

PILOT PROJECT FOR PUBLIC SCHOOL CAMPING  
IN THE STATE OF OREGON

by

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The writer acknowledges with sincere appreciation the inspiration, guidance, and generous assistance of her major professor, Margaret Jean Milliken.

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# PILOT PROJECT FOR PUBLIC SCHOOL CAMPING IN THE STATE OF OREGON

## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

The problem of this thesis is to propose a pilot project that may be used as a guide in initiating programs of public school camping in the state of Oregon.

The materials used in this study are based upon a review of literature in the field, upon the judgment and appraisal of specialists in the field, and by a study made of school camping programs now in operation.

National attention currently given to this educational development was a major consideration in selecting the problem of proposing a pilot project in public-school camping for the state of Oregon. Many states have experimented with school camping programs to date. Among them are Ohio, New York, Michigan, Minnesota, Georgia, California, Texas, and Washington. At the present time the school-camp movement is in a significant period of change from an experimental project to an integral part of the educational curriculum. Schools that have completed pilot projects are preparing to make camping available to their students on a voluntary basis, and many new projects are being developed

throughout the nation. This seems, therefore, to be an opportune time to make a study of public-school camping and to present the material as a guide to educators and interested persons in the state of Oregon.

Public-school camping is a program making use of camp facilities in meeting the objectives of education. It is considered an integral part of the school curriculum and, as such, operates under the same general principles as other educational activities. The program is offered to teachers and students during the entire school year and in many cases during the summer vacation months. The program has been adapted to all grades from the fifth through senior high school. The in-camp program is classified into five basic learning areas: 1) social living, 2) healthful living, 3) outdoor activities, 4) recreation, and 5) purposeful work experiences. Through activities such as making weather observations, building a trail, planting trees, and stocking lakes and streams with fish, real learning situations are presented to the student. Experiences at camp are integrated with the regular school curriculum by the classroom teacher through pre-camp planning, study, and by a follow-up of activities after the camp session.

A pilot project in any school district would constitute the initial effort on the part of administrators in that school to introduce camping into the curriculum by an

actual experience of the students and teachers in the camp setting for a period of one or more weeks. / The following problems must be considered in initiating a pilot project in school camping:

- 1) stimulating interest in a pilot project
- 2) receiving authorization from the school board to establish a project
- 3) organizing a committee to supervise the total school camping program
- 4) promoting the program and interpreting it to parents, teachers, students, and community
- 5) selecting a camp site
- 6) providing for financing the project
- 7) selecting, organizing, and training of camp staff
- 8) providing for health and safety
- 9) developing the camp program
- 10) determining policies and procedures
- 11) devising methods of evaluating the project

In proposing a plan for a pilot project, consideration must be given to the above problems so that any school administrator in the state of Oregon could use the information as a guide in initiating a pilot project in his district. /

#### Purpose of this Thesis

The purpose of this study is to promote the initiation of public school camping in the state of Oregon by

developing a guide that can be used by any school in establishing a pilot project.

The writer of this thesis believes that experiences unique to the camp setting offer opportunities for learning that should be made available to all children. It is estimated that less than 10% of the children in this state have received camping experience. However, in the last forty years there has been a steady growth of camping in the United States, and it is predicted that eventually the program will expand to include all children in the nation.

According to many leading educators--among them Jackson R. Sharman, Professor and Head of the Department of Health Education and Physical Education, University of Alabama; Jay B. Nash, Chairman, Department of Physical Education, Health, and Recreation, New York University; John W. Studebaker, former United States Commissioner of Education; and Dr. L. B. Sharp, director of National Camp, New Jersey--the school is the logical public institution to promote an extensive camping program. To quote Jackson R. Sharman, "The objectives of camping are primarily educational and recreational and, therefore, fall appropriately in the sphere of the responsibilities of school boards. It is certain that the schools must accept promptly this new responsibility. Otherwise society will create some new public agency to handle the problem of camping that would



probably not be as well qualified as the schools (57, p.117)."

The program of public school camping which proposes to make an outdoor living experience available to every child is challenging to the writer of this thesis, who has for several years been active in the camping field--both as a camper and as staff member. Appreciating the lack of attention given to the school camping program in Oregon, the writer selected as a thesis problem the subject of proposing a pilot project to be used as a guide in initiating school camping programs in this state. The major steps of the proposed project, as followed in this study, are:

- 1) adequate delimitation of the problem under consideration;
- 2) selection of materials upon which a proposed project is to be based;
- 3) construction of the project;
- 4) securing opinions of specialists in the field of camping;
- 5) evaluation of materials included in the project as a result of opinions of specialists; and
- 6) proposal of the complete project.

As far as can be determined, no study has been made to date attempting to outline the administration and operation of the school camp program in the form of a pilot project.

#### Needs of the Study

Nationally there is a growing emphasis on the school

camping movement and its place in the educational curriculum. School administrators and teachers have been introduced to the program through articles in recent educational journals. However, with the exception of one or two books, the only published material on public school camping is in periodical or pamphlet form. Other materials available are a limited number of doctors' and masters' dissertations.

Much material on the philosophy of school camping and on the in-camp activities has been presented; however, little information has been published on the actual administration and operation of the program. Leaders in the field have urged that some organization be established--possibly as a committee of the National Education Association--to serve as a central office in assembling and publishing current policies, procedures, and trends of the movement. From two Pacific state conferences have come recommendations that a clearing house for disseminating information on school camping be established--the 24th Annual Pacific Camping Federation Conference, 1950; and the 17th Annual Conference of the California Association for Health, Physical Education and Recreation, 1950. At a workshop in October 1950, including representatives from four school camps and several teacher training institutions in Southern California, the problem was also discussed.

Kenneth W. Pike, director of the school camp at

Long Beach, California, suggests that a central bureau is needed to publish information in four areas: 1) to acquaint all school camping personnel with recent developments in the field, 2) to serve as a medium for exchange of ideas by administrators and to promote cooperation in solving problems common to all school camps; 3) to emphasize the educational values in school camping; and 4) to assist communities interested in initiating a school camping program by publishing experiences of those schools in which the program has been established.

#### Significance of the Study

× School camping, or outdoor education as it is called in some states, is a growing program. Several states have passed the experimental stage of studying its values and are considering camping as an integral part of the school curriculum.

A few years ago the W. K. Kellogg Foundation made funds available to several states for participation in an experimental study of school camping. Oregon was among the states selected, but educators in the state were not prepared at that time to conduct research in the field.

Washington, Michigan, California, and New York did initiate pilot projects and have continued to develop the program.

With the continued growth of the school camping

movement in the nation, interested persons have promoted its philosophy in Oregon, and it is believed that within the next few years some schools will establish pilot projects. This thesis is written with the idea that educators and camping promoters in the state would be able to use the material and sources presented in the study to help initiate public school camping in the state of Oregon.

### Summary

The purpose of this study is to propose a plan to be used by any school in the state of Oregon to initiate a public-school camp program.

Public-school camping in the nation has developed to the point where it is changing from an experimental program to an accepted part of the school curriculum. Many of the leading educators are in sympathy with the philosophy and principles presented by school camping, and among the many states in which the program has been initiated are California, Washington, New York, Michigan, Georgia, Texas, and Ohio.

At the present time there is very little published material on the administration and operation of a school camp program. One of the factors hindering the growth of the program is this lack of available information to school administrators and interested persons. This study is made

to survey and outline current policies and procedures in operating school camps and to use the material in adapting the program to a pilot project for the state of Oregon.



## CHAPTER II

## HISTORY OF SCHOOL CAMPING IN THE UNITED STATES

A camping experience for every child, sponsored by the school, is a relatively new educational concept. However, the principles basic to the program received attention from educators as early as the 18th century.

In the second half of the 18th century, Johann Heinrich Pestalozzi, a Swiss educator, initiated a program that resembled the school camping of today. By chance, he was given the opportunity of experimenting with a group of 60-100 refugee children, age 5 and over, who had been left without homes during the Swiss Revolution. Pestalozzi received permission from the government to set up a school in a women's convent at Stantz, Switzerland. The children lived on the premises, and their day consisted of domestic work, which Pestalozzi believed should be a part of education, and of lessons and recreation.

Principles proposed by Pestalozzi have a familiar echo in camping today. One of his proposals was, "Lead your child out into Nature, teach him on the hilltops and in the valleys. There he will listen better, and the sense of freedom will give him more strength to overcome difficulties (30, p.45)." It is doubtful whether Pestalozzi ever envisioned a country experience for every school

child; yet, his observations have stimulated a philosophy of education that has opened the way for school camping.

In reviewing the literature the first record of an organized camp in the United States was that of the Gunnery Camp operated by a private school. It was founded by Mr. and Mrs. F. W. Gunn in 1861 to provide a summer program for the boys enrolled in their private school at Washington, Connecticut. Since this school was established during the Civil War, the students wanted to imitate soldiers by marching, camping, and sleeping in tents. To make possible the realization of the boys' desire, the Gunns took a group of sixty of them on a two-day gypsy trip by wagon and foot to Milford on the Sound, four miles from the school. Two weeks were spent in camping, boating, sailing, fishing, and hiking.

It is difficult to make a distinct separation between the history of school camping and the history of the total camping movement, for with each step forward in organized camping the development of school camping, too, was advanced. For this reason, Ernest Balch is often given credit for being the founder of the school camp. In 1881, he established Camp Chocorus at Holderness, New Hampshire, and continued the project for nine years. His camp was not sponsored by a school; however, during the nine years the camp operated Ernest Balch worked out many of the features

of organized camping that are a part of both agency and school camping today.

The first project in public school camping was initiated in 1912 at Dubuque, Iowa. At that time the Board of Education and the Visiting Nurse Association co-operated to operate a summer camp for undernourished children.

State-supported camping for all boys as a part of their education was proposed by J. Madison Taylor of Temple University in 1917. The program which he advocated would have included boys from the ages of 13 to 15 in a two-month camp project for three successive summers. His proposed project was aimed at health, growth, character, patriotic citizenship, teamwork, group spirit, leadership, nature study, and the development of practical knowledge and skills.

In 1919, Camp Roosevelt, a public-school camp for boys was established by the Chicago public schools and the War Department. During the following 15 years, other cities were added to the list in which camping was sponsored by schools: 1925--Irvington, New Jersey; Los Angeles, California; 1928--Highland Park, Michigan; early 1930's--Chicago, Illinois; Dearborn, Michigan; Dallas, Texas; Jersey City, New Jersey; La Crosse, Oshkosh, and West Allis, Wisconsin; 1933--Flint, Michigan. A report from the United States Office of Education in 1933 listed public

school camps in 33 cities.

Dr. L. B. Sharp has sometimes been credited with being the father of school camping. He has probably done more to promote leadership training on the professional level than anyone else in the field. He inaugurated, in 1940, a program to help teachers and school administrators in establishing camping education in their respective schools. Each summer, training is given at National Camp in New Jersey in a six weeks' session; graduate credit is granted by New York University for this work. National Camps, Inc. has also sponsored special institutes and conferences on outdoor education.

Important contributions to camping and subsequently to school camping have been made by the W. K. Kellogg Foundation. In 1930, the Foundation established three experimental camps in south-central Michigan for studies on child health. In 1940, these camps were made available to the Michigan schools for experiments in school camping. Financial support has been given to pilot projects in Michigan as well as in New York, Washington, and California. In addition to this sponsorship, leadership in evolving the concepts and program of outdoor education has been given by Hugh B. Masters, educational director of the Foundation.

Recognition of public responsibility for the school camp program has been indicated by legislative bills passed



by three states, New York, Virginia, and Michigan. In 1937, a bill was passed in New York permitting city boards of education to establish and operate camps in parks adjacent to their cities. This bill was later repealed and then reinstated in 1940. In 1944, school districts outside New York City were authorized to own and operate camps which students could attend for two weeks without payment of fees. In New York City, authority has been given to the New York Board of Estimate and Appropriations to acquire and operate camps with the stipulation that children receive at least ten hours of instruction a week in designated subjects. In Virginia, a law passed in 1940 enables county and city school boards to operate summer vacation camps. Michigan school boards were given authority by state legislation enacted in 1945 to own and operate camps within certain specified conditions.

