, Ira N. Chiles, Earl M. Ramer

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

December 13, 1954

To the Graduate Council:

I am submitting herewith a dissertation written by John D. Williams entitled "A Study of Curriculum Enrichment Through School Camping." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education with a major in Curriculum and Instruction.

Martin E. Little
Major Professor

We have read this dissertation
and recommend its acceptance:

John W. Gilliland

Alberta Lewis

Geo. N. Chiles

Carl M. Kanner

Accepted for the Council:

John W. Little
Dean of the Graduate School

A STUDY OF CURRICULUM ENRICHMENT
THROUGH SCHOOL CAMPING

A DISSERTATION

Submitted to
The Graduate Council
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Doctor of Education

by
John D. Williams
December 1954

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CHAPTER I

INTRODUCTION

One of the current trends in American elementary school curriculum improvement is probably man's oldest educational endeavor. In recent years thousands of American school children are going to woods, fields and streams on school time to "learn by doing." The emerging concept of curriculum takes education beyond the four walls of the school and into the center of life and the patterns of living of all the people--into a laboratory where the sky is the limit. This extension of the curriculum into the out-of-doors may prove to be one of the most significant developments in modern education. An effective way of providing outdoor education as a part of the school program is through school camping.

The pressure of our modern American way of life such as changes in home and family living, increased leisure and recreational demands, improved transportation facilities, crowding into cities, increased regimentation and emotional tension, increased restlessness and delinquency among juveniles, and the monotony of a mechanical environment have advanced the need for a return to the out-of-doors. Dr. Walter A. Anderson, New York University, believes "School camping is one of the most promising frontiers of school

improvement."¹ He predicts ". . . twenty-five years from now 'school camping' will be an essential part of the curriculum as the three R's are today."²

The school camp offers the best equipped and most modern of all laboratories.³ It offers a natural setting for an evolving curriculum.

Statement of the Problem

The purpose of this study is to identify and appraise those phases of the elementary school curricular experiences that can best be realized in a camping situation. Educators are on the alert to find methods, procedures and experiences for providing enriched learning experiences that contribute significantly to the total growth, development and adjustment of boys and girls. Some feel that the classroom is too confining and the program too stereotyped to adequately prepare children for participation in modern society. To attain this, many have advocated preparation through enriched, meaningful and joyful learning experiences.

¹John W. Gilliland, School Camping: A Frontier of Curriculum Improvement (Washington, D. C.: Association for Supervision and Curriculum Development, N. E. A., 1954), p. iv.

²Gilliland, loc. cit.

³John D. Williams, "School Camp: An Ideal Science Laboratory," The National Elementary Principal, 33:166-70, September 1953.

School camping has provided an avenue for some of these activities. It has become an integral part of the curriculum in many school systems throughout the United States. The classroom for these outdoor experiences has been the out-of-doors. The setting for a typical out-door classroom may be nearby. On the other hand, it may be many miles away. Here many opportunities provide worthwhile learning situations that contribute to a child's maximum understanding and appreciation for his natural surroundings.

It is hoped that efforts to identify and appraise these activities will lead to a fuller utilization of them and a stimulus to explore other possibilities.

Sub-Problems

The main problem will be treated under three sub-problems as follows:

1. To discover those elementary school curricular experiences that can best be utilized through camping.

Good camping education can be one of the most vital facets in modern elementary education. R. L. Wilbur, former president of Stanford University, has said, "We live in an age where camping is not only needed but offers some opportunities in education and character building which cannot be obtained elsewhere."⁴ What are these experiences

⁴James A. Wylie, "Camping and Our School," Education, 73:5, September 1952.

which the child lives during the twenty-four hour day while the camp possesses him? Mr. L. B. Sharp, Executive Secretary, Outdoor Education Association has very aptly put it:

. . . that which can best be learned inside the classroom should be learned there; and that which can best be learned through direct expression outside the classroom, in contact with natural materials and life situations, would there be learned.⁵

2. To set up some criteria for school camp program development.

Textbook teaching and learning procedures have curtailed vital experiences which are interesting, simple and natural to both children and teachers. Only in recent years have teachers and administrators made sincere efforts in planning a curriculum that deliberately involves children in direct relationship with fellow beings and nature.

Teachers in increasing numbers are saying that they desire these experiences for themselves and their students. Criteria which will help them plan good educational outdoor programs and evaluate present ones are needed.

3. To apply these criteria to conventionally accepted program elements in the elementary school curriculum.

Frequently educators hesitate to delve into unexplored areas of curriculum change. More frequently this is true, when they cannot begin by enriching the existing

⁵Ibid., p. 5.

program and working from there. Application of criteria for school camp program development to the conventional curriculum pattern should demonstrate to teachers that more help can be given to children through enrichment of the present program. Furthermore, they should gain confidence in deviating from the conventional curriculum through experimentation and evaluation of newer trends in curriculum content.

Significance of the Problem

For many years the United States Office of Education, national educational organizations and professors of education have advocated camping education as an integral part of the school curriculum. In 1947, the Association for Health, Physical Education and Recreation, the National Resources Planning Board, the American Association of School Administrators and the Association for Supervision and Curriculum Development each had

set forth statements in reports or yearbooks advocating camping as a type of experience which should be made available to all youth of secondary school ages and to elementary school children with certain limitations as to age.⁶

⁶Helen K. Mackintosh, Camping and Outdoor Experiences in the School Program (Washington, D. C.: Office of Education, 1947), p. IV.

It is imperative that school people take notice of this important obligation to children. Dr. Bess Goodykoontz, Director, Elementary Education Division, United States Office of Education warned in 1947 that

. . . it is essential that public schools be prepared to meet the needs and demands of the next few years for this important service. Schools that are unprepared, unwilling, or unresponsive will wake up one morning to find that other agencies and organizations have appropriated this area of education which has almost unlimited possibilities for vitalizing the school curriculum. And, once again, instead of initiating a dynamic program, schools will take the position of onlookers.⁷

In May of 1948, a conference in Washington, D. C., made up of representatives of the United State Office of Education; the National Educational Association; the American Association of School Administrators; the National Association of Secondary School Principals; the American Association for Health, Physical Education and Recreation recommended that public schools should provide opportunity for a camping experience for all youth as a part of the educational program. . . .⁸

The Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators in 1948 included school camping as an integral part of education. An outline of organization and conduct of a camping program was recommended

⁷Mackintosh, loc. cit.

⁸Lee M. Thurston, Community School Camping (Lansing, Michigan: Department of Public Instruction, 1951), p. 6.

at that time.⁹ This move has prompted various State Departments of Education to take active leadership in support of the program. California, Michigan, New York, New Hampshire, North Carolina, Tennessee and Washington are examples.

In 1949 a national conference on school camping referred to camping as a new social invention which is a partial answer to

- (1) the problems of youth
- (2) the wise use of natural resources
- (3) the changing educational content and method
- (4) the coordination of the efforts of the many agencies that are concerned with youth and the natural resources.¹⁰

In 1954 the future seems bright due to the fact many schools over the years have accepted Dr. Goodykoontz's challenge. Interest and participation in school camping have increased rapidly and generally throughout the United States. This interest has been shown through camping programs initiated by state departments of education, colleges of education, laboratory schools in teachers colleges, private schools, public school systems, individual schools and individual teachers. Some are in the planning or experimental stage and others have become an integral part of the school curriculum.

⁹Educational Policies Commission. Education of All American Children (Washington, D. C.: The National Education Association, 1948), pp. 71-73.

¹⁰Lee M. Thurston, Community School Camps--A Guide for Development (Lansing, Michigan: The Department of Public Instruction, 1951), p. 34.

Mr. C. Carson Conrad,¹¹ consultant in School Recreation, Department of Education, State of California estimates between seventy-five and eighty school districts in California to be participating in a program of school camping. Mr. Julian Smith,¹² Associate Professor of Outdoor Education, Michigan State College, estimates about seventy-five school systems in Michigan are engaged in similar activities. A national camping survey reports

More than 175 public school systems throughout the nation have endorsed camping experience for children as part of the regular school curriculum; and many more include field trips, day camping, and a variety of other outdoor education activities.¹³

No doubt a few of these programs have been fads. Some teachers desire to be in the limelight for the sake of doing "what's new." However, it is most likely that the majority of these school systems have had serious objectives in mind. Experimental programs in school camping in several states have been formulated and successfully conducted and evaluated. The most familiar programs are in Alabama, California, Connecticut, Georgia, Illinois, Indiana, Massachusetts,

¹¹Letter from C. Carson Conrad, Consultant in School Recreation, Department of Education, State of California to John D. Williams, dated June 30, 1954.

¹²Julian W. Smith, Associate Professor, Outdoor Education, School of Education, Michigan State College, personal interview, May 10, 1954.

¹³Robert E. McBride, Camping at Mid-Century (Chicago: American Camping Association, 1953), p. 4.

Michigan, Missouri, New Hampshire, New Jersey, New York, North Carolina, Tennessee, Texas, Washington and Wyoming. It is significant to note that the majority of these programs have been in continuous operation and have influenced greatly school camping throughout the United States. Only a few have discontinued their programs--the most of them have been temporarily interrupted. Change in personnel or lack of funds have been the main reasons for interruption.

Like various educational movements in the past, the trend toward school camping may take one of two directions in the near future. If put into the hands of teachers and administrators who are ignorant of its philosophy and underlying principles and who are unaware of techniques for utilizing this new educational tool, it can become merely an "educational fad." It can degenerate rapidly into little more than a copy of the typical organized summer camping program moved into the school term. . . . it can suffer because of its misuse and misinterpretation. On the other hand, it can give new direction to an out-moded educational program.¹⁴

Mrs. Florence Sweeney, retired teacher from the Detroit Public Schools, says

. . . schools today serve the needs and interests of a minority of students. Each year nearly as many students (high school) drop out of school as graduate. Our classrooms and curriculums, with their emphasis on so many hours of each subject, artificially compartmentalize learning.

¹⁴Eloise McKnight, "Contributions and Potentialities of School Camping" (Unpublished Doctoral Dissertation, Teachers College, Columbia University, 1953), p. 6.

We need a setting in which students can learn their skills in the same way they learn them in life: all together. Camping education projects, tried in a few communities, suggest the possibilities of joint education of hand and mind in an active setting. The depression-era CCC Camps demonstrated how much meaningful education a directed work program (under school control) could provide.¹⁵

In spite of the impetus of the camping movement in public education, research in the area of curriculum enrichment and improvement is rather limited. Teachers and administrators are now concerned with the type of school camp program needed in terms of newer trends in curriculum improvement.

All efforts toward an enriched curriculum should be governed by changing conditions and increased demands. These may indicate an extension of the school day and year in order to satisfy individual and group needs. As pointed out earlier, it is the responsibility of educators to explore and develop the possibilities of these frontier efforts as we seek better ways of living and learning together with children.

Many lay people and educators, as well, may have in 1946, thought of Dr. John W. Studebaker, United States Commissioner of Education as being very revolutionary. However, today, we can see some implications for educational

¹⁵Florence Sweeney, "Today's Teenagers Are Too Tough for Any Teacher," Parade, October 31, 1954, pp. 6-8.

programs in his foresightedness. Dr. Studebaker suggested to boards of education:

1. Spend only three-fourths of the money you plan to spend on conventional city school buildings. With the other one-fourth build and equip school camps somewhere in the nearby country.
2. Discontinue the long summer vacation and divide the full year into four quarterly terms. Send one-fourth of the children between the ages, say, of 10 and 16 to the country camp school each quarter, while the other three-fourths attend the city schools as usual.¹⁶

He recommended this as a voluntary rather than a compulsory program.

Here the field is wide open for projects of action research. Pooled efforts and findings need to be shared in order to set the stage for an active philosophy. School camping is not a new philosophy of education but rather a tool by which teachers can put into action the "learning by doing" theory.

Since the days of John Dewey, teachers of progressive education have been groping with the problem of setting a natural situation in which theory and practice will meet. The school camp is rapidly becoming one of those grounds. This integration will result in a more enriched educational experience for the boys and girls in our schools and at the same time relieve some of the current handicaps to teaching due to overcrowded classrooms.

¹⁶Mackintosh, op. cit., p. 39.

During the current crisis of overcrowded classrooms, school camping may be a blessing in disguise. Since the atmosphere of many school rooms today necessarily foster "quiet" activities of the drill nature, outdoor education will provide an outlet for informal large group activities. An appropriate slogan in the September 1954 issue of Outdoor Education¹⁷ is "NEED MORE CLASSROOMS? TRY MOTHER NATURE'S."

Educators seem willing to accept this challenge for new avenues of learning. The goal is to make these experiences possible for an increasing number of children until every school child in the United States has experienced a richer life. In 1947 less than five per cent of American children had received any camping experience.¹⁸ By 1952 it was estimated that approximately twelve per cent of the schoolage children in the United States received an organized camp experience of some kind.¹⁹ In New Hampshire, one of the leaders in school camping, approximately ten per cent of

¹⁷Julian W. Smith, editor, Outdoor Education--A Newsletter for the Exchange of Ideas on School Camping and Outdoor Education, 2:5, September 1954.

¹⁸"Camping and Outdoor Education," The Bulletin of the National Association of Secondary Principals, 31:11, May 1947.

¹⁹McBride, op. cit., p. 24.

the school-age children have experiences in at least one week of camping each year.²⁰ At the rate school camping is growing, it would seem possible to achieve this goal within the twenty-five year prediction of Dr. Anderson.²¹

Santa Clara County California is planning a program whereby all elementary children in that county may have the enriching experience of camping. Progress is evident.

In 1950, seven sixth-grade classes and one fifth-grade class participated in the camp. The results were so satisfactory that the number of classes for the present year will increase to at least thirty-four. It is hoped that the number of classes wishing to participate can be accommodated by expanding the program.²²

Some school systems which have well organized school camping programs are making an extra effort to include all the children. Battle Creek, Michigan, Washington State and San Mateo County California are expanding their programs to include handicapped children. Mr. O. H. Olson, Camp Coordinator for San Mateo County Schools reports:

We are planning school camping programs for our Sierra Morena and also our cerebral palsy school for spring and summer. The most important factor

²⁰A Natural for New Hampshire Youth (Concord, New Hampshire: State Board of Education, n. d.), a brochure.

²¹Gilliland, op. cit., p. iv.

²²California State Department of Education, Camping and Outdoor Education in California (Sacramento, California: The Department, 1953), p. 35.

in our plans is that we are now in the midst of a summer camp workshop for some fifty pupils from our two special schools. . . . personnel will include specialized teachers, nurses, and activity directors. A great deal of handiwork and adjustments in actual camping will take place.²³

If the "every child" goal is accomplished, it will be among the first moves to reduce educational lag in this country. In effect the usual fifty year lag between educational theory and practice may be reduced by one-half. Such success will no doubt throw light on other efforts to combat lag. School camping could well become the pebble cast upon the water. Its ripple of curriculum enrichment may be felt in every classroom in America.

Definitions

The terms used in this study are common educational terminology. However, definitions may vary somewhat according to each author and his philosophy. In order to be consistent and to refrain from misleading the reader, terms are defined as follows:

Activity. Activity is

. . . any large learning situation in which children willingly engage, because to do so is satisfying and serves as a means of reaching a worthwhile goal desirable to children; usually involves investigation, experience, and study in several

²³Ibid., p. 34.

related areas of knowledge cogent to the problem at hand, without, however, recourse to formal or traditional classroom procedures.²⁴

Appraise. Appraise is to place value in terms of the general objectives of elementary education.

Curriculum.

. . . is the sequence of experiences which results as teacher and learners work together on individual and group concerns of everyday life. Curriculum development is an ongoing process. Learner's real curriculum emerges through the teaching-learning process as teacher and children work together in situations which have meaning for them.²⁵

Criterion. Criterion is "a standard, norm or judgment selected as a basis for quantitative and qualitative comparison."²⁶

Elementary school. Elementary school in this study represents grades K--8.

Identify is to establish the reality of a curriculum experience in a camping situation.

Learning experiences are experiences of an individual which bring about change in response and behavior through his interaction with his environment.

²⁴Carter V. Good, Dictionary of Educational Research (New York: The MacMillan Company, 1945), p. 7.

²⁵Florence Stratemeyer, "Curriculum for Today's Learners," Curriculum at Work (Washington, D. C.: Association for Childhood Education, 1948), p. 7.

²⁶Good, op. cit., p. 110.

Outdoor education includes all educational activities under the direction of the school conducted outside the four walls of a school building. It may include outdoor activities at school, outdoor activities in the neighborhood, field excursions, community projects and camping.

School camping is a specific type of outdoor education. It includes all school educational activities conducted in a camping situation. The camp program, as an integral part of the curriculum, seeks to utilize the natural environment in teaching those concepts which can best be taught in a camping situation. It may include day camping, overnight camping or an extended camping period of one week or more.

Delimitations

In school camping, as in other areas of school improvement, research is needed. Many school administrators and lay people are reluctant to "buy it" until theory and practice prove its worth. The available literature in the field shows that several studies have been made in the general area of school camping. The majority of them have been along the line of organization and administration. Conversations with teachers and leaders in school camping and review of literature indicate that the current research need is in

the area of curriculum. Gilliland²⁷ pointed out that one of the existing problems which needs further study was curriculum. Mr. J. Bertram Kessel, consultant in Recreation and Outdoor Education for the American Association for Health, Physical Education and Recreation, in a letter to the writer said, "I believe that it will be obvious to you that the area of school camping needing study is curriculum. The teachers in charge of school camping programs need practical help."²⁸

Mr. Julian Smith²⁹ concurred in these impressions. Therefore, this study will be limited in scope to those functions of a school camp relating to curriculum.

Recognition must be given the fact that school camping has been influenced greatly by other organized camping movements such as organizational, church and private camps. This study will deal only with those school camp activities of the public elementary school curriculum.

²⁷John W. Gilliland, "A Study of Administrative Factors in Establishing A Program of School Camping" (Unpublished Doctor of Education dissertation, School of Education, New York University, 1952), pp. 160-61.

²⁸Letter from J. Bertram Kessel, consultant in Recreation and Outdoor Education, the American Association for Health, Physical Education and Recreation to John D. Williams, dated October 21, 1953.

²⁹Julian Smith, Associate Professor, Outdoor Education, School of Education, Michigan State College, personal interview, May 10, 1954.

Basic Assumptions

Other studies and educational research and practice have laid the basis for this study. These findings have suggested certain assumptions. The basic assumptions underlying this study are as follows:

1. School directed camp activities can be worthwhile activities for children. Educational values of school camping have been established by leading educators and camping specialists.

. . . a program that helps develop keener insight into the responsibilities of citizenship, a concern for the welfare of others, a better understanding of man's relation to his environment, a love for and understanding of others, is exceedingly important for modern living. Use of direct experience has been found by experimentation to bring about most effective and permanent learning.³⁰

2. Some educational experiences can best be planned for in a camping situation.

The majority of present day educators believe that the main aim of education today is to prepare for life in a democratic society now and throughout life. In order to accomplish this objective, schools must offer a wide range of educational experiences which will develop the whole child. School camping is one method of providing some of these experiences.

³⁰Gilliland, "School Camping: A Frontier of Curriculum Improvement," op. cit., p. 53.

. . . the experiences at camp are chosen because of their learning possibilities. The camp staff members have attempted to determine what experiences can be better provided under camp conditions than in the regular school. Plans are then made for the best use of camp facilities toward desired ends. . . .³¹

Some educators and scientists have identified the waste of our material resources as our number one national problem. They have further suggested that education must assume its share of the responsibility for teaching the wise use of these resources. School camping can provide this type of subject matter which cannot be supplied in the conventional classroom.

Another need for camping is that children in today's world do not have sufficient opportunities to participate in basic experiences which result in understanding the real problems of food, shelter, and clothing. They also need to develop self-reliance, work habits, group cooperation, and a love and respect for the out-of-doors and its creator. We have become too urbanized--too citified in our mode of living. Life in a city is too far removed from the land which in the last analysis supplies all of our material needs.³²

Dr. William H. Kilpatrick supports the theory that one learns only what he lives.

We learn what we live, only what we live, and everything we live. We learn each thing we live as we accept it to act on and we learn it in the degree

³¹Educational Policies Commission, Education for All American Children (Washington, D. C.: The National Education Association, 1948), p. 107.

³²Austin Public Schools, Handbook on Camping Education (Austin, Texas: Division of Instruction, 1953), p. 9.

that we count it important and also in the degree that it fits in with what we already know.³³

Furthermore, all these ideas, feelings, impulses, and decisions thus learned are not simply separate additions to . . . one's being, added on to the outside as the mason lays bricks one at a time to the wall he is building. Quite the contrary. Each thing is learned in a setting; the various roots of that setting enter into the thing learned to weave it into the seamless web of one's experience. Out of such learning comes character, which while ever growing still remains at each stage an integrated whole. This character interacting with the environment brings into existence the life process, which in its turn is woven into intelligible experience and given conscious and intelligent direction through this process of current living. And what is learned is therein built back into character. In this way all during the waking life does learning go on; and during all that time is character continually being formed and reformed.³⁴

School camping is attempting to fulfill the concern of John Dewey when he said,

The average American child seldom comes in contact with nature. In school he learns a few dates from books, to press a button, to step on an accelerator; but is in danger of losing contact with primitive realities--with the world, with the space about us, with fields, with rivers, with the problem of getting shelter and obtaining food that have always conditioned life and that still do.³⁵

Fred J. Schmeeckle expressed a similar concern.

We have failed to develop the understanding of the

³³William H. Kilpatrick, "The Role of Camping in Education Today," Camping Magazine, 14:15, February 1942.

³⁴William H. Kilpatrick, "The Educative Process As Growth," Growth Through School Living (Washington, D. C.: Association for Childhood Education, 1940), pp. 8-9.

³⁵Austin Public Schools, op. cit., p. 10.

interrelatedness and the interdependence of all things in their environment. We have spent hours in the schoolroom with books, but we have spent very little of our school time to show them where these things, about which they read, really are, and where and how they fit in the program of living.³⁶

Elementary school children are by nature curious and adventuresome. They like to see, feel, hear and touch as well as read about those phenomena in the realm of their experiences. Dr. J. Murray Lee, Dean of the School of Education, State College of Washington says,

Adventure is sought by children. Few educators have thought of adventure as a basic need of the child. The usual means of seeking adventure is expressed through going to adventure movies, listening to adventure stories on the radio, reading comic books and by associating with cliques "doing daring activities." Such expression should be carried on within reason and not to excess. It should be supervised to the extent we can be sure it is good adventure.

There are several ways the school can provide adventure. Children's learning experiences can be alive and meaningful. There is a great deal of adventure in history, science, and literature. Monotony of class routine, of tone of voice, of dress, of appearance of the classroom can and should be eliminated. School camp and outdoor activities can do much to offer a sense of adventure to indoor-bound children.³⁷

The school camp serves as a laboratory to enrich, supplement and reinforce those learning activities of the indoor classroom. It makes these activities more meaningful, serves as a carry-over for reading and discussion and

³⁶Austin Public Schools, Handbook on Camping Education (Austin, Texas: Division of Instruction, 1953), p. 9

³⁷Ibid., p. 11.

provides an opportunity to use what is learned.

3. School camping is a trend in curriculum improvement in the United States.

According to Dr. L. B. Sharp, Executive Secretary, Outdoor Education Association,

Education in the United States over the years has been reaching out to find new and improved ways for the development of more worthy citizenship. Schools have taken on the particular task of training younger children.

In the early days of our country it was decided that democracy could not exist without a literate public; therefore education was compulsory. The essential need then was to equip each person with the tools for reading, writing, and arithmetic. This is the way children were prepared for future life. As the nation rapidly became more urbanized and advanced industrialization developed, there resulted increased economic and social problems. A premium was placed upon better human relations and more realism in education, people had moved from the land to the cities. The pendulum had swung so far that people were losing contact with the soil and its products (our basic needs of life). The movement for education to take to the woods and open spaces was a timely adventure. The program and methods needed were new to the educational profession and training institutions.

Camping education is growing. It is becoming more secure and will become a dominant factor in the total educational process.³⁸

Mr. Julian Smith, Associate Professor of Outdoor Education, Michigan State College supplements Dr. Sharp's statement by saying,

Educational administration and curriculum specialists have been searching for better ways to meet the child's needs. The development of a

³⁸Ibid., p. 13.

for child-centered school means a changed curriculum. In the past few years, many innovations have taken place in the American schools, and one of the most significant ones in our times is the inclusion of out-of-class-room activities in the curriculum of the community school. The extension of education into the out-of-doors is one of the most effective means of providing an experimental curriculum.³⁹

Dr. William A. Van Til, in the 1944 Yearbook of the Association for supervision and Curriculum Development, goes another step and predicts, "The school camp may well become an integral part of the youngster's year-around educational experience, which blends what is best in camping with what is best in schooling to foster democratic living."⁴⁰

4. Criteria can be developed which will be helpful in planning a school camp program.

It is probably a good assumption that many of the school camp programs in action have been trial and error programs. School personnel have felt a need for curriculum improvement to meet the child needs. The school camp curriculum has been organized and patterned by and large after the indoor program and by local teachers and administrators without assistance from experienced camp educators and guidance from reports of experimental programs. It is believed that

³⁹Ibid., pp. 13-14.

⁴⁰William A. Van Til, Toward a New Curriculum (Washington, D. C.: The Association For Supervision and Curriculum Development of the National Education Association, 1944), p. 104.

from review of such programs, observation of camps in action, conversations and interviews with school camp experts, criteria for planning a school camp program can be developed. These criteria will serve as a guide for new outdoor education programs and for evaluation and further improvement of present programs.

