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# A History and Evaluation of a Small District's Elementary School Camping Program

Jack Edward Kittell  
*Central Washington University*

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A HISTORY AND EVALUATION OF A SMALL DISTRICT'S  
ELEMENTARY SCHOOL CAMPING PROGRAM

by

Jack Edward Kittell

A report submitted in partial fulfillment of the requirements  
for the degree of Master of Education, in the Graduate School  
of the Central Washington College of Education

August, 1952

A report submitted in partial fulfillment of the requirements for the degree of Master of Education, in the Graduate School of the Central Washington College of Education.

Approved:

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Dr. Alexander H. Howard, Jr., Chairman

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Miss Jessie L. Puckett

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Mr. Leo S. Nicholson

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## Chapter I

### INTRODUCTION

#### Introduction to the Study

"...it is generally considered that the camp operated by the school system of Dubuque, Iowa, in 1912 was the first school camp, or at least one of the first."<sup>1</sup> School camping then can be considered as a comparatively recent innovation in public education and still "in its infancy."<sup>2</sup> It has been fostered in the belief that great benefits can be derived from its inclusion in the regular school curriculum. Myers in his Foreword to The Theory of Camping states that: "Increasingly, public school authorities are recognizing that camping experience is a logical and highly desirable part of the educational program..."<sup>3</sup> The idea was slow to be grasped and utilized but interest in its possibilities has been gaining momentum in recent years and it is probable that school camping will perform a valuable function as a part of the educational scene of the future.

How can modern education best help the youth of our land to

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1. Benson, Reuel A. and Jacob A. Goldberg, The Camp Counselor, New York: McGraw-Hill Book Company, Inc., 1951, p. 7
  2. Donaldson, George W., School Camping, New York: Association Press, 1952, p. 89
  3. Irwin, Frank L., The Theory of Camping, New York: A. S. Barnes and Company, 1950, p. viii

participate effectively and with personal satisfaction in the world of tomorrow? This is the problem American educators must face. The ever changing nature of society with its resultant effect upon the lives of the individual members makes the problem a difficult one to meet. However, whatever form society will take, life within it will involve food, clothing, shelter, relations with other people, personal satisfactions, pain, and death - all of which can be listed as elementary experiences of humanity. Therefore, in devising a program of education for youth there must be a prominent place for those curriculum offerings which will give them an understanding of these elementary experiences of humanity.<sup>4</sup>

The nature of school camping provides indications that perhaps it offers the means of accomplishing this.

#### Statement of Purposes of the Study

The purposes of this study were (1) to enable the writer to gain a knowledge of school camping programs; (2) to develop criteria for the establishment of successful school camping programs; and (3) to outline a definite program of procedures for the establishment of a school camping program for seventh grade pupils.

#### Educational Philosophy of School Camping

##### Democratic Living

American society is dynamic in many respects and is no longer based on the pioneering way of life which fostered the original American democracy. The population of the United States has been involved in a steady process of urbanization. This has not been

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4. Ibid., p. 18

without loss of some characteristics so important to the democratic way of living. Modern living is beset with many problems, none of them simple. Specialization has become a fact and people no longer retain self-sufficiency when all their problems are solved by experts. Many of today's population appear to be unaware of their responsibilities, their duties and their obligations to society. Many seem to have forgotten the value of cooperation so vital to democratic living. More and more people exist on an artificial plane of increasing complexity in which simplicity of life and its basic essentials have been forsaken for speed and neurosis. Of these people Walter Lippmann has written,

They are the people who eat but no longer know how their food is grown; who work and no longer see what they help to produce; who hear all the latest news and all the latest opinions but have no philosophy by which they can distinguish the true from the false... Is it surprising that as civilization has become more streamlined, democracy has become more unworkable?<sup>5</sup>

"The generally accepted social objective of education in a democracy is a rational self-directing human being who is well adjusted to others and himself."<sup>6</sup> To accomplish this objective children must be guided in democratic living experiences. Such experiences should occur within the realm of the established system of education. It is granted that much can yet be accomplished in

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5. Quoted by Frank L. Irwin in The Theory of Camping, New York: A. S. Barnes and Company, 1950, p. 21

6. Donaldson, George W., op. cit., p. 97



democratic living within the four walls of the classroom, however, much also can be accomplished, it seems, by shedding such traditional limitations and utilizing the great outdoor laboratory of nature. Such thinking is typified by a prominent educator's statement that, "The camp offers marvelous opportunities at living democratically."<sup>7</sup>

More and more educators are accepting the philosophy of I. B. Sharp and others that that which can be best taught in the classroom be taught there and that which can best be taught outside the classroom be taught outside.<sup>8</sup>