Another indication of the growing significance of school camping is the attention given to the study of the program at various national conferences. In 1946, a "Conference on Basic Issues in Outdoor Education" was held at National Camp. The purpose was to study three areas of the program: 1) the place of camping and outdoor experiences in American education; 2) the place of camping and outdoor education in teacher education; and 3) the development of public support and understanding for camping and



outdoor education.

In May 1948, a conference on "Camping and Outdoor Education" to consider the national implications of the program was sponsored by the United States Office of Education. It was the consensus of the committee members that camping can enrich the school curriculum, and it was recommended, "That the Office of Education, the National Council of Chief State School Officers, the American Council of Education, the National Education Association, the American Association of School Administrators, the American Association for Health, Physical Education and Recreation, the National Association of Secondary School Principals, the American Vocational Association, and other professional educational organizations cooperatively seek to encourage the various states to extend [to all youth] opportunities for school camping and outdoor education through the conduct of necessary studies, publications, conferences, and workshops (78, p.7)."

In September 1949, a national conference was sponsored jointly by the Michigan Department of Public Instruction, the Michigan Department of Conservation, and the W. K. Kellogg Foundation. The purpose was ". . . to examine the national scene in terms of how camping and outdoor education might be made available and serviceable to more youth, and to evaluate the program of community school camping as

it is developing in Michigan (47, foreward)." From the conference came this statement, ". . . that community school camping, which emphasizes significant use of practical and meaningful experiences with human and natural resources primarily through work experiences, offers a highly desirable way of developing understandings, attitudes, and practices that will result in more effective and efficient use and conservation of all resources, human and natural (47, p.2)."

Camping has followed a variety of patterns in its initiation in various school districts throughout the nation, and in each state the program has reached a different stage of development. Each school has had its own combination of problems to meet in the establishment of camping as a part of its school curriculum. It is, therefore, difficult to integrate the individual programs into a single history. For that reason the following topics are considered separately: 1) Chronology of School Camping in the State of Michigan; 2) Development of a Community-School Camp in Tyler, Texas; 3) Development of School Camping in San Diego County, California; 4) Status of Outdoor Education in the State of Washington; and 5) Growth of the Pilot Project in School Camping in New York.

### Chronology of School Camping in Michigan

Michigan has led all other states in sponsoring school camping. A brief chronology showing peaks in the development of the program may encourage other states to initiate similar projects.

Before 1930: Outdoor education consisted of occasional outings by classes or clubs.

Early 1930's: Tappan Junior High School, Ann Arbor, established a regular program of trips for junior high school students. Cadillac Board of Education acquired a camp and established a summer camp program for elementary boys and girls. Melvindale and other cities operated summer camp programs through cooperation of service clubs and schools. -

1940: The W. K. Kellogg Foundation co-operated with Lakeview, Ostego, and Decatur, in an experimental school camping project. The study was interrupted by the war, but it has now developed into a year-round program at Clear Lake Camp. It has been so successful that other communities have tried similar projects although none has reached the year-round

schedule.

1945:

The Michigan legislature passed a law enabling school districts to own camps and operate a program as part of the regular curriculum. The Department of Conservation acquired property in the more populated areas of Michigan for educational and recreational use.

1946:

The State Departments of Public Instruction and Conservation and the W. K. Kellogg Foundation joined in a project to promote school camping. As a result, the program was introduced in many schools, and outdoor programs in general were stimulated.

May 1948:

It was recommended by a national conference of leaders in camping and education that ". . . the State of Michigan immediately set up demonstration research projects in camping for older youth in order to acquire data and facts about the program and operation of such camps and provide for observation by leaders from other states and the general public (78, p.7)."

Fall 1948:

The "Yankee Springs" project for older youth was sponsored by the Michigan State Department of Education, the State Department of Conservation, and the W. K. Kellogg Foundation. Sixty-four students from nine schools and teachers from thirteen schools in Michigan participated in a "learning by doing" experience. Following this project, eleven experimental camps were organized by schools that had been included in the "Yankee Springs" study.

1949:

A State Aid Bill was passed providing \$10,000 to reimburse schools offering work experience in camps.

September 1949:

A national conference at Haven Hill was held. Summary of the conference is contained in this statement formulated by the participants: "Community school camping is a new social invention in education which is a partial answer to the problems of youth; the conservation of natural resources; the vitalizing of educational content and method; and the co-operation of many agencies concerned with



youth and resources (47, p.17)."

1949-1950: Fifty-four schools provided a week or more of camping for their students, as reported by the State Department of Public Instruction.

1950-1951: Seventy-five schools provided a week or more of camping. Some camps are in the beginning stages and offer only 2-3 weeks; others have 10-20 week camping seasons; Dearborn has nearly reached the schedule of a year-round program such as Battle Creek operates.

#### Development of a Community-School Camp in Tyler, Texas

In 1944, the Kiwanis Club of Tyler, Texas, initiated a project to build a community camp. Youth organizations had been operating summer camp programs, but none of the groups owned a camp site. Each year camp facilities had to be leased. Also, not all of the children in Tyler and in Smith County were included in the summer activities of the youth organizations. It was felt, therefore, that a camping program should be made available to every child in the county by establishing a community camp.

Other organizations joined the Kiwanis Club in their project, and out of this interest the Smith County Youth

Foundation was created. An executive committee was formed of two representatives from each service club, plus representatives from the municipal and county governments. Also, anyone who had contributed money or services was accepted on the committee. The objective of the Foundation was to provide facilities for camping for the youth of the entire county. In 1945, \$45,000 was raised, and a camp site on a lake was purchased.

In 1946, Dr. Mortimer Brown was hired as superintendent of the Tyler schools. He was very much in sympathy with the outdoor education movement. Since it was his goal to sponsor a camping program on a twelve-month basis, the school was brought into cooperation with the Foundation. Jointly, plans were worked out whereby the Foundation would provide the facilities, and the Tyler School Board would maintain and operate the camp during the school year and assist with year-round administration and maintenance. During the summer, the Foundation was to be responsible for the program.

The entire community cooperated in building the camp. Some persons donated materials; others gave money, time, or labor. The camp was ready for use in the fall of 1949, and the school initiated the camping program for the 5th and 6th grade children.

Core staff at the camp now includes a director, two

counselors, a secretary-dietitian, two cooks, and a combination caretaker and bus driver. During the year of 1951 classes of fifth and sixth grade boys and girls again attended the camp with their teachers, and lower-grade children participated in a day camp program.

#### Growth of School Camping in San Diego County, California

The need for a camping program in San Diego County grew out of government withdrawal of support given to youth during the depression. As a result, San Diego had to assume more of the responsibility of financing and providing education for its youth.

The C.C.C. camp in Cuyamaca State Park presented possibilities. Some people were interested in the camp for the recreation and outdoor living program; others saw the educational possibilities. Through an exchange of ideas, the program of education through outdoor living resulted. World War II halted the development of the active camp program, but plans for the project continued. In 1942, the Camp Committee of the Defense Recreation Co-ordinating Council was formed to negotiate for the use of Camp Cuyamaca.

In 1943, the San Diego City-County Camp Commission, the legal body responsible for operation of the camp, was created by ordinance. On it are representatives of the

county and city governments, the county and city school systems, and the district Parent-Teacher Association.

Purposes of the commission are:

- "(a) planning and developing summer camps and year-round school camps,
- (b) entering agreements with state and national agencies in furthering and developing their camp programs,
- (c) promoting a 'Know Your San Diego County Program' in schools and with the public,
- (d) encouraging the full use of parks and recreation areas in the vicinity, and
- (e) receiving contributions, donations, and bequests for furthering the camping program (19, p.29)."

Between March 1943 and the end of the war, plans for the pilot project continued. In the summer of 1945, an executive secretary was hired to get the camp into condition for use and to operate the camp.

The first regular camp director was hired in 1946, and a committee of elementary school principals worked with him in solving problems of camp-school co-ordination, in selecting camp personnel, and in formulating educational policies. During the school year of 1947-48 the City Board of Education provided salaries for the director and five teacher-counselors. The group of elementary school

principals became the School-Camp Steering Committee and continued to serve in an advisory capacity on curriculum, evaluation, public relations, and documentation.

The principal in each school is the contact person for the camp. He interprets the program to his school and community. In some cases, a camp committee is appointed in each school on which are represented teachers, parents, students, and members of the community. It is suggested that their purpose be to make financial arrangements and to interpret the program to the community.

A year-round camping program is now offered to all sixth grade students in San Diego County with accommodations each week for 100 campers.

San Diego is experimenting currently with a camp for junior and senior high school students. This second camp is located on Palomar Mountain. The program is developed to give students work experience as its basic aim. The goal in San Diego is to provide a week at camp for every student from the sixth grade through high school each year, with the program scaled to each age level.

#### Status of School Camping in the State of Washington

In a survey of organized camping in the state of Washington, there were reported a total of 1,740 children



receiving camping experiences through the schools during the year of 1949. This represents 4.8% of all the organized camping in the state (82, p.20). Two districts operated established camps, and twenty schools offered a program of trips, day camping, or overnight camping (82, p.13).

In 1950, there were reported by the State Department of Education approximately 70 schools with some form of outdoor education sponsored by the schools in connection with community recreation programs. State legislation has since cut recreation funds so that schools have had to operate their programs independently.

In the Highline School District, school camping is a well established high school summer program. The plan now is to purchase a site and build a camp with the idea of extending outdoor education throughout the school year to include elementary school children.

Snohomish County has for four summers operated a camp in the Mount Baker National Forest, and the camp is made available to school districts in the county for fall and spring camping. Other significant projects have been carried out in Sunnyside, Auburn, Longview, Seattle, and Union Gap.

Promotion for the school camp program has been sponsored by the State Department of Education, and a statewide Outdoor Education Committee has been formed.

### Growth of the Pilot Project in School Camping in New York

In each state where school camps are operated can be traced a series of events leading up to a pilot project. The following is a chronology of the initial activities preceding the establishment of a pilot project in the state of New York.

1934: Sixteen New York City boys were selected from a correction school to attend Life Camps for one month. It was felt that this experience was a definite aid to their adjustment.

1937: A Summer Camp Committee was appointed by the superintendent of schools to study the possibility of operating a camp for underprivileged children under the auspices of the New York Board of Education.

1938 & 1939: Resolutions were submitted by the Summer Camp Committee to the Board of Education requesting that an experimental camp be conducted to study the camping program. The resolutions were not passed.

1939-1943: Mrs. Johanna M. Lindlof initiated a camping movement for children in New York City under the supervision of Life Camps. Funds were privately donated, and plans

were made by school personnel during other than school hours. The project operated four years, and its findings are reported in Adventures in Camping. Among the recommendations of the report was: "that an experiment be conducted under the joint sponsorship of the Board of Education and the Lindlof Camp Committee in which several classes will be sent to a camp during the month of June or September (36, p.61)."

1944:

The Desmond School Bill was passed enabling school boards to purchase camp sites and to use school funds to operate a camping program.

Spring 1946:

The New York City Board of Superintendents appointed a camp committee of four persons--one of whom was Dr. L. B. Sharp, a recognized authority on school camping.

Summer 1946:

The Lindlof Camp Committee for Public School Children provided training for two teachers at National Camp hoping that an experiment could be carried out in June, 1947. Teachers were chosen from

schools in which the administrators were interested in the school camp program. The two teachers selected were in sympathy with the outdoor education movement, and they were assigned to classes that could attend camp the following summer.

**January 1947:** The Lindlof Camp Committee presented a resolution to the Committee on Instructional Affairs of the Board of Education requesting permission to take two classes of students to Life Camps, Inc. for about three weeks in June. Permission was granted.

**Summer 1947:** Sixty-two children selected from a range of socio-economic homes, races, religions, and I. Q. attended Life Camp.