Related Studies

Of particular interest are the experimental school camp programs that have been conducted in California. The California State Department of Education has made a fine contribution to camping education by summarizing these programs in a bulletin entitled, Camping and Outdoor Education in California.⁴¹ Programs described are Carmel, Coalinga-Huron, Culver City, El Sengundo, Garvey, Long Beach, Los Angeles, Mountain View, San Diego City-County, San Mateo County and Santa Clara County.

Of the eleven pilot programs, San Diego has by far received the widest publicity. The San Diego City-County Camp Commission organized two studies to evaluate the Camp Cuyamaca program. It attempted to discover the potentialities and contributions of school camping to the objectives of education in terms of the objectives set up by the

⁴¹California State Department of Education, Camping and Outdoor Education (Sacramento, California: The Department, 1952).

educational policies commission of the National Educational Association. James Mitchell Clarke, Secretary to the Commission first reported the experiment in 1948, The Cuyamaca Story--A Record in Pictures of San Diego's City-County School Camp⁴² and a more detailed account of the same program in 1950, Public School Camping--California's Pilot Project in Outdoor Education.⁴³

Clarke suggested that it appeared to him that the educational contributions of San Diego's school camping program were of three general kinds:

. . . (1) those which most children may receive to some extent, including increased knowledge of nature, a more realistic understanding of health principles and the like, and the gains in self-confidence and cooperativeness; (2) those which certain children receive through a combination of readiness on their part and a favorable camp experience, including self-realization, new status, important spiritual experiences, and new and lasting interests; and (3) those which teachers receive in understanding of individuals and improved relations with the group.⁴⁴

The evidence, Clarke concludes, was sufficient to warrant the conclusion that the values of camping education were extraordinarily large in proportion to the time spent at camp. He maintained that two reasons for this efficacy

⁴²James Mitchell Clarke, The Cuyamaca Story (San Diego, California: San Diego City-County Camp Commission, 1948).

⁴³James Mitchell Clarke, Public School Camping (Stanford, California: Stanford University Press, 1951).

⁴⁴Ibid., p. 119.

were evident:

. . . First, the children are highly, but constructively, stimulated by the camp environment and hence are highly motivated toward learning and toward constructive personality changes. Second, their camping experience is part of the orderly sequence of their education, rather than being detached from it as are most camping experiences which are not an established part of school programs.⁴⁵

Furthermore, according to Clarke, the teacher gained a new insight into child development. He saw the child under new circumstances and was able to apply this knowledge upon return to the classroom. Thereby, the teacher was able to fix new behavior patterns, new knowledge and understanding and new interests through appropriate use of community resources.

The curriculum of Camp Cuyamaca was described by Fox,⁴⁶ Director of the Camp. The San Diego City-County Camp program was carefully planned; school environment was set up in a natural environment. Fox maintains that a good school camp program is essentially one that provides children with a selected, planned, and controlled environment which meets and satisfies their growth needs. Factors which must be

⁴⁵Clarke, loc. cit.

⁴⁶Denver C. Fox, "The Outdoor Education Curriculum at the Elementary School Level," Journal of Educational Sociology, 23:533-38, May 1950.

considered in planning the outdoor environment are enumerated and illustrated.

It was interesting to note that in the same year, 1946, that San Diego City-County Camp Commission undertook an experimental program, the Michigan State Department of Public Instruction, the Michigan State Department of Conservation, and the W. K. Kellogg Foundation joined in an experiment of school camping at the elementary school level. The story of the organization and development of the school camping program in Michigan is given by the State Superintendent of Public Instruction in Community School Camping.⁴⁷

In 1948, an experiment was conducted with older youth in Michigan. Mr. Julian Smith⁴⁸ described the Michigan story of camping and outdoor education. Youth camping was a logical move for Michigan but world conditions at the time made it even more urgent and dramatic. Increased demands were made for better citizenship training for more democratic living. With the theory of N. Y. A. and C. C. C. upon which to build, Michigan educators developed a school camping program at the secondary level which provided "experience in

⁴⁷Michigan State Department of Public Instruction, Community School Camping (Lansing, Michigan: The Department, 1951).

⁴⁸Julian W. Smith, "The Michigan Story of Camping and Outdoor Education," The Journal of Educational Sociology, 23:508-15, May 1950.

social living, purposeful work, conservation, healthful living, recreational living, and a variety of other outdoor education experiences that would relate to the classroom learnings."⁴⁹

The account of secondary camping in Michigan, 1948-50, was given in Youth Love "Thy Woods and Templed Hills."⁵⁰

A Community School Work-Learn Camp⁵¹ was an account of new educational experiences for sixty boys who were drop-outs from three Michigan high schools. They spent a semester at Mill Lake Camp in 1951. Positive changes in both attitude and behavior were reported.

Michigan ranked among the three top states in the promotion of outdoor educational activities with approximately seventy-five actively participating school systems. This seemed to indicate the success of the experimental programs. Community School Camps⁵² was a guide for the development of school camps available to all educators in the state. One section dealt with planning the camp curriculum.

⁴⁹Ibid., p. 511.

⁵⁰Michigan State Department of Public Instruction, Youth Love "Thy Woods and Templed Hills" (Lansing, Michigan: The Department, 1950).

⁵¹Michigan State Department of Public Instruction, A Community School Work-Learn Camp (Lansing, Michigan: The Department, 1951).

⁵²Michigan State Department of Public Instruction, Community School Camps (Lansing, Michigan: The Department, 1951).

The study made by the New York City Board of Education⁵³ describes an experiment made in 1947 in cooperation with Life Camps. Sixty-two elementary and junior high pupils and their teachers spent three weeks of living and learning at Life Camp, Sussex, New Jersey. Evidence from data collected in this experiment implies that the groups benefited from the experience. There was impatience for further experimentation with school camping. Recommendations to the Board of Education were:

1. That from findings of the present study it is recommended that camp experience of the scope and nature provided to the pupils of public school 147 Queens and Junior High School 118 Manhattan, shall be extended as rapidly as is consistent with Board of Education policies resources, and as carefully as sound progress permits, and with such continuing evaluation as seems necessary.
2. That teachers from the public schools of the City of New York be encouraged to take intensive training for outdoor education to be given at Nation Camp or other similar centers during the summer of 1948 and subsequently, and that furthermore the Camp Committee of the Board of Superintendents shall attempt to obtain scholarship funds for a limited number of chosen teachers.
3. The superintendent of schools enlarge the existing committee and request it to continue its study of the extension of education through camping as a part of the school program.⁵⁴

⁵³Extending Education Through Camping (New York: Outdoor Education Association, 1948).

⁵⁴Ibid., p. 102. (N.Y.C.), mimeographed.

MacMillan and Walker⁵⁵ reported the results of the University of Wyoming Elementary School camp experiment conducted during the school year of 1949-50. Thirty-five fifth and sixth graders with their teachers, student teachers, principal and camp director initiated the school camping movement in the Rocky Mountain Region. Teachers, student teachers, parents, and children were very enthusiastic and as evidence of its worth as enrichment to the school curriculum is the fact that after the first year it became an integral part of the school program. This program is now in its sixth year since school activities associated with camp begin in the fall. The fifth year included fourth graders in day camping activities in preparation for fifth and sixth grade experiences.

Recently, studies have been made in the State of Washington. State Superintendent of Public Instruction, Pearl Wannamaker,⁵⁶ reports at least nine elementary school systems and three high school systems involved in school camping for five or more days. These programs have mushroomed since 1950.

⁵⁵Dorothy Lou MacMillan and Laurence A. Walker, School Camping (Laramie, Wyoming: University of Wyoming, Bureau of Educational Research, 1952).

⁵⁶State of Washington, Outdoor Education Programs in the State of Washington (Olympia, Washington: Superintendent of Public Instruction, n.d.), mimeographed.

An interesting review from Washington State of an experimental program comes from Hyline. Here sixty-five young people last May had a unique opportunity of contributing to community improvement through improving its natural resources and building better human relations. This was accomplished by living and working together for one week at camp.

This pilot program was conducted forty miles east of Seattle in the Cascades. The Washington State Office of Public Instruction, local school districts, college personnel, and the Kellogg Foundation cooperated.

The program was experimental in nature in an effort to find answers to the following questions:

1. Can a brief experience in living and working together in the out of doors help high school youth get along better with their age mates and adults?

2. Can experience in improving material resources build improved attitudes toward wise use of those resources?

3. Can these experiences stimulate a sense of responsibility to the community as one aspect of citizenship education?

4. Can such a program stimulate learning experiences in school?

5. Is it practical for a high school to plan such experiences for its pupils?⁵⁷

Everybody participated in the evaluation: administrators, teachers, consultants and students. Positive

⁵⁷Milton J. Gold and Harley L. Robertson, Classroom in the Cascades (Olympia, Washington: State Department of Public Instruction, N. D.), p. 2.

reaction was given each of the five questions.

It is true that the Hyline experiment was performed with high school seniors. But it is felt that the organization and results of this action research program will show implications for elementary school experiments as well. It will be interesting to note that the Hyline schools have been conducting a summer camping program for elementary school children since 1938.

In the south, Peabody College has been a leader in school camping. The initial efforts in this program were recorded by DeWitt⁵⁸ and a report of the fourth school camp was edited by DeWitt and Wilson.⁵⁹ The 1952 report was radically different from the ones preceding it in that it was a series of chronicles by the counselors. Each individual described, evaluated, and made recommendations for future programs in his particular curricular area.

Experiments in school camping have been conducted in Newcastle, Indiana by the Holland Elementary School. Montgomery⁶⁰ tells of these experiments at the sixth grade

⁵⁸R. T. DeWitt, An Experiment in Camping Education (Nashville, Tennessee: George Peabody College for Teachers, Division of Surveys and Field Services, 1950).

⁵⁹R. T. DeWitt and Gilbert M. Wilson, Editors, School Camping at Peabody in 1952 (Nashville, Tennessee: George Peabody College for Teachers, 1952).

⁶⁰Herbert Montgomery, "Experiments in School Camping," The Instructor Magazine, 59:25ff, June 1950.

level. The first year, day camping constituted the program as a supplementary feature of their science program. These experiences led to a more extensive project in the same school the following year. School camping became an integral part of the system-wide curriculum.

Successful on-the-spot demonstration of planning school camp activities has been made at the Texas State College for Women. In 1951, the fourth, fifth, and sixth grades were hosts to an educational workshop. The sixty-five participants sat in on planning discussions and later helped to carry out the program. According to Harding and Hamilton,⁶¹ each year similar demonstration planning occurs. However, normally the visiting participants come in small numbers.

The Association for Supervision and Curriculum Development of the National Education Association is constantly on the alert for new ideas in curriculum development. The association is most helpful in passing on research findings and new ideas to its members.

School camping has been no exception. The 1944 Year-book of the Association devotes one whole chapter to

⁶¹Mona V. Harding and Vita Hamilton, "Camping is Part of Our Program," The National Elementary Principal (Washington, D. C.: The Department of Elementary School Principals of the National Education Association, April 1954), pp. 31-32.

"School and Camping." Dr. William Van Til, the author, suggests criteria for a good school camp. They follow:

School Camp Purposes and Philosophy

1. The school camp should have as its central objective helping young people understand the democratic way of life and practice it in their relationships with others.
 - a. The school camp should treat each youngster as an individual. It should guide him, help him to face his problems, help him develop his potentialities, open up new interests to him.
 - b. The school camp should help youngsters to live with others, giving and taking, sharing and accepting responsibilities, constantly learning to widen the area of shared interests through partaking in enterprises with others for objectives commonly agreed upon by the participants.
 - c. The school camp should stress problem solving, using the method of intelligence.
 - d. The school camp should help youngsters to be concerned for human welfare, in and outside the camp.

Programs to Achieve Purposes

1. The school camp should fully utilize its environment for educative ends, whether that setting be the field, forest, and stars of the organized out-of-doors summer camp, or the community setting of the work camp.
2. The school camp should teach social living and citizenship through using as the raw materials of education those situations and problems which arise in the everyday life of the camp. (Democratic values should be applied not only to the present camp problem which serves as the source but also to larger social issues related to the immediate problem.)

3. The school camp should involve camper and staff planning, and cooperative conduct of the program.
4. The school camp should be an informal experience where fun and joy are cherished and promoted.
5. The school camp should be a place where health, nutrition, and safety practices are learned through the demands of camp living, and expanded upon by educationally alert adults.
6. The school camp should encourage and develop work experiences of a variety of kinds through which campers come to understand the dignity of labor, and the significance of shared responsibility in democratic living.
7. The school camp should continuously evaluate and appraise its program in the light of its values and periodically report its findings to interested groups.
8. While the school camp should fully utilize work experience, forest living, crafts, hikes, athletics, dramatics, and similar activities, it should not conceive its functions to be that of a noneducative, nonintellectual agency devoted simply to recreation and physical culture.
9. While the school camp should fully utilize such activities as discussion, reading, forms of self government, community visitation and study, speakers, radio, and movies, it should not conceive its function to be that of a non-social, nonemotional agency concerned with developing the mind of the child through the traditional curriculum centered on assuring college entrance for a few.⁶²

Again in 1954, the same association published a very helpful bulletin⁶³ which has brought educators up-to-date

⁶²Van Tyl, op. cit., pp. 102-104.

⁶³Gilliland, op. cit., p. 58.

on various pilot projects in the United States. Problems in initiating a school camp program and educational values of school camping are dealt with.

A three-point study was proposed by Brimm⁶⁴ in 1948:

(1) to trace the history of organized camping, (2) to discover some of the more important problems in the organization and administration of public school camps, and (3) to present solutions to these problems through descriptions of current programs. Among the purposes of camping suggested were: (1) a measure to control juvenile delinquency, (2) an extension of the school term, (3) an alternative for universal military training, (4) a method of providing educational opportunities which are better adapted to the camp than to the classroom.

The study by Gilliland,⁶⁵ based on forty school camps, analyzed and appraised administrative policies and practices concerned with establishing a school camping program. One phase of his study dealt with the camp curriculum. Needs and interests of children in social living, healthful living,

⁶⁴R. P. Brimm, "Problems in the Organization and Administration of School Camps" (Unpublished Ph. D. thesis, University of Missouri, 1948).

⁶⁵Gilliland, "A Study of Administrative Factors in Establishing a Program of School Camping," op. cit.

recreational living, purposeful work, and developing an understanding of man's relation to his environment were emphasized as a basis for program planning. A year-round camp program using all available resource people in planning and executing the program was recommended

McKnight⁶⁶ stressed the effects of social, economic, cultural, psychological, and educational factors on American living that have influenced the school camping movement. Miss McKnight points out the values and potentialities of school camping in meeting the needs brought about by the changes in modern living. Various school camp programs in action where efforts are being made to make the camp program an integral part of the elementary school curriculum were described.

The Squires study⁶⁷ dealt with school camp standards. One section of his report recommended standards for the school curriculum. The standards under camp program were:

1. Camp activities should be carefully classified in order to prevent confusion when working with them.
2. Before any activity is placed in the camp program it should be carefully analyzed as to its inherent developmental and adjustive characteristics.

⁶⁶McKnight, op. cit., pp. 11-32.

⁶⁷John L. Squires, "Standards for School Camp Programs" (Unpublished Doctoral Dissertation, Salt Lake City, Utah, University of Utah, 1951).

3. When making the adaptive selection of the camp program, careful consideration should be given to the camp objectives and individual needs of the campers. Program should be adapted to sex, age, individual differences and divergencies of the campers.

4. Before being placed in the camp program, every activity should be rated or evaluated as to its educative and recreative values.

5. Every school camp program should be well organized so as to meet individual and group needs and to facilitate the reaching of camp objectives.

6. Every school camp staff should make a scientific analysis and systemization of all camp facts, forces, and laws of detrimental or handicapping influences and proper procedures should be established to deal with these influences in order that the program can continue according to standards.⁶⁸

Manley and Drury⁶⁹ leaders in the University City, Missouri school camping program, explored the problems in school camping and their solutions. This is one of the few reports which explored in detail and emphasized the importance of the school camp curriculum. The point is stressed that school camping is not a frill in education but a vital teaching method.

Professional educators and lay people were given a better understanding of the potentialities of school camping

⁶⁸Ibid., pp. 101-103.

⁶⁹Helen Manley and M. F. Drury, Education Through School Camping (St. Louis, Missouri: C. V. Mosby Company, 1952).

and a concept of a good school camp by Donaldson.⁷⁰ The story of Camp Tyler, Texas, probably the first year-round community-school camp was included in his report.

The National Association of Elementary Principals has been cognizant of school camping as a trend in curriculum development. The February 1949 issue of The National Elementary Principal⁷¹ featured "Camping Education for the Elementary School Child." Descriptions of various camping programs in action gives one the pulse of the movement in selected regions of the United States. In 1953, the Thirty-second Yearbook⁷² devoted several articles to the improvement of the elementary science program through camp activities. Smith⁷³ in the Thirty-Third Yearbook outlines guidance values in school camping.

Secondary school personnel, too, have been interested

⁷⁰George W. Donaldson, School Camping (New York: Association Press, 1952).

⁷¹"Camping Education for the Elementary School Child," The National Elementary Principal, Volume XXVIII, No. 4, February 1949.

⁷²Department of Elementary Principals, Science for Today's Children, Thirty-Second Yearbook (Washington, D. C.: The National Education Association, 1953).

⁷³Julian W. Smith, "Guidance Values in School Camping," Guidance for Today's Children (Washington, D. C.: Department of Elementary School Principals of the National Education Association, 1954), pp. 198-204.

in outdoor education as an effort in curriculum enrichment. In May 1947, The Bulletin of the National Association of Secondary School Principals devoted the entire number to the subject, Camping and Outdoor Education.⁷⁴ This was one of the earlier publications and one that has given spirit and enthusiasm to many pilot programs. It stressed the need for outdoor education, some historical background descriptions of some pioneer programs at work, and guideposts for organizing and developing a good school camp program.

Other professional periodicals which have devoted entire issues to school camping are: Education⁷⁵ and The Journal of Educational Sociology.⁷⁶

Summary

Each year has found more schools venturing into school camping as a part of the regular school program. Many individual schools and school systems have made attempts at

⁷⁴Department of Secondary School Principals, "Camping and Outdoor Education," The Bulletin of the National Association of Secondary School Principals (Washington, D. C.: The National Education Association, 1947).

⁷⁵Education, Vol. 73, No. 1, September 1952.

⁷⁶The Journal of Educational Sociology, Vol. 23, No. 9, May 1950.

curriculum change. The rapid growth of school camping as one attempt to improve curriculum has stimulated the initiation of this study. The purpose of chapter one has been to state the purpose of the study, namely, to identify and appraise those elements of an elementary school curriculum which can best be utilized through camping. Sub-problems have been outlined. They were: (1) to discover those elementary school curricular experiences that can best be utilized through camping, (2) to set up some criteria for school camp program development, and (3) to apply these criteria to conventionally accepted program elements in the elementary school curriculum. Definitions of terms, delimitations and basic assumptions related to the problem have been set forth. The significance of the study has been pointed up and related literature has been reviewed.

In the chapter to follow the organization and procedures of the study are presented. Sources of data are included.

CHAPTER II

PROCEDURES AND ORGANIZATION

Chapter one defined the problem and explored the value of such a study. It is the purpose of chapter two to present the design for the study. The nature, sources of data, and handling of the data and the organization of chapters are included.

Data were collected from seven main sources: a review of literature on school camping in general and of those activities related to curriculum in particular; informal interviews and conversations with school camp experts, teachers, and principals engaged in school camping; correspondence with administrators, classroom teachers and camp coordinators; extensive study of published and unpublished materials and studies of programs in operation; personal visits to camp programs in action; informal visits with children doing school camping, and four years of experience and research as principal of an elementary school utilizing school camping as an integral part of the school curriculum. Information from these sources revealed a keen interest in public school camping and evidence that there is a trend toward curriculum enrichment through first-hand learning in an environment where these concepts can best be taught.

A directory of public schools pioneering in this

phase of school improvement was made and included in Appendix A. Entries were made from three sources: review of literature, discussion with educators personally acquainted with active camps and a questionnaire-letter addressed to the director of elementary education, state department of education in each of the forty-eight states and the District of Columbia.

Visits were made to seven school camps. They were: Battle Creek, Highland Park, Grand Ledge, Lakeview, and Dearborn, Michigan; Oak Ridge, Tennessee, and the University of Wyoming. These camps represented those whose programs were part of the school year's work. The writer stayed in the camps and participated in all phases of camp activities. The main purpose was the identification and appraisal of those phases of the elementary school curriculum experiences that can best be planned for in a camping situation. He was constantly on the alert for the reaction of boys and girls to these new school experiences.

Appendix D contains a sample guide sheet used in securing data through interview and observation in Michigan, Wyoming and Tennessee.

Informal interviews and conversations were held with eighteen persons. These persons are identified in Appendix B and are representatives of American educators who are experienced in school camping.

Information on all other camps was collected from correspondence with administrators, classroom teachers, camp specialists and extensive study of published and unpublished materials and studies of programs in action. The same guide sheet as used in interviews and observation was used in tabulating information from these sources.

Sub-problems and Procedures

The procedure used in treating each sub-problem was as follows:

Sub-problem One

The discovery of elementary school curriculum experiences that can best be provided in a camping situation.

Evidence which supports this sub-problem was obtained through personal visits and participation in activities of seven school camps; informal interviews and conversations with eighteen educators and school camp experts; correspondence with administrators, classroom teachers and camp coordinators; published and unpublished material and studies in action; and a thorough review of literature and reports of experiments. Appendix A (pages 185 through 201) is a compilation of active school camps on which specific information was secured. Appendix B identifies the persons who are actively engaged in school camping activities with whom interviews were held.

Sub-problem Two

Set up criteria for school camp program development.

Chapter four, Criteria for Developing A School Camp Curriculum, was developed from the same sources of data. These criteria represent identical thread elements in program planning, and are validated in terms of the general objectives of elementary education, principles of curriculum development in the modern school, and opinions of camp specialists.

Several examples of school camp program criteria may be found in the educational literature and individual school camping materials. However, school people need criteria that are understood in educational terms, usable by all those involved in curriculum improvement and sound. An effort has been made in chapter four to provide such criteria.

A criterion has been earlier defined as "a standard, norm, or judgment selected as a basis for quantitative and qualitative comparison."¹ Criteria for developing a school camp program will serve as guideposts and an evaluation check to be used by elementary school staffs in planning, evaluating and enriching elementary school curriculum programs. Specific criteria emphasize effective conditions and procedures covering all aspects of the curriculum, hence including method and

¹Carter V. Good, Dictionary of Educational Research (New York: The MacMillan Company, 1945), p. 110.

organization. This study does not deal with facilities and administration.

Tentative criteria were developed from an analysis of school camping literature, observation of current practice, and conversation with school camp experts. They were checked against an analysis of educational research in curriculum development. This was done within the framework of Dr. Gale E. Jensen's pattern of validation. If educational objectives are sound, they must satisfy the following conditions:

1. Be conceived in terms of the demands of the social circumstances;
2. lead toward the fulfillment of basic human needs;
3. be consistent with democratic ideals;
4. be either consistent or non-contradictory in their relationships with one another, and
5. be capable of reduction to behavioristic terms.²

Criteria were then revised and the present list of seven guideposts (page 126) was prepared. These represent a nation-wide philosophy of school camp program planning. Each criterion is general rather than specific; less broad than general objectives of education and more broad than specific objectives of individual schools. No attempt has been made at grade placement. Rather, general criteria have been developed for planning outdoor educational experiences suitable in grades kindergarten through eight. An individual

²B. Othanel Smith, William O. Stanley and J. Harlan Shores, Fundamentals of Curriculum Development (Yonkers, New York: World Book Company, 1950), p. 253.

school system will select those grades and activities which will best fit its philosophy, needs, facilities and course of study.

It is expected that the criteria will be helpful to classroom teachers and counselors who are interested in planning or improving camping experiences for individual grades or groups. Yet, the most effective in-service help will come to school camp staffs, individual school faculties, school systems, or curriculum committees in improving the total curriculum. The criteria will be helpful to educators in: (1) determining the objectives of school camping; (2) giving direction as to types of subject matter or activities appropriate for a camping situation which help to meet the individual and group needs of a particular grade, school or community; (3) improving instruction in the elementary school through an enriched program, and (4) evaluating educational services to children.

Chapter V, Relationship of Camping to the Elementary School Curriculum, represents an application of the criteria developed in Chapter IV in the development of an enriched elementary school curriculum. Efforts to apply these criteria without a thorough knowledge of their presupposed educational values will bring about a hit-and-miss school camp curriculum. "The use of these criteria will require that the curriculum worker become thoroughly familiar with the knowledge to which

each criterion has reference."³ He must have specific understanding of what the school-community objectives are; the needs of children; how children learn; and methods and procedures in facilitating the teaching-learning process.

The clarification and validation of criteria is a basic step in curriculum development. "It is a step requiring far more knowledge and logical rigor than have usually been employed in practical curriculum work."⁴

Sub-problem Three

The application of criteria to the conventionally accepted program elements in the elementary school curriculum.

The application of the criteria in this study illustrates the possibilities of the camp curriculum in enriching all areas of the elementary school curriculum.

Chapter VI concludes the study with a summary, conclusions and recommendations.

Summary

This chapter has shown the procedures used in collecting and handling data in analyzing the problem and the plan of organization of the study. The data were collected from

³Ibid., p. 269.

⁴Ibid., p. 270.

seven main sources: a review of school camp literature, informal interviews, correspondence, study of reports and camping manuals produced and used by public school systems or schools, observation of seven school camps in action, informal visits with campers, and experience and research as an elementary principal responsible for curriculum activities. Information was collected and tabulated from one hundred seventy camps within the framework of a self-made guide sheet.