School camping supports the four basic aims or goals adopted by the Educational Policies Commission.<sup>9</sup> Camping offers the child the experiences of self-realization by allowing him freedom of choice and providing opportunities to practice the directing of his own life. Children develop in human relationships and civic responsibility by living twenty-four hours a day in groups. In such an experience the values of cooperation and consideration for others become paramount to a child's social acceptance. Children are quick to perceive and understand their own and group needs. In fulfilling these needs they participate in many experiences through which they acquire economic efficiency. Purposeful work takes on new meaning

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7. Kilpatrick, William H., "The Role of Camping in Education Today", Camping Magazine, 14:16 (February, 1942)

8. Sharp, Lloyd B., "Basic Considerations in Outdoor Camping Education", The Bulletin of the National Association of Secondary School Principals, 31: 43 (May, 1947)

9. Irwin, Frank L., op. cit., pp. 22-30

when the individual's and the group's welfare is at stake. Earning and saving money to pay camp fees, operating camp banks and stores, and even the arranging for the provision of fuel for one's warmth and comfort are valuable learning experiences promoting economic efficiency.

#### Enrichment of the Curriculum

The school camping program can not only provide for those learnings best taught out of the classroom but can add much to those learning activities now encompassed by the school curriculum. The curriculum of classroom work finds difficulty in providing for the teaching of real democracy because the average classroom can, of necessity, offer only a somewhat artificial environment. Children leave a natural life environment, enter the classroom, spend the day in a controlled setting and return to a natural atmosphere again in the afternoon. Camping offers round the clock living in a group, sharing with a group and learning with a group in a real life situation. Democracy thus, is not a learning activity dangled from time to time before children but life itself.

Camping gives trained counselors and teachers an opportunity to discover much about a child in a comparatively short period of living together that might remain hidden forever in the classroom.

An understanding of nature, conservation, farming, wildlife and forestry are but a few of the learnings provided for in the

curriculum but which can become more meaningful in the camp situation.

It is significant to note that modern educational philosophy is in close accord with the nine basic principles adopted by several successful, permanently established school camping programs and listed here.

A program in Outdoor Education and Camping Should:<sup>10</sup>

1. Center in child nature and needs;
2. Consider the development of the whole child;
3. Insure children's participation in the total program (planning, doing, evaluating);
4. Seek to integrate all of its activities around the problems inherent in group living outdoors;
5. Take place in the outdoors and center even its indoor activities around the outdoor traditions;
6. Take full advantage of this country's rich outdoor heritage;
7. Base its methodology upon discovery, adventure, and direct experience;
8. Stress principles rather than detailed facts;
9. Emphasize the social process of cooperation rather than that of competition.

Knowledge acquired in camp illuminates much that is learned from books and other aids. "The transition from classroom to camp and back again helps to break down the artificial partitions between learning and recreation and between schooling and living."<sup>11</sup>

#### Psychology of Learning

Outdoor education and school camping recognize and facilitate

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10. Donaldson, George W., op. cit., p. 98

11. Clarke, James Mitchell, Public School Camping, Stanford, California, Stanford University Press, 1951, p. 154

those concepts inherent in the psychology of learning. Much is being accomplished with curriculum improvement toward the goal of developing the whole child. Uniquely suited to meet this concept, the school camping program provides a natural setting in which the various learning processes are encouraged to function. It allows for examination and analysis of the social, emotional and physical facets of each child's personality as well as those academic characteristics readily observed in the classroom.

Although the learning process still retains many of its mysteries many psychologists agree that incentive and motivation are basic psychological requirements to effective learning and retention.<sup>12</sup>

The camping program may utilize to the fullest extent the incentives of play, of relaxation, of curiosity, of discovery and of a new and thrilling environment. Camping constitutes learning by doing in a real life situation. "It is axiomatic that a child learns best when what he undertakes is tied in with his own purposes."<sup>13</sup> In camp problems arise continuously and must be met. The situation presented by the lack of firewood on a cold night motivates intrinsic interest in those whose comfort is at stake.

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12. Pressey, S. L., Psychology and the New Education, New York: Harper and Brothers, 1933, pp. 91-98, passim

13. Jersild, Arthur T., Child Psychology, Third edition, New York: Prentice-Hall, Inc., 1947, p. 511

Solutions to the problem will be discussed. Organization commences. Learnings will result from cooperative activity with a real purpose. It will probably be discovered that green wood is poor fuel. Certain individuals may accept responsibility for gathering wood in return for compensatory activities by campmates. An awareness of the benefits of sharing duties will result. The building of a fire will emphasize the characteristics of different types of wood. Keeping the cabin warm involves activity repetition enhancing the retention of a practical learning.