### Trends in School Camping

School camping as a program has been formally recognized by many leaders as offering a practical laboratory for meeting the objectives of education as defined by the Educational Policies Commission: self-realization, development of desirable social relationships, economic efficiency, and development of civic responsibility. Such groups as the National Resources Planning Board, the



American Association of School Administrators, the Association for Supervision and Curriculum Development, the American Association for Health, Physical Education and Recreation, and the American Camping Association have issued statements recommending that a camping experience be made available to all youth in secondary schools and to elementary school children of certain ages. This quotation is from the resolutions adopted by the Representative Assembly of the American Association for Health, Physical Education and Recreation at the Seattle convention in April, 1947: "We recommend that camping education be an integral part of the school and community program and that educators be encouraged to initiate plans for the establishment of community-school camps throughout the nation in the interests of programs of positive worth for our American youth (4, p.643)."

However, more than recognition by national groups is necessary to initiate the program of public-school camps. Two of the greatest problems faced by administrators in introducing camping are finances and leadership. The public is reluctant to approve any new measure that will increase taxes. Therefore, school camping has had to be largely either self-supporting or subsidized by foundations and donations from private sources. School boards and administrators are not always favorable to or informed on the



program of school camping. Articles discussing the program have been published in several educational journals recently to help solve this problem. In those districts where the superintendent is ready to experiment with the program it is often hard to find persons with both camping and educational qualifications necessary to direct and operate the program. Many colleges and universities are meeting this need by offering courses in camping skills and camp administration. Student teachers are urged to serve as counselors in organized camp situations. In school districts sponsoring camping, the trend has been toward hiring persons with counselor experience as teachers in those grades that participate in the camp program.

The absolute course of school camping in the future cannot be anticipated. However, many educators are certain that its emphasis will grow rather than diminish. From the American Youth Commission comes this statement, "To the educators of the future, a major mystery of the development of their profession in the first half of the twentieth century will surely be the slowness with which camping was adopted as a functional part of the school system (86, p.81)."

One possible direction for school camping is proposed by John W. Studebaker, former United States Commissioner of Education. He suggests that schools be operated on a

twelve month basis. One fourth of the funds now spent for new school buildings he would have directed to building camp facilities. The student body would be divided into four sections; and each quarter of the year, three sections would attend classes in the town school and one section would live at camp. The sections would be rotated each year so that after four years a student would have been in camp during all four seasons--spring, summer, fall, winter.

The latest development in school camping is a work-learn experience for older youth. A pilot project was conducted in Michigan in the spring of 1951 with sixty high school boys chosen from three types of individuals:

- 1) those who had dropped out of school, 2) those who indicated a desire to leave school before graduation, and
- 3) those who were not doing well in school work but who liked the outdoors. For one semester these students attended a camp in which activities were organized to meet their interests. Initial reports from the project were favorable, and follow-up studies are to be conducted at both the state and local levels.

### Summary

Until about 1940, school camping was considered an incidental activity. Credit for the current emphasis in school camping is given to two contributors:

Dr. L. B. Sharp and the W. K. Kellogg Foundation.

Dr. Sharp, through his school camp leadership courses at National Camp, New Jersey, has developed qualified personnel to promote and direct the program. The W. K. Kellogg Foundation has sponsored pilot projects in several states, particularly in Michigan, to experiment with the possibilities of using camps as educational laboratories. As a result, many school districts throughout the nation have accepted camping as an integral part of the school curriculum.

State legislation, state and national conferences, and a current increase of articles on school camping indicate a growing interest in the program. School camps have been reported to be operating in at least ten states. In Michigan, the program has developed to the point where the State Department of Public Instruction has set a goal of "By 1960 Every Boy and Girl a Camper".

It is predicted that school camping will continue to develop until some form of outdoor education with activities suited to each age group is made available to every student in elementary and secondary schools.

### CHAPTER III

#### CURRENT SCHOOL CAMPING POLICIES AND PROCEDURES

In reviewing the material on the organization and administration of school camps throughout the nation, it appears that no single pattern of operation is followed by all schools. Each district develops a plan to meet its individual situation.

Some of the factors which influence the pattern of school-camp operations are the varying interests of the school administrators and teaching personnel, interest and cooperation of parents and the community members, available leadership in outdoor education, and available financial support. However, according to specialists in the field, all of the existing camp programs can be classified into a few general patterns of operation. Five of these patterns as outlined in a recent publication issued by the Michigan State Department of Public Instruction are as follows:

1. A School Camp Operated by One or More School Districts on a Year-round Basis. . . . A school district, a camp commission, or a camp board may be the operating body. There is a budget which provides for a central camp staff in addition to the regular classroom teachers who go to camp from time to time. The camp is operated, maintained, and financed much the same as any other aspect of the school program. In most cases, selected grades are chosen so that every child during his school career will have an opportunity to spend a period in camp. The camp facility in

some cases is owned by the school district and in others leased from the state, federal government, or private organizations.

2. School Camps Conducted During the School Year and Fitted into the School Schedule at Appropriate Periods. . . . In this pattern there has been no central camp staff except certain persons who might be designated by the school administrator to direct the program. The staff is composed of the teachers who accompany the grade, homeroom, class, or other unit at camp in addition to assigned special teachers. Periods are chosen for camping in the fall, winter, and spring months. In most cases, the camp has been acquired through rental or lease from the state or a public or private agency. Boards of education have set aside funds in their budgets to provide for this camp experience. It appears that this is the emerging trend in school camping in Michigan with increasing use of the camp pre-saging an eventual year-round program for many schools.

3. Camps Operated by One or More School Districts During the Summer Months. In a number of such camps in Michigan, children are selected at the close of the school year to attend a camp session of one or more weeks. In most cases, teachers are employed from the regular school staffs with such additional others as needed. Boards of education finance the instructional cost on a student basis, paying in accordance with the number of students who attend.

4. [A Camp Period During the School Year for a Limited Group.] This seems to be a desirable pattern in the development of a camping program in order that the schools may discover the plan most practical and best suited to the community needs. The camps are financed by the boards of education, with the exception of food costs which are usually borne by the families.

5. [Camping on a Short-Period Basis.] Usually a selected group plans a camp experience



as a part of the year's activity. . . . Some schools are now beginning with day camps or those that extend over a night or two. Other patterns include travel camps which are in the form of an excursion that involves a long trip (45, p.25)."

Many combinations and variations of the above described patterns have been used by individual communities in the development of their school camp programs. The writer of this thesis considers it important to present a review of current practices relating to the following organizational policies and procedures: 1) initiation of the program, 2) sponsorship of the camp program, 3) administration, 4) selection of the camp site, 5) business management and finance, 6) policies of staff selection, organization, and training, 7) health and safety standards, 8) in-camp program, and 9) length of camp periods and camping season.

#### Initiation of the Program

The initiation of camping into the school curriculum has followed the accepted method of introducing any new program. Its promotion begins at the level of interest displayed by the school staff, and planning starts with the extension of outdoor education activities which are already a part of the school curriculum.

Often a classroom teacher has been able to introduce

the camping program by taking her students on field trips and outings. In other instances, the school recreation department may have been sponsoring weekend camping and hiking trips. In some cases, one individual within the school system who has had camping experience and knows the educational values in the program has promoted such a plan. Perhaps a school administrator has become interested in its potentialities and has introduced the idea into his school.

In promoting school camping, it has been found desirable to gain the active support and interest of the superintendent and the school board. It is also important to present and interpret the program to the teaching staff, for the ultimate success of the program depends largely upon the effective integration of the camp experiences with the regular classwork. Parents, too, should be informed on the camping program since the cooperation of parent-teacher associations can be instrumental in helping to establish camping in the school curriculum. In many cases it has proved advantageous to solicit the support of public and private organizations in the community.

Through several years of experimenting it has been found advisable to introduce camping into a school district by conducting a pilot project. For this purpose a group of students are selected to participate in a trial camping period--usually one week. The staff is selected from

classroom teachers, and specialists in camping and the outdoors are called in as needed. Through the planning, operation, and evaluation of the pilot project, many persons are oriented to the school camp program and its possibilities.

#### Sponsorship of the Camp Program

No single policy for sponsorship of the school camp has been established. The first public school camp in 1912 was sponsored jointly by the Visiting Nurses Association and the school. At the present time many different organizations and agencies contribute to its support. In current literature on school camping the following were found as co-sponsors of the program--a medical center, social and service agencies, private foundations, communities, departments of parks and playgrounds, and teacher colleges and training schools. Co-sponsors were found most frequently in those programs which operated only during the summer months. In the longer term camps, especially the year-round camps, it is common for several school districts within a county to sponsor the program. Shorter term camps are usually operated by a single school district.

#### Administration

The administrative machinery necessary to operate the

school camp program varies with the individual situations. A short term camp involving only one or two weeks may be administered through already existing boards and committees. A longer term project may operate with the school board as the legal body responsible for the program, but an advisory committee may be appointed which includes specialists in various phases of camp operation--promotion and public relations, administration, finance, health and safety, camp standards, educational and camping programs. In situations where another community institution cooperates with the school or where two or more school districts cooperate to sponsor the program, a special planning or coordinating board is usually established.

The San Diego City-County camp operates under a plan involving several school districts. The legally constituted authority for operating the camp program is the San Diego City-County Camp Commission which was created by a joint ordinance of the San Diego city council and the county board of supervisors. The ordinance enables the Commission "to plan and develop a county-wide program of summer camps and year-long work experience camps for San Diego City and County." The functions of the Commission are to provide camping facilities, to employ personnel to operate the camp program, to accept gifts and donations, and to enter into any agreements necessary to



operate the program. The Commission acts as a unit except in situations in which it is advisable or convenient to authorize one individual to represent the group. Members of the Commission include a representative from the county board of supervisors, a representative from the San Diego city council, the city school superintendent, the county school superintendent, and the president of the district parent-teacher association. All business transactions are handled through the county treasurer's office.

The Commission hires an executive secretary who serves as the executive officer of the Commission. His duties are: 1) to promote the program, plans, and policies of the Commission; 2) to prepare the annual budget for the approval of the Commission, the county board of supervisors, and the city council; 3) to assist city and county schools in developing the camping program to meet their needs; 4) to maintain required records and reports; 5) to recommend expenditures and purchases; and 6) to support the general recreational program of the community.

A School-Camp Steering Committee functions in an advisory capacity to the Commission. It includes principals from both city and county schools participating in the program. Its main areas of consideration have been curriculum development, evaluation, public relations, and documentation of the Camp Cuyamaca program.



### Selection of the Camp Site

For the initial project it has been customary to make use of an already existing camp site. There are many possibilities, such as state owned camps, national park or forest camps, agency camps, private camps, C.C.C. camps. Some of these camps are used by the respective organizations only during the summer months and can be leased from late August until early June; however, some camps have been made available to schools during summer vacation periods. Only a few are built for winter occupancy, but most camps can be adapted to cold weather use.

A limited number of schools have purchased land or have received donations of property and have developed their own sites. In some cases when agencies are planning their camping facilities for summer programs, the school is included on the committee, and buildings are designed for use during the school year.

### Business Management and Finance

There is a limited amount of information available relating to the business management of school camps. In those programs studied, the following practices seem to be accepted:

- 1) An accounting system is set up to handle camp

operations. If the camp operates during the school year, the system is designed to be incorporated into the regular school books. If the program operates only in the summer, accounts are kept under supplementary operations.

2) Usually a central purchasing office is established through which all orders for equipment, supplies, and food must be made.

3) The salary schedule for counselors in the year-round program is the same as for regular teachers. A specified amount may be deducted for room and board. College students receiving practical laboratory training in the camps receive no salary for their experience.

4) The individual school's policy on property and vehicle insurance is followed. In addition, medical and accident insurance may be carried on all residents of the camp, and the premium is generally paid by the insured.

5) The camp is operated on a non-profit basis in the same manner as other curriculum programs.

6) School buses are made available for transportation to and from the camp in most instances. Occasionally, private vehicles are used.

7) It is the current practice for the parents to

assume the cost of food for their child while he is at camp and in some cases to pay the cost of transportation to and from the camp site, also. Sometimes the expense of medical and accident insurance is included in the camp fee. Fees vary from \$5.00 a week to \$13.00 a week depending on the items included. Those persons who cannot afford to pay the fee are assisted by the local welfare agency or by a civic or service organization.