Chapter III, Curriculum Organization and Integration, presents current curricular practices which are considered a part of the total school program. The precamp, in-camp, and post-camp experiences are discussed.

CHAPTER III

CURRICULUM ORGANIZATION AND INTEGRATION

Educators are on the threshold of giving camping its rightful place in the modern school. Some administrators have been reluctant to accept this new venture because of the cost; others have been afraid of being labeled "progressive." Educators and lay people as well are becoming more and more aware that good education is expensive. Therefore, the number of communities who are making an effort to give the child the richest experience possible is growing. Teachers and parents are aware of the many learning situations which cannot be adapted to the regular classroom.

Recognizing the educational values of school camping, many schools throughout the nation have already included these activities in the curriculum. Appendix A (page 184) shows that nineteen states and the District of Columbia out of the forty-nine, or 40.8 per cent, who were questioned report no school camping activities. However, it cannot be assumed that there is no outdoor education in these states. Evidence showed school camps operating in states reported by the state departments of education as having none. On the other hand, it cannot be assumed that the directory includes all active school camps in the United States. It is possible for these experiences to be provided without the knowledge of

the state department of education.

Some states showed an increasing number of such activities. The trend, therefore, appeared to be national rather than regional. However, seven geographical areas showed greatest gain. Appendix A identifies these regions: New Hampshire, New York, Michigan, California, and Washington.

As pointed out earlier, the majority of these programs are definitely established as an integral part of the school curriculum. In others, only experimental programs have been studied. Still others are exploring the potentialities in hope of establishing a camp at some future date. All of these are actively seeking help in making the most out of the existing opportunities.

The directory of school camps (Appendix A) shows that forty-seven of the forty-eight state departments of education and the District of Columbia or 95.91 per cent of the inquiries responded to the letter-questionnaire. The state departments of education in Nebraska and Wisconsin did not answer. However, entries for Wisconsin were secured from other sources. Arizona responded but did not mention where their camps were located.

There was indication that the strong emphasis continues in or near the areas where the movement has its beginnings: California, Michigan and New York. The extended program has proved its success; neighboring communities

and states have been convinced of its value. Another reason for this particular geographical concentration is the appropriateness of the weather and outdoor playgrounds. However, these should not be overemphasized. The South Atlantic, South Central, North Central and Mountain regions of the United States offer excellent outdoor facilities for enriching the curriculum.

It should be remembered that all school activities cannot be effectively organized outdoors. Neither is it advocated that school camping will heal all of the wounds of modern education. But, evidence seemed to show, that an enriched program results from this undertaking. This chapter gives some specific selected examples of curriculum enrichment through the medium of camping. The examples were used for illustration and were not intended to describe programs.

Schools interested in having a camping program should keep in mind the idea that camping is an integral part of the total school program. Any curriculum should therefore take into consideration the pre-camp, the in-camp, and the post-camp periods.¹

¹Helen Manley and M. F. Drury, Education Through School Camping (St. Louis, Missouri: The C. V. Mosby Company, 1952), p. 182.

Pre-Camp Curriculum Experiences

Relatively few schools have initiated school camping experiences below the fifth grade. Terre Haute Indiana State Teachers College and the University of Wyoming both consider readiness an important part of the camping program. In 1954 Wyoming fourth graders spent one week in day camping in preparation for the extended camping period in the fifth and sixth grades. Plattsburgh New York Teachers College fourth grade spent one week. The Terre Haute Indiana State Teachers College developed a day camping experience for second graders in 1949. Readiness for school camping is important as readiness for reading is likewise important. Readiness was developed gradually during the lower grades making middle grade experiences more meaningful. A greater variety of activities were planned at the fifth and sixth grade levels since time was not spent in a readiness program.

Boys and girls of the Ellensburg Washington College of Education have an overnight camping experience during the summer session. This opportunity for readiness for further activities is provided in case an extended period of camping is organized.

Pre-camp classroom activities are a vital part of the camping program. Teachers who waited to set the stage until they arrived at camp found that learning values were greatly reduced. Classroom activities related to camping begin in

September at the University of Wyoming; they are culminated in June. Teachers in Allegan, Michigan, also plan with their children early in the fall for the over-all year's work. In general it consisted of beginning with outside of school activities of a simple nature, continuing with more ambitious trips, and climaxing with a two weeks camping trip for the entire group in the spring.² Integration and correlation is made of the anticipated camping experience with many classroom activities. Both groups of teachers found camping excellent motivation for other classroom activities.

In Battle Creek, a member of the regular staff of Clear Lake Camp visits each classroom about two weeks before it is scheduled for camp. This staff member gives the children a picture of what camping is all about. The objectives of camping, the program, and other information for children and parents are made familiar with pictures, films, through group discussion, and mimeographed material to be sent home.

In-service education for teachers who are going to camp were given help simultaneously with the children. This help was in the form of lead-up and pre-planning activities before the group arrives at camp and familiarization with the

²Edward E. Petersen, "A Local Camping Education and Outdoor Education Program in Operation," Bulletin of the National Association of Secondary Principals, 21:97, May 1947.

camp site and actual participation in typical camp activities. Battle Creek, Michigan; San Diego, California; Tyler, Texas, and the University of Wyoming provide this kind of pre-camp activities.

In Ardsley, New York, teachers and camp personnel become acquainted with the camp site and facilities before the group arrives. Of course, the camp personnel make one or more preliminary trips to the site with student leaders.³

Some school systems find it helpful to have the camp personnel spend the weekend before in camp experiencing the same duties and activities that the children will encounter. If this is done, teachers and counselors feel better prepared for the task ahead; they feel more at ease.

It is obvious that the potentialities of educational values involved are not as great when the responsibilities of the planning are with the group itself. However, the alert classroom teacher can use this assistance in improving the pre-planning activities.

Camp is natural motivation for classroom activities. During the pre-camp planning, the eager anticipation of the outdoor experience lends itself to vitalized learning situations. William S. Yeager, Director of the Coalinga-Huron, California, Union Elementary School camp has found that

³Arthur W. Silliman, "Try the Outdoor Approach," Reprint from New York State Education, March 1952.

Even the poor reader will find information, read and report his findings to the class. If the group has gained some knowledge of a few of the most common animals, it stimulates further study and observation of the animals in their natural habit.⁴

Pre-camp curriculum experiences might be thought of as orientation. The classroom teacher can find many opportunities for orienting the child for his anticipated experience.

The first announcement of camp plans will bring enthusiastic questions such as "When do we go?" "Where are we going?" "Can we go fishing?" and "Can we go on field trips?" Here is the place to begin. Such questions furnish opportunities for correlation and integration of the outdoor and indoor curriculum. In most groups, only good teacher guidance is needed.

Soon will be brought up the question, "What shall we do at camp?" Planning for the basic camp curriculum is at hand.

The teacher must use care and restraint in discussing the outdoor education program too much in detail lest she instill such enthusiasm and breath of interest in activities that the children will want to participate in at camp, that disappointments and frustrations develop if some planned experiences

⁴William S. Yeager, Information Bulletin Coalinga-Huron Union Elementary School Camp (Coalinga-Huron, California: The School District, n.d.), mimeographed.

do not become possible because of unforeseen contingencies, such as change in weather.⁵

In larger camps where the camp director is not a member of the local faculty, it is recommended that he visit the classroom to become acquainted with the children and to allow them to become acquainted with the person in charge while they are in camp. At the same time, he can interest them in some of the activities in which they will engage by telling them experiences of former campers, showing pictures and films of camp activities.

Other suggested activities that may be included in the Los Angeles County, California, orientation program are as follows:

1. Study the history of the area where the outdoor experience will take place.
2. Study the history of the camp.
3. Discuss the organization of the outdoor education program.
4. Discuss the values of the outdoor education program.
5. Discuss the responsibilities of members of the group. . . .
6. Plan what articles to take and what clothing to wear.
7. Have a health examination by the school physician or family physician.

⁵Dale Hoskin, Outdoor Education, A Handbook for School Districts (Los Angeles: Office of County Superintendent of Schools, Los Angeles County, 1952), pp. 45-46.

8. Write letters to parents requesting their permission to attend camp.
9. Discuss rules and regulations of members of the United States Forest Service or State Park personnel if the camp is located in or near these areas.
10. Attempt to apply these attitudes and knowledges that have been learned in the classroom.
11. Establish mental preparation for a 24 hour day of living, working, and playing together in harmony.⁶

The teachers of Tyler, Texas, feel as many others do, that the pre-camp orientation is of utmost importance. They feel that classes which go to camp with well defined objectives get off to a better start and get farther than those who do not. "Pre-camp planning assures continuity of experience and makes the camp truly a supplement to school."⁷

Many opportunities were evident for health and safety education which relate to the out-of-doors. Children did research and discussed such problems as the effects of and precautions against windburn and sunburn, the prevention and treatments of common colds, the recognitions of poisonous plants and animals, water safety and regulations concerning swimming, boating, or fishing, importance of proper clothing

⁶Ibid., pp. 46-47.

⁷Manley and Drury, op. cit., p. 187.

and shoes, simple first aid techniques, value of the health check before going to camp and many other aspects of camp life.

Other science experiences offer good motivation for pre-camp experiences. Some groups enjoyed gaining pre-camp information about various insects, animals, or plants to be found in the camp area. Children voiced a real thrill of discovery when they recognized these at camp. Many camps had weather stations. Some previous knowledge of weather signs, cloud formations, weather superstitions made weather prediction more meaningful and motivated further interest while at camp. This is an important phase of camp activity at Wyoming where weather conditions may change rapidly.

Pre-camping knowledge of marine life made exploration more interesting for the Coalinga-Huron California children. They camp along the seashore. Background information of the lumber mill and "maple sugaring" added anticipation to the trip to the nearby lumber mill and maple sugar "plant" which the Battle Creek children take while at camp. A study of the history and culture of the California Indians gave meaning to the Indian lore tales and treasure hunt for Indian relics for San Diego school children. Appropriate camp, campfire, vesper and hiking songs were taught the Wyoming fifth and sixth graders while stories and campfire programs were planned as a part of their language arts classes.

Oak Ridge fifth graders and Wyoming campers took advantage of additional types of pre-camp learning experiences. They were involved in problems of group living in the out-of-doors, getting necessary equipment, making necessary arrangements for transportation, getting necessary permissions and insurance needed, planning their own group organization and government, purchasing necessary food and other supplies and planning various activities for the camp period.

Menu planning offered a wonderful opportunity for the same groups for the study of nutrition. Comparing food costs, wholesale buying, figuring the total cost for food, finding percentage of total cost of camp to be allotted to the various items such as food, transportation, insurance, and equipment provided enrichment to the arithmetic classes. Many letters were written; stories, stunts, dramatizations, songs, vespers, and dances were carefully planned.

Children from the University of Wyoming Elementary School and Fresno California College Elementary School made many types of out-door cooking equipment to be used at camp. This effort made campers more self-sufficient. A St. Louis, Missouri group made their own sleeping bags from mattress covers and blankets. Arts and crafts class took on a real meaning for these boys and girls.

In-Camp Curriculum Experiences

Camp experiences in most instances were planned on the assumption that education was the chief aim of the camp. Fun on the part of the camper seemed to be a means toward this end. Although learning and fun are not in opposition to each other. Learning is a pleasant experience when camp experiences are related to problems of the child. The school camp was in no instance considered an extra curricular activity. The school curriculum was continuous; teachers merely took their classes to another environment for the particular phase of the curriculum for which the camp is best suited.

It is believed that the two major educational outcomes of the camping experience are: first, development of self reliance, cooperation, and other skills involved in democratic living; and second, knowledge and appreciation of nature.⁸

The data collected in this investigation bear out the philosophy of the educational policies commission. However, other closely related values were found.

The elementary school camp curricula in general were organized around five basic elements. They were democratic social living, the understanding and appreciation of nature,

⁸ Educational Policies Commission, Education for All American Children (Washington, D. C.: National Educational Association, 1948), p. 72.

healthful living, purposeful work experiences and spiritual values.

The 1949 spring camp of the Fresno California State College sixth grade was planned mainly for the social living experience. The group was a highly individualistic and somewhat maladjusted one. Every phase of the program emphasized group living. Sociograms were made before the children went to camp. Upon their return another was made and compared. The results showed much progress in social development. The same results were accomplished in 1950 in the Wyoming experiment.⁹ There was one instance of a child who had very few friends when she left for camp. New friends were cultivated through the camping experience.

Democratic social living was emphasized in every camp visited and report studied. Children were brought face to face with problems of group living: group planning, group government, self-reliance, and concern for the welfare of others.

The children's experience at Camp Cuyamaca begins on Monday with an orientation period. . . . The children are divided into cabin groups. The assignments to cabins are made according to arbitrary devices. . . . In this way children from different schools are mingled, cliques broken up, and members of a minority group are placed without discrimination. . . .¹⁰

⁹Dorothy Lou MacMillan and Laurence A. Walker, School Camping (Laramie, Wyoming: The Bureau of Educational Research and Service, University of Wyoming, 1951).

¹⁰Manley and Drury, op. cit., p. 199.

During the five day period opportunities are ever-present for the University of Wyoming children to discuss camp situations and to make decisions. Each living group, with the counselor acting as discussion leader, draw up their own informal regulations and procedures for living happily together. Their meetings are on the "town meeting" order. There is also a camp council. Each living group sends a representative to this meeting. The council meets regularly to formulate camp policies. This experience is usually familiar to most groups since there is a carry over and a practical application of the school student council.

Even one week of cabin life at Camp Cuyamaca helped to ease the strain of group living. Here children learn the "give and take" process.

. . . It is plain to all that the person who does a little more than his share makes life pleasanter, whereas the one who shirks or hides when a job is to be done not only throws an extra burden on his mates, but delays pleasure. Children who disturb "quiet-time," when most of the group wants to read or nap or write home, are conspicuous. The messy child stands out when others are trying to keep the cabin livable.¹¹

The same children learned practical lessons from the

¹¹James Mitchell Clarke, The Cuyamaca Story: A Record in Pictures of San Diego's City-County School Camp (San Diego, California: San Diego City-County Camp Commission, 1948), p. 19.

nature trail and shops.

. . . when a little girl takes over a canteen which a large boy refuses to carry in his turn, there is no escaping the demonstration. The child who refuses to keep still and walk softly when a group is stalking deer, is a plain threat to pleasure. The youngster who lends a hand in the shop is obviously more fun to work with than the one who hoards tools or leaves his work to tease someone.¹²

Most children learn quickly and meaningfully under such circumstances. Lectures tend not to be very practical as a method in camping education. In this situation, the children are the teacher. Each learns from the other. The group tends to keep the "strays" in line.

In outdoor living, campers may for the first time learn to respect the rights of others and respect for the abilities of others. This may be an inroad to tolerance that could never be accomplished indoors.

. . . a boy who has shown little brilliance in class may prove the staunchest hiker in the group, or he might be the one who finds two arrowheads on an Indian camp site; the child who is clumsy at playground games may show amazing skill in the shops. The youngster whose clothes are not so good as those of his classmates may turn out to be the most considerate comrade in the cabin, and one of the best liked.¹³

Campers in Ann Arbor, Michigan, was a good example of a group working together to develop good social living habits through gathering wood, cooking, washing dishes,

¹²Ibid., p. 20.

¹³Ibid., pp. 20-21.

cleaning cabins and grounds, and planning programs. If the virtues of camp living were applicable only to camp life, we might want to leave this facet of education to other agencies. However, many believe that there is a direct carry-over to classroom atmosphere.

Living together at camp thus has a double value; children make big gains toward the ability to get along with others; and because they make these gains, their education in home and school can make better progress.¹⁴

The following suggestions of learning activities which contribute toward democratic living are made to the Los Angeles County, California, teachers:

1. Participation in
 - a. group discussion
 - b. group planning
 - c. group evaluation
2. Participation in
 - a. a leader
 - b. a follower
 - c. a member working on a project
3. Participation with other groups through representation of one's own group in discussions, planning sessions, evaluations, and committees.
4. Experiences in carrying out the decisions made by a group.
5. Participation in spontaneous activities.

¹⁴Ibid., p. 21.

6. Experiences in exercising freedom of choice of activities.¹⁵

Understanding and appreciation of nature was made real through experiencing man's relation to his environment, balance in nature, appreciation for the out-of-doors, and conservation of natural resources.

As a child lives and works in his natural surroundings, science takes on real meaning. He discovers that practical applications of science generalizations are more important than memorized facts and scientific principles or laws. Nature seems to be an open book waiting to be discovered and interpreted by discussions and experimentations along the nature trail. Alert observation is important as lessons in water supply, rusting of iron, leaf coloration, soil erosion and conservation take on significance--meanings that shall never be forgotten.

Life in camp provides the need of a child to live in his natural and scientific environment. Such words as mountains, valleys, plateaus, swamps, rivers and lakes become a tool when a child comes in contact with them through field trips. At the same time, he learns about the native plants and animals. Their interrelationships begin to click when he sees them in relation to the general terrain. He can now see some sense in building a terrarium or aquarium.

¹⁵Hoskin, op. cit., pp. 48-49.

Interest quite likely will lead him in the direction of nature field trips, identification and care of small game, large game, snakes, birds, fish and insects, cast making for footprints of animals and leaf designs, making photographs of animals, further excursions to nearby farms, ranches, lumber mills, orchards, mines and Indian remains.

When interest and understanding of one's natural environment become personally significant to him, conservation results. This might be shown through building trails, reforestation, building check dams, restocking streams, building animal shelters and making posters. A person with a scientific attitude is more apt to emerge from this environment than from a classroom where all of these learnings were attempted from a textbook.

The third commonly found objective was healthful living. This being one of the general objectives of elementary education, we could expect it to stand high as a school camp objective. Children need to achieve and maintain sound mental and physical health and it takes on new meaning for them in the school-camp classroom. The action program of meal planning involves such factors as good diet, cost of food, food values, variety, attractiveness, elements of nutrition, preparation, and eating habits.

Proper food habits can be easily accomplished in camp. In many camps the meals were planned in indoor health

classes by the children. This was true in the University of Wyoming Elementary School where the children had the pleasure of knowing that they were eating according to their own knowledge. A great deal of nutrition study lay behind each menu. Figure one (pages 69, 70, 71, 72, and 73) shows a typical example of a camp menu. It is from the Kings Mountain, North Carolina, eighth grade camp kitchen.

Another way of establishing proper food habits in camp is by imitation. Children at this state do not like to be outdone by their peers. If one child eats, all eat. Therefore, plates are left clean at the end of the meal. Uneaten food was not observed in any camp visited.

Care and prevention of injuries and accidents are of prime importance. The theory of first-aid is usually taken care of in the classroom; camp is practice in application. However, a few schools give instruction in first aid at camp. This was found to be true by Grand Ledge, Michigan, sixth graders at Camp Chief Noonday. The school nurse or other qualified first aid person should be on duty at all times to care for emergencies.

Over fatigue should not occur. Camp schedules shown in Chapter IV indicate change in activities, balance in program, and quiet times to prevent children from tiring. The camp day is a long one; children should not be rushed. Fewer activities well done is better than many poorly done

MENU

Kings Mountain Camp Kitchen

Monday

Breakfast

Campers did not arrive in time for breakfast

Lunch

Salmon Salad
Corn Pudding
Green Peas
Pickle Beets
Whole Wheat Bread
Butter
Pears
Milk

Supper

Spaghetti with Meat Sauce
Grated Cheese
Green Beans
Carrot Sticks
Hot Biscuits and Butter
Ice Cream
Milk

MENU

Kings Mountain Camp Kitchen

Tuesday

Breakfast

Orange Juice
Dry Cereal
Scrambled Eggs
Buttered Toast
Honey
Milk in Coffee

Lunch

Spanish Rice with Meat
Apple Sauce
Hot Rolls and Butter
Banana Pudding
Milk

Supper

Sausage Loaf
Scalloped Potatoes
Combination Salad with French Dressing
Buttered Lima Beans
Hot Rolls and Butter
Cake with Chocolate Sauce
Milk

MENU

Kings Mountain Camp Kitchen

Wednesday

Breakfast

Bananas
Cereal
Hot Cakes
Butter-Honey
Milk in Coffee

Lunch

Baked Beans with Vienna Sausage
Turnip Greens
Carrot and Raisin Salad
Corn Bread and Butter
Plump Prunes
Milk

Supper

Sliced Baked Ham
Candied Yams
Field Peas
Rolls and Butter
Jello - Cherry
Milk

MENU

Kings Mountain Camp Kitchen

Thursday

Breakfast

Tomato Juice
Oatmeal
Scrambled Eggs
Buttered Toast
Honey
Bacon
Milk in Coffee

Lunch

Baked Cheese and Macaroni
Green Beans
Combination Salad with French Dressing
Hot Rolls and Butter
Milk
Apples

Supper

Chicken Pie with Carrots and Green Peas with
Biscuit Topping
Lyonnais Squash
Cabbage Slaw
Apple Betty
Biscuits and Butter
Milk

MENU*

Kings Mountain Camp Kitchen

Friday

Breakfast

Prunes
Oatmeal
Hard Cooked Eggs
Drop Biscuits
Honey
Milk in Coffee

Lunch

Hot Dog with Buttered Bun
Chili
Cabbage Slaw
Pinto Beans
Onions
Milk

Before leaving camp

Fruit Jello

*Mimeographed material furnished by Mr. Rowell Lane,
Principal, King's Mountain High School, personal letter,
August 12, 1954.

Figure 1. Menu as Served - Kings Mountain Camp Kitchen.

just for the sake of getting in the day's schedule. It is usually better to have more planned than can be accomplished. But this does not mean that it must be.

The importance of personal cleanliness is not forgotten. Keeping the body ready for all activities is an objective of each camper. His personal living quarters must be kept in order too. Regulations for personal inspection is governed in some camps by the camp council or each living group.

Habits of personal cleanliness were easily formed, for the children realized that good health habits were essential and necessary for themselves as well as a courtesy to others. They performed their duties because they all wished for and anticipated group approval.¹⁶

Camp sanitation cannot be forgotten. Where the drinking water comes from and how it is purified makes interesting field trips. Proper disposal of garbage serves both as a lesson in prevention of disease and also conservation of food. Here the child is concerned not only for his personal welfare but that of the group.

A camping environment is conducive to mental health. Nervous tensions are relieved. Bodies are made healthy and tired because all food tastes good; sleep is induced. There is complete relaxation. Hiking, swimming, fishing, boating, building bridges, cutting wood and sketching are activities

¹⁶MacMillan and Walker, op. cit., p. 8.

which help to give mental satisfaction.

In Michigan some of the learning opportunities in healthful living are as follows:

1. Food--Planning of menus; purchasing food; preparation and serving meals; eating wholesome food; learning proper habits of eating.
2. Clothing--Learning about proper clothing for dress in the out-of-doors in all kinds of weather. Pupils plan in advance what they should wear for cold weather, for working in streams, for hiking, and the like.
3. Shelter--Sleeping in the out-of-doors, planning and building temporary shelters; construction of permanent cabins.
4. Sanitation--Food handling; care of the kitchen; safe water for drinking and bathing; washing dishes; construction of temporary pit toilets.
5. Exercise--Hiking; work projects; outdoor sports.
6. Rest and Relaxation--Adequate sleep and rest; leisure time at meals; a program of activities.
7. Opportunities for Good Mental Health--Fun, opportunities for leadership, recognition as a member of the social group.
8. Development of Aesthetic Sense of Awareness--Dignity of man, interdependence of nature.¹⁷

Purposeful work experiences are of two kinds: those which contribute to the welfare of the camp group and those which contribute to the welfare of the community at large. The principle by which work experiences operate is learning by doing. This is accomplished in the first kind by planning, buying and preparing food, serving meals, washing

¹⁷Michigan State Department of Public Instruction, Community School Camping--The Story of the Organization and Development (Lansing, Michigan: The Department, 1951), p. 11.

dishes, building fires, and keeping the kitchen, dining room, cabins and camp area clean.

. . . in Michigan, where many of the camps are located on or adjacent to publicly owned lands, there are many opportunities to practice conservation. These include forestry operations, land surveys, soil conservation activities, game and fish management, building projects, and many others.¹⁸

Such activities give the boys and girls an opportunity to practice good citizenship--to return to the community something to benefit future citizens. Besides practical application of classroom learnings, the general welfare of the environment is improved. The following examples show the wide variety of purposeful work experiences applicable to school camps:

1. Improvement of the camps
 - a. Building a cabin
 - b. Cleaning and redecorating buildings
 - c. Building trails
 - d. Erection of footbridges and guard rails
 - e. Construction of roads
 - f. Construction of beaches
 - g. Mapping
 - h. Parking areas
 - i. Sanitation

¹⁸Loc. cit.

2. Forest Management

- a. Selective cutting and study of growth of timber
- b. Cleaning and brushing
- c. Planting of seedlings
- d. Hillside beautification
- e. Scaling timber

3. Wildlife management

- a. Animal population studies--census, trapping, banding, deer drives
- b. Environmental improvements--building brush shelter, planting game cover, construction of bird houses, building cages and box traps for animals
- c. Study of conservation laws and the role of government agencies

4. Fish management

- a. Stream improvement
- b. Building deflectors
- c. Census--shock method for determining age of fish
- d. Study of food in lakes
- e. Sounding lakes for depth
- f. Prevention of lake and stream pollution
- g. Study of conservation laws and the role of government agencies

5. Fire fighting and fire prevention
 - a. Use of power machinery
 - b. Participation in actual fire control
 - c. Fire-fighting methods--fire towers, ground and air equipment, lanes, back fires
6. Soil Conservation
 - a. Activities in controlling erosion, filling gullies, terracing
 - b. Fertility maintenance or restoration
 - c. Planting shrubs, trees and grass cover to prevent erosion
 - d. Observation of contour plowing
 - e. Soil testing
 - g. Gardening
7. Gathering useful data
 - a. Weather records
 - b. Stream--flow records
 - c. Records of relationships between climate and life
 - d. Environmental records¹⁹

Spiritual values are attained through school camping even though they are not emphasized. One cannot be associated with the great out-of-doors without being conscious of

¹⁹Michigan State Department of Public Instruction, op. cit., p. 12.

a supreme being. Children learn that there is a pattern by which the world is governed and, regardless of man's efforts, these laws cannot be changed.