Planting a tree transforms extrinsic interest in a book about the subject to intrinsic interest in a purposeful activity. Curiosity may be aroused concerning the type of tree planted, the rate of growth, the type and uses of its lumber. Many associations in later life may hinge upon the tree planting experience. There is little doubt that, in many cases, it may become an incentive for further research opening many new avenues for learning experiences.

Perhaps more important than many other experiences will be those intangibles involving the emotions of joy, sympathy and love. Joy, laughter and happiness are desirable and are to be enjoyed by the normal child.<sup>14</sup> The school camp can be a delightful place providing many happy experiences. Camp life and companionship may

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14. Averill, Lawrence A., The Psychology of the Elementary School Child, New York: Longmans, Green and Company, 1949, pp. 43-48

foster a love of fellowmen and of the handiwork of nature.

Appreciations may be developed for beauty, of a fiery sunset or of the moonlight through the pines. The campfire is symbolic of the gregariousness of people and can become a highlight in the lives of many children who sing their songs of comradeship around its cheery glow. Sympathy is an attribute to be fostered and guided for without it civilization would seem incomplete. Camping offers sympathetic occasions involving, perhaps, an injured campmate, a baby bird fallen from its nest or even the aches and pains of a comrade's sunburn.

The simplicity of living close to nature can be psychologically soothing to children reared in an atmosphere of complex "hustle and bustle." The school camp often becomes a children's community in which the problems are surmountable, the pace slow enough for ease and relaxation and the environment as pure and refreshing as nature can provide.

School camping then is able to furnish those experiences uniquely suited to provide wholesome development of the whole child.

#### Specific Approach and Limitations of the Study

Much can be learned about outdoor education and school camping programs by ascertainment and study of the basic principles inherent in successfully established programs. Although influencing factors vary with each vicinity, it is doubtful that dissimilarities are so great as to render invaluable the basic principles of successful

programs regardless of location.

In this study the writer surveyed and evaluated six established school camping programs to develop criteria applicable to the evaluation of existing or planned programs of like nature. The method employed to survey the established programs consisted of a thorough examination of available literature concerning each. Much of the data examined was obtained directly from the institutions sponsoring the programs. This was supplemented with pertinent information discovered in periodicals and books. This report presents the history of the initiation and accomplishment of the Union Gap School camping program, and this program is evaluated by the criteria developed through the survey of the six established programs of school camping. The Union Gap School camping program is also evaluated by questionnaire returns from teachers, pupils and parents of the community.

## Chapter II

### CRITERIA DEVELOPED THROUGH A SURVEY OF SIX ESTABLISHED SCHOOL CAMPING PROGRAMS

#### School Camping Programs Surveyed

Because school camping is comparatively new, not a great deal has been written in the way of established formulas for the initiation of successful school camping programs. Many schools are beginning to experiment with camping and must suffer through periods of trial and error.

Perhaps the best and almost the only way to secure guides for the establishment of school camping programs is to utilize, where local circumstances permit, the experiences of those several schools which have pioneered in this vital phase of providing a rich variety of learning experiences for children of today.

With this in mind this writer endeavored, by a survey of six established school programs, to develop criteria by which to evaluate the school camping program conducted for a three year period by the Union Gap School District, Union Gap, Washington.

The established programs herein surveyed are presented not in detail but through what the writer recognized as highlights. Because of the leadership in outdoor education demonstrated by the emphasis placed on school camping by approximately sixty schools in Michigan,



the first program surveyed was one located in that state.

Lakeview, Otsego and Decatur, Michigan:

Although camping had entered the school programs of Michigan as an occasional venture into the outdoors sometime before, it was in 1940 that the year-round school camp idea took form.<sup>1</sup> In September of that year the W. K. Kellogg Foundation, cooperating with the Michigan communities of Lakeview, Otsego and Decatur, established a community-school camp. The Kellogg Foundation had recently completed experiments in the health of children and made its camp facilities available to the three communities.

During the first year, students of grades four through twelve each spent two weeks in camp as an integral part of the school curriculum. The first year's program was so successful that it was continued by these three communities, and the idea was accepted by many others of the surrounding area. After an interruption, due to the war, community-school camping became an established part of the programs of many schools in Michigan.

In 1945 the Michigan Legislature enacted a law allowing school districts to purchase, maintain and equip camps and operate them as a part of their regular curriculum.<sup>2</sup>

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1. Michigan Department of Public Instruction, Community School Camping, Lansing: The Department, undated, p. 6
  2. Ibid., p. 6

The Michigan Departments of Public Instruction and Conservation, in cooperation with the W. K. Kellogg Foundation, conducted an experimental program of camping and outdoor education in 1946.