8) The board of education assumes the instructional expenses: staff salaries, program materials, and supplies for the operation of the camp. The cost averages between \$1.00 and \$2.00 per day per child depending on the program offered. The camp site and facilities are provided by the school district, usually by leasing private, agency, or government camps. However, until camping is accepted as a part of the regular school program, financial assistance will be required of foundations, agencies, and other organizations.

9) State aid is given to the public-school camping programs in Michigan. Legislation passed in 1949 makes available \$10,000 per year to be distributed among all camps in the state which provide a work-experience program to students. The unit of

reimbursement per pupil was estimated to be \$4.00 per five-day camping period.

Within recent years two bills have been introduced into the National Congress requesting funds to promote school camping in all states. In 1940, a section of H. R. 10606 requested an appropriation of \$50,000,000 to be used to encourage schools to establish camping programs. The appropriation was to be increased \$10,000,000 each year until a maximum of \$100,000,000 had been reached. The bill was referred to the Committee on Education; no action was taken, however. In 1941, the bill was revised with minor changes and was reintroduced as H. R. 1074. It was again referred to the Committee on Education, and it again died in committee. Proponents of the legislation have decided to isolate the sections of the measure and to reintroduce each as a separate bill. The section on camping was revised in 1951, and a bill was written to be known as the "School Camping and Outdoor Education Act of 1951". As far as can be determined, this bill has not yet been introduced in the House of Representatives. However, this writer believes it significant that persons in national positions consider the program of school camping of sufficient import to warrant federal support.

### Policies of Staff Selection, Organization, and Training

Each school works out its own pattern of staff organization according to the particular situation. Districts providing a year-round program maintain at the camp site a core staff including a director, a nurse, a cook, and a variable number of counselors depending on the size of the camp. Usually a camping administrator is employed to supervise the total outdoor education program. Ideally, the classroom teacher accompanies her class to camp. In some camps she assumes the major responsibility for the program; in others, she takes the role of an observer and is brought into the activities only at appropriate times.

Districts providing a less extensive program hire a camping administrator only. He may also serve as the camp director. As each school in the district attends camp, a complete staff is chosen from teachers in that school.

Districts providing a limited program of only one or two weeks select the entire camp staff from members within their own school systems.

In many cases it has been possible to find resource persons in the community with special knowledges and skills in the outdoor field who can assist with the camp activities. In Michigan, the cooperation of the State Department of Conservation has been a significant factor in the success of the school camp movement. The current trend is to



use resource persons for staff training during workshops and planning sessions rather than to have them teach students directly.

In some districts the policy has been to hire only certified teachers as camp counselors. However, it is not always possible to find teachers who also have the qualifications necessary to conduct a satisfactory camp program. On occasion, persons with specialized backgrounds in camping but without teacher certification have been hired under civil service. Some programs are operated with cadet education students as staff members. They receive practice teaching credit from their college for the period spent at camp. In some cases, their teaching supervisor accompanies the group to camp, and instruction sessions are held on the camp site. In those schools supporting year-round camping the trend has been to hire classroom teachers with some experience or training in camping.

Training in camp education is available in agency and school summer camps, in regular college courses, and at special training courses, such as the program offered at National Camp, New Jersey. Specific training is given to individual school camp staffs either in pre-camp workshops and institutes in town or on the camp site. During the camp session, training for the staff continues in discussions, talks, and demonstrations.

### Health and Safety Standards

No comprehensive list of standards applying specifically to school camping was found in reviewing the literature. The standards of health, safety, and sanitation as established in each school district are enforced at the camp site. Also, the same policy of health service and medical care and liability responsibility apply to the camp situation.

Since many of the directors of school camps are active in the American Camping Association, it is assumed by the writer of this thesis that a modification of that organization's "Marks of Good Camping" (7) is used as a guide in the school camp program.

### In-Camp Program

The philosophy basic to the school camp program is, in the words of Dr. L. B. Sharp, "That which can best be learned inside the classroom should be learned there; and that which can best be learned through direct experience outside the classroom, in contact with native materials and life situations, should there be learned (66, p.43)."

Through several years of experimenting and evaluation of the program, the camp has been found to be particularly suited to teaching in the areas of 1) social living,

2) healthful living, 3) recreational living, 4) outdoor education, and 5) purposeful work. The program of activities is developed to accomplish the desired aims in those areas. The following are examples of activities that have been carried out in camps in which many opportunities for learning are presented:

Blazing and building trails

Outdoor cooking

Hiking to points of natural or historical interest

Visiting logging and lumber camps

Becoming acquainted with the natural history of a particular region

Learning how to use tools of the woods: axe, knife, compass, map, gun

Learning the practical use of natural materials found in the woods

Participating in conservation projects, such as building dams, clearing streams, fish and game census, stocking lakes and streams, planting trees

Learning fire control.

Before the students attend camp, discussions are held in the classroom. In long-term camp programs a member of the core staff or administrative staff may be invited to conduct this orientation. In some cases the classroom teacher is prepared to assume the responsibility.

Discussions are held on what clothes and equipment each student should take to camp, what to expect at camp, what the camp site is like, how to complete the health history card. Students may also raise other questions relative to their camping week.

The class may spend some time before the camp period in laying ground work for a project to be carried out in camp. The teacher is encouraged to integrate the camp experiences with the regular classwork after the class returns to the school. For this reason it has been recommended that the students attending camp represent a natural group in the school, such as, one classroom, a core curriculum class, or a special interest group. This phase of school camping has not received enough attention in current programs. A thorough study and documentation of methods and content has been recommended by those in the field.

Ideally, the camp activities grow out of the interests and needs of the campers. In the camp, which is organized to resemble a model community, students take responsibility according to their abilities. A camper council may be elected to establish certain policies of program operation and to work out community problems. The council in some cases is given the responsibility of planning and co-ordinating program activities for the week.

Participation in the camping program is voluntary.

Usually, the students are enthusiastic about attending camp, and most parents, too, are receptive to the program. However, physical handicaps sometimes prevent students from participating in the camping week. For those children who remain in school during the camp period, the practice has been either to hire a substitute teacher or to assign them to another class in the same school.

#### Length of Camp Periods and Season

A majority of the school-sponsored camps described in the literature operate only during the summer months. In some districts students may attend during any one of the weeks (usually 6 to 8) that the camp is in operation. In other cases each school is assigned a specific week during the summer, and the student may register only for the week his class is in attendance.

It has been suggested by some educators in the field that it is more desirable to offer the camp program during the school year. This presents better opportunities for integrating the camp experience into the regular school curriculum. Some schools have found it possible to make camp facilities available during certain weeks in the fall, spring, or winter. In these situations, the program is operated only for a limited number of weeks.

In a few instances, the program has been developed to



include enough students to maintain and operate a camp during the entire school year, and the camp may continue to operate with some variation in program for the vacation months, also.

The length of each camp session tends to be influenced by the stage of development of the program in the particular school district and by the philosophy of the administration. In those districts in which interest is just starting, the outdoor education program may be only an afternoon field trip or perhaps an all-day excursion. Another school may sponsor overnight camp trips or weekend outings. In some cases, lack of finances may limit the length of the session to two or three days. A desirable camping period for each child, according to current standards, seems to be one week. In a limited number of situations, this period has been extended to two weeks.

Day camping is a variation of the outdoor education program that is particularly adaptable to the younger children of the elementary school. The class spends one day or a successive period of days at the camp site, returning to their own homes each evening, however.

### Summary

Various organizational plans of school camping are currently in operation. These plans fall into five general

patterns: 1) camps operating on a year-round basis, 2) camps operating during the school year for a limited number of weeks, 3) camps operating during the summer months, 4) camps operating for a limited group during the school year, and 5) camps operating on a short-period basis.

The current accepted procedure for initiating a program of school camping is to conduct a pilot project. In establishing such a project it has been found important to include representatives from many groups--school board, school administrators, teaching staff, parents, students, community agencies and organizations--in the planning and operation of the program.

Sponsorship of the program is not limited to the school. Various private and public institutions have given support to educators in promoting and operating the program.

The administrative body can be as complexly or simply organized as the situation requires. For short term camping projects, no additional committees may be needed. Longer term programs may require special boards to act as the legal operating bodies, and advisory committees may be appointed.

Usually, camp sites are available for lease from public or private agencies. Only a limited number of schools

have built their own facilities.

To finance the school program, a fee is charged each camper to cover the cost of food and, in some cases, transportation and insurance. The school board maintains the camp facilities and assumes instructional costs.

Organization of the camp staff varies with the situation. In year-round programs a core staff is maintained at the camp. Teachers accompany their classes to camp and may or may not assume major responsibility for the in-camp program. In shorter term camps, counselors are selected from qualified persons on the regular teaching staff. Specialists in camping and the out-of-doors are called in to assist with the program. Training for teaching in the camp setting is available now in many colleges and universities.

Through several years of experimenting, the in-camp program has been classified into five learning areas: 1) social living, 2) healthful living, 3) recreational living, 4) outdoor education, and 5) purposeful work experiences. Objectives in each area are reached by a variety of activities in the outdoor setting.

The camping period for each student varies from an overnight trip to a two-week session. In general, one week is the accepted camping period. The camp program may operate for only one or two weeks, or the program may

operate year-round, depending on the policy of the school district.

## CHAPTER IV

## INITIATION AND ORGANIZATION OF A PILOT PROJECT

The current emphasis on school camping by many leading educators is based on the premise that the program has a contribution to make to the education of our youth. The prediction is made by many who are specialists in camping and education that the school camp program "is here to stay" and will eventually develop to the point where every child in the nation is given the opportunity to participate in an outdoor group-living experience.

This trend, together with the interest displayed by persons on the Oregon State College faculty and in the State Department of Education, suggests the desirability of outlining a method of initiating a program of public school camping in the state. A pilot project is usually considered the first step in such an endeavor. The problem of this thesis, then, is to formulate a plan that could be used as a guide by any school to initiate a pilot project in school camping. It was realized that the proposed plan should be based on accepted organizational and administrative policies as employed by school camps now in operation.

In selecting the policies and procedures which would constitute the plan for the pilot project, the principal



sources used were the following: Extending Education Through Camping: Report of the School Camp Experiment, Board of Education of the City of New York; Community School Camping, The Story of the Organization and Development of the School Camping Program in Michigan, Michigan Department of Public Instruction; Public School Camping, California's Pilot Project in Outdoor Education, James Mitchell Clarke; Bulletin of the National Association of Secondary-School Principals, "Camping and Outdoor Education", May 1947, Lloyd B. Sharp and E. DeAlton Partridge (ed); Journal of Educational Sociology, "Camping and Outdoor Education", May 1950, Jay B. Nash, Milton A. Gabrielson, and Arthur W. Selverston (ed).

In the further development of this plan, some of the practices adopted were based upon the judgment and suggestions of specialists in the field of camping. Final selection of practices to be included in the pilot project was based on careful consideration of assembled materials in the light of previous experience of the writer in 4-H, Camp Fire Girl, and Girl Scout camps and on an evaluation of the practices with reference to principles formulated from information presented at American Camping Association meetings, conferences, and in camp education courses as offered at Oregon State College.

The following outline will be used as a guide in

presenting the proposed pilot project:

- I. Initiation of a Pilot Project
- II. Proposed Plan for a Pilot Project
  - A. Objectives
  - B. Promotion and Public Relations
  - C. Financial Sponsorship of the Project
  - D. Selection of a Camp Site
  - E. Policies of Business Management
  - F. Health and Safety Standards
  - G. Selection and Organization of Staff
  - H. Training and Supervision of Staff
  - I. Camp Program
  - J. Evaluation of the Pilot Project
  - K. Follow-up of the Pilot Project

### I. Initiation of a Pilot Project

Initial impetus for conducting a pilot project in public school camping will probably come from individuals in the community who, through experience in organized camps, have recognized the educational values inherent in the program. These persons may be teachers on the regular school staff who have counseled in summer youth camps or possibly a lay person in the community who has a special interest in camping.