Grace before each meal was common among camps visited. Through these prayers, some said and some sung, there was frequent mention of the Ruling Force of the Universe and the beauty of it. The following grace expresses the gratitude of a group of San Diego, California, children:

Evening has come
The board is spread
Thanks be to God
Who gives us bread!²⁰

Sunday at the University of Wyoming Elementary School Camp is a day of rest, relaxation and meditation. In the evening there is a vesper service suitable to children of all denominations. The vesper service is sometimes conducted around a campfire. Such an environment seems an ideal place for spiritual up-lift. When the embers are burning low children can be observed, lost in spirit, with a beam on their faces viewing the silhouette of a distant mountain, the moon, stars, or the wind whispering through the pine and aspen. The College Elementary School, Plattsburgh, New York, transport their fourth graders on Sunday morning to the various churches in the area.

These personal experiences may never be mentioned by counselors but the stage can be set. The setting may do

²⁰James Mitchell Clarke, op. cit., p. 12.

something for youth. James Mitchell Clarke has expressed it well.

We do not know yet, but it must be that the most valuable experience some children get from Cuyamaca is the knowledge that in such a place the wounded and weary spirit can be refreshed and the mind made whole.²¹

It is significant to note that Dr. William Gould Vinal,²² one of the pioneers in school camping, has placed ethical and spiritual values high on the list of factors in a functional outdoor curriculum that call for a continuous alertness on the part of all ages. He points out that educators are agreed on this point.

The main objective of the Los Angeles County schools in this area is the development of an appreciation for the out-of-doors. This is done through beauty and perfection in nature and by helping the child to realize that all life has a place in the world and significant enough to justify its being.

Some experiences which help in meeting this objective are:

1. Viewing the sunrise from a mountain top.

²¹James Mitchell Clarke, op. cit., p. 28.

²²William Gould Vinal, The Outdoor Schoolroom for Outdoor Living (Vinehall, R.F.D., Cohasset, Massachusetts: The Author, 1952), p. 5.

2. Viewing the sunset as the sun sinks behind the mountains.
3. Watching the flames of a campfire.
4. Looking at the splendor of a tall tree.
5. Observing the beauty of rhythm and motion as an animal, reptile, or bird passes by.
6. Participating in good fellowship around an evening campfire.
7. Listening for sounds typical of nature.
8. Smelling the fresh odor of the forest after a rain.²³

Professor Martin Mortensen of Arizona State College put it very well when he said, "It is not what a child can repeat by rote that determines his character, but what he has come to understand, to appreciate, to admire and to love."²⁴

Post-Camp Curriculum Experiences

The chief aim of post-camp curriculum experiences should be integration with the general school curriculum.

²³Hoskin, op. cit., p. 54.

²⁴California State Department of Education, Camping and Outdoor Education in California (Sacramento, California The Department, 1952), p. 13.

These experiences are greatly enriched due to the increased understanding, skills, and attitudes in the areas of group living, understanding and appreciation of nature, healthful living, purposeful work experiences and spiritual values.

Aviation as a means of transportation creates more enthusiasm and has more meaning to the group whose observations and study of bird flights were a part of their in-camp curriculum activities. Likewise, a new concept of water conservation is evident after children have discovered how much water run-off there was during heavy rains. New foods appearing in the cafeteria lines indicate that camp menus have influenced eating habits.

The post-camp is a vital part of the camp experience and offers a wealth of meaningful learning activities. As in many other educational endeavors this phase of learning is often passed over lightly. All of the personal conferences and camp visitations stressed the importance of this phase of camp activities. Many groups continued to do research on some particularly interesting camp activity after they returned to the classroom. Children from Central College of Education developed in more detail forest and wildlife conservation and geology of the area. San Diego children were very much interested in exploring astronomy after their field trip to Palomar Mountain Observatory.

Typical of the post-camp activities in Austin, Texas;

University of Wyoming; and Oak Ridge, Tennessee, were the classifying of rock collections, making plaster casts of animal tracts, writing thank you letters, making booklets and posters, putting a diary together, teaching fifth graders camp songs, making murals, giving panel discussions, organizing a snapshot display, planning a program for parents, and doing further research on interests developed at camp. The Austin group gave a radio program over station KVEY.

Jackson Park sixth graders in University City, Missouri published a camp newspaper, a language arts activity, which reviewed and summarized their camp activities. This was used, also, for public relations.²⁵

Post-camp experiences may be:

1. Giving talks or panel discussions about camp life to the class, other classes, P. T. A., service clubs, assemblies and other schools.
2. Writing letters to friends and explaining some of the experiences at camp.
3. Writing themes or reports for class.
4. Preparing bulletin board display using drawings, sketches, paintings and photographs made or taken while at camp.
5. Preparing exhibits or displays of mineral or plant collections or craft projects.
6. Writing letters to counselors, cooks, caretaker, resource people, principal and director.

²⁵Betty Hoffman, "School Camping Means Real-Life Learning," National Education Association Journal, 38:261, May 1949.-

7. Preparing and putting on an assembly program for children who will have similar experiences later in the school year or next year.

8. Preparing and putting on skits and programs for radio, television or community programs.²⁶

The University of Wyoming Elementary School made the post-camp experience one of evaluation. Teachers, student-teachers, parents and children took part. They felt that there was the same need for scientific evaluation of this facet of their curriculum as for any other. Their evaluation was made in terms of their general and specific objectives.²⁷

Michigan follows a similar pattern of post-camp evaluation. Their reports are made to students, staff members, boards of education, and community groups. Results of their evaluations have been modification of homeroom and classroom procedures, improvement in student attitudes and skills, improvement in student-teacher relationships, attitudes, and improvement in the quality of post-camp experiences. As a result of these evaluations, there has been a complete acceptance of the school camp program by the staff, the school administrators and boards of education.

²⁶Hoskin, op. cit., pp. 59-60.

²⁷Walker and MacMillan, op. cit., pp. 53-58.

. . . In Ann Arbor, Michigan, for example, on the basis of the reactions of campers and staff, the board of education has made it possible for every homeroom to spend a week at camp and a necessary appropriation was made to carry out the program.²⁸

Many schools considered the total camping experience a culminating activity for the year. All the threads of the curriculum are tied together through this experience.

Summary

Chapter III analyzed data in terms of the extensiveness of the school camp movement. These data showed that a school camp curriculum is not confined to the out-of-doors. Examples were drawn to illustrate the values of school camping and to design a curriculum pattern. This pattern was organized into the pre-camp, the in-camp and the post-camp curriculum experiences.

The pre-camp period was the readiness phase of camping and a very important one. During this orientation objectives were set up; activities were planned, and acquaintances with counselor personnel were made. Then children were off to the out-of-doors for the in-camp experiences in democratic social living, the understanding and appreciation of nature, healthful living, purposeful work experiences and

²⁸Michigan State Department of Public Instruction, Community School Camping, op. cit., pp. 31-33.

spiritual values. Boys and girls came back to the post-camp period with increased knowledge, skills and attitudes for an evaluation of the integrated curriculum in terms of their objectives.

In the following chapter, criteria for school camp program planning are established.

CHAPTER IV

CRITERIA FOR DEVELOPING A SCHOOL CAMP CURRICULUM

School camps offer boys and girls many educational opportunities. If a camp is to be known as a school camp and operates on school time, there are special obligations to the public. The curriculum needs to be a continuing one, beginning in the fall when school opens and continuing through the school year. Parents and teachers alike want assurance that it is not an educational frill. Children, too, need to come to expect it as a part of their school work and not an extra-curricular activity.

Much thought and planning must take place by all concerned: administration, parents, teachers, and campers. Every activity at camp is part of the child's curriculum and every effort must be made to make it contribute to the meeting of the objectives of the camp and the child. Such factors as age, sex, previous camp experience, home background, site, facilities, weather, budget, and length of camp period are other factors which must be considered in planning a school camp curriculum.

But it is not enough to take a child from one environment and put him in another. Plans must be made for the maximum use of the assets of the environment so as to promote desirable growth in attitudes, learnings and practices in mental and physical health, self-realization and in human relationships. These plans constitute the curriculum of the camp program. It is a curriculum of

action: working, playing, exploring, discovering, creating, conserving, sharing, investigating, and evaluating. It is centered in child purposes, needs and interests. It includes experiences of many types; new and different experiences that broaden the horizon and stimulate new interests. It is close to the immediate environment--it is here and now. The curriculum includes experiences that are well integrated, cutting across many subject areas. Woven into the fabric of living at camp must be threads that appear now in this pattern and again in another in varying relationships with many other threads. Some of these threads that must be planned for in the curriculum are: orientation, health, spiritual needs, recreation, self-expression, purposeful work and democratic practices.¹

The philosophy of this investigation does not pretend that there is one infallible way of organizing a school camp curriculum. Rather, camp counselors and directors are unique individuals and may not be expected to receive the same results in somewhat unique ways just as we cannot expect all classroom teachers to use the same techniques.

There is a wealth of opportunities and materials to be used in camping education, and without a clear-cut guide it will be extremely difficult to prevent a "hit or miss" program. It is, then, not so much, "Is the camp staff using the right procedures or activities?" as it is, "Does this opportunity or activity contribute effectively to the fulfillment of the functions of elementary education and school camping?"

¹Denver C. Fox, "The Outdoor Education Curriculum at the Elementary School Level," Journal of Educational Sociology, 23:535-36, May 1950.

The philosophy of curriculum in the modern elementary school recognized the individualism of each school and each school group. Each must select those experiences and learning activities which best fit the needs of the child, group and school. These experiences will vary according to the philosophy of the school and community. However, they should be consistent with the general objectives of education, general principles of curriculum development and the philosophy of leading camping education experts.

Dix proposed a plan, with which the majority of curriculum experts agree, based on human experience for the emerging curriculum. He divided the curriculum into the following areas:

- I. The Study of Oneself--embracing the functions of guidance, of health development and emotional judgment, of the provision of basic necessities, of play, recreation, club and hobby interests, all social activities.
- II. The Study of the Social Environment--the evolution, functions, and structures of cultures, particularly American society.
- III. The Study of the Natural Environment--the relationship of man and nature; his science of control, adaptation, and utilization.
- IV. The Study of the Arts--the evolution, materials, skills, and attitudes of the arts of human expression, communication, and imagination.²

²Lester Dix, A Charter for Progressive Education (New York: Bureau of Publications, Teachers College, 1940), p. 57.

Curriculum development is also based upon what we know about how children learn. Learning, according to Baxter, Lewis and Cross, is

. . . self-activity, selective in nature, which occurs when the individual is ready to respond to his environment. The impulses gained through the senses which are incorporated into the response mechanism can be recalled, making possible the fixing of the result of experience. Each child has ways of learning which are natural and productive for him which the educator should seek to understand and to help him develop to full capacity.

Investigation is important to the learner's acquisition of information and knowledge. Stimulated to self-activity by a desire "to find" out and "to know," children will follow their interests to productive ends.³

Many educators, philosophers, scientists, anthropologists and psychiatrists have studied the nature of the learning process. Such personalities as Baxter, Lewis and Cross;⁴ Bode;⁵ Gwynn;⁶ Lee and Lee;⁷ Otto;⁸ and

³Bernice Baxter, Gertrude M. Lewis and Gertrude M. Cross, The Role of Elementary Education (Boston, Massachusetts: D. C. Heath and Company, 1952), p. 86.

⁴Ibid.

⁵Boyd Bode, How We Learn (Boston, Massachusetts: D. C. Heath and Company).

⁶J. Minor Gwynn, Curriculum Principles and Social Trends (New York: The MacMillan Company, 1950).

⁷J. Murray Lee and Dorris M. Lee, The Child and His Curriculum (New York: Appleton-Century-Crafts, Inc., 1950).

⁸Henry J. Otto, Principles of Elementary Education (New York: Rinehart and Company, Inc., 1949).

Ragan⁹ agree on certain factors in learning:

1. Children learn through their senses
2. Children learn through self-activity
3. Children learn through thinking
4. Children learn through striving to reach goals
5. Children learn through imitation
6. Children learn continuously
7. Children learn when they are ready
8. Children learn through repetition
9. Children learn through interest
10. Children learn things when they select to do.

Significant was the thinking of school camp experts.

Their philosophy of camping education, in general, was consistent with the objectives of the total school program. The theory of Clark,¹⁰ Clarke,¹¹ Donaldson,¹² Fox,¹³

⁹William B. Ragan, Modern Elementary Curriculum (New York: The Dryden Press, Inc., 1953).

¹⁰Leslie Clark, Director, Sargent Camp, Boston University, Petersborough, New Hampshire.

¹¹James Mitchell Clarke, Secretary, San Diego City-County, California, Camp Commission.

¹²George W. Donaldson, Director of Outdoor Education, Tyler, Texas, Public Schools.

¹³Denver C. Fox, Director, Camp Cuyamaca, San Diego City-County, California.

Gilliland,¹⁴ Holland,¹⁵ MacMillan,¹⁶ Randall,¹⁷ Sharp¹⁸ and Smith¹⁹ advocate these objectives in organizing the camp curriculum:

1. To foster healthy democratic group living.
2. To conserve and improve the environment
3. To extend elementary science learnings
4. To practice the skill subjects
5. To develop human creativity
6. To experience spiritual uplift

The basis for such a curriculum is found in the nature of child growth and development; the integration of all camp activities around the problems of group living, centered in the out-of-doors and an informal methodology and organization.

It was possible to develop criteria which will guide the enrichment of the present school program and the development of an extended elementary school curriculum. These

¹⁴John W. Gilliland, Professor of Education, University of Tennessee, Knoxville, Tennessee.

¹⁵Barbara Holland, Coordinator of Camping, Dearborn, Michigan, Public Schools.

¹⁶Dorothy Lou MacMillan, Camp Director, University of Wyoming Elementary School, Laramie, Wyoming.

¹⁷Don Randall, School Camp Director, Battle Creek, Michigan, Public Schools.

¹⁸L. B. Sharp, Executive Director, Outdoor Education Association, New York, New York.

¹⁹Julian W. Smith, Associate Professor of Outdoor Education, Michigan State College, East Lansing, Michigan.

guideposts grew out of the general objectives of education, principles of modern curriculum improvement, current practice and judgments of camping education specialists. The criteria are:

1. The curriculum program has a flexible plan in which to operate. In most cases a daily program will be necessary for the smooth operation of the program just as we have daily schedules in the indoor classroom. According to Manley and Drury²⁰ the daily program may be organized in a variety of ways.

a. A formal program is one in which activities are scheduled and the program is followed religiously unless some unforeseen occurrence causes a change. It is usually patterned after the classroom program. The campers may or may not have aided in the planning.

b. A partially formal program is one in which a formal program operates for a few days or until the campers are completely oriented. Then campers are permitted to make choices.

c. A free schedule is one in which only the necessary routine activities such as mealtime, reveille, flag raising, and taps are preplanned.

²⁰Helen Manley and M. F. Drury, Education Through School Camping (St. Louis, Missouri: The C. V. Mosby Company, 1952) pp. 148-49.

d. A mixture is a schedule in which some activities are preplanned and others free choice. This "middle of the road" plan seemed to be most common among the camps studied.

In our democratic society, boys and girls need many opportunities to plan their activities. Camp can provide many of these. This can be done by having the group divide into smaller groups, "clubs" or "families" which function as a part of the total group. Children should not be plunged into this type of work without experience and guidance. Small group planning should be a part of the pre-camp planning. Allowing the campers to have a part in the selecting, planning, and carrying out of their programs is an important educational function of school camping. These activities, of course, need guidance from adult counselors, teachers, or camp director. A larger adult staff is required when campers assist in planning.

Counselors and camp directors find that some basic schedule of daily activities is necessary. There is no infallible schedule; therefore, it should be kept flexible and at the same time demonstrate some degree of stability.

The Long Beach, California, Camp Hi-Hill operates under the flexible schedule shown in Figure 2 (page 95). Only three times during the day are campers required to appear as a group: breakfast, dinner and supper. Other experiences are governed by the length of time to do a job,

Camp Hi-Hill

Student Counselor Responsibility

- 6:45 Table setters arise. (Wash, brush teeth, comb hair.)
- 7:00 Regular group arise. (Wash, brush teeth, comb hair.) Groups may arise early if for a planned activity accompanied by a student or teacher counselor. Care should be taken not to disturb the rest of camp.
- 8:00 Breakfast
- Every effort must be made to be at meals on time.
- Dining hall and cabin clean up.
- The group which is not working in the dining hall will be responsible for cleaning the shower house, raking and sprinkling the grounds around the Lodge and carrying oil in season.

Teacher-Counselor Responsibility

- 9:30 Morning Activity

Student Counselor Responsibility

- 11:30 Wash for dinner (hands, face, and hair combed)
Set tables
- Groups change dining hall responsibility.
- 12:00 Dinner
- Dining hall clean up.

Student Counselor Responsibility

1:15 Rest Time

All campers must rest quietly on their bunks; may sleep, read or write letters. Toilet needs should be taken care of before rest time. Letters may be mailed after rest time.

Teacher Counselor Responsibility

2:15 Afternoon Activity

Student Counselor Responsibility

4:30 Leisure time

Campers may plan some activity with the student counselor each day. Some possibilities are continuing craft projects, cabin projects, short hikes, showering, or reading and letter writing.

4:45 Store

5:00 Wash for supper (hands, face, and hair combed)

5:30 Supper

Dining hall clean up

Teacher Counselor Responsibility

7:00 Evening program

Student Counselor Responsibility

8:00 Prepare for bed.

8:30 Lights out.²¹

²¹Long Beach Public Schools, Long Beach Municipal School Camp Hi-Hill Manual, Long Beach, California: The Superintendent of Schools, n. d.), mimeographed.

Figure 2. Camp Hi-Hill Daily Schedule

the interest of campers, and the individual group planning. The informal scheduling of activities remove many of the pressures under which children may live at home or at school.

At first glance, the illustrated schedules may appear to be too routine. Upon close examination, there are a very minimum of routine activities around which large blocks of time are allowed: the morning activity, afternoon activity and evening program. These large time blocks are used for purposeful planning by small groups or council group for excursions, camp projects, store, bank, post office, library, cookouts and social activities.

Figure 3, page 99, shows a Los Angeles County, California, typical daily schedule with even less rigidity. It will serve as a useful guide to those experienced in school camping. More detailed schedules for the less experienced are included in the appendix.

The daily schedule represents short term planning as does the school day or lesson planning. Long term planning such as unit planning is represented at camp by a week's program of activities. Figure 4, page 100, and Figure 5, page 101, are sample Michigan programs which suggest a week's work. The recommendation of Manley and Drury for a week's schedule for one small group is given in Appendix C. Figures 4 and 5 illustrate informal planning; figure 2 indicates more detailed planning. Neither the daily or weekly

Daily Schedule²²

7:00 a.m.	Get up, dress, wash, get ready for breakfast, make beds, clean quarters
8:00 a.m.	Breakfast
9:00 - 11:30 a.m.	Morning activity period
11:30 - 11:45 a.m.	Evaluation of morning activity
11:45 - 12:00 N.	Clean up for lunch
12:00	Lunch
1:00 - 2:00 p.m.	Rest or quiet time (letter writing, quiet recreation in quarters)
2:00 - 4:30 p.m.	Afternoon activity period
4:50 - 5:00 p.m.	Evaluation
5:00 - 5:30 p.m.	Preparation for dinner
5:30 p.m.	Dinner
6:30 - 7:00 p.m.	Free time
7:00 - 8:30 p.m.	Evening activity
8:30 - 9:00 p.m.	Retire

²²Dale Hoskin, Outdoor Education: A Handbook for School Districts (Los Angeles County, California: Office of the County Superintendent of Schools, Division of Health and Physical Education, C. C. Trillingham, Superintendent, 1952), p. 77.

Figure 3. Typical daily schedule - Los Angeles County, California.

Clear Lake Camp - Battle Creek Schools

<u>Day</u>	<u>Teamsters</u>	<u>Cruisers</u>	<u>Lumberjacks</u>
Monday	Planning and hike around lake Cook-out Paul Bunyan stories	Planning and hike to abandoned farm Crafts	Planning and camp cruise Tapping trees Square dance
Tuesday	Blacksmith shop Scavenger hunt Sock hop	Logging Make ice cream Sock hop	Treasure hunt Plant trees Sock hop
Wednesday	Boiling sap Square dance	Hike around lake Square dance	Fire building Compass hike Crafts
Thursday	Breakfast cook-out Compass hike Council fire	Compass hike Plan for council Fire Council fire	Cook-out Boating Council fire
Friday	Clean up and pack Go home	Clean up and pack Go home	Clean up and pack Go home

²³Michigan State Department of Public Instruction, Community School Camping
(Lansing, Michigan: The Department, 1951), p. 24.

Figure 4. An elementary school camp program (fifty-six campers, three groups)
Clear Lake Camp, Battle Creek Schools.

	<u>Schmoos</u>	<u>Conservation Patrol</u>	<u>Marsh Rats</u>	<u>Water Loos</u>
Monday	Arrival Planning Dining room	Arrival Planning	Arrival Planning	Arrival Planning Social hour
Tuesday	Game Riflery Cookout	Explorative hike Cookout Fish Conservation Social hour	Riflery Game Dining room	Fish Conservation Hike
Wednesday	Hike Trapping Social hour	Trapping Forestry	Hike Cookout Archery	Forestry Camp project Dining room
Thursday	Archery Forestry	Riflery Archery Dining room	Forestry Camp project Social hour	Farm visit Riflery
Friday		Evaluation and camp clean-up ²⁴		

²⁴Dearborn Public Schools, Community School Camping (Dearborn, Michigan: Division of Elementary and Junior High School Instruction, 1953), p. 22.

Figure 5. Programs of past camps in Michigan.

schedules are time schedules; rather, they are possibilities within a day or week. Teacher-counselors are not expected to include every activity planned; it is a good idea to include more than can be accomplished by the group. Groups tend to get away from counselors when they run out of activities.

2. The curriculum program is planned and executed in terms of the general objectives of elementary education, the objectives of camping, the specific objectives of each camp and each child. The development of the whole child is considered. These objectives serve as a starting point and the camping activities are planned specifically in terms of them. School camping as pointed out before cannot be justified unless its program is made in terms of the educational program of the school.

. . . Unless the camp curriculum is planned and carried out as a part of the total school curriculum, doing those things in an out-of-door environment that can best be done there, the school camp is not justifiable. There must be more to school camping than merely taking pupils out of doors.²⁵

If the primary purpose of education in a democratic society is the maximum development of an individual, the educational objectives are two-fold: individual and social. A program of education to fulfill these needs would provide

. . . (1) that each individual shall have opportunity for optimum development of his powers and

²⁵John W. Gilliland, "Administrative Problems in School Camping," Journal of Educational Sociology, 23:523, May 1950.

potentialities; (2) that he shall participate in planning and directing affairs which will concern him and the group which he is a part; (3) that he should share, cooperate, and assume responsibilities in working with others in building a better community; (4) that he shall have opportunity for free discussion and communication of ideas along with opportunity to examine questions and issues in the light of facts; and (5) that he shall participate in the formulation of policies, the development of programs, and the organization of institutions which contribute to the mutual welfare of the individual and the group.²⁶

Many ways of organizing educational objectives have been suggested by various school systems and educational philosophies. One of the most commonly accepted classifications is that of the Educational Policies Commission of the National Education Association:

1. The objectives of Self-Realization
2. The objectives of Human Relations
3. The objectives of Economic Efficiency
4. The objectives of Civic Responsibility.²⁷

From objectives similar to those of the Educational Policies Commission, school personnel have established school camp objectives. The following objectives are collected from various geographical divisions of the United States; thus

²⁶Alabama State Department of Education, Course of Study and Guide for Teachers, Grades 1-12 (Montgomery, Alabama: Division of Instruction, 1950), p. 22.

²⁷Education Policies Commission, Purposes of Education in American Democracy (Washington, D. C.: The National Education Association, 1938), p. 45.

showing that they are typical objectives.

The Culver City, California, Unified School District, Camp Josepho, is an excellent example of planning in terms of educational objectives. Eight objectives of school camping are:

1. To give the child a complete and fully realized democratic living experience.
2. To give each child the opportunity to explore, and assimilate the environment in which he is situated.
3. To practice healthful living and safety.
4. To give each child an opportunity of an outdoor or indoor cooking experience.
5. To give each child an opportunity to use native materials in his environment for creative expression, making objects of use and beauty.
6. To give each child an opportunity to work for the group by means of camp projects and experiences.
7. To give each child an expression of spiritual values.
8. To provide each child an opportunity to share recreational experiences.²⁸

²⁸California State Department of Education, Camping and Outdoor Education in California (Sacramento, California: The Department, 1952), pp. 19-20.

The University of Wyoming Elementary School outlined these objectives:

1. Practical Democratic Social Living.
2. Healthful Living.
3. Scientific Understanding and Appreciation.
4. Recreational Living.
5. Purposeful Work Experience.
6. Spiritual Values.²⁹

The Coalinga California school camp has as its objectives:

1. To give the student experience in the out-of-doors.
2. To provide a healthful environment in which youth can have desirable experiences in social living while experiencing new and thrilling adventures in learning.
3. To teach children to live together, work together, and play together as well as be self-reliant.
4. To promote better understanding and relationship between the teacher and the pupil.³⁰

²⁹Dorothy Lou MacMillan and Laurence A. Walker, School Camping--A Guide Based on an Experiment in the University of Wyoming Elementary School (Laramie, Wyoming: University of Wyoming, The Bureau of Educational Research and Service, 1951), pp. 7-13.