It is most probable that school camping will be

initiated first in those schools which are already sponsoring activities in outdoor education, such as field trips, outings, and weekend camping trips. Eventually these activities might evolve into a school camping program even without planned guidance. However, the writer is in accord with those specialists in the field who recommend that a camping experience should be included in every child's education and that the school is the logical institution to sponsor an all-inclusive program. Therefore, a more direct course toward incorporating the program into the school curriculum is indicated. The accepted practice has been to conduct a pilot project on an experimental basis.

In three states specific legislation enables school districts to own and operate camps. In other states in which school camps are operated the school boards assume an implied authority from the statutes. In Oregon the latter case would be true; any school district, by implication, may by law own and operate a camp.

The first step in establishing a school camping program is to interest the school superintendent in the program. His understanding and backing of the project may be a major determinant in initiating an experiment. With his approval, the idea of conducting a pilot project may be introduced to the teachers and parents in the district.

In a district having an active parent-teacher association, that group is the logical one to serve as the sponsoring body. Cooperation and participation of parents and teachers in planning and conducting the pilot project have been found to be valuable. It is necessary, however, to secure the authorization of the school board to organize and conduct a pilot project. Since the ultimate goal is to establish school camping in the curriculum, it is advantageous to include the board, also, in the active planning for the project.

After the interest and support of the parents, teachers, school administrators, and school board have been secured, a steering committee of persons actively interested in establishing a pilot project in public school camping should be organized. It is important to include individuals with special interest and skills in the following areas of camp operation: 1) business and finance, 2) health and safety, 3) organization and administration, and 4) camp program. A wide representation of the school and community is desirable in such a committee. The author suggests that members of the steering committee be selected with the following groups in mind:

To represent the school: a fifth or sixth grade teacher; an elementary school principal; a member of the school board; the superintendent of schools

To represent the community: a recreation specialist (city recreation director, recreation chairman on the city council); an executive of a youth organization program (Camp Fire Girls, Girl Scouts, Boy Scouts, Y.M.C.A., Y.W.C.A.); a business executive; representative of a civic or service group (Kiwanis, Lions, Rotary)

To represent the parents: officers of the parent-teacher association; (representation of parents will also be given by persons in the above groups)

This committee should be small enough to function as a unit; therefore, it is suggested that it be composed of from eight to ten individuals. Three of the members of this committee should be selected from the group representing the school, and the remaining members should equally represent the parents and community. A camp director should be employed to serve as the executive officer of the steering committee.

Responsibility for the various areas of the project should be delegated to subcommittees. Persons on the steering committee should serve as chairmen for these subcommittees, and membership should include representatives from these groups: teachers, parents, students, community. The following subcommittees are suggested:



- 1) Promotion and Public Relations: The function of this committee should be to promote and interpret school camping generally, and the local pilot project specifically, to the community.
- 2) Business and Finance: This committee should secure financial sponsorship of the pilot project and establish business policies and procedures.
- 3) Health and Safety: The function of this committee should be to establish health and safety standards and to select a camp site which meets those standards.
- 4) Evaluation: This committee should formulate a plan to evaluate the pilot project from various points of view: students, parents, teachers, community. They should also make observations during the camping session and make a careful evaluation of the operations in light of the formulated objectives of the pilot project.
- 5) Documentation: The function of this committee should be to edit and record a history of the project, to include origin of the project, organization of the steering committee, outline of the plan for organization and administration of the pilot project, description of the camping sessions, evaluation of the pilot project, and

conclusions and recommendations of the steering committee for future development of the program.

- 6) Program: The functions of this committee should be to formulate objectives of the camp program, to formulate policies to be used as a guide in program planning, to contact resource persons, and to outline the camp program.
- 7) Personnel: This committee should establish minimum qualifications for staff members; employ a camp director; write job descriptions for each of the camp staff positions; and establish personnel policies.

The steering committee should collectively direct two specific operations of the pilot project: 1) formulating the general objectives of the pilot project and 2) concluding the experiment with recommendations for further development of the school camping program.

## II. Proposed Policies and Procedures for a Pilot Project

This proposed plan for a pilot project is a presentation of the policies and procedures which, in the opinion of the writer, should be followed in conducting a pilot project in public school camping. The plan suggests methods of organizing and conducting a pilot project which may be used as a guide by the steering committee.

A. Objectives of the Pilot Project: The general objectives of the pilot project should be formulated by the steering committee. Suggested objectives are as follows:

1. To introduce and demonstrate school camping to persons in a community, with the ultimate goal of establishing the program in the school curriculum.
2. To demonstrate to school administrators, teachers, parents, students, civic leaders and other members in the community the values inherent in a camping experience.
3. To acquaint other school administrators in Oregon with the school camping program by inviting them to observe or to participate in the project.

B. Promotion and Public Relations: An important function of the pilot project is the establishment of effective public relations in the promotion of the project. School camping seems to be successful in proportion to the number of persons efficiently integrated into the planning and operation of the program. To achieve this wide participation, an extensive public relations coverage is needed and should be directed toward parents,

teachers, school administrators, students, community leaders and members.

The following methods of disseminating information may be used:

Pamphlets: Probably the majority of persons in the community will not be acquainted with the school camping program. Distribution of pamphlets is often an effective way of introducing the subject and of stimulating interest. It is suggested that a one-page leaflet, which briefly describes school camping, its program, its objectives, and its current status in the nation, be compiled. The idea of a pilot project for the local community should be presented with the implication that cooperation of the entire community will be necessary. These leaflets should reach students, teachers, parents, school administrators, and the community in general.

Movies: Two movies on school camping are available. These are "Camping Education" (87), a film on the San Diego City-County Camp, and "School Time in Camp" (88), presenting the program of Life Camps, Inc.

A third film from the Highline School District, Highline, Washington will be available shortly. This third film describes the pilot project and camping program of the Highline Schools. Movies have the advantage over other types of publicity, for they present the camp situation more realistically than can be done by the spoken or written word. Student convocations, parent-teacher meetings, school staff meetings, and meetings of civic and service organizations in the community present opportunities for showing these films.

Newspapers: The support of the newspaper editor would be valuable in promoting the pilot project, since he is undoubtedly a community leader. His newspaper would be an efficient medium for presenting new ideas to the community. Various types of articles should be used: feature articles describing the school camp program; the status of the program in the nation; and the provisions for health and safety at camp would be pertinent. News articles should report on the



organization and progress of the program in the local community. Pictures of the camp site and of the program in session are a good means of stimulating interest.

Radio: Usually the program director of the local radio station will give support to a school-sponsored project, for a radio station is required by law to donate a certain percentage of broadcast time to educational purposes. The program director may assist in organizing the radio publicity and in preparing scripts. Suggested topics are: what is school camping, the activities carried out in a school camp, the value of camping as a part of education, and plans for the pilot project for the local community. This material may be presented by a panel group, by interviews with key persons, or by news reports.

Speaker's Bureau: It is suggested as a further means of promoting the project that a group of persons who are prepared to speak and answer questions on various phases of school camping be organized. Their services should be made available to any group in the

community, such as civic clubs, service groups, parent-teacher associations, and social organizations.

Another suggestion for publicity is to invite directors and personnel from school camp projects in other states to speak to various groups.

C. Financial Sponsorship of the Project: The present school curriculum operates under the principle that the school board should provide classroom facilities and assume the cost of providing instruction for students. Parents retain the responsibility for providing food and clothing for their children. The school camp program should operate under the same principle.

The school board should provide the camp site and facilities and assume the cost of program supplies and staff salaries. If funds cannot be appropriated in the regular school budget to cover these expenses, it is suggested that requests for financial sponsorship be made to the State Department of Education or to a private or public research foundation. It is desirable to have the project sponsored from within the local community,

for eventually, if school camping is established in the curriculum, it will have to be supported from within the school district. However, for initial projects it may be necessary to solicit funds from state sources or from a foundation such as the W. K. Kellogg Foundation that is in sympathy with the camping program.

Following the accepted policy, the parents should continue to assume responsibility for food and clothing for their children. Each child attending camp should be charged a fee to cover the cost of his food and insurance for the week he is in camp. This fee, as estimated from programs now in operation, will approximate \$6.00. The principal of each participating school should be given the responsibility for organizing the registration of campers and the collection of fees in his particular school. A special fund should be established by the steering committee to provide for those students who are financially unable to pay the camper fee. Contributions for this fund may come from private citizens, civic or service clubs, welfare agencies, or from special money-raising projects.

D. Selection of a Camp Site: It is desirable that the pilot project be carried out in an environment that meets the accepted standards for a camp site. Consideration should be given to the location of the camp: the distance from the school district which is to be served, the nearest town from which food supplies can be procured, the distance to a physician who would be on twenty-four hour emergency call for medical service, and the natural beauty and attractiveness of the camp site. A separate building should be provided for the administrative functions of record keeping, supervision of staff, and direction of the program. Certain utilities necessary for operating and maintaining the camp--such as telephone, roadways, electricity--should be provided. Careful consideration should be given to the provisions for health, safety, and sanitation. Assistance may be requested of the local, county, or state health departments and of the local or state fire-fighting services in evaluating the camp site in the light of established standards. An important factor in selecting a camp site is provision for program activities both indoors and outdoors. Indoor space should be provided for adequately conducting

a program during cold and rainy weather. The conventional camp facilities should be provided for outdoor activities: waterfront area, council fire circle, chapel, flagpole. The area surrounding the camp should be suitable for activities, such as cook-outs, overnight camping, and hiking. Within hiking distance there should be places of historical or natural interest, and the area should present possibilities for a program of conservation and nature education. The layout of the camp site should be adaptable to coeducational camping and the sleeping quarters should be adequate for cold-weather use.

Specific minimum standards for a camp site have been established. The following outline is adapted from a report of the Advisory Committee on Organized Camping to the Washington State Park and Recreation Commission (81, p.3-6) and lists the factors to be considered in choosing a site for the pilot project:

#### I. Location of the Site

- A. Camp near enough to school that transportation costs will not be excessive
- B. Camp not farther than 30-40 miles from staple food supplies



- C. Physician on 24-hour duty within 20-30 miles
- D. Distance from a town and public traffic to give a sense of privacy and isolation
- E. Environment should have natural beauty

## II. Administrative Facilities

- A. Administration building
  - 1. Space for management, business, record keeping
  - 2. Space for staff conferences and interviews
  - 3. Location at control point on visitors' roadway
  - 4. Camp program bulletin board

## III. Basic Utilities

- A. Fuel supply storage
- B. Storage space for camp maintenance tools
- C. Access to roadways and trails
  - 1. Visitors' driveway and parking area
  - 2. Adequate trails between various facilities and to program areas
- D. Telephone
- E. Electricity in certain areas of camp--administration building, kitchen, infirmary
- F. Signal for calling groups together--gong, bell, bugle

## IV. Essential Developments for Health, Safety, and Sanitation

- A. Infirmary
  - 1. First aid room, dispensary
  - 2. Isolation ward

3. Ward
4. Nurse's sleeping quarters
5. Isolated from other buildings, yet readily accessible

B. Water supply

1. Safe and adequate
2. Under pressure
3. Minimum of 50 gallons per day for each camp occupant

C. Toilet and Washing Facilities

1. Wash houses located in unit living areas
2. Toilet facilities--1 toilet seat for every 10 occupants (girls); 1 urinal and 1 toilet seat for every 20 occupants (boys)
3. Hot showers for each living unit of 24
4. Washing sinks--at least one tap for every 12 campers; adjacent to all toilets
5. Laundry tubs--one for every 40 campers

D. Food storage and preparation area

1. Refrigeration equipment available to preserve at not over 50° F.
2. Adequate supply of fly-tight, water-tight garbage containers with daily removal to disposal pit approved by state health department
3. Well-ventilated, screened kitchen
4. Three-compartment dish-washing sink
5. Two sinks in addition to the dish-washing sinks for vegetable preparation and kettle washing

6. Adequate work space
7. Rat-proof food storage
8. Impervious floor surface
9. Efficient cooking stove--gas range recommended