³⁰William S. Yeager, Information Bulletin (Coalinga, California: Coalinga-Huron Union Elementary School Camp, N.D.), pp. 1-2.

In Michigan the general objective of school camping is to make it possible for students and teachers in a group situation to have experiences in outdoor living. Those areas of learning to which camping education makes a unique contribution are:

1. social living
2. healthful living
3. purposeful work experience
4. recreational and outdoor living
5. outdoor education activities related to the school curriculum.³¹

It seems sound then to advocate school camp curriculum planning, around five major areas of living: social living; healthful living; work experiences; recreational living and spiritual growth.

3. The curriculum provides for activities which grow naturally from group living in the out-of-doors. It makes complete use of the country's natural resources and outdoor heritage. Campers and teachers have left behind those learnings which best take place at school; they have extended the classroom to include those learnings which can best take place outside the classroom. In other words,

³¹Michigan State Department of Education, Community School Camps, A Guide for Development (Lansing, Michigan: The Department, 1951), p. 11.

children move into the environs of the curriculum. Dr. L. B.

Sharp says:

. . . The program content should be centered in the out-of-doors; it would give campers a fuller understanding of our natural resources and should teach them to solve some of their own problems connected with man's basic needs for food, clothing, shelter, group living, and spiritual uplift.

The camp should motivate its program by causing children to do for themselves and to solve their own problems. It should emphasize experience by putting native materials into the hands of the students at the spot where such materials are naturally found. . . .³²

The Director of Camp Cuyamaca, San Diego, California, identifies the textbook, activities, materials and equipment used in a camp classroom.

In this curriculum boys and girls study new and different books. The books are: the hills, the valleys, the rivers, the heavens, the plants and animals and the camper group.

The chapters of the book are: the rocks, trees, flowers, birds, deer, beaver, and fellow campers.

The activities are: hiking, conserving soil, building dams, constructing bridges, planting trees, tracking animals, preparing and cooking meals over the open fire, tobogganing, sharing experiences around the campfire, weaving, carving in rock and wood, singing and dancing.

The materials used are the materials of the environment; clay dug from the old Indian Claybank; soapstone discovered after prospecting where the map indicated it might be found; rocks and minerals from Rock Canyon; manzanita and wild lilac wrestled from the chaparral covered hills; pine cones, bark, lichen, seed pods, incense cedar and pine all brought

³²L. B. Sharp, "Basic Considerations in Outdoor and Camping Education," The Bulletin of the National Association of Secondary Principals, Camping and Outdoor Education, 31: 46, May 1947.

from a morning's excursion to be used in creative work and expression later in the day.

The tools are simple hand tools of the woodsman and craftsman: knives, axes, shovels, saws, files, chisels, hammers, drills, glue and sandpaper.

The equipment is that of the discoverer: maps, compasses, telescopes, binoculars, microscopes and magnets.

In this classroom there are no walls . . . a vital program of living together shapes a purposeful experience curriculum.³³

When the University of Wyoming Elementary School decided to conduct an experiment in school camping, it was decided that the camp curriculum would consist of only those activities and experiences which were a definite and natural part of group living in the out-of-doors. For the week's experience, the children were divided into living groups with seven or eight campers and two adult student-teacher counselors in each group. Each group planned and carried on its own program and planned and cooked several of its own meals. All groups participated in some all-camp activities and assumed responsibility for the functioning of the entire camp.

Only those activities which could not be experienced in the regular classroom were utilized. For example, all balls, bats and other athletic equipment which could be en-

³³Denver C. Fox, "The Outdoor Education Curriculum at the Elementary School Level," Journal of Educational Sociology, 23:536-37, May 1950.

joyed on the school grounds were left there. Inclusion of only recreational activities in the form of extra-curricular activities is questionable.

The camp provided various activities for each "family" group of children. Responsibilities as cook, waitress, fire-builder, marketer and dishwasher were shared by rotation.³⁴ The children made the plans, wrote and decorated the invitation and prepared the refreshments. The group visited the barnyard area where they fed the chickens, pigs, cows and donkey. They gathered eggs. They saw meat being cured in the smokehouse. There was an investigation of the tool shed, sawmill and icehouse. They dug clay and made pottery; took an overnight covered wagon trip; hiked to the bog where they learned about many plants, planned many of their own menus, marketed, and prepared their own meals, using various kinds of outdoor fires and cooking utensils; learned safe and sanitary handling of food, dishes, and garbage in the out-of-doors; engaged in creative expression in crafts, poetry, prose, newspaper articles, and music; learned about various birds, trees, flowers, animals, conservation and stars; made a terrarium and aquarium and collected frogs, salamanders, snails and plants for them; enjoyed evening campfires and

³⁴Extending Education Through Camping (New York: Outdoor Education Association, 1948), pp. 38-47.

programs; visited a deserted mine and farm areas;³⁵ went fishing and helped scale their catch for frying;³⁶ prepared dishes from an edible wild plant; mushrooms,³⁷ and made a nature trail, set trees, constructed checkdams.

Activities should be planned to relate to the school course of study when the correlation is a natural one. This type of planning may be too frequently used, however. Unrelated teaching most often appeared as a result of adult leaders assuming camp leadership roles without adequate training and experience in modern educational philosophy, psychology and method. Another pressure from the public or administration for this new innovation is to prove its worth in the 3 R's.

Camp Labjoy of the Collegeboro, Georgia, Teachers College laboratory school is a good example of a camp program in which the experiences were identified in terms of the course of study. The director, Thomas C. Little,

³⁵Martha Eloise McKnight, "Contributions and Potentialities of School Camping" (Unpublished Ph. D. thesis, Teachers College, Columbia University, 1952), pp. 148-49.

³⁶Personal participation, Oak Ridge School Camp, May 1954.

³⁷Personal observation, Lakeview Michigan, School Camp, May 1954.

said these activities were chosen in terms of their relation

. . . to the major curriculum areas of language arts, social studies, science, mathematics, art, music, health and physical education. Activities related to each of these areas were to be included in the camp program. Story telling, dramatization, choral reading, recreational reading, letter writing and a daily newspaper were planned as language arts experiences. A study of the history, geography and social customs of the area in which the camp was to be located provided many worthwhile social studies activities. The plants and animals of the region offered a wealth of science material to be taught. Mathematics experiences were to be centered around the computation of costs of the camp and the camp bank that the pupils were to organize. Art and music were to be interwoven into many of the activities of the camp. Considerable time was to be devoted to health, safety education, and recreational activities.³⁸

"The three R's occurred in the program only if they were functional"³⁹ in the Cleveland Heights, Ohio, school camp. Miss Hubbard describes how an intermediate grade group made functional the 3 R's.

The fourth grade, just starting formal geography, studied the stream and its tributaries, so that they could better understand the new terms--mouth, source, valley, tributary--which they had read about in school. The fifth grade had been studying geology, so they too were interested in shale, sandstone, sandstone concretions, quartz, and specimens of granite and gneiss brought here by the glacier.⁴⁰

³⁸McKnight, op. cit., p. 142.

³⁹Ruth A. Hubbard, "Three Teachers Start a School Camp," National Elementary Principal, 23:37, February 1949.

⁴⁰Loc. cit.

Activities of this nature add contrast and variety to the traditional classroom curriculum. An experience at Friday Mountain Ranch, Austin, Texas, gives the city children an opportunity to get acquainted with rural life. In this farm setting, the children may observe planting, plowing, cultivation, tend cattle, participate in soil conservation activities, operate water pumps, observe cattle brands, gather wood and build fires. Pioneer life takes on real meaning as the boys and girls see and study the remains of slave days; old sawmill, rail fences, and log cabins.⁴¹

The Newcastle, Indiana, school authorities were guided also by the camp environment of Versailles State Park in selecting curriculum content. Work projects in park improvement such as erosion control, road and trail repair, planting trees, erecting game shelters and refinishing camp furniture were important camp activities. Exploration excursions to the firetower through the fine timber sections, pine forests and a tree nursery are conservation activities enjoyed by the children. They also had trips to hunt fossils, to see the meteorite, to cave and shale banks. Other activities included fishing, pruning trees and setting up a weather station.⁴²

⁴¹McKnight, op. cit., pp. 143-44.

⁴²Ibid., pp. 144-45.

4. The curriculum is planned around the nature, specific needs and interests of children. "The program should be based upon the needs and interests of participants."⁴³ The majority of the school camp programs emphasized the needs and interests of campers as the core of the curriculum. In Michigan

The camping activities . . . varied according to seasons, locations resources available, and interests of campers. In a week's period the number of different types of activities are limited, and choices have to be made by the campers. In all of the camps, however, an effort was made to make the greatest use of the natural environment. Most of the work experiences dealt with practical conservation--with youth having an opportunity to do something about it.⁴⁴

Camping appeals to the nature of children. They are active, realistic, and adventurous. They like fun and pleasure associated with learning. Camp is the place where these ingredients when well mixed is a learning situation accompanied by action, adventure and fun.

Camping helps to fulfill many of the basic needs of children as established by Vera Thurston:

1. Children Need to Grow in the Ability to Make Successful Social Adjustments

⁴³John W. Gilliland, "Solving Administrative Problems in School Camp Programs," Journal of Educational Sociology, 23:523, May 1950.

⁴⁴Michigan State Department of Public Instruction, Youth Love "Thy Woods and Templed Hills," Lansing, Michigan: The Department, 1950), p. 31.

2. Children Need to Learn to Live in Their Natural and Scientific Environment.
3. Children Need to Develop Proficiency in Using the Fundamental Tools of Learning.
4. Children Need to Achieve and Maintain Sound Mental and Physical Health.
5. Children Need to Develop Creative Abilities and Aesthetic Appreciations.
6. Children Need to Make Worthy Use of Leisure.⁴⁵

Camp visitations showed that children were recognized and found status with a group. They were accepted as a member of a social group. Some independence away from home was acquired and other social adjustments were made. They lived in a natural environment where science can be studied in a practical setting.

Children developed creative abilities and gained an appreciation for the beauty of the out-of-doors. They learned to make worthy use of leisure time, to participate and to maintain sound mental and physical health through a balanced living program which develops a sense of security in the out-of-doors with a minimum of the pressures so prevalent in modern living.

An effort was made to afford each camper an opportunity to participate in a wide variety of creative outdoor

⁴⁵James A. Wylie, "Camping and the Educational Needs of Children," Education, 73:6-10, September 1952.

experiences in a democratic setting in an effort to provide for the needs in development of each individual camper. All activities were not compulsory. Each camper participated in at least one large group activity outside the usual dining room activities each day. But there was opportunity within the general framework of curriculum for cooperative planning by campers and staff. There was opportunity for some choice of activities by individual camp members. The pace, pressure and intensity of the programs were regulated so that campers had time and leisure to participate in activities of their own will and at their own tempo.

Balanced, well integrated camp programs met these needs for many children. Camping can meet the needs of many more.

The camp curriculum was adjusted to the learning levels of the children. With good leadership, such areas as nature study, conservation, social living, work projects, and healthful living can be brought to the level of any school age child. But the informational and camp program had to be kept flexible. This new curriculum has not been inhibited by tradition. Let us hope it will not be. Nature was made as simple as it really is. Some of our classrooms have made it complicated.

The camp curricula offered a variety of learning situations in which the campers had opportunity to

1. Acquire a feeling of competence and to enjoy himself in the natural out-of-door setting through acquiring efficiency in camp skills, such as swimming, boating, woodcraft, trips and other activities common in the camp life.

2. Participate in the cabin-group projects and construction work, camp fires, dramatic productions, special events and ceremonies, and other social activities.

3. Help in the maintenance of the camp.

4. Increase his knowledge and appreciation of the world in which he lives. . . .⁴⁶

The camp curriculum should provide opportunity for individual activity, rest and quiet, small group activity, and for community occasions involving the whole camp. A danger, however, lies in overstimulation and too strenuous a program. The result is fatigue and an unpleasant attitude toward camp. The week is a long one; too much should not be crammed into it. Activities should not be continued beyond the point of diminishing educational value just because they are fun, campers like them or they are easy to administer.

The program must not become stereotype; there must be opportunity for creativity rather than a resort to fixed patterns. Utilization of pupil participation in the planning and execution is important in curriculum planning.

⁴⁶California State Department of Education, op. cit., p. 46.

It is here that children can make their interests known. Self-reliance, creativity, cooperation and other personal character traits are in the making in such a process. Children like adults take more pride in seeing through a project that they have helped plan than one that is forced on them.

Camping insures the child's participation in the total curriculum program--planning, executing and evaluating. It is a program by the children as well as for the children. The Austin, Texas, school personnel call the camp curriculum an action curriculum. Many teachers have tried to make the indoor curriculum an action one but have in some cases felt reluctant to permit children the freedom they enjoy in a camping situation. Luckily, there is no alternative in a camp curriculum, the teacher does not have the time or energy to keep tab on every facet of each activity. "During a week at camp children will plan, work, build, create, share, explore, investigate, discover, observe, record, conserve, play and evaluate."⁴⁷ The entire experience is essentially a group process.

5. Camping as a method is different. Camping is informal since camp by nature is an informal atmosphere

⁴⁷Austin Public Schools, Camping Education in Austin (Austin, Texas: Division of Instruction, 1949), p. 17.

based upon direct experience: discovery, exploration, adventure, and reasoning. Here in its natural environment, a bird flying through the outdoor classroom does not cause the same commotion as one flying through the indoor classroom. It isn't funny to see a "wooly worm" cross the path of a group of hikers. Yet, a raucous laugh may be heard if the same creature came crawling on a warm October morning in a ray of sunlight through the portal of the classroom. Teachers are able to center attention upon a particular learning situation without the expense of having the attention of children attracted by an outside interest. Children seem to accept the interrelationships of nature.

Counselors in the Garvey, California, school camp encourage observation and thinking. On the trail, hikers are encouraged:

(1) to keenly observe all things; to discover, investigate, and study these things; and compare them one to another; to become acquainted with and a friend to the great, new world-of-outdoors about him, and

(2) to seriously ^{try} think about all these things in light of the facts he has just observed and attempt to incorporate this new knowledge with that knowledge which he already has. . . .⁴⁸

Camping in many ways is an experimental process or

⁴⁸Garvey, California School District, In School--Out of Doors: A Story of Outdoor Education, Science and Conservation in the Sixth Grade (South San Gabriel, California: Board of Trustees, Dr. Dan T. Williams, Superintendent, 1953), p. 33.

one of problem solving. The Garvey Campers in sharpening their power of observation were using the scientific method of thinking and working. Their method is one of informality and freedom and one often denied in the traditional classroom. It appeals to children who by nature want to explore, discover, and figure out things for themselves.

Time is not a problem in the out-of-doors; there are no bells to disrupt the train of thought. One does not have to drop an activity at a specific time and run to another learning situation. Camping can set its own leisurely tempo. Campers and counselors-teachers can work together until a job is finished. It is shared learning. It is not "do this for me" on the part of the teacher or "how do you want me to do it?" on the part of the child. It is a group process.

The lecture method does not seem appropriate; the classroom is too large. Instead, it is a laboratory method whereby teacher and pupil learn together. The camping method was prevalent in practically all school camps. In a few,⁴⁹ formal lessons are being taught. The over use or inappropriate of resource persons tends to promote the lecture method. Specialists such as the forest ranger, astronomer, botanist or zoologist can make valuable contributions, some through

⁴⁹Grand Ledge, Michigan, personal observation by John D. Williams, May 1954.

lecturing and demonstrations but should not rely solely upon lecturing. Resource persons should make contributions as such and should not become charged with groups as acting counselors. The Oak Ridge, Tennessee, camp personnel⁵⁰ thought that resource persons were misused in this way due to a shortage of trained counselors.

The child must participate in the method. "The methods are those of the scientist: exploring, collecting, recognizing problems, planning, cooperating, proposing, testing, investigating and evaluating."⁵¹

The camping method stresses principles rather than detailed facts. This is a guiding principle used by the Los Angeles County, California, schools in planning a camp program.⁵² Children learn subject matter, too. But the kind

. . . that helps them to solve problems in their environment, that helps them adjust to the world they live in, that helps to develop a greater appreciation for the things and happenings in their surrounding.⁵³

For elementary school campers this means understanding

⁵⁰Personal conference with Mrs. Bessie Huffman, Director.

⁵¹Fox, op. cit., p. 533.

⁵²Hoskin, op. cit., p. 57.

⁵³Glenn O. Blough, Making and Using Classroom Science Materials (New York: The Dryden Press, 1954), p. 7.

major ideas or generalizations rather than memorization of minute details. Only through many experiences where cause and effect are seen and understood is it possible to promote broad generalizations whether they be social or scientific in nature. Therefore, camping education provides children with a variety of understandable experiences from which he can derive generalizations applicable to camp and personal problems.

6. Readiness for school camp curricular experiences is important. Children learn best those concepts which they are "ready" to learn. They work well in those activities for which they have been prepared. Dr. J. Murray Lee and his wife⁵⁴ say a child learns best when

- A. He has a desire or need to learn.
- B. The learning situation is meaningful to him.
- C. The learning situation or concept is suitable to the maturation level of the child.
- D. The learning situation is interesting.

There is a natural readiness for camp. First of all, it is a voluntary experience. Children go to camp because they want to go; it is fun. They soon learn that learning is fun and some fun is learning. There is a desire to

⁵⁴J. Murray Lee and Dorris M. Lee, The Child and His Curriculum (New York: Appleton-Century-Crafts, Inc., 1940), pp. 172-76.

learn through the experiences of camp living. The continuous flow of questions is proof that children want to learn.

Motivation is natural; it is therefore not a camp problem. Readiness for camping, then, takes the form of background experiences. This background of meaningful background experiences may take the form of pre-camp activities described in Chapter III.

Other readiness experiences may take place months or years previous to the extended camping period. The second graders at Terre Haute Indiana Teachers College enjoyed a day camping experience as a culminating activity of the year's work. These experiences showed parents the educational values of outdoor living. The children had gained too by building fires, cooking food, and studying simple lessons in elementary science. "This program demonstrated that with careful planning, second grade children could profit greatly from a day in the open"⁵⁵ and set the stage for similar experiences in the third and fourth grades in preparation for broader skills and learnings in the middle and upper grades. Plattsburg, New York, State Teachers College⁵⁶

⁵⁵Helen K. Macintosh, Camping and Outdoor Experiences in the School Program (Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office, 1947), p. 11.

⁵⁶M. Joseph Del Popolo, Director, mimeographed material loaned. N.D.

and the University of Wyoming⁵⁷ have both conducted similar experiences on the fourth grade level. Central Washington College of Education has used a one and one-half day summer experience. Monterey, California, provides camping experiences at all elementary school grade levels.

The Holland Elementary School in New Castle, Indiana began with a one-day camp. The next year, the experience was extended to over-night camping. These sixth graders had a real feel of camp and were ready for an extended period.⁵⁸

7. Camping activities are planned and guided by adequate and well-trained personnel. Educators have long advocated an adequate number of well-trained teachers for American schools. If the school camp is an outdoor classroom and if the camp curriculum is an extension of the indoor curriculum, the same principle holds for camp personnel as holds for indoor personnel.

The teacher-pupil ratio of one to twenty-five has been recommended for indoor classroom. This would not be a satisfactory camping situation. Since many of the camp activities are performed by small interest and living

⁵⁷Personal knowledge of the principal, John D. Williams.

⁵⁸Herbert Montgomery, "Experiments in School Camping," Instructor, 59:25ff, June, 1950.

groups, one teacher could not handle twenty-five children.

James Mitchell Clarke recommends one counselor for every seven children.⁵⁹ He suggests that this ratio will provide adequate personnel to care for the safety and education of the children and relief to counselors in case of emergency. Mr. L. B. Sharp says, "experience has shown that individual personality growth and development is attained best in small groups of 7 to 10 students living with adult counselors in their own small camp. . . ."⁶⁰

Counselors are chosen with great care. They have the qualities of a good teacher plus the genuine liking for the out-of-doors. The ratio of men to women should be the same as boys to girls.

A lack of an adequate number of well-trained counselors has in some instances resulted in a traditional routine camp program and in others hindered the expansion of a curriculum program to include camping. High school students and parents have in some cases been used for counselors. In many respects they have done an admirable job in helping to get a camping program started; permit teachers have made similar contributions to the indoor classroom program.

⁵⁹James Mitchell Clarke, Public School Camping (Stanford, California: Stanford University Press, 1951), p. 139.

⁶⁰Sharp, op. cit., p. 45.

Clarke writes, "It is desirable that each counselor have a teaching credential, an informed interest in the out-of-doors, and some special training in the special skills needed in camping. . . ."⁶¹ This for the most part excludes counselor-personnel except those who are trained as teachers. Teachers one grade below or one grade above the campers make excellent teacher-counselors. The ones below know the personalities well; the ones above are desirous of knowing them better. Where a full corps of certificated teachers are not available, student-teachers from nearby colleges make excellent counselors. They are well grounded in child psychology, psychology of learning and teaching methods. If chosen from advanced students, they are only one step from certification. This is the most common substitute for classroom teachers. A teacher education institution is usually nearby and professional schools are eager for their interneers to have camping experiences.

Clarke also recommends that the camp directors have the same qualifications as school principals in addition to camping experiences.⁶² School camp directors and counselors with the broader perspective of elementary education tends to

⁶¹James Mitchell Clark, Public School Camping (Stanford, California: Stanford University Press, 1951), p. 140.

⁶²Ibid., p. 141.

prevent camps from becoming solely recreational or physical education minded.

School camp personnel need the same in-service education that indoor teachers need. Some school systems have made it a part of the total in-service education program. Oak Ridge, Tennessee, is an example.

Summary

Seven criteria to guide the development of the emerging camp curriculum, were formulated and validated in this chapter, against the general objectives of elementary education, general principles of curriculum development, the philosophy of school camping specialists and general practice in school camps throughout the United States. They were:

1. The curriculum program has a flexible plan in which to operate.
2. The curriculum program is planned and executed in terms of the general objectives of elementary education, the objectives of camping, the specific objectives of each camp and each child.
3. The curriculum provides for activities which grow naturally from group living in the out-of-doors.
4. The curriculum is planned around the nature, specific needs and interests of campers.
5. Camping as a method is different.

6. Readiness for school camp curricular experiences is important.
7. Camping activities are planned and guided by adequate and well-trained personnel.

It is the purpose of these criteria to be used in planning, organizing and evaluating that part of the curriculum which the child experiences outside the classroom.

Chapter V, Relationship of Camping to the Elementary School Curriculum, illustrates the application of the criteria in enriching the total elementary school curriculum.

CHAPTER V

RELATIONSHIP OF CAMPING TO THE ELEMENTARY SCHOOL CURRICULUM

Chapter IV set forth criteria for school camp curriculum development. These principles are built upon the modern philosophy of camping and elementary education as demonstrated by the camp programs studied. Examples from school camps in action illustrated these criteria. Chapter V shows the wealth of learning experiences which may be utilized, skills which may be developed and practiced, and concepts which may be put into use through pre-camp, in-camp and post-camp experiences through the traditional program elements in the elementary school.

All areas of the curriculum can profit from learning experiences provided in a camping situation. Those areas of the elementary school curriculum that are particularly well adapted to camping education are those drawn from arithmetic, the physical, biological, and social sciences, the language arts, home and family living, music, art, folk arts and crafts.

Arithmetic

One can hear quite often among teachers that arithmetic offers the least amount of correlation of any

subject in the elementary school curriculum. This is probably based on the assumption that it is basically a skill subject. A good school camping program offers many interesting and meaningful opportunities for developing and practicing concepts in numbers.

Even arithmetic is not an inexorable threat to happiness when responsible experiences provide numerous contacts with things that need to be arranged, grouped, counted, compared, distributed, assembled, shared, bought, weighed, and measured. Number concepts, symbols, and processes are also learned most easily and permanently when they are made dramatic and concrete.¹

Battle Creek, Michigan, children at Saint Mary's Lake Camp found number work an essential part of everyday living.² Activities at the University of Wyoming Camp in the Snowy Range included a banking system because the boys and girls brought money to use at the camp store. They had decided beforehand that it was not wise for each person to keep his own funds. The boys and girls devised and operated their own sound banking system. There was also a post office to make stamps available for correspondence with parents and friends, and to pick up and deliver mail

¹Education Policies Commission, Education For All American Children (Washington, D. C.: The National Education Association, 1948), p. 135.

²Loc. cit.

to the nearby post office. The boys and girls discovered that these activities required a sizeable number of arithmetic skills.

In University City, Missouri, as campers operate a camp store, bank, publish the camp newspaper, use maps, build and operate a weather station and prepare for hikes and cookouts, arithmetic becomes real and meaningful.³

Camp Cuyamaca residents had similar experiences to Battle Creek, Wyoming and University City. They went about putting their knowledge of arithmetic to use without anything to drive them except their own interests and desires.⁴ This should be the major objective of camp arithmetic.

Interpreting, estimating, computing

Few experiences in the elementary school curriculum offer more meaningful opportunities for developing varied concepts in arithmetic and provide more interesting and practical application of them than camping. These examples illustrate:

Fractions are not just busy work when a group begins

³Helen Manley and M. F. Drury, Education Through School Camping (St. Louis, Missouri: The C. V. Mosby Company, 1952), p. 257.