E. Dining Hall

1. Minimum of ten square feet of floor space per person
2. Impervious floor surface; smooth
3. Tables to seat not more than ten persons

F. Fire-fighting equipment

1. Adequate fire-fighting equipment as determined by the forest service
2. Fire trails
3. Alternate exits from camp available

G. Insofar as possible, elimination or control of hazards, such as traffic and dangerous physical features

H. Adequate drainage of land

V. Program Facilities

A. Waterfront area to meet safety standards

B. Council fire circle

1. Secluded
2. Apart from other features of camp
3. Minimum danger from fire
4. Fire control facilities

C. Chapel

1. Secluded
2. Apart from other camp features
3. Natural beauty
4. Little development--only seats, rustic pulpit

D. Social lodge

1. May be in combination with dining hall
2. Large enough for all-camp evening programs
3. Fireplace for warmth

E. Wilderness camping areas

F. Undeveloped areas available for future development of program facilities

G. Flagpole

H. Neighboring areas available for program

VI. Living Quarters

A. Unit (camper) living quarters

1. Separate living units making coeducational camping possible
2. Small cabins or tents accommodating 4-8 campers each
3. Decentralized, relatively informal placement allowing for unit-type camping
4. Dry, sheltered location, exposed to sun at least part of the day
5. Quarters for counselors integrated with campers but not in same cabins

6. Shelters (cabins or tents) designed to give maximum fresh air, at least  $2\frac{1}{2}$  square feet of ventilation space per person
7. Sleeping units to provide 40 or more square feet per camper. Beds placed so that campers' heads are at least six feet apart. At least 400 cubic feet of air space for each occupant. Single-deck cots preferred.
8. Provision for unit campfires and unit cooking
9. Some buildings usable year-round

**B. Staff living quarters**

1. Quarters for counselors integrated with campers, but not in the same cabins
2. Cooks' sleeping quarters apart from kitchen and dining room
3. Small room for staff recreation, library, and meetings
4. Quarters for caretaker

**E. Policies of Business Management:** It is suggested that a committee be formed to establish policies of business management and to advise on various functions of business operation. One member of the steering committee should be appointed business manager of the pilot project, and he should act as chairman of the committee on business management.

The cost of financing the program is one of the problems in operating a school camp.



Therefore, in the pilot project, it is suggested that major attention be given to preparing a budget and to maintaining adequate records to afford an accurate check on operational costs. To operate within the limits of the budget, two steps seem to be important: 1) authorization of only one person as purchasing agent who would keep an accurate check on the budget and on expenditures; and 2) setting up an accurate method of keeping a running check on the cost of meals served. Logically, the functions of selecting insurance for the camp and of taking inventory of the camp and equipment and camp store would also fall under the responsibility of the business-management committee.

The committee would be responsible for the following specific operations:

- 1) Budget: A balanced budget should be prepared by the business management committee which would estimate the income and expenditures for the pilot project. The budget should be subject to the approval of the steering committee and of the school board. These areas should be included in the budget:

Expenditures

- Rent of camp
- Salaries--administrative, program,  
maintenance
- Food
- Household supplies
- Fuel
- Insurance
- Camper transportation
- Auto expense for administration
- Program supplies
- Telephone
- Medical supplies
- Office supplies
- Promotion
- Documentation of the project
- Supplies for the camp store
- Capital expenditures

## Income

Camper fees  
Funds from school budget  
Donations  
Income from camp store

- 2) Accounting System: An accounting system should be set up separate from the regular school accounts to record all transactions pertaining to the camp, and the book-keeping should be handled by the central school office. An audit should be made at the completion of the project.
- 3) Purchasing: The business manager should be delegated the responsibility of purchasing agent, and all requisitions should be made through him.

- 4) Food Cost Accounting: A system should be established for keeping an accurate account of the cost per meal per person. Food costs comprise from 30-40 percent of the total camp operating budget; however, unless an accurate check is kept, this expense may easily exceed the budget allotment. The school cafeteria manager should be consulted in preparing menus and in establishing a food cost accounting system.
- 5) Insurance: The following insurance coverage should be provided:

Health and Accident insurance should be carried on all persons regularly employed or attending the camp. Campers should be covered from the time they leave home until they return.

Workmen's Compensation insurance, as required by law on all employees in the state of Oregon, should be provided.

Public Liability insurance should cover alleged negligence on the part of the camp, property damage, products liability (food), and medical service malpractice.

Automobile insurance should be carried on all vehicles, covering fire, theft, and liability for personal injury or property damage. The school's policy on collision insurance should be followed.

The school may already carry adequate insurance to cover the camping program. However, it may be desirable to add special clauses to existing policies to insure complete protection.

- 6) Inventory: An inventory of all school equipment used should be made at the beginning and close of the project. If the camp is leased, an inventory of the lessor's equipment and facilities should be made with the owner.
- 7) Camp Store: The camp store should sell only incidental articles such as soap,

toothbrushes, toothpaste, post cards, stamps, flashlight batteries and bulbs, and combs. Its function primarily is a supplementary one of providing those articles which a camper has lost or forgotten to bring to camp.

F. Health and Safety Standards: Responsibility for establishing policies and setting up machinery for health and safety practices should be assumed by an appointed member of the steering committee with the assistance of a subcommittee. During the camp session, the camp nurse should be delegated the responsibility of interpreting the program to the staff and of supervising the health and safety of the camp.

To assist camp operators in providing facilities which will insure adequate protection of the health and safety of camp occupants a set of Minimum Standards for Oregon Camps has been formulated by the Oregon Section of the American Camping Association (55). These include standards for minimum facilities for the camp site, methods of sanitation, and health practices. A public school camp in Oregon should meet these standards.



G. Selection and Organization of Staff: Careful consideration should be given to the selection of staff members, for it is through their direction and guidance of the campers that the camp program develops. Success of the project depends on counselors' skills, knowledges, and attitudes toward the program. The accepted procedure of selecting personnel should be followed: application, interview, job analysis, personnel policies, contract.

The core staff should include a director, a girls' or boys' unit leader for each unit, an assistant for each unit, a nurse, a cook, an assistant cook, and a maintenance man. It is suggested that the counselor-camper ratio be 1:8. Assuming that there are twenty-four campers in each unit, this standard will be met by assigning one classroom teacher to each activity unit in addition to the core staff members.

General qualifications for all staff members are: 1) enjoyment of living in a camp setting, 2) liking for and ability to work with children, 3) ability to work with adults, 4) mature judgment, 5) emotional stability, and 6) ability to assume responsibility. It is also essential

to realizing all of the values of a camp program that the staff members selected have a basic philosophy of education in harmony with the informal approach to learning in the camp situation, for in camp there are no rigid schedules to follow and no pre-designated course outlines to cover. Opportunities for learning experiences originate from the general camp program.

The director selected should be familiar with camping and should have had at least two years of experience in the administration area of organized camping. He should also have certification in the education field. His duties should be to assist the steering committee in carrying out their responsibilities; to select, train and supervise the staff; and to direct the in-camp program in accordance with the objectives of the pilot project. This person may be found on the regular school staff, or he may be a specialist in the field brought in to direct the pilot project because of his special qualifications.

The unit leaders should have had previous experience in an organized camping program. They should have skill and knowledge in a variety of camp activities and should be able to meet state

teacher certification requirements on either the elementary or secondary school level. They should have had experience in program planning with a group. Each unit leader should be responsible for the daily routine program in his living unit of twenty-four campers; for the program in a coeducational activity group (approximately twenty-four campers); and should assist in the operation of all-camp activities.

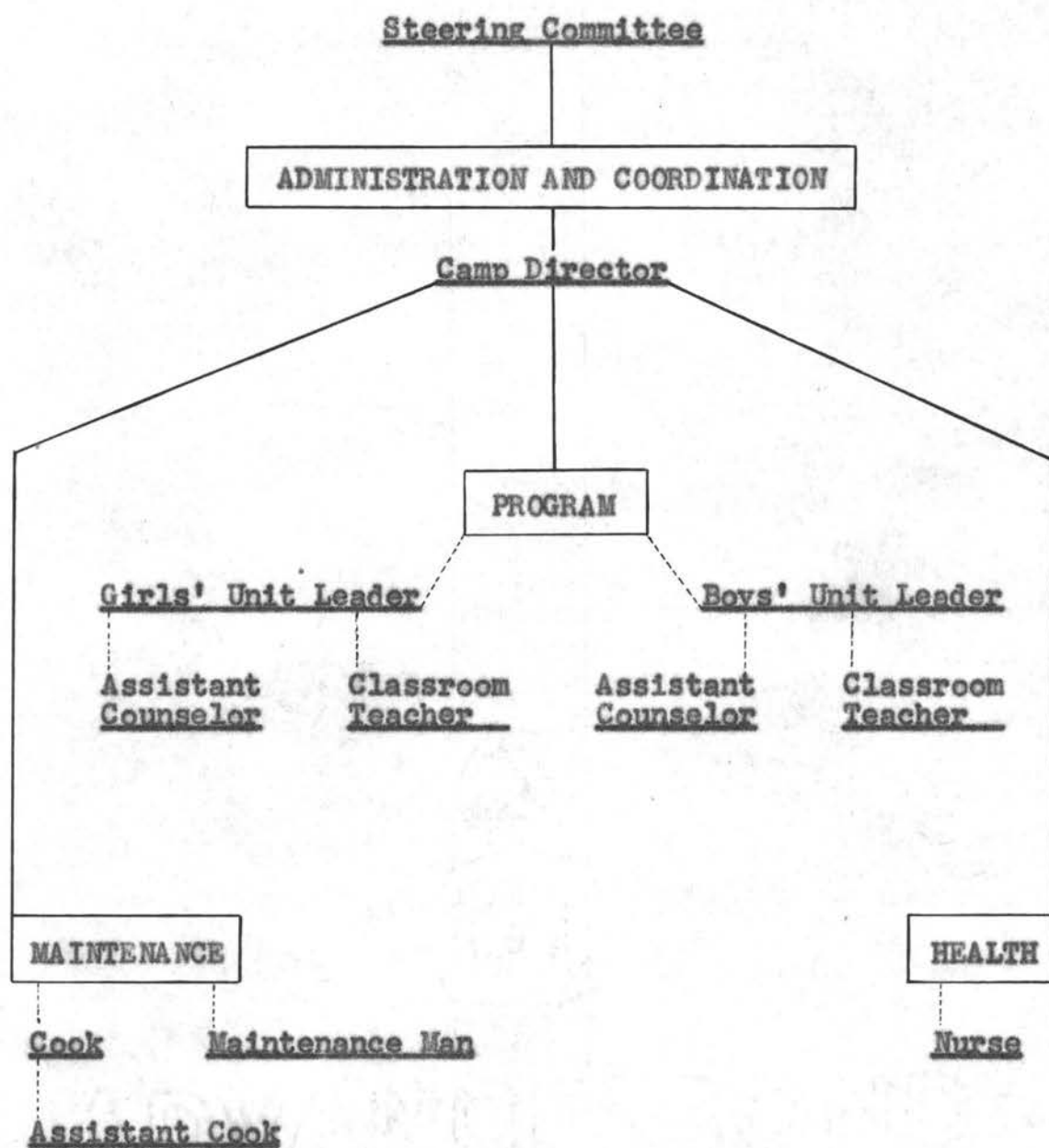
Each unit should have one assistant counselor. He should have had experience in an organized camp and should have an understanding of the objectives and philosophy of education. This person may be a student-teacher from one of the colleges who has had some educational training in camping. In addition to the assistant counselor, one classroom teacher should be assigned to each unit to assist in the daily program. The teacher need not live with the unit but should be free to alternate in unit programs in which his students are participating.

A registered nurse should be a member of the core staff in residence on the camp site. She should have had experience either as a school or a public health nurse. She should be responsible

for the health and safety of the entire camp and should be brought into the camp program wherever possible.

The cooks should have had previous experience in quantity cooking, and must be able to pass the state food handlers' health examination. Menus may be prepared in advance by the school dietitian or by the home economics teacher.