⁴James Mitchell Clarke, The Cuyamaca Story (San Diego, California: San Diego City-County Camp Commission, 1948), p. 22.

to estimate the ingredients for a recipe or the amount of food required for a cook-out. Simple fractions were needed by a Los Angeles County, California, class as they figured out the cost of a cook-out, amount of food to prepare, its caloric content and the fraction unit each was to receive.⁵

Many groups had problems involving distance to and from camp, hikes and trails. Distance may influence cost of camp, whether a field trip can be undertaken, to determine the shortest distance, or the time required to walk or drive. In finding how long it takes to walk a mile, other trips could be planned accordingly.

The knowledge of percentage helps in finding group or individual costs for such items as transportation, food, craft supplies, and retail and wholesale purchases. Figuring percentage of correctness in almanac weather predictions and relative humidity.

Here is opportunity for children to realize the mathematical concept underlying such social arrangements as health and accident insurance taken on each camper, fire insurance, and profit and loss in the camp store. The need for such protection has a carry-over value.

Greater efficiency in handling money and understanding

⁵Dale Hoskin, Outdoor Education: A Handbook for School Districts (Los Angeles, California: Office of the County Superintendent of Schools, 1952), p. 55.

money values are developed. Activities which contribute to such development are: checking on accuracy of change from purchases, acting as clerk in the camp store, bank or post office, keeping camp accounts, keeping a ledger of camp bank deposits, studying wholesale and retail prices in figuring cost of supplies, and preparing a financial report of the camp, and marketing; comparing various grocers' prices, figuring discounts and sales.

One of the boys who helped as banker in the University of Wyoming camp experiment remarked that he did much more arithmetic in camp than he did in the classroom.⁶

Children who camp near water might want to figure the bouyancy of a boat or canoe to determine its safe load. A group of Cleveland Heights, Ohio,⁷ children tried an actual experiment to prove the validity of a method, they had learned about in school, to measure the width of a stream without crossing it.

Another group of Cleveland Heights, Ohio, campers became interested in the investment in a camp site and its

⁶Dorothy Lou MacMillan and Laurence A. Walker, School Camping--A Guide Based on an Experiment in the University of Wyoming Elementary School (Laramie, Wyoming: The Bureau of Educational Research and Service, 1951), p. 34.

⁷Viola Stephens, Camping Education in the Cleveland Heights Schools (Cleveland Heights, Ohio Public Schools: The Department of Instruction, 1949), p. 8.

facilities. After they found out the total cost of the building in which they were seated, they wanted to measure the floor. With the help of the owner, they computed the cost laying the floor alone. The same group raised such questions as: How high is the cliff? How high is the tree? How high is the camp above sea level? How much higher is one tree than the other? One Cleveland Heights class made a book of problems based on the problems related to their camp activities. These served as stimulation for problem-solving both at camp and during post-camp arithmetic classes.⁸

Using Measuring Instruments

School campers have varied opportunities to learn about the use of instruments. Many of these instruments are used for measurement, therefore, have values related to arithmetic. In the Garvey, California, School District one of the interesting and educational trails is the nature trail. The experiences along it involve the use of the compass which necessitates judging and pacing distances, finding directions and figuring degrees.⁹

Mapping and surveying can have simple but worthwhile

⁸Stephens, loc. cit.

⁹Garvey, California, School District, In School--Out of Doors: A Story of Outdoor Education, Science and Conservation in the Sixth Grade (South San Gabriel, California: Board of Trustees, 1953), p. 36.

beginnings in an elementary school camp. It is fun to explore while making a survey of the camp grounds. After the survey is finished, a map of the area will serve many useful purposes. It will aid in planning field trips and hikes, spotting game areas, and mapping historical and conservation landmarks. It also makes a good souvenir to take home for parents and future campers.

Other instruments will be useful in mapping. The ruler, yardstick, and tape measure are required for pacing and drawing to scale. They will be used also for making blueprints of out-door shelters, or craft plans, and other construction work.

Practical experience in reading instruments will be available to most campers. They will need to know how to tell time, read time schedules, read thermometers and barometers and keep weather charts or graphs for recording, comparing, and forecasting weather, read kitchen measures and pressure guages in cooking, read a speedometer in going to and from camp and excursions and the use of scales in purchasing and weighing.

Other measuring activities might include figuring elevations and contours in map reading; measuring the diameter of a tree stump and estimating how long it took to grow that size; and finding the circumference of a tree,

figuring or estimating its diameter, and guessing the age of a tree.

The camp bank and store were activities common to the majority of school camps studied which contributed to practical mathematics as well as social living.

The Camp Bank

The camp bank is operated similarly to the town bank. Children may visit the local bank before setting up their own. In some schools, the camp bank started in September. Through a savings plan, where the money was actually deposited and withdrawn through a real bank, many youngsters had earned and saved from odd jobs enough money to finance a week at camp. The child makes his deposit of spending money upon arrival at camp. He makes withdrawals on appropriate checks. The bank personnel must keep track of deposits and withdrawals by daily inventory. Each child learns to properly write and recognize a properly written check.

This experience encourages earning and saving money and helps him to better understand the principles of loan and interest.

The Camp Store

The camp store is operated for two purposes: the convenience of the camper and to give him practice in buying

and selling. The store stocks only those items apt to be needed by the camper: paper, pencil, shoelaces, gum, fruit, pins, and combs. No candy or soft drinks are sold; fruit is sold for midmorning and midafternoon snacks.

The store gives children practice in inventory at the beginning and end of camp; figuring the retail price on items bought at wholesale, making correct change, advertising, an idea of value and prices of commodities and profit and loss.

Language Arts

Objectives to be developed in the language arts include:

1. written language skills
2. oral language skills
3. listening language skills.

Activities used in developing language arts skills are:

1. publishing the camp newspaper
2. experience dealing with the organization and operations of villages and clubs
3. experiences related to the camp bank
4. experiences related to the camp store
5. experiences related to the post office
6. experiences in giving programs

7. letter writing, reports, notes, minutes of meetings.

"It is just as important for schools to teach children how to use knowledge, as to teach the knowledge itself."¹⁰ This statement by James Mitchell Clarke opens the avenue of opportunities in school camping to use knowledge as it will be used in later life. This is one of the major advantages of a school camp.

Educators agree that skills are developed more rapidly when the learner has interest and purpose. Language arts skills are no exception. Thought and careful planning should be given to providing opportunities for these skills which necessarily arise in a well planned camp curriculum. Observation tended to show that these skills were not neglected but underemphasized. Review of camping literature also tends to bear out this point. With one of the greatest opportunities for enriching the skill subjects and at a period in educational history when lay people are asking for more attention to the three R's, school camp philosophers, counselors and directors must not overlook this significant contribution of school camping to reading, language, writing, spelling and listening.

Reading

All children do some reading while in camp; some more

¹⁰Clarke, op. cit., p. 22.

than others. It is a natural situation to begin with. However, it is a different type of reading. It is the kind of reading they will do as adults. They choose their own books--stories for enjoyment, stories about nature and other subjects which camp life and the camp library have aroused their interest. Many will come to the camp library seeking definite information--trying to identify a bird seen on a field trip or why moss grows on the north side of a tree. Each time they are looking for information they truly want.

The importance of the camp library cannot be overlooked. As many resource books as the school has available should go to the camp library for a week. Children should be encouraged to bring suitable books from home and the class should have an opportunity to select some books to be included as recreational reading. A student librarian might be in charge. If this duty rotates to give various children an opportunity to serve, an adult counselor should have charge of the student librarians.

Silent reading. Purposeful reading can be provided through reading directions for various activities such as games, crafts, cooking, building fires and building check dams. Letters from home are always welcome at this time and parents should be encouraged to write often. Letters from schoolmates and the school newspaper also provide silent reading opportunities. Some children will find a

need for skimming articles to see if they contain desired information; others may skim to find stories suitable for dramatization. Interpretation of pictures, diagrams, charts, tables and graphs can be made to help gain necessary information. There is need for reading to find appropriate material for various skits and other entertainment. Learning the meaning of new vocabulary related to camping by using the dictionary and other reference material makes research "become alive." Map symbols must be interpreted. Directions for construction of projects sometimes have to be read from accompanying directions. Proofreading for camp newspaper articles, letters written home and to friends, notices for bulletin boards, and minutes of meetings is done.¹¹

All of these activities are part of a well defined camp language arts program and need guidance. These activities were directed in many school camps but in others were too often taken for granted.

Oral reading. Fluent and expressive oral reading was encouraged in indoor audience situations. There are many outdoor audience situations during a week's time. These activities lend themselves to audience situations: reading

¹¹Eloise McKnight, "Contributions and Potentialities of School Camping," (Unpublished Ph. D. dissertation, Teachers College, Columbia University, 1952), pp. 156-57.

poetry, letters, stories, fables, and hymns at campfire programs, vesper services, rest periods, and library periods; acting the part in a dramatic story; reading directions for others to follow in taking a trip, cooking and construction; reading reports of special committees, council meetings, group meetings or research information to the group.¹²

Cleveland Heights, Ohio, teachers have reported

. . . a very definite carry-over into the classroom, and even in leisure time in following certain interests which were started at camp. For instance, one child became extremely interested in stars and has continued to read all he could find on them. A second child has continued his interest in identifying snakes, while still another has become especially interested in rocks and the geology of the area.¹³

Language

Oral language. There are unlimited opportunities of oral language in all phases of the camping experience. Camping experiences provide motivation for speech work. Thought must be given to the qualities of a good speaking voice. Practice in speaking with a pleasant, well modulated voice and adapting the voice to various conditions such as size of the group, whether it is an indoor or outdoor group and the type of meeting. Enlarging the vocabulary and selecting suitable materials of camp programs such

¹²Ibid., pp. 157-58.

¹³Stephens, op. cit., p. 8.

as council meetings, stunt night programs, vespers, conversations and discussions.

Many of the social graces of informal camp life offer oral language experiences. Some of these are: interesting and informative table conversations; acting as host or hostess at meal time, camp parties, cook-outs, and open camp; greeting and helping to entertain visitors at camp or classroom; making introductions of visiting parents or resource people; interviewing consultants; and making telephone calls concerning camp plans.

Camp life calls for many group discussions. Pre-camp activities might well include a discussion of what makes a good discussion. Standards may be set up which would be used in present and future discussions. Children should have turns acting as chairman, recorder, and committee member. Pre-camp and in-camp problems will give the children an opportunity to practice all discussion standards.

Children like storytelling in a camping situation. The campfire, hike and before-bed quiet-time are ideal storytime periods. Some are interesting stories retold from from recreational reading but the majority of them are original made from experiences on a field trip or other phases of camp life. Many times the stories are illustrated by drawings or dramatization.¹⁴

¹⁴McKnight, op. cit., pp. 158-162.

The dramatization further develops oral language. The University of Wyoming fifth and sixth grades enjoyed pantomining incidents that happened at camp. Each group tried hard on stunt night to dramatize the best conservation lesson. The stunts were educational by nature. There is danger of allowing this activity to become disassociated with camp objectives.

Written language. Probably the most common written language activity was letter writing. Pre-camp, in-camp and post-camp periods require letter writing. Business letters may be written to receive parental permission to attend camp, permission to use the camp facilities, information concerning transportation, insurance, mail service, federal or state regulations for use of campsite and fishing permits. Friendly letters to parents, friends and schoolmates are appropriate. An Oak Ridge, Tennessee, child expresses her feelings in the letter shown in Figure 6 (page 143).

Informal notes have a place, too. Invitations to visit may be sent parents, teachers and lay people and thank you notes to all who made the experience a pleasant and successful one. The illustration in Figure 7 (page 144) is an example.

Camping provides a stimulus for creative writing. The natural beauty of the out-of-doors and the animation of the adventure creates a desire for an outlet of one's

Cedar Hill School
Oak Ridge, Tennessee
May 27, 1954

Dear Mr. Williams:

We want you to know that we surely appreciate your visit to camp. We know that it was a long trip to Buffalo Mountain, Tennessee. We hope that you enjoyed it.

I am glad that the pupils in our room got a chance to write to the fifth grade class in your school. I enjoyed talking to you on one of our field trips. I especially enjoyed knowing about Christine who I wrote to as a penpal.

My week at camp will be one experience I will never forget. I hope many other boys and girls will have the same chance.

Your friend,

Linda Pike

Mrs. Huffman's fifth grade

Figure 6. A friendly letter.

West Elementary School
Grand Ledge, Michigan
May 18, 1954

Dear Mr. Don Trumbo, .

The boys in cabin four want to thank you for being our counselor and giving us so much fun.

We got a letter from the people at camp. They said they hadn't seen the camp so clean in a long time.

Sincerely yours,

Barry Bishop

Figure 7. An informal note.

feeling. This comes in the form of verse, prose, stories and articles. Every effort should be made to recognize the creativity of campers through the camp, school, and city newspapers; campfires, vespers, and stunt night programs for parents.

Other needs arise for written activities such as recording weather reports and keeping logs. The Grand Ledge, Michigan, sixth grade seemed to particularly enjoy keeping a daily log of camp activities and their reactions to them.

Spelling

Letter writing, logs, and labeling the nature trail were the chief uses of spelling skills. There is little opportunity to give the child specific help unless he requests it since the first two activities mentioned above are usually uncensored. However, in Cleveland Heights, Ohio, where an address on a letter or card is poorly written, it is returned to the child for rewriting. The teachers there maintain that one case of this kind brought about great improvement among the group.¹⁵ The greatest motivation for spelling probably comes through the pre-camp and post-camp periods. The same activities which promote skills of written

¹⁵Stephens, op. cit., p. 8.

language encourage better spelling.

Listening

Listening as a language arts skill has received increased emphasis in recent years. Since good listening habits are not developed automatically, they must be guided. Situations at camp where listening skills may be emphasized are listening for directions, assignments, campfire programs, table conversations and music; indentifying nature sounds and responding to rhythms in folk dancing music.¹⁶

The Post Office

The post office emphasized all areas of the language arts. There, too, were experiences in social studies and arithmetic.

The post office is operated for the purpose of selling cards, envelopes, stamps and distributing mail. Learnings involved are learning to address and stamp letters properly; the importance of a return address; encouragement to write letters, becoming familiar with new stamps, motivation to visit a real post office to learn about weights and prices, how books are kept and inventories made.

¹⁶McKnight, op. cit., p. 158.

Social Studies

One of the major objectives of the social studies is human relations; group living was discussed in Chapter III. The purpose of a discussion of the social studies here is to show how fertile the field of camping is for the enrichment of typical social studies units.

Getting Acquainted with The Community

Children from urban areas sometimes fail to understand how we use our natural resources. They become very interested in farming, dairying, mining and ranching. A trip to see cattle branding, sheep shearing, milking, a stone quarry, an oil well, a grist mill, a potato house, a manure spreader, a thresher, or a hay bailer may put meaning into historical and geographical terms.

Visits to old homesteads or with "old timers" in the community give children an opportunity to compare life today with fifty years ago. Learning ballads and old folk songs and dances of the community add color and meaning to a study of community life.

Life of Primitive Man

The "Home in the Woods" in Tennessee or "Outpost Camping" in Michigan appeals to intermediate graders because of the element of adventure and independence. The objective is to make one's self comfortable in the out-of-doors. Children

secure some degree of discovery by starting fires with flint, making modest outdoor shelters, obtaining food from the surroundings, making and using simple stone, stick, and clay implements and identifying the wild animals of the woods.

Indian Life

Indian lore is fascinating. Children enjoy exploring Indian mounds. Visits to former Indian grounds and museums set the stage for many interesting discussions, murals, and written stories.

Pioneer Life

Traveling by foot, wagon, horseback; cutting wood; building fires; outdoor cooking using handmade utensils and using native foods such as berries for pies and mushroom and greens for vegetables make children appreciate pioneer life..

Maple Sugaring

This activity is possible in northern states. Some Michigan children get the opportunity of making maple sugar. This requires preplanning, gathering wood, boiling down sap, making spouts, finding sugar maple trees, drilling tree holes, learning to use evaporating pans, thermometers and learning about the chemistry of crystallization and evaporation. One child remarked, "No wonder we have to pay \$5.00

for a gallon of maple sugar."¹⁷ This not only showed the child the process but an appreciation for labor and cost.

Lumbering

Another favorite Michigan experience is lumbering. Some of the most pleasant of camp memories will be those of the campfire where there was good singing, good storytelling, and good fellowship.

"There is an old saying that a man who cuts his own firewood is warmed twice."¹⁸ The children rekindle a pioneer spirit as they take off to the woods with the ax and saw. They learn how to select trees for cutting; how to fell and trim a tree; and how to saw, chop, split and stack wood.

This activity will most likely lead to others: visiting a sawmill, forest conservation, reading Paul Bunyan stories and riding floating logs.

Glacial Trips

Almost any place in the North Central States will afford a glacial trip. At one Michigan camp

¹⁷Michigan State Department of Education, Community School Camping (Lansing, Michigan: The Department, 1951), p. 19.

¹⁸Ibid., p. 18.

. . . children hike to places of glacial interest, observe glacial evidence, and discuss, by means of a question-and-answer technique, the apparent action of the glacier and its current lasting effects upon agriculture, industries and people.¹⁹

This group of campers did not fail to take advantage of other learning opportunities enroute. They found flint and Indian paint which had been left by the glacier. Various stones were collected and identified.

Thus, the innate desires of children to explore, discover, and collect can be exploited in the interest of education, certainly to the benefit of the children, and perhaps someday to the benefit of science.²⁰

The Camp Council

The camp council is an organization of government; it is patterned after the school council. Representatives from each living group meet for the purpose of identifying and solving camp problems or making recommendations.

This council gives opportunity for children to assume leadership roles, gives all a voice in government and practice in choosing well qualified persons for roles of leadership. This is one of the best ways for children to see and understand how our system of democratic government works.

¹⁹Ibid., p. 18.

²⁰Loc. cit.

Science

In no other laboratory will children learn to appreciate and understand their environment as they can in an outdoor experience. Here nature becomes a part of their daily living and conservation becomes something that is not just read about in books or seen in movies but something to be seen, understood, and done.

Because of the natural surroundings in which camping takes place, science usually becomes a major activity and consumes, directly or indirectly, a large proportion of the time. There is danger of over-emphasizing science to the neglect of the other areas. However, observation substantiated that science for the most part in the camps visited was haphazardly handled to the neglect of many available opportunities. It was evident that many of the so-called "nature hikes" were nothing more than "hikes." School camp educators must take advantage of these excursions. Counselors must know the possibilities of an excursion before it is undertaken.

The potentialities of science in a camping situation are so broad in scope that no attempt is made here to show all the possibilities. However, some suggestions in all phases of science are given.

Natural Science

One of the first phenomenon of science that children in the elementary school become interested in is living things. This keen interest remains throughout the elementary school and for the most part throughout life. A pertinent objective then of elementary school camping is to enable each camper to recognize the common plants and animals of the area; to understand the innerrelationships of them, including man, to their environment; to know their economic importance and the need for their conservation.

A general acquaintance with the names, habits and values of birds, trees, flowers, shrubs and animals of the area should be made. There are five trails, each under an instructor, at the Connersville, Indiana, Camp: "(1) Conservation of soil and trees, (2) birds and wild flowers, (3) camp crafts, (4) nature study along a creek, and (5) trees."²¹

The early morning bird walk is very popular. Identification of birds can be made by sound as well as sight. Listening to bird calls helps to develop the skill of listening. It is well to learn the birds according to habitat, also. Most children will know the robin, red-

²¹Information contributed by William Arlis Richards, Assistant Superintendent, in a personal letter dated July 21, 1954.

winged blackbird, lark and crow. But find a place where the sun shines on an open glade and here the junco, chickadee, song sparrow, English sparrow, wren, nuthatch or a purple finch will be feeding upon seeds of last year's weeds. All of these birds are easily identified.

The campers should know the difference between evergreens and deciduous trees and be able to identify the common ones. In the fall, leaf coloration provides a good lesson plus having aesthetic values.

The wildflowers are very beautiful and there is usually a great variety in the spring and fall. Children will learn to look in sheltered places for trilliums and violets. Yellow skunk cabbage, marsh marigolds, buttercups, arrow root and pinks may abound. The ferns are interesting, too.

The insects, usually in mass, are likely to be at camp when the campers arrive: butterflies, moths, dragonflies, beetles, ants, wasps, bees, mosquitoes, and flies. The social insects will entertain as well as inform through observation and reading. The insects which are harmful will need attention. The housefly which transmits typhoid fever; the Anopheles mosquito which carries malaria and the tick which carries Rocky Mountain Spotted Fever may be used as examples. Attention should be called to the black widow spider. However, it is not an insect.

Large and small game animals may be harder to find.

The earliest campers will have better luck before the animals become shy. Start with the beaver who lives nearby and look for fish, turtles, toads, rabbits, weasels, racoons, skunks, deer and antelope.

A deer census might be made in the fall from deer tracks on the grounds. This activity might stimulate another wildlife census in the spring. Hunters are always grateful to know of the presence or absence of wildlife. The laying out or labeling of a nature trail will help children to learn names, identify and see interrelationships of wildlife. Building a terrarium or aquarium shows interrelationships.

Other activities suitable for an outdoor laboratory are collecting and pressing flowers and leaves; collecting and mounting seeds and insects; leaf studies by means of blue prints, potato prints, spatter prints, crayon and clay; felling a tree; learning to use a simple key for tree identification; sketching landscapes; using the microscope and hand lens for minute study of parts; using plant, tree, and animal products for making cooking utensils, whistles, fishing plugs, tea, jewelry, and food; tapping maple trees; listening to night sounds; making museum preparations such as elementary taxidermy, foliage impressions and casts of animal tracks; studying poisonous plants and animals and methods of protection and discussing how sunlight and soil affect the

growth of plants.

Earth Science

The old saying, "the sky is the limit" is very applicable to earth science activities in camp. One of the first natural activities is understanding the lay of the land. This will lead to an understanding of some of the general properties of the rock strata in the local area and how soil is formed by collecting soil samples and conducting soil experiments; collecting rocks and fossils; visiting a quarry, gravel pit, silica plant or fertilizer plant; breaking up a rock and studying it under the microscope; studying a slope at different elevations; using a handlevel to measure different elevations; learning directions and use of a compass, reading and making maps; reading physical features of the terrain and developing an earth science vocabulary: hill, mountain, plain, valley, cove, stream bed, tributary, source, mouth headwaters, watershed, glacier and rock strata.

The child soon has added conservation to his word list. He sees the causes and affects of erosion and learns ways to control it by walking up gullies; studying rocks, soil and effects of erosion; taking a rain hike; keeping field notes of observations on a locale before and after a rain; visiting a conservation farm to observe good conservation practices; learning how the forest floor holds

water and prevents floods; building check dams; making contours; reforesting burned over or barren lands and obeying national, state and local game and fish laws.

Some of the major constellations are common to children by the time they reach camp. Here is a good opportunity for those who do to help other children recognize them and to study their relationship to the earth's motions. A study of the nature and movements of heavenly bodies as a pattern of related behavior is appropriate for upper elementary grades.

On a clear night the heavens are a challenge. Every elementary school child should be able to identify the North Star, the Big and Little Dipper and their relation to the North Star. These constellations can be found with ease; Orion and Cassiopeia and the Milky Way should be added. At spring camptime, the northern hemisphere offers a variety of constellations. The campers should know what stars are, how far away they are and how they differ from planets.²²

Related activities and discussions might be the differences between astrology and astronomy, planting crops by the moon, the possibility of life on other planets and inner space travel, looking at the moon through binoculars or

²²Material contributed by Murray A. Taylor, Camp Director, Pierce County Schools, Tacoma, Washington.

telescope, recording phases of the moon, looking for meteorites, telling time by the shadow of sun or by star position and making a star trail with camera.

"Weather is something that everyone talks about but seldom does anything about" may or may not be true in a school camp. Most children with some motivation are eager to do something about it; the weather may give the stimulus. In Wyoming, weather determines when children will go to camp; it also determines at various periods of time what the activity will be. It causes plans to change; therefore, campers are vitally interested. Making and recording weather observations and making predictions are routine by meaningful activities in many camps. The children enjoy building weather instruments for the weather station which becomes one of the most strategic learning situations in the Camp Community. Predictions of the camp meteorologists are often compared for accuracy with the local weather bureau which is visited during pre-camp planning.

Physical Science

It is apparent that all phases of science are at work in the camp environment. The experience most helpful to children is to observe all phases of science in their relationship one to another. In a study of pioneer life, children found that they too had need for applying the earliest method

of carrying a burden. They use leverage to move rocks, logs or other heavy burdens; observe the power of water in moving things and turning wheels; start a fire; use the fire equipment; make a simple test of water and purify water.

Elementary photography was enjoyed in some camps. A movie is made of the Connersville, Indiana, Camp²³ on alternate years. There are no posed shots and every camper and staff member participates. The movie is shown to civic clubs, P. T. A. and other groups and becomes a public relation instrument as well as a learning device.

Health Education

Schools recognize good mental and physical health as a major objective of elementary education. They are trying to develop wholesome mental attitudes and to encourage the practice of good health habits. The camp program too recognizes this objective as a primary one. While trying to keep the child physically fit, they go one step further in helping the child to develop and see the need for safe out-of-door practices. In reaching these objectives the school and camp do not separate health education into a separate subject but endeavor to make it a part of daily living.

²³Information contributed by William Arlis Richards, Assistant Superintendent, in a personal letter dated July 21, 1954.

There is danger of overemphasizing health education in the form of physical education and athletics. Some schools are doing it. One school camp²⁴ was visited in which athletics played an integral roll. Special equipment was taken to camp, an athletic field layed out, and considerable time spent in sports. It has been pointed out before that only those activities which cannot be successfully carried out in a classroom, playground, or gymnasium situation should take place at camp. If all the possibilities of recreation at camp are carried out there is not time within a period of five days for balls and bats. Children who are properly challenged with out-of-door interests do not miss in-school sports.