In conducting a camp program, the attention of counselors should be focused on activities of the campers; therefore, it is recommended that one person be hired to be responsible for maintenance services in the camp.

Organizational Chart of Camp Staff



H. Training and Supervision of Staff: The camp director should be responsible for the training of staff members; however, all persons participating in the program should also be encouraged to attend camping workshops and courses offered by professional camping groups and colleges. The teachers who will be participating with their classes should be selected far enough in advance for them either to spend a summer in an organized camp or to attend summer school courses in camping.

The entire staff taking part in the project, including all the classroom teachers who will participate, should meet for a pre-camp session at the camp site. This session should provide not less than three days of training. Since the camping sessions (proposed in this study) will begin the third week of school, it is suggested that the pre-camp session be held just prior to the fall teachers' meeting before school opens.

The staff will be generally informed on the program, for during the previous school year all persons taking part in the pilot project should have been included on the committees for planning and organizing the project. However, specific

training will be required. Some of the information may be presented at in-town training sessions during the school year before the pilot project is put into operation, but there are also many details of conducting the program that can best be learned by an actual experience in the camp setting.

At in-town sessions the following topics should be covered:

- 1) Objectives of the Pilot Project: The staff should be familiar with the goals of the project.
- 2) Program Activities: Ideally, the camp counselors should be included on the committee which formulates the program objectives and outlines possible activities. They should be aware of the various types of activities that are appropriate to a camp setting. By including a discussion of program activities in the in-town training, the counselor is given the opportunity to improve his skill in any area before the pilot project opens.
- 3) Program Planning: The counselors should have a thorough understanding of the

method of program-planning in a camp.

- 4) Role of a Counselor: Each staff member should know what is expected from any counselor; what the personnel policies of the administration are; what is the place of the counselor in camp; and what are his responsibilities to the camper, to the parents, to other staff members, to the administration.
- 5) The Camper: Discussions should be held on the characteristics and needs of children in the fifth and sixth grades; how the needs of a child can be met by camp program; what personality problems may be presented, and how to guide difficult situations in camp.
- 6) Records: The staff should become familiar with the various records they will be expected to keep. This includes a discussion on evaluation.
- 7) Job Description: Each staff member should be given a complete job description of his position in camp. This may be covered in individual interviews.
- 8) The answers to many questions, such as

what are the facilities for laundry, what is the mailing address, what equipment should the counselor take to camp, where is the camp located, will visitors be allowed in camp, could be presented in a counselor's manual. It is suggested that this manual include other information for reference, such as objectives of the pilot project; layout of the camp site; interesting history of the site and neighborhood; organizational chart of the staff; methods of organizing various camp routines such as washing dishes, chopping wood, cleaning latrines, setting tables; ideas for program activities; hints on program planning; methods of keeping records; general camp schedule; and interesting poems and quotations.

- 9) By meeting for in-town sessions, members of the staff are given the opportunity to get acquainted with one another and to start working toward a common objective.

The three-day pre-camp training period can then be devoted to the following areas:



- 1) Review of general and specific staff responsibilities
- 2) Review of personnel policies
- 3) Practice and review of camp skills
- 4) Becoming acquainted with the camp site and surrounding territory
- 5) Becoming familiar with the facilities in camp
- 6) Through participation, becoming familiar with the camp schedule and method of organizing and performing camp routines
- 7) Arranging program equipment in the camp
- 8) Practice in working together as a camp staff
- 9) Time for arranging personal equipment in one's own cabin.

It will probably be neither possible nor desirable to discuss during pre-camp training all of the problems that will arise in the operation of the program. For that reason, provision should be made for daily conferences of the director and counselors. These conferences may include the entire staff or only one individual.



I. Camp Program: For the pilot project it is suggested that the opportunity be given to all fifth- and sixth-grade teachers in the district to take their students to camp for one week. The fifth- and sixth-grade students have been selected for four reasons: 1) an eleven- or twelve-year-old child is mature enough to care for his personal needs; 2) he is old enough to take some responsibility for planning activities; 3) the fifth or sixth grades are a natural group in the school; and 4) more information is available on organizing and directing the camp program for that age. If a particular teacher does not wish to attend camp with her pupils, a substitute may take her place; however, the more desirable situation is presented by the regular teacher accompanying her students.

It is suggested that camping periods begin the third week of the fall semester and continue until all fifth and sixth grades have attended camp. The third week has been chosen to give the first session of students opportunity to get organized in the classroom and to make plans for attending camp. Some preparation should be made during the spring term preceding the project so

that students and teachers are acquainted with the objectives and general program of the camp and are prepared to attend a particular session. There may be some opposition to the plan of operating the project during the regular school term rather than during the summer vacation; however, a review of the programs in operation seems to provide evidence that the value of receiving the camp experience when it can be integrated with the regular classwork is of sufficient advantage to warrant conducting the experiment within the school year. It is suggested that the camp period be one week. School buses should take the children to camp on Monday morning and return them to the school on Friday afternoon.

Camp program is a term used to indicate everything that occurs during the entire camp session. This includes daily routines of eating, sleeping, and working; special activities such as cook-outs, hikes, and conservation projects; and incidental activities such as singing, informal chats, and writing letters.

Emphasis in the camp program should be on camper participation. Part of the value the student receives from his camp week is experience in

initiating, planning, carrying out, and evaluating his own activities. To facilitate a "student" program, a decentralized camp plan is recommended. The camp should be organized into living groups with 12-24 children in each unit. Program in the living area, which includes such activities as personal cleanliness and housekeeping, is carried out separately in the boys' and girls' units. However, the rest of the camp program should be organized so that coeducational activities are a part of the camp experience. Coeducational activity units should be formed by combining a boys' and a girls' unit and forming two groups with an equal number of boys and girls in each.

Program activities should originate from the interests of the campers. The machinery for putting students' ideas into motion is a camp council. Each activity unit should have a unit council on which each cabin is represented. This should include four to six campers. With a counselor, they co-ordinate the suggestions of the unit members into a week's program of activities. From this council are elected two to four campers to represent the unit on the all-camp council. Co-ordination of activities involving more than

one unit is the function of the all-camp council.

Program at camp is less formal than that of the classroom. No class periods are scheduled, and no rigid core of study is established. Activity plans are flexible so that they may be adapted to the prevailing situation, and books are used only for reference work.

### Program Activity Areas

Objectives of the school camping program should be those recognized by the leading educators in camping: to furnish experiences in healthful living, social living, outdoor living, use of leisure time, and purposeful work. Objectives in the various areas may be met by the following activities:

#### Healthful Living

At camp one does not read about good health habits; one lives them. The reasons for following certain practices may take on new meaning to the camper, for he can see them applied. Opportunities for learning health principles at camp should include:

- 1) Food: planning and preparing

balanced meals on cook-outs; serving meals; eating regularly; eating wholesome food; learning table manners

- 2) Clothing: learning how to dress properly for all kinds of weather
- 3) Sanitation: learning sanitary procedures for food-handling, dishwashing, care of garbage, care of latrines; learning methods of preparing water for safe drinking
- 4) Safety: acquiring an awareness and skill in providing safe methods for various activities such as swimming, use of ax and knife, fire building
- 5) Exercise: hiking, swimming, outdoor sports and activities
- 6) Rest: practicing a balanced program of rest and activity
- 7) Mental health: counselor guidance in camper's adjusting to himself and others in the group

#### Social Living

The camp is the student's community. In



it he is a contributing member. Adult authority is in the background only as guidance. Many of the problems the student faces in everyday life outside of the classroom are presented with adults ready, not to solve the problems, but to help the camper find his own problems and solve them. These group experiences should be presented to the camper:

- 1) Living with four to eight other campers in one cabin
- 2) Planning things to do with other campers
- 3) Eating and following similar patterns of living with others
- 4) Sharing in the work of the community
- 5) Getting acquainted with the teacher as a person and having a satisfying experience with several adults. This may be the first chance the student has had to know adults socially other than as friends of his parents
- 6) Give and take with others who have different ideas and customs
- 7) Becoming aware of the effect of one's

actions on the group

### Outdoor Education

In the camp the student has an opportunity to see first hand what is usually taught from a book. At camp he can observe and study in their natural relationship the many components of our environment: soil, water, weather, birds, animals, plants, rocks, stars. Specialists in nature should be brought in to train the staff in presenting the program to the students.

### Leisure Time

Since camping is a twenty-four-hour-a-day situation, ample opportunity is presented for exploring and choosing various activities for leisure time. Many of the skills learned at camp may grow into hobbies. Leisure hours are not looked upon as loafing hours but as a time to work on a special project. The following activities might be promoted:

- 1) Outdoor living activities, such as  
hiking, sleeping under the stars,  
outdoor cooking
- 2) Hobbies such as rock-collecting,

- insect-collecting, archery, fishing
- 3) Skills and knowledge in outdoor crafts: use of natural materials in handcraft projects, use of compass, trailing, use of tools
  - 4) Group recreation: folk dancing, camp fires, story-telling, simple dramatics, singing

#### Purposeful Work

Students of today will be the community leaders within a few years. For this reason, they should be given an understanding of the functioning of a community. At camp the student can be a contributing member in directing the activities of the community. Through experience in community membership, the camper becomes a part of the world he lives in; for he gives a part of himself to make it better. These opportunities for work contributing to the community should be a part of the camp program:

- 1) Living unit: keeping cabin clean, keeping bed and personal belongings neat, making cabin attractive by

arranging the yard, keeping paths clean, cleaning washhouse and latrines, caring for lanterns

- 2) All-camp: setting tables, washing dishes, preparing vegetables, keeping grounds clean, improving trails, chopping wood, filling woodboxes, cleaning fireplace, caring for the chapel and council-fire areas

### Program Equipment

It is essential to have the necessary facilities at camp to carry out an effective program. This includes proper equipment. What will be required will depend on the activities offered. The following is an outline of equipment desirable in conducting a camp program:

Library: Suitable books for various ages should be suggested by a librarian. Many of the books will be available in the school library; however, the city and county libraries are also excellent sources. The following

areas should be covered by reference books:

- 1) Nature: stars, trees, rocks, fish, animals, birds, insects, weather
- 2) Camp Craft: outdoor cooking, use of tools, shelters, camp devices, lashing and knotting
- 3) Games and Folk Dancing: active, quiet, indoor, outdoor, group, individual
- 4) Stories: nature, adventure, camping, pioneer, Indian
- 5) Hobbies: photography, archery, braiding, naturecraft, fishing, fly tying, whittling and carving

Camp Craft Program: This equipment is desirable for presenting a successful camp craft program:

- 1) For tin can craft projects: tin snips, pliers, bailing wire, tin cans varying in sizes from baby food to #10, soldering iron, solder and paste, hammer, paraffin
- 2) For lashing projects: binder twine



- 3) For outdoor cooking: water pails, large spoons, tin plates, silverware, dutch oven, nest of kettles varying from four to eight quarts, hatchets, work gloves, yellow soap, steel wool, shovel, dippers, ladles, can opener, jack knives

Nature Lore Program: compass, wet and dry thermometers, barometer, cloud index, weather vane, weather flags, microscope, telescope, magnifying lenses (With resourcefulness some of this equipment can be made by campers.)

Handicraft Program: Handicraft projects should be those which use natural materials found on the camp site. Suggested projects are: making rope from bark of trees; dying cloth from dye made from various plants; making articles from bark, shells, nuts, cones, fungus; making leaf prints; casting animal footprints; weaving reeds or willow; modeling clay articles; imbedding insects in plastic. These tools and materials may

be necessary--shovel, sharp knives, plaster of Paris for casting, shellac, hatchets, plastic for imbedding.

Policy for Students not Participating: The problem presented by those students who do not attend camp will vary with each classroom. Two general policies have been followed in current programs: 1) hiring a substitute teacher, and 2) assigning those students to another classroom for the camp week. The writer believes the more desirable practice is to hire a substitute teacher who will guide the children remaining in the classroom in working out some project-centered study. The program should grow out of interests of the students, who should be allowed to plan the project, carry it out, and then evaluate their results. Possible projects would be trips to various community facilities and institutions in the town.