In making health education an integrated part of the curriculum, many of the opportunities for activities in this area have already been suggested. However, some of the activities which strengthen minds and bodies are planning healthy meals, learning to dress properly and adequately for different occasions and discussing and solving group living problems.

In learning how to safely live in the out-of-doors skills are developed in these activities: how to go up and down a hill; how to carry and use lumbering tools and jack knives; being sure that water is safe to drink; how to build

²⁴Grand Ledge, Michigan, Camp at Camp Chief Noonan.

and care for fires on cook-outs and carrying out camp projects such as: building a retaining wall, developing outpost sites, cutting firewood, setting tables, making beds, keeping camp buildings clean, clearing underbrush and establishing fire stations.

Other activities more physical in nature which children thoroughly enjoy are dancing; playing games such as skittles, stalking a deer, duck on the rocks, up Jenkins, Indian corn game, Japanese checkers, capture the flag and huckle buckle bean stalk; outdoor spring sports such as: fishing, bait casting, hiking, and mountain climbing and winter sports such as: ice fishing, skating, skiing and snowshoeing.

The Arts

There is opportunity for the child to explore a variety of media through arts, crafts, and music. He is encouraged at all times to express his imaginative ideas as well as his realistic ones and to consider these as a part of everyday living rather than extra-curricular activities.

The camp program should develop interests, information and skills in the arts which will lead to personal enjoyment and profitable use of leisure time in camp and after camp.

"A happy camp is a singing camp."²⁵ Many of the camp songs are adaptable to part singing and to simple accompaniment; therefore, many camp situations can be used for the teaching and appreciation of music. Some activities which promote singing for the fun of it are group singing around the campfire, grace, dancing, singing rounds, rote singing, part singing, village singing and special group singing for vespers. Making a camp song book is a useful activity and something that may be taken home.

Music appreciation is enriched through listening to recordings, matching tones and listening to nature sounds such as birds, insects, game animals, pattering raindrops and the whistling wind.

Many and varied opportunities develop a feeling for and an understanding of rhythm. They are: marching, round dancing, square dancing, skipping, leaping to music recordings, drum beating, directing or keeping time, hiking, canoeing, noting the rhythm in the flight of animals and serenading.

Here is a good place for children to develop a handiness with common tools. The use of native materials is emphasized in making game equipment; making simple furniture; making picture frames; drawing a map of the camp area;

²⁵McKnight, op. cit., p. 169.

making a compass map; sketching; drawing; painting gullies, streams, landscapes and camp scenes; modeling and molding clay; carving; chipping; whittling; making bouquets and corsages; collecting weeds, seeds, grasses and feathers to make arrangements; making drums, rattles, tom-toms and headdresses for Indian ceremonials; weaving grasses, barks and reeds; carving; looking for familiar objects in cloud formations; photography; preparation of take home materials and preparation of visual aids to tell stories of things seen at camp; posters, charts, and museum specimens and nature trail signs.²⁶

Summary

The objective of Chapter V has been to apply the criteria developed in Chapter III. It has attempted to show that camp life touches all areas of the elementary school curriculum and makes a natural medium for the integration of the indoor-outdoor curriculum. A variety of activities were suggested in enriching the subject matter of a course of study: arithmetic, language arts, social studies, science, health and the arts. These learning situations and activities are applicable to a subject matter curriculum or one built around the problems of

²⁶ McKnight, op. cit. pp. 169-74.

living of elementary school children.

Chapter V was necessarily repetitious. Many of the suggested activities have learning implications in various curricular areas. Yet, this repetition shows the inter-relatedness of the school-camp curriculum and the opportunities found in the out-of-doors to integrate the total curriculum and make it a functional one.

A summary of this study, conclusions, recommendations and suggestions for further research will be projected in Chapter VI.

CHAPTER VI

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Summary and Conclusions

Educators recognize school camping as a trend in curriculum enrichment. Studies have been made which emphasize the values derived from the teaching of subject matter in its natural setting. There were indications of a need for further research in the area of curriculum of this significant movement referred to by Gilliland¹ as a frontier in curriculum improvement. Thus, this study was initiated.

The purpose of this investigation has been to identify and appraise those phases of the elementary school curriculum that can best be realized in a camping situation. The three-fold scope of the problem was (1) to discover those elementary curricular experiences that can best be utilized through camping, (2) to set up some criteria for school camp program development and (3) to apply these criteria

¹John W. Gilliland, School Camping: A Frontier in Curriculum Improvement (Washington, D. C.: The Association for Supervision and Curriculum Development of the National Education Association, 1954).

to conventionally accepted elements of the elementary school curriculum.

Data were obtained from seven main sources: a thorough review of current literature and related studies; informal interviews with school-camp specialists, teachers and principals currently engaged in school camping; correspondence with administrators, classroom teachers and camping coordinators; extensive study of published and unpublished curriculum materials and studies of programs underway; personal visits to programs in action; informal visits with children doing school camping; and four years of experience and research as principal of an elementary school utilizing camping as an integral part of the school curriculum.

The directory² of school camps was compiled from returns from questionnaire-letters mailed to the forty-eight state departments of education and the Superintendent of Schools, Washington, District of Columbia. Forty-seven or 95.91 per cent of the forty-nine inquiries were answered. The state education departments in Nebraska and Wisconsin did not respond. These data showed that school camping is a trend throughout the United States.

The three basic sub-divisions of this study which

²See Appendix A.

represent its contribution to curriculum improvement were:

1. The organization and integration of the school camp curriculum, Chapter III.
2. Criteria for the development of a school camp curriculum, Chapter IV.
3. Relationship of camping to the elementary school curriculum, Chapter V.

The Organization and Integration of the School-camp Curriculum

Educators and lay people are supporting the school camping movement. The results of this study showed a definite trend in elementary schools to move to the out-of-doors to realize those values which are best realized there.

It is believed that the two major educational outcomes of the camping experience are skills involved in democratic group and individual living and appreciation of nature. From these outcomes schools have developed camping values. They were: democratic social living, healthful living, purposeful work experiences, spiritual uplift and understanding of one's natural environment.

School camping as an integral part of the elementary school curriculum was found to be a continuous educational process rather than an extra curricular activity. It became integrated with the total school program. The camp program

was divided into the pre-camp, in-camp and post-camp curriculum experiences.

The pre-camp experience was a readiness period. Interest was aroused; plans were made and outdoor problems were projected. The in-camp experience was an action program through which objectives were achieved. The post-camp experience was one of evaluation and direction for further study.

Criteria for the Development of a School-camp Curriculum

Criteria have been developed that will serve as a guide in the organization, utilization and evaluation of a well-balanced, educational and happy school-camp day most adaptable to the out-door environment. The agreement of the general objectives of elementary education, the general principles of curriculum development, the current camp practices and the judgments of school camp specialists were used for validation.

The curriculum program had a flexible plan in which to operate. Flexibility gave balance and balance gave the child the broad view of the total outdoor experience. Thus, he was prevented from getting distortions of over-emphasis. He had an opportunity to participate in individual as well as group activities. It would be practically impossible to outline a typical camp program since it is cooperatively planned. However, there were certain fixed periods during

the day: breakfast, dinner, bank, store, post office and supper.

A camp program as well as an indoor program must be stimulating. It challenges the campers' capacities to full and healthful exercise through the program from the beginning of the pre-camp experiences through the post-camp period. He is led to take advantage of every minute of the experience; yet, caution is made to prevent him from trying to do too much. The camp day is long but should not be tiresome. Proper balance and discretion in selecting the number of activities during the day will make the camp day a pleasant, rewarding and long remembered experience for each child.

The curriculum program is planned and executed in terms of the general objectives of education, camping, specific objectives of each camp and camper. The whole program is so planned by and for the children that individual and group objectives are met. These objectives in turn are used as a basis for evaluating and making plans for further work. There was general agreement on the following objectives:

1. Democratic group living
2. Understanding and appreciation of nature
3. Healthful living
4. Purposeful work experiences
5. Spiritual values

The curriculum provides for activities which grow naturally from group living in the out- -doors. The environment of the child becomes his curriculum. Since there are no subject matter barriers, the school-camp curriculum becomes an integrated one and the method of camping is a teaching-learning process of problem solving.

Camping activities must be planned and guided by an adequate and well-trained staff if maximum results are to be obtained. One counselor with knowledge of child growth and development, educational philosophy and method for each seven to ten children was recommended. It is highly desirable for the staff to plan and work with the children throughout the school year. However, where this is impossible, the director should assume the responsibility of coordinating the activities throughout the experience, beginning with the readiness period.

Readiness is considered an important phase of the continuous curriculum. Readiness activities fell into two categories: experiences in the grades preceding the camp year and preliminary planning prior to camping in the same year it is done. The thoroughness of this early phase often determines the success of the camp.

It is hoped that the criteria of program planning proposed in this study will be helpful in planning a well-balanced, educational and happy school-camp day for boys

and girls. They were:

1. The curriculum program has a flexible plan in which to operate.
2. The curriculum program is planned and executed in terms of the general objectives of elementary education, the objectives of camping, the specific objectives of each camp and each child.
3. The curriculum provides for activities which grow naturally from group living in the out-of-doors.
4. The curriculum is planned around the nature, specific needs and interests of campers.
5. Camping as a method is different.
6. Readiness for school camp curricular experiences is important.
7. Camping activities are planned and guided by adequate and well-trained personnel.

The Relationship of Camping to the Elementary School Curriculum

This study pointed out many of the opportunities by which school camping can supplement, enrich and reinforce the indoor curriculum of the modern elementary school. Examples from active school camp programs illustrated camping activities as an integral part of the curriculum.

The elementary school curriculum was organized in terms of the traditional subject matter divisions: arithmetic, language arts, social studies, science, health education and the arts. In each area, suggested learning activities, skills to be taught, and understandings which might be developed through the pre-camp, in-camp and post-camp were illustrated. It is not expected that each school will endeavor to utilize all the suggested possibilities. Rather, careful selections, modification and creativity of ideas must be made to meet the needs and interests of each camp.

The suggestions in this study are neither complete or conclusive. An attempt was made to study the school camp curriculum as it has emerged thus far and make some implications for future development. Since "It is generally accepted by educators around the nation that every boy and girl should have a camping experience as a part of the educational process"³ a study of this nature should be helpful to teachers, administrators, supervisors, and counselors in planning programs devised to make this curriculum experience satisfactory, beneficial and happy for children.

³Michigan State Department of Education, Community School Camps (Lansing, Michigan: The Department, 1951), p. 34.

Recommendations

The main objective of this study is to contribute to the effective planning of an enriched elementary school curriculum through camping. The criteria proposed in this study are offered as recommendations for guides in improving and evaluating existing programs and planning future experiences.

The following recommendations based upon the criteria developed in Chapter IV seem significant.

1. A school camp program should be flexible.
2. A school camp program should be an integral part of the school curriculum.
3. A school camp program should seek to center all its activities around problems of living in the out-of-doors.
4. A school camp program should center in child nature, needs and interests. It should consider the development of the whole child and insure his participation in the total program.
5. Camp methodology should be based upon discovery, adventure and learning by doing. It stresses broad generalizations rather than detailed facts.
6. Camping education should encourage readiness for camping.

7. A good school camp program requires an adequate and a well-trained staff.

Suggestions for Further Research

Research studies in school camping are rather limited in comparison to other fields of education. The majority of the ones completed have dealt with problems in organization and administration of camping programs. Since school camping seems to offer many possibilities for urgently needed curriculum enrichment, continued research in the area of curriculum is needed.

Suggestions for further study are:

1. What are effective techniques in evaluating a school camping program?
2. How can readiness for school camping be determined?
3. What is the role of camping in the education of handicapped children?
4. What is the role of camping in the education of exceptional children?
5. How much of the total school year should be given to camping?
6. How can a school adapt camping experiences to children who attend more than one year, especially when more than one grade attends.

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APPENDIX A

TABLE I

SCHOOLS PIONEERING IN SCHOOL CAMPING
IN THE NEW ENGLAND STATES

State	City or County	Source of Information
Maine	none reported	
New Hampshire	Ashland	Jack F. George, Director Physical Education, State De- partment of Education Concord, New Hampshire
	Dublin	
	Hancock	
	Jaffrey	Lester B. Badger, Superintendent of Schools, Peterborough, New Hampshire
	Meridith	
	Milford	
	Peterborough	Lester Clarke, Director, Sargent Camp Peterborough, New Hampshire
	Portsmouth	
	Rindge	
Vermont	Castleton (college)	Dominick A. Taddonio State Teachers College Castleton, Vermont
	Hydeville	
	Lyndon Center	State Department of Education, Montpelier, Vermont
Massachusetts	Boston University (Sargent College)	Chas. W. Weckwerth Springfield College Springfield, Mass.

TABLE I

SCHOOLS PIONEERING IN SCHOOL CAMPING IN THE
NEW ENGLAND STATES (CONTINUED)

State	City or County	Source of Information
Massachusetts (continued)	Medford	Dr. Bernard Everett Director of Instruction
	Nedham	Newton, Massachusetts
	Newton	Lester Clark, Director Boston University, Sargent Camp, Peterborough, New Hampshire
Rhode Island	none reported	
Connecticut	Danbury (college)	Ann F. Foberg, Consultant, Elementary Education, State Depart- ment of Education,
	Fairfield	Hartford, Connecticut
	Hamden	
	West Hartford	Webster Hill School West Hartford, Connecticut

TABLE II

SCHOOLS PIONEERING IN SCHOOL CAMPING
IN THE MIDDLE ATLANTIC STATES

State	City or County	Source of Information
New York	Amherst	Arthur W. Silliman, Supervising Principal, Ardsley, New York
	Ardsley	
	Brockport (college)	F. E. Coolidge, Principal Campus School Cortland (N. Y.) Teachers College
	Buffalo (college)	
	Cortland (college)	
	Eggertsville	Dr. Ernest Hilton, Director, Elementary Education, Fredonia (N.Y.) State Teachers College
	Fredonia (college)	
	Genesco (college)	Kenneth Riesch, Director, Education Division, Genesco (N.Y.) State Teachers College
	New York City	
	Oneonta (college)	
		Emery L. Hill, Head, Science Department, Oneonta (N.Y.) Teachers College
	Plattsburgh (college)	
	Rennselaer County	Joseph Del Popolo, Supervising Teacher Plattsburgh (N.Y.) State Teachers College
	Rochester	
	Roslyn	Frank Walter, Director Outdoor Education, Roslyn, New York
	Scarsdale	

TABLE II

SCHOOLS PIONEERING IN SCHOOL CAMPING IN THE
MIDDLE ATLANTIC STATES (CONTINUED)

State	City or County	Source of Information
New Jersey	Haddonfield	Edward J. Ambry, Director, New Jersey State School of Con- servation, Upper Montclair, N. J.
	Montclair (college)	
	Montclair	
	Newton	
	Ridgewood	
Pennsylvania	Rosemont	Stella B. Balentine, Principal, Rosemont School, Rosemont, Pennsylvania

TABLE III

SCHOOLS PIONEERING IN SCHOOL CAMPING
IN THE SOUTH ATLANTIC STATES

State	City or County	Source of Information
Delaware	none reported	
Maryland	Camps reported but not located	Grace A. Dorsey, Supervisor Elementary Schools, State Depart- ment of Education, Baltimore, Maryland
District of Columbia	none reported	
Virginia	none reported	
West Virginia	none reported	
North Carolina	Charlotte* Greenville (college) Gastonia Greensboro Kings' Mountain Salisbury*	James M. Dunlap, Adviser, Resource Use Education, Department of Public Instruction, Raleigh, N. C. Ethel McNairy, Principal, Lindley School, Greensboro, North Carolina B. N. Barnes, Supt. King's Mountain, N.C. J. H. Knox, Supt, Salisbury, N. C.

*temporarily interrupted

TABLE III

SCHOOLS PIONEERING IN SCHOOL CAMPING IN THE
SOUTH ATLANTIC STATES (CONTINUED)

State	City or County	Source of Information
South Carolina	Greenville	Elizabeth Ellison, Director of Camping Greenville, S. C.
Georgia	Atlanta	
	Collegeboro (college)	J. A. Pafford, Principal Laboratory School Georgia Teachers College Collegeboro, Georgia
Florida	Alachua County	Charlotte Stienhans, Consultant in Elementary Education, Department of Education Tallahassee, Florida.

TABLE IV

SCHOOLS PIONEERING IN SCHOOL CAMPING
IN THE SOUTH CENTRAL STATES

State	City or County	Source of Information
Kentucky	Lexington	Howard Lusk
	Lexington (university)	University School University of Kentucky
Tennessee	Athens	Harold Powers,
	Blount County*	City Park School Athens, Tennessee
	Huntington	Elsie Burrell, Super-
	Johnson City (college)	visor, Blount County
	Murfreesboro (college)	Schools, Maryville, Tennessee
	Nashville (Peabody College)	R. T. DeWitt, Peabody College, Nashville, Tenn.
	Oak Ridge	Bessie Huffman, Cedar Hill School, Oak Ridge, Tenn.
Alabama	Florence (college)	John W. Gilliland, University of Tennessee, Knoxville, Tennessee
	Jackson County*	W. Morrison McCall, Director, Division of Elementary Education, State Department of Education, Montgomery, Alabama
	Mobile County	

*planning stage

TABLE IV

SCHOOLS PIONEERING IN SCHOOL CAMPING IN THE
SOUTH CENTRAL STATES (CONTINUED)

State	City or County	Source of Information
Alabama (continued)		C. P. Newdome, Supervisor, Health and Physical Education, Mobile County Schools
Mississippi	none reported	
Arkansas	none reported	
Louisiana	none reported	
Oklahoma	none reported	
Texas	Austin	John Keel, Camping Education Supervisor, Austin Public Schools
	Dallas	
	Denton (T.S.C.W.)	George W. Donaldson, Director, Outdoor Education Tyler, Texas
	Flower Bluff	
	Fort Worth	Lewis Spears Division of Curriculum Development, State Depart- ment of Education Austin, Texas
	Hill County*	
	Tyler	

*planning stage

TABLE V

SCHOOLS PIONEERING IN SCHOOL CAMPING
IN THE EAST NORTH CENTRAL STATES

State	City or County	Source of Information
Ohio	Chagrin Falls	P. C. Bechtel, State Department of Education Columbus, Ohio
	Cleveland Heights	
	Green Springs	Viola Stevens, Director, Camping Education, Cleveland Heights, Ohio
	South Euclid- Lyndhurst	
	Yellow Springs (college)	
Indiana	Bloomington (university)	H. L. Harshman, Assistant Superintendent, Indianapolis, Indiana
	Connersville	
	Elkhart	Herbert Montgomery, Director, School Camping New Castle, Indiana
	Gary	
	Indianapolis	Harvey H. Davidson, State Department of Public Instruction, Indianapolis, Indiana
	Kokomo	
	Newcastle	
	Terre Haute (college)	
Illinois	Carbondale (college)	R. M. Ring, Assistant Superintendent State Office of Public Instruction, Springfield, Illinois
	Chicago Heights	

TABLE V

SCHOOLS PIONEERING IN SCHOOL CAMPING IN THE
EAST NORTH CENTRAL STATES (CONTINUED)

State	City or County	Source of Information
Illinois (continued)	DeKalb (college)	John D. Mees, Principal, University School, Carbondale, Illinois
	Jerseyville	
	Palatine	Don Hammerman, Education- al Director, The Lorado Taft Field Campus, Northern Illinois State Teachers College, DeKalb, Illinois
	West Frankfort	
Michigan	Allegan	Edwin G. Rice, Consultant State Department of Public Instruction, Lansing, Michigan
	Ann Arbor	
	Battle Creek	
	Bay City	Julian W. Smith Michigan State College East Lansing, Michigan
	Cadillac	
	Calhoun County	Barbara Holland, Camp Coordinator Dearborn, Michigan
	Crystal Falls	
	Dearborn	Don Randall, Camp Director Battle Creek, Michigan
	Decatur	
	Dowagiac	Mertie Frost, Camp Director, Grand Ledge, Michigan
	Flint	
	Gladstone	

TABLE V

SCHOOLS PIONEERING IN SCHOOL CAMPING IN THE
EAST NORTH CENTRAL STATES (CONTINUED)

State	City or County	Source of Information
Michigan (continued)	Grand Ledge	Jean Baker, Camp Director, Highland Park, Michigan
	Grand Rapids	
	Highland Park	Carl Randal, Camp Director, Lakeview, Michigan
	Huron County	
	Iron Mountain	
	Kalamazoo	
	Kalamazoo (college)	
	Kingsford	
	Lake View	
	Menominee County	
	Mt. Pleasant	
	Mt. Pleasant (college)	
	Niles	
	Otsego	
	Pontiac	
	Saginaw County	
	St. Charles	

TABLE V

SCHOOLS PIONEERING IN SCHOOL CAMPING IN THE
EAST NORTH CENTRAL STATES (CONTINUED)

State	City or County	Source of Information
Michigan (continued)	Upper Peninsula	
	Van Buren County	
	Wyandotte	
	Ypsilanti (college)	

TABLE VI

SCHOOLS PIONEERING IN SCHOOL CAMPING
IN THE WEST NORTH CENTRAL STATES

State	City or County	Source of Information
Wisconsin	Ashland County	Frank M. Himmelman, Director, Campus School Wisconsin State College Milwaukee, Wisconsin
	Manitowoc	
	Merrill	
	Milwaukee (college)	
Minnesota	none reported	
Iowa	none reported	
Missouri	Clayton	Raymond A. Roberts, Director, Elementary Education, State Division of Public Schools, Jefferson City, Missouri
	Kirkwood	
	St. Louis	
	University City	Carl L. Byerly Director of Special Services, Clayton, Missouri
	Webster Grove	
		Helen Manley, Department of Instruction, University City, Missouri
		W. L. Kloppe, Director of School Camping Webster Groves, Missouri

TABLE VI

SCHOOLS PIONEERING IN SCHOOL CAMPING IN THE
WEST NORTH CENTRAL STATES (CONTINUED)

State	City or County	Source of Information
North Dakota	none reported	
South Dakota	none reported	
Nebraska	no report	
Kansas	none reported	

TABLE VII

SCHOOLS PIONEERING IN SCHOOL CAMPING
IN THE MOUNTAIN STATES

State	City or County	Source of Information
Montana	none reported	
Idaho	none reported	
Wyoming	Laramie (university)	Dorothy Lou MacMillan, Camp Director, College of Education University of Wyoming
Colorado	none reported	
New Mexico	none reported	
Arizona	Tempe	Martin Mortensen, Arizona State College, Tempe, Arizona
Utah	Provo*	J. C. Moffitt, Superintendent Provo City Schools, Provo, Utah
Nevada	none reported	

*Temporarily discontinued

TABLE VIII

SCHOOLS PIONEERING IN SCHOOL CAMPING
IN THE PACIFIC STATES

State	City or County	Source of Information
Washington	Auburn	Pearl Wanamaker
	Bellingham (college)	State Superintendent of
	Ellensburg (college)	Public Instruction
	Everett	Olympia, Washington
	Fife	Kenneth C. Skyles
	Highline	Omak Public Schools
	Longview	Omak, Washington
	Mykilfeo	
	Omak	
	Pierce County	
	Renton	
	Seattle	
	Snohomish County	
	Tekoa	
	Tonasket	
	Union Gap	
Oregon	none reported	

TABLE VIII

SCHOOLS PIONEERING IN SCHOOL CAMPING IN THE
PACIFIC STATES (CONTINUED)

State	City or County	Source of Information
California	Bellflower	C. Carson Conrad Consultant in School Recreation, State Depart- ment of Education, Sacramento, California
	Carmel	
	Coalinga-Huron	
	Culver City	George V. Hall Instructional Division San Diego City Schools
	El Segundo	
	Fresno (college)	Howard M. Bell Supervisor of Camping Los Angeles City Schools
	Garvey	
	Long Beach	Jack L. Davidson Consultant in Physical Education, Los Angeles County Schools
	Los Angeles	
	Los Angeles County	
	Los Angeles (UCLA)	Ross D. Jarvis, Administrative Assistant Norwalk City School District
	Monterey	
	Mt. View	
	Norwalk	Robert D. Scales, Supervisor of Outdoor Education, Bellflower City School District
	Redwood City	
	San Mateo County	
	San Diego	
	San Jose	
	Santa Clara County	

APPENDIX B

TABLE IX

SCHOOL CAMP EDUCATORS WITH WHOM CONFERENCES WERE HELD

Person	Title	Location
James L. Bailey	Director, Conservation Education	Tennessee State Department of Conservation, Nashville, Tennessee
Mrs. Jean Baker	Camp director	Public Schools, Highland Park, Michigan
Joseph Del Popolo	Supervising teacher	State University, Plattsburg, New York
Herbert Dodd	Elementary principal	Oak Ridge, Tennessee
James M. Dunlap	Resource use adviser	State Department of Public Instruction, Raleigh, North Carolina
Miss Myrtie Frost	Camp director	Public Schools, Grand Ledge, Michigan
Dr. John W. Gilliland	Professor of Education	University of Tennessee, Knoxville, Tennessee
Miss Jessie Mae Halsted	Supervising teacher	University of Wyoming, Laramie, Wyoming

TABLE IX

SCHOOL CAMP EDUCATORS WITH WHOM CONFERENCES WERE HELD (CONTINUED)

Person	Title	Location
Don Hammerman	Camp director	Northern Illinois Teachers College, Dekalb, Illinois
Miss Barbara Holland	Camp coordinator	Public Schools, Dearborn, Michigan
Mrs. Bessie Huffman	Camp director	Public Schools, Oak Ridge, Tennessee
Howard Lusk	Supervising teacher	University of Kentucky Lexington, Kentucky
Miss Dorothy MacMillan	Camp director	University of Wyoming Laramie, Wyoming
Don Randall	Camp director	Public Schools, Battle Creek Michigan
Karl Randels	Camp director	Public Schools, Lakeview, Michigan
Julian Smith	Associate Professor of Outdoor Education	Michigan State College, East Lansing, Michigan

TABLE IX

SCHOOL CAMP EDUCATORS WITH WHOM CONFERENCES WERE HELD (CONTINUED)

Person	Title	Location
Laurence Walker	Supervising teacher	University of Wyoming, Laramie, Wyoming
Miss Jo Weckworth	Student-teacher counselor	Springfield College, Springfield, Massachusetts

APPENDIX C

Daily Schedule^a

7:00 a.m.	Reveille
*7:30 a.m.	Flag raising
*7:45 a.m.	Breakfast
8:30 a.m.	Camp jobs
9:30 - 11:30 a.m.	Activity program
12:00	Dinner
1:15 p.m.	Bank and store
1:30 p.m.	Quiet period
2:30 - 5:30 p.m.	Activity program
*6:00 p.m.	Supper
6:50 p.m.	Flag lowering
7:15 - 8:15 p.m.	Evening program
8:30 p.m.	Lights out--taps

*All children participate

^aMacMillan, Dorothy Lou, Outdoor Education (Laramie, Wyoming: University of Wyoming, Bureau of Educational Research, 1952), pp. 46-47.