Integrating School and Camp: Pre-camp planning in the classroom should be guided by the teacher. The objective should be to structure the camp situation for the students so

that they are able to make their own preparation. Discussions may be held on the following: physical plant at the camp site, daily camp schedule, camp organization, procedure followed the first few hours in camp, equipment to take to camp, health examination blanks, program planning, questions that come from the group.

The carry-over value of the camp program to the classroom is dependent on the skill of the teacher. Through sharing of the camp experiences with her students she will find that many of the activities can be related to the classroom curriculum. This is an area of school camping which needs more study. Teachers participating in the pilot project should be encouraged to make a study of the possibilities of integrating camp experiences with the regular classwork.

J. Evaluation of the Pilot Project: Evaluation of the pilot project should include opinions of many persons: parents, students, teachers, counselors, committee members. This is an area which requires more experimentation, for no comprehensive plan

has been perfected so far as the writer of this thesis was able to determine.

An evaluation session by campers should be scheduled for the last morning in camp. A suggested plan is to organize the session into unit discussion groups. An outline of the areas to be evaluated should be presented, and one person should record the reactions of the group. It is believed by the writer that a verbal evaluation by campers would give a truer picture than a written statement by each camper.

After the campers leave the camp, the entire staff should meet for further evaluation of the week's program. Again, discussion of an outline of specific areas may be used.

While most of the emphasis in a pilot project will be placed on judging the value of the program and on the advisability of establishing camping as a regular part of the school curriculum, the committee should also measure the program by accepted camp standards. An indication of the way in which the pilot project compares with accepted organized camping programs may suggest the reasons for the success or failure of certain areas of the experiment. A suggested scale for evaluation is the

Rating Plan for Evaluating Semi-Public Camps in  
the State of Oregon (50).

K. Follow-up of the Pilot Project: Responsibility for the follow-up program is one of the duties of the steering committee. The direction of the program may be indicated by the evaluation of the project. Perhaps the district is ready to establish camping in the regular curriculum. Perhaps another project is indicated for further experimentation. Revisions of the organization and administration of the program may be necessary.

Summary:

The current emphasis on school camping by many leading educators and the interest displayed by persons on the Oregon State College faculty and in the State Department of Education toward initiation of school camping in Oregon indicated a need for an outline to be developed that could be used as a guide in promoting and conducting pilot projects in public school camping in the state. The plan proposed in this study is presented in the following outline:

- I. Initiation of the pilot project by interested persons on the school staff or in the community



- A. Stimulating interest and support from school superintendent, teachers, school board, parents, students, civic leaders, civic and service organizations
- B. Forming a steering committee to guide the entire operation of the pilot project (8-10 persons)
  - 1. Membership on the committee
    - a. Representatives from the school
    - b. Representatives from the community
    - c. Representatives of parents
    - d. Camp director
  - 2. Subcommittees with membership from students, teachers, parents, school, community
    - a. Promotion and public relations
    - b. Business and finance
    - c. Health and safety
    - d. Evaluation
    - e. Documentation
    - f. Program
    - g. Personnel

## II. Methods for conducting operational functions of the pilot project

- A. Objectives of the pilot project
- B. Promotion and public relations
  - 1. Directed at parents, teachers, school administrators, students, community
  - 2. Media
    - a. Pamphlets

- b. Movies
- c. Newspaper articles
- d. Radio programs
- e. Speakers' bureau
- f. Guest speakers

C. Financial sponsorship of the pilot project

- 1. School board assumes cost of providing camp facilities and instruction
- 2. Parents retain responsibility for food and clothing and insurance
- 3. Assistance by private or public donations

D. Selection of a camp site should consider accepted standards

- 1. Location
- 2. Administrative facilities
- 3. Basic utilities
- 4. Health, safety, and sanitation
- 5. Program facilities
- 6. Living quarters

E. Policies of business management

- 1. Budget
- 2. Accounting system
- 3. Purchasing
- 4. Food cost accounting
- 5. Insurance
- 6. Inventories

7. Camp store

F. Health and safety standards

G. Selection and organization of staff

1. General qualifications of all staff members
2. Qualifications and responsibilities of camp director
3. Qualifications and responsibilities of unit leader
4. Qualifications of unit assistant
5. Classroom teacher
6. Nurse
7. Cooks
8. Maintenance man
9. Organizational chart of camp staff

H. Training and supervision of staff

1. In-town training
  - a. Objectives of pilot project
  - b. Program activities
  - c. Program planning
  - d. Role of the counselor
  - e. The camper
  - f. Records
  - g. Job description
  - h. Questions
  - i. Getting acquainted

2. Pre-camp training on camp site (three days)
  - a. Review of general and specific staff responsibilities
  - b. Review of personnel policies
  - c. Practice and review of camp skills
  - d. Becoming acquainted with the camp site and surrounding territory
  - e. Becoming familiar with the facilities in camp
  - f. Through participation, becoming familiar with the camp schedule and method of organizing and doing camp routines
  - g. Arranging program equipment in the camp
  - h. Practice in working together as a camp staff
  - i. Time for arranging personal equipment in one's own cabin

3. In-camp conferences

- I. Camp program

1. Organization
  - a. Fifth and sixth grade students
  - b. Begin the third week of the fall semester
  - c. One week camping periods
  - d. Unit plan camp
  - e. Activity units coeducational
2. Program activity areas
  - a. Healthful living
  - b. Social living

- c. Outdoor living
- d. Leisure time
- e. Purposeful work experiences
- 3. Program equipment
  - a. Library
  - b. For camp craft program
  - c. For nature lore program
  - d. For handicraft program
- 4. Policy for students not attending camp with their class
- 5. Integrating school and camp
- J. Evaluation of the pilot project
  - 1. By camper
  - 2. By staff
  - 3. By steering committee
- K. Follow-up of pilot project with indicated plans for further development



## CHAPTER V

## SUMMARY AND CONCLUSIONS

Summary

The current public school camping movement is a very recent educational innovation having had its beginning in 1940. It involves the sponsoring and making available, by the public school, a camping experience for every child.

The program has been introduced in many states by the promotion of a pilot project sponsored financially in many instances by the W. K. Kellogg Foundation.

Since its first introduction the outdoor education movement has experienced a steady growth. Many educators and professional camp people are predicting that school camping will continue to develop to the degree that some form of outdoor education, with activities suited to each age group, will be made available to every elementary and secondary school child.

Pilot projects have been developed in the states of Washington and California during the past five years. Through contact with professional camping people and educators in the state of Oregon interested in outdoor education, the writer has been led to believe that it might be wise to promote such a program in Oregon, following the

example as set in other states. If such a program were to be initiated in Oregon, it seemed desirable that a procedure outline be developed that could be used as a guide in promoting and conducting pilot projects in public school camping.

The plan as proposed in this study is a guide that might be used by any school district in Oregon to organize and conduct a pilot project in school camping. The intention was not to formulate a rigid outline of procedures to follow but to present a general plan that could be adapted to any school situation.

The plan as proposed embodies desired policies and procedures as evidenced by school camp programs in operation today. However, it is recognized that, in order to initiate camping, some schools may have to begin with less than the desired practices. It is assumed that these schools will endeavor to implement the accepted policies as their programs develop.

This is a brief outline of the proposed plan in setting up a pilot project:

- I. Initiation of the pilot project by interested persons on the school staff or in the community
  - A. Stimulating interest and support from school superintendent, teachers, school board, parents, students, civic leaders, civic and service organizations

B. Forming a steering committee to guide the entire operation of the pilot project (8-10 persons)

1. Membership on the committee

- a. Representatives from the school
- b. Representatives from the community
- c. Representatives of parents
- d. Camp director

2. Subcommittees with membership from students, teachers, parents, school, community

- a. Promotion and public relations
- b. Business and finance
- c. Health and safety
- d. Evaluation
- e. Documentation
- f. Program
- g. Personnel

II. Methods for conducting operational functions of the pilot project

A. Objectives of the pilot project

B. Promotion and public relations

- 1. Directed at parents, teachers, school administrators, students, community
- 2. Media
  - a. Pamphlets
  - b. Movies
  - c. Newspaper articles

- d. Radio programs
- e. Speakers' bureau
- f. Guest speakers
- C. Financial sponsorship of the pilot project
  - 1. School board assumes cost of providing camp facilities and instruction
  - 2. Parents retain responsibility for food and clothing and insurance
  - 3. Assistance by private or public donations
- D. Selection of a camp site should consider accepted standards
  - 1. Location
  - 2. Administrative facilities
  - 3. Basic utilities
  - 4. Health, safety, and sanitation
  - 5. Program facilities
  - 6. Living quarters
- E. Policies of business management
  - 1. Budget
  - 2. Accounting system
  - 3. Purchasing
  - 4. Food cost accounting
  - 5. Insurance
  - 6. Inventories
  - 7. Camp store
- F. Health and safety standards



G. Selection and organization of staff

1. General qualifications of all staff members
2. Qualifications and responsibilities of camp director
3. Qualifications and responsibilities of unit leader
4. Qualifications of unit assistant
5. Classroom teacher
6. Nurse
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9. Organizational chart of camp staff

H. Training and supervision of staff

1. In-town training
  - a. Objectives of pilot project
  - b. Program activities
  - c. Program planning
  - d. Role of the counselor
  - e. The camper
  - f. Records
  - g. Job descriptions
  - h. Questions
  - i. Getting acquainted
2. Pre-camp training on camp site (three days)
  - a. Review of general and specific staff responsibilities



- b. Review of personnel policies
- c. Practice and review of camp skills
- d. Becoming acquainted with the camp site and surrounding territory
- e. Becoming familiar with the facilities in camp
- f. Through participation, becoming familiar with the camp schedule and method of organizing and doing camp routines
- g. Arranging program equipment in the camp
- h. Practice in working together as a camp staff
- i. Time for arranging personal equipment in one's own cabin

### 3. In-camp conferences

#### I. Camp Program

##### 1. Organization

- a. Fifth and sixth grade students
- b. Begin the third week of the fall semester
- c. One week camping periods
- d. Unit plan camp
- e. Activity units coeducational

##### 2. Program activity areas

- a. Healthful living
- b. Social living
- c. Outdoor living
- d. Leisure time

- e. Purposeful work experiences
- 3. Program equipment
  - a. Library
  - b. For camp craft program
  - c. For nature lore program
  - d. For handicraft program
- 4. Policy for students not attending camp with their class
- 5. Integrating school and camp
- J. Evaluation of the pilot project
  - 1. By camper
  - 2. By staff
  - 3. By steering committee
- K. Follow-up of pilot project with indicated plans for further development

### Recommendations

Many persons in Oregon have expressed an interest in school camping. The writer is convinced through contacts of many kinds that educators in the state of Oregon generally are not informed regarding school camping or the degree to which it operates throughout the nation. Perhaps a survey of the state is needed to determine the feeling of persons toward the program. For that reason it is suggested that a pilot project be sponsored in part by the State Department of Education to promote the

school-camp program. A steering committee composed of persons in positions of state leadership should be established. This committee should include representatives from the State Department of Education; specialists in camping; and departments related to outdoor education such as the State Parks Commission, State Board of Forestry, Fish Commission of the State of Oregon, and the Oregon State Game Commission. The committee would guide the operation of the initial experiment in the state and provide leadership to individual schools in establishing similar projects.

Before initiating the project it is suggested that a survey be made in all school districts in the state to determine the following:

1. How many school administrators and teachers are informed on school camping?
2. How many school administrators and teachers would be interested in participating in a pilot project?
3. What outdoor education programs are now in operation in the state?
4. How many students have had camp experiences through youth organization programs?
5. How many students would be interested in participating in a school camp program?

Based on results of the survey, one school district would be selected in which to conduct the pilot project; however, administrators from the entire state would be

invited to participate. The plan proposed in this study could be used as a guide in organizing and conducting the pilot project.

It is recommended that a follow-up of the experiment would be to document the operation of the pilot project and assist individual schools throughout the state in conducting similar programs in their own districts.



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