Figure 8. Daily camp schedule, University of Wyoming.

Daily Schedule^a

7:00 a.m.	First call
7:05 a.m.	Second call
7:15 a.m.	Server's call (those helping in dining room)
7:30 a.m.	Flag raising
7:40 a.m.	Breakfast
8:15 a.m.	Clean-up
9:00 a.m.	Program activities chosen by group
12:15 p.m.	Dinner
1:10 p.m.	Store open
2:00 p.m.	Rest period
3:00 p.m.	Program activities
5:00 p.m.	Free time
5:45 p.m.	Servers' call
6:00 p.m.	Supper
6:45 p.m.	Free time
7:30 p.m.	Evening program
8:30 p.m.	Call to cabins
9:00 p.m.	

^aSource: Helen Manley and M. F. Drury, Education Through School Camping (St. Louis, Missouri: The C. V. Mosby Co., 1952), pp. 149-50.

Figure 9. A typical daily schedule.

Schedule^a

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>
7:00	arise	----	bird walk	arise	----	----
7:10	set tables	dress	bird walk	dress	----	----
7:25	flag raising	----	bird walk	flag raising	----	----
7:30	serve breakfast	break fast	----	----	----	----
8:15	inspection	----	----	----	----	pack
9:00	nature study hike	visit conservation farm	crafts	nature hike	fishing	clean camp
10:30	crafts		construction project	archery	hike	clean camp
12:00	cleanup for lunch	----	set tables and serve	cleanup	cookout	lunch
12:30	lunch	----	----	----	cookout	home
1:00	store open	----	----	----	cookout	
1:30						
2:30	visit farm	archery	conservation project	construction project	crafts	

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>
4:00	visit farm	fishing	archery	crafts	archery	
5:00	committees	----	----	----	----	
5:30	free (informal sports)	----	----	----	----	
5:55	flag lowering	----	----	----	----	
6:10	dinner	cookout and hike	dinner	all-camp cookout	set table and serve	
6:45	free (informal sports)	cookout and hike	free	all-camp cookout	free	
7:30	singing, square dancing	village stunts	council fire-- stunts	camp play square dancing	last council fire	
8:30	call to cabins	----	----	----	----	
9:00	taps	----	----	----	----	

^aSource: Helen Manley and M. F. Drury, Education Through School Camping (St Louis, Missouri: The C. V. Mosby Co., 1952), pp. 150-51.

Figure 10. Schedule for group of ten for one week.

Director of
State Department

Washington, D.C.

Dear Sir:
One of the
most important
documents in the
literature of
the subject is
the book by
Arthur E.

I would appreciate
that Mr. A. E.
give us the
copy of his
report in the
appendix in the

APPENDIX D

Very truly
yours,
[Signature]

College of Education
University of Tennessee
Knoxville, Tennessee
May 10, 1954

Director of Elementary Education
State Department of Public Instruction

Dear Director:

Curriculum improvement through school camping is one of the most recent movements in curriculum improvement in the elementary school. Review of professional literature indicates that there is a trend to utilize the whole environment of the child for instructional purposes. I have proposed a doctoral study, "Curriculum Enrichment Through School Camping," at the University of Tennessee.

My first effort is to discover the existing camps. I would appreciate any printed material on this subject that might be available from your office. Also, please give me the names and addresses of known existing school camps in your state. I shall be happy to defray any expense involved.

Your cooperation in making this study a contribution to curriculum improvement will greatly appreciated.

Sincerely yours,

John D. Williams

Interview--Observation Guide

Name of Camp:

Director:

Location:

Date:

1. What are the objectives of camping?
2. Is school camping an integral part of the elementary curriculum?

Extra curricular?

3. What evidences are there of democratic group living?
4. What evidences are there of conserving and improving the environment?

Name of Camp:

5. What evidences are there of extending elementary science learnings?

6. What evidence is there of use of the skill subjects?

7. What evidence is there of developing human creativity?

8. How are camp experiences evaluated?

APPENDIX E

Meeting the Educational Needs of Children through Camping Experiences¹

The educational needs that follow are not discrete and separate ones that can or are to be satisfied as a means or end in themselves. Rather, they indicate significant inter-related aspects of preparation for life that should be contributed to by early school education as well as by other agencies and their programs.

Camp life possesses the child entirely. He lives, eats, sleeps, works, plans and plays twenty-four hours a day seven days a week with few if any outside influences to distract him. In no other environment will he be in so many situations that involve his educational needs. This camp environment is ~~and~~ regular controls, helps and supports that the average child learns by habit and opportunity to depend upon whether or not he has actual need for them. He has new opportunity to think and do for himself. If he requires guidance it is available in excellent form, ready and thoughtful.

The second phase of the problem how to meet these individual and group needs is a relatively simple problem in a camping situation. The following are just a few of the real life situations that are common in camp and unusually rich in opportunity to meet these educational needs:

I. Children Need to Grow in the Ability to Make Successful Social Adjustments.

a. Learn to work and play together; opportunity to go swimming, attend campfires, play games, participate in work projects, tent duties, clean-up, eating and sleeping together, etc.

b. Share in making group decisions; plan programs, trips, work projects, evaluations of results, cooking meals, etc.

c. Appreciate ideals basic to democratic living; actual all day and night contacts with individuals of different nationalities, race, religions, physical handicaps, etc.

¹James A. Wylie, "Camping and the Educational Needs of Children," Education, 73:7-10, September 1950.

d. Assume Responsibility as an American; practice minority and majority rights, privileges and responsibilities, recognize the need for conservation of natural resources, be a working member of a governmental unit such as cabin, group or camp.

e. Develop leadership and followership abilities; participate as cabin leader, group captain, team captain, leaders in food preparation, group duties, hike and trip responsibilities, dish washing, teaching other children a specialty, etc.

f. Develop concern for safety and welfare of others; learn swimming controls, safety for swimming, boating and canoeing, fire precautions, care of trails, paths, cabins and tents, first aid, proper clothing for hikes, etc.

II. Children Need to Live in their Natural and Scientific Environment.

a. Learn about major features of earth's surface; trips and hikes to mountains, valleys, plateaus, swamps, sand dunes, etc.

b. Learn about plant and animal life; build terraria, zoos, nature hikes, identification and care of animals, snakes, birds in natural environment, cast making for foot prints of animals, picture taking of birds and animals, visitations to nearby farms, lumber mills, etc.

c. Learn about conservation of natural resources; build trails, plant trees, build check dams, stream controls, fire protection, fish conservation, restocking of fish ponds, animal brush shelters, cleaning and repairing of woods, lakes and other areas.

d. Learn to use common tools; build shelters, bridges, cabins, repair roads, collect fire wood, cut grass, brush, etc.

e. Learn of inventions, materials and products which affect living; visit farms to see: apple spraying, haying, milking, cultivators at work, harvesters in the fields, gathering of maple sap, sawmills, egg hatcheries, etc.

f. Learn to appreciate major physical forces; look at the effects of erosion, water power and supply, wind, lightning, uncontrolled growth of trees and brush, heaving of boulders, effect of sun on growth, etc.

III. Children Need to Develop Proficiency in Using the Fundamental Tools of Learning.

a. Use of tools of reading, writing, speaking, listening, observation and computation; observation of wild life, listening to natural sounds in the woods, making notes of trips, writing reports of trips and findings, giving talks before campfire and evaluation groups, use of environment for practice of problems in arithmetic, etc.

b. Develop effective work and study habits; correlate trips, lectures, library work with actual field work and projects, plan and budget time for activities, evaluate achievement and learning.

c. To read for information and pleasure; apply knowledge in the out of doors through and to identification, classification, collection of natural objects, etc.

IV. Children Need to Achieve and Maintain Sound Mental and Physical Health.

a. Understand their own bodies and bodily functions; care and prevention of injuries and accidents, proper food habits, elimination, over-fatigue, adequate rest, recognition of individual abilities and opportunities for successes, importance of personal cleanliness, need and selection of food in type and amount, stressing of accomplishment, etc.

- b. Opportunity for sex education consistent with levels of maturity and to the extent the community will accept it; observation of wild and domesticated animal life, the young of rabbits, snakes, birds, insects, etc.
- c. Opportunity to learn to work and play with children of both sexes; recognition of interests, abilities and skills of opposite sex as well as their own, games trips, projects, work and social activities together.
- d. Achieve a sense of security; familiarity with out-of-doors, strangers, new situations, new activities, etc. come from the opportunity to have a wide experience and educational background which is provided by trips, programs and practice of doing a multitude of different things.

V. Children Need to Develop Creative Abilities.

- a. Appreciate beauty; the outdoors, the woods, lake, stream, shady nook, the fish, mountains, sunset, starry nights, full moon, the quiet path, the song of the birds, etc.
- b. Recognize ways in which they can contribute to the care of birds, planting of trees, clearing of streams, protection of such trees as birch, improve areas, cabins, etc.
- c. Varied opportunities for creative expression; build terraria, landscape, paint, color or draw wildlife, take good photographs, model in clay, carve wood, use natural resources to dye, to color, make objects of natural materials, etc.
- d. Participate in aesthetic endeavors; engage in music, songfests, campfires, pageants, plays and dramatic activities.

VI. Children Need to Make Worthy Use of Leisure.

- a. Develop skill in planning leisure activities;

provide opportunities to make selection for broad and interesting choices, evaluation of results of selections, plan both as an individual and as a member of a group.

b. Plan through rich opportunities well balanced programs; select activities from each of the major groups of activities that serve to meet the needs of the individual through satisfaction of some natural urge, encourage broad participation rather than specialization, etc.

c. Utilization of well-trained leaders; careful analysis of needs provide opportunity for varied programs, successful participation, and worth-while experiences.

Through these and other similar experiences the student-camper has an outstanding opportunity to achieve a more full realization of his individual capacities, improve his ability to work successfully with others, increase his economic efficiency as well as his civic responsibilities through a medium that will be much more effective than the usual classroom situation.

APPENDIX F

Pierce County Schools
Tacoma, Washington

Murray A. Taylor
Camp Director

SONG LEADING AND SINGING

A. Tips to counselors

1. "Sing along, oh, sing-a-long, at work or while at play.
Though skies be gray or dull the day--just sing-a-long the way."
2. Music has a definite part in every camping program. One of the campers most cherished memories of camp is the memory of singing around the evening campfire, after meals in the dining hall, or while hiking or rowing. The songs the camper learns at camp are remembered long and sung over and over until most of the parents know them, too. Camp singing is a spontaneous activity in which all should participate regardless of singing ability.

B. When electing camp songs, know some of all types

1. Folk songs
These are always good for singing. Select the ones that are easy to sing and appeal to the campers.
 - a. Clementine, The Erie Canal, The Keeper, Weggis Song, Down in the Valley, Donkey Riding, She'll Be comin' Round the Mountain, etc.
2. Spirituals
Spirituals are always well liked by campers around the campfire.
 - a. Jacob's Ladder, I Ain't A-gonna Grieve My Lord No More, etc.
3. Old Favorites
These songs are well beloved for singing around the fire especially by the older campers.
 - a. Harvest Moon, Long, Long Trail Awaiting, Remember, Let Me Call you Sweetheart, etc.
4. Parodies
These always pep up in their lively, non-sensible way and contribute laughter and fun to any gathering.

C. Song Leader

If you sing and you know the words, and can at least get the attention of all the group--then you can get your group singing. They will carry on in many ways themselves. If the song leader is interested himself the group will be interested.

Pierce County Schools
Tacoma, Washington

Murray A. Taylor
Camp Director

STORY TELLING TIPS

A. Choosing stories

1. Tell stories YOU like--your own enthusiasm will make them better.
2. Consider age level of your audience.
3. Be sure it is descriptive and action-filled.
4. Be sure it can be held to a single main theme.
5. Watch length to keep it within audience attention span.

B. Preparing to tell

1. Strip to a bare single thread of plot.
2. Build your story around this plot and climax.
3. Emphasize key points to plot.
4. Choose best descriptive language.
5. Practice telling until you are sure of all essentials and their sequence.
6. Additional descriptive parts should not be memorized by note.

C. Telling Stories

1. Choose appropriate setting and time.
2. Capture your audience's attention.
3. Talk "to" inattentive child.
4. Be sure all can hear and if actions needed, what they can see.
5. Keep actions and voice subdued so that you do not attract attention to you as an individual.
6. Watch audience reaction--be prepared to elaborate where audience interest indicates, to cut and shorten if attention lags.
7. Conclude story definitely, and while audience is still thirsty for more.

D. Timing and type

1. Shorter stories for larger groups.
2. Choose appropriate story for setting.
3. Place "Spook", ghost, strong action stories early in program.
4. Wind up with inspirational type.
5. Be prepared to take advantage of incidents or interests with related stories.

NORWALK CITY SCHOOLS
Norwalk, California

OFFICE OF DIRECTOR OF CURRICULUM

SUGGESTED GAMES TO PLAY

CAMP COLBY

The Cabin Counselor will find that occasionally he will have time in the cabin, before meeting the trail counselor, and just prior to the mealtime when he or she is still in charge of the children. This time will pass quickly for both counselor and children if it is an enjoyable experience for both. Here are some games that could be used during those periods

1. Buzz (3 or more players), a numerical game where buzz is substituted for a particular number, any of its multiples, and any number containing the original number mentioned. For example, take the number 3. Say you have 9 players in the circle--you start counting off. First player says one, the second says two, the third says Buzz for 3, the 4th player says 4, the 5th-5, the 6th-Buzz (for 6 is a multiple of 3), the 7th-7, the 8th-8, the 9th-Buzz (another multiple), the 10th-10, the 11th-11, next-Buzz, 13th-Buzz (for 3, 13, 23, 33, 43, etc. all have 3 in them). Rules- If a player misses or fails to say Buzz at the right time, he is Out. He may pick another number from 3 to 9 for the others. The others resume play by starting from one with the new number. Players continue to be eliminated. The last one left is the winner. If there is time, you can all start again. This and all other games that will be mentioned are much more effective, of course, if the counselor joins in the fun. You will find that the children will learn more readily also if you are participating.
2. Electricity-- (4 or more players) --One stands in the center. All the others join hands around him. One of the players starts the game by saying that he is going to send a message to another player. He may send the message to the left or right around the circle but not to both. He sends the message by lightly squeezing the hand of the person next to him, etc., around the circle until it gets to the person he wanted to receive it. As soon as that person receives the message, he says "Got It." The person who is It has the job of spotting the message while it is traveling around the circle. If

he is successful in spotting it, he calls the name of the person he sees sending the message at that instant. If he is correct, that person takes his place as It and he becomes the new sender. If he doesn't get the sender, play continues by each receiver or "Got-It" person becoming a new sender. Play continues and eventually everyone gets a chance to be It.

3. Fire, Air, Sea, and Earth -- (3 or more players) -- One is It in the center of the circle. He turns quickly to an unsuspecting person around the circle, points to him, and quickly says one of the 4 elements, and counts to 10. The person pointed to must name something that lives in that element before It gets to 10. Example, It says Sea-1,2,3,4,5,6,7,8,9,10. The person pointed to might say Tuna. He must say it before the count of 10. If he misses, he becomes It. If he gets one, It continues to be It until he stumps someone. Rules - Once an item is mentioned, ex--Tuna (as above), it cannot be mentioned again. If it is used, that person must become It. Three of the elements require answers-Air, Sea, Earth. If It says Fire and counts to 10, the person pointed to gives no answer.

#. As this is a program in Outdoor Education, using games pertaining to that field is usually helpful. It furthers our philosophy that learning can be fun. Several of the games mentioned in this list can be interpreted along that vein -- Example -- #4, #5, #6 --- ---

4. Who Am I -- The person who is It describes something in nature and all of the others take turns guessing the answer. Example - It might say - "I grow in bundles of 3 and I grow on a tall tree in the forest. Who Am I?" answer--Pine Needles. The person who guesses the answer becomes It and thinks up a new question to stump the others. This game may utilize other categories -- ex. objects in house, types of jobs, kinds of vehicles, kinds of birds, or anything else the children are interested in--We have found the nature category both instructive and enjoyable for our program.
5. Color Game. It picks an object, article of clothing, part of the body, etc. It may be anything all the other players can see. He names a color. Example- He chooses a red hat on Johnny. He says, "I am thinking of something red." The others may ask any question that may be answered yes or no. Examples, Is it an article of clothing? Is it worn above the waist? Is someone holding it?, etc. The players continue to ask the

questions until someone gives the correct answer. The person who answers the question then becomes It. Rules - Only one may answer at a time. If you fail to wait until It asks you for your idea, you forfeit a turn. If the players desire, they may limit the number of questions to be asked. This is a good game for the cabin and the bus trip.

6. Analite. - It asks the others, "Are you an analite?" The counselor must be It first. In this case as it will take the others a while to catch on, he starts the game by making a statement -- Example, I like doors, but I don't like windows. Then he asks the others, "What do you like?" This is where the fun comes in. They have to guess the key. Have you figured it out yet? Check the underlined words - Door, Window. They are related but the first has a double vowel and the second does not. An analite likes any word that contains a double vowel or a double consonant. He does not like anything else. It is more fun to use related words, but it is not necessary. Here are some good examples of what an analite would say. I like Shell but I do not like Texaco. I like Blooms but I do not like Flowers. I like Fruit but I do not like Branches. Rules - The person who guesses the game first, becomes the next It. The children have difficulty with this game so a few hints help sometimes. Example - Have you checked the spelling? What do the words I like have in common? They still won't get it!
7. I Went to Chicago -- It starts by saying, I went to Chicago and I took _____. Now what does it fill in? It depends upon his or her first name. Supposing John is It first. He will say, I went to Chicago and I took a jumprope. The others will have to guess what they are to take. Steve would say something that began with s, example-stones, stockings, etc. The game continues until everyone has guessed what they were supposed to take.
8. Battleship or Salvo -- An excellent cabin game. It requires a score sheet and a pencil. Directions for this game and score sheets are available in the camp directors cabin.
9. Charades -- In this case the person who is It has a category to act out. The person who becomes It then acts out something for the others to guess. The group may divide into 2 teams--then having one team play against the other. In the team case, each team would

compose the subjects for the other group to act out and the person acting would have his own team members try to guess. There could be a score keeper and a limited guessing time. This game could easily apply to nature by using subjects the children had discussed with the trail counselor--example, soil erosion, dining hall clean-up, campfire, raking, sweeping, nature hike, cook-out, etc.

10. Indian Stones -- This is a game that has quite a legend connected to it. A brave was captured by another tribe of Indians. He was going to be burned at the stake. Then he was given a chance to play Indian Stones with each man who wished to challenge him. If he won from all, he could go free--if not-he would be burned at the stake. He won and was let free. The game -- (2 players) --each has 12 little stones. They are placed on the ground in this fashion.

<u>Player 1</u>	<u>2</u>
XXX	XXX
XXXX	XXXX
XXXXX	XXXXX

The players take turns. The idea is to leave the other player with one stone. If he is left with one, he loses and the one who out-smarted him wins that round.

- Rules
1. You remove your opponent's stones and never your own.
 2. You may remove an entire row in one play.
 3. You may remove one stone in a play.
 4. You may remove two stones in a play.
 5. If you remove two stones, they must be from the same row.

11. Super Riddles -- These are complex, but occasionally you will find a cabin group that is analytical enough to handle them. Our camp director has a list of problem statements. The counselor reads the problem and the children ask questions which the counselor answers by saying yes or no until the solution to the problem is found. If you are interested, see the camp director for the list of problem statements.

12. Brain Teasers--These are logic puzzles. Perhaps after reading the suggested puzzles, you will have others to add to the list.

1. The Fox, The Chicken, and The Chicken Feed -- The farmer has a problem. He has to get these 3 things across to the other side of the river. He may only take one item at a time. If he leaves the fox with

the chicken, the fox will eat the chicken. If he leaves the chicken with the chicken feed, the chicken will eat the feed. How does he get all 3 items safely across to the other side?

2. Three people are on one side of the river. One weighs 150 lbs. One weighs 75 lbs. The third weighs 75 lbs. There is only 1 boat. It only holds 150 lbs. How do all 3 get across the river? You may not send the boat back without a rower.
3. There are 2 containers. One holds 3 quarts and one holds 5 qts. There is no graduated measure on the containers. You have an unending supply of water and you may empty the buckets if necessary. How do you measure and get an accurate 4 quarts?
13. Slogans -- See the mimeographed sheet for slogans in the camp director's office.
14. Rhythms -- An excellent game to use while waiting for meal time. All sit in a circle. All beat time using this rhythmic pattern. Clap hands on thighs for count 1, clap hands together for count 2, snap right hand for count 3, snap left fingers for count 4. This is repeated until all children have established the pattern. Now you are ready to play. One person starts by saying his own name on count 3 and another player's name on count 4. The player whose name was called must say his own name on the next 3 count and someone else's name on the 4 count, etc. If the player who's name is called misses his turn or misses the rhythmic count, he is eliminated. The game continues. The last player remaining in the game is the winner.
15. Checkers, Chinese Checkers, India--in trail counselor's cabins

Rainy Day Activities

Cleveland Heights Public Schools

Since activities at camp are dependent upon the weather, it is necessary to have a very flexible program and to have plans well formulated in advance for days when it is not practical to spend much time outdoors. The following suggestions will be helpful in making plans for several days of indoor activity which may be used if needed.

A. Art and Crafts:

1. Candle making
2. Soap making
3. Clay modeling
4. Rug weaving or braiding
5. Making notebook covers
6. Leaf printing
7. Potato block printing
8. Plaster casting
9. Making buttons or jewelry from

wood	seeds
nuts	shells
10. Whittling

paper knives	paper weights
spoons	canes
pins	whistles
11. Beading

belts	hat bands
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12. Tin craft

cooking utensils	mugs, pitchers, etc.
stoves	candle holders
book ends	

B. Creative Expression:

1. Writing and illustrating diaries
2. Letter writing
3. Story writing
4. Poetry writing
5. Dramatics

C. Recreational Activities:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Singing 2. Dancing 3. Popping corn 4. Making ice-cream 5. Making fudge | <ol style="list-style-type: none"> 6. Games 7. Planning parties and refreshments 8. Taffy pull 9. Sugaring off |
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DEARBORN PUBLIC SCHOOLS
Community School Camping

Barbra Holland, Resident
Director of School Camping

February, 1953

Dear Parents:

The Dearborn Public Schools have in the past three years been engaged in a program of Community School Camping at Mill Lake State Group Camp, Chelsea, Michigan. The cost to each person is \$7.00. There is no other cost to the individual. The \$7.00 is food cost.

Classroom groups, with their teachers, are gone from their respective schools for a period of five days -- Monday through Friday -- or one school week. The work done at camp is important to the social and educational development of each individual because groups are living and learning together in a democratic way.

The program in camp, as we see it, is a very simple one. The primary purpose and philosophy is that whatever is learned -- is learned because it has been "lived" - "worked" - or "played" out! Citizenship has to be learned by living it, and the same is true of work. No one knows how to work unless he has had an opportunity to do so.

Activities in the program sometimes involve conservation of natural resources, (land use, soil, fish, game, forestry); use of maps and compass; learning outdoor details concerned with cooking, hiking; study of natural surroundings, nature exploration, -- or historical study of landmarks and other details about a particular section of Michigan -- namely, Waterloo Recreation Area.

Other activities are riflery, trapping with law enforcement officers (Michigan Conservation Dept.), work projects concerned with the camp grounds, and building improvements. Every activity is planned for by the group and individuals. They may have a particular project all their own to be carried out at camp from their work in the classroom.

Groups living socially together have meaningful experiences in the dining room at camp. Duties of setting the table, serving food at the table, being the host or hostess, clearing and washing the dishes, are a part of camp life. Recreational events at evening time are in addition a responsibility for each camper group. Many campfires, games, and square dance activities are regular "fun" at Mill Lake.

Health and cleanliness are a real art of living at camp. Our nurses are part of every program. Many times in a week's stay, young campers find occasion to visit and talk over some of the daily events with the nurse. They find her to be a real friend to all.

Good food, meals on time, and a balanced diet are everyone's concern. Our camp has a reputation for the very best of tasty food. We are proud of that. Many good learning hints come from campers being interested in helping the cook.

The school system believes in this experience for youth. The challenge offered to these young people by this type of "learning by doing" program is a powerful step toward a better future in education. Won't you help us give this opportunity to your child? Please return the permission slip to the teacher so that he may attend camp with his classmates.

Sincerely,

Superintendent

Teacher

Principal