In May of 1948 a conference of representatives from several of the larger national education organizations<sup>3</sup> was held in Washington D. C. It recommended, among other things:

1. That each State be encouraged to develop necessary legislation that will enable schools to acquire and operate camps as a part of the regular educational program.
2. That the State of Michigan immediately set up a demonstration research project in camping for older youth in order to acquire data and facts about the program and operation of such camps and to provide for observation by leaders from other states and the public in general.<sup>4</sup>

Michigan acted upon this recommendation and now operates several school camping programs for secondary school pupils.

Pre-camp planning and planning during the camp period were considered as among the most important aspects of the camping program of Lakeview, Otsego and Decatur as well as most of the other

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3. Some of the organizations were: U. S. Office of Education, National Education Association, American Association of School Administrators, National Association of Secondary School Principals, American Council on Education, American Association for Health, Physical Education, and Recreation.
  4. "The Report of a Conference on Camping and Outdoor Education", Washington D. C.: U. S. Office of Education, May 26, 1948, (unpublished pamphlet), p. 4

Michigan community-school camping programs.

It was necessary, in order to initiate the camping idea, to conduct intensive staff planning which involved discussing the philosophy and purpose of camping in education. Enthusiastic approval was the result of such planning. Aid in further planning was sought by sharing with the communities the philosophy, purpose and desire for school camping. Sharing was made possible by conducting conferences with interested parents, board members and community leaders who became involved in the planning along with the staff. As a part of the communities the students themselves, participated in the pre-camp planning activities and later in replanning while at camp.

Approval of the Board of Education was received and camp details were ready to be outlined. This took several sessions with resource agency representatives, students and teachers. Many important aspects of camp operation and orientation activities were considered in special sessions with the camp staff. The significance of these sessions is stressed in the following statement issued by the Michigan Department of Public Instruction. "Possibly no single activity in the planning process is more essential to the camp program..."<sup>5</sup>

Through the processes of the various pre-camp activities certain

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5. Community School Camping, op. cit., p. 28

principles were established as guides for the camping program. These principles included: (1) The belief that classroom units should make some preparation for camping experiences. This was largely left to the teachers and students to perform as best suited their particular needs. (2) The regular health services of the schools were considered sufficient to meet the requirements of the camping program. If the school health records indicated that a child was able to be in school, and he appeared to be in good health at the beginning of the camp period, no special health examinations were given. (3) It was considered desirable that each family pay its child's food costs amounting, in this case, to \$6.00 per child. The school systems and communities assumed all other expenses. School buses were utilized as means of transportation to and from camp.

The objectives of the camping program were broad and included: "(1) learning to live happily and healthfully in the out-of-doors, (2) gaining a better understanding of the physical environment and how to use natural resources wisely, and (3) opportunities to participate in democratic living."<sup>6</sup>

A central dining hall was deemed advisable. This encouraged experiences in social graces and group unity and facilitated

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6. Smith, Julian W., "Outdoor Learning", National Education Association Journal, Washington D. C.: 40:263, (April, 1951)

assemblies and other activities during adverse weather conditions.

School cafeteria personnel participated on a basis of one cook and one assistant for every fifty campers. A ratio of one classroom teacher to twelve or fifteen pupils was maintained.

Democratic procedure, including all personnel, keynoted all preparatory and camping activities. When a classroom group and teacher arrived at camp a counselor was assigned to the group and together they planned the week's schedule. Enough flexibility was maintained to allow for major changes of interest, need and the weather. "In no cases have attempts been made to organize the camp activities with short periods based on subject matter areas, such as nature study, swimming, science, crafts, etc."<sup>7</sup> Through such scheduling different groups did different things according to needs and interests.

The majority of camp learning experiences were included in the following phases of camp life: social living, healthful living, purposeful work activities, recreation and outdoor living, and outdoor education. Purposeful work activities were of two general types: "(1) those that take place for the benefit of the group, such as the routine activities of food, shelter and clothing; and (2) those that contribute to the camp community environment and the

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7. Michigan Department of Public Instruction, op. cit., p. 29

larger community."<sup>8</sup>

Outdoor education consisted of many of the essential learning experiences in the modern curriculum that take place in the school camp. The following program for one group at Clear Lake Camp serves as an example of the nature of elementary school camp programs throughout Michigan:

Monday	Planning and Camp Cruise Tapping trees Square Dance
Tuesday	Treasure Hunt Plant trees Sock Hop
Wednesday	Fire Building Compass Hike Crafts
Thursday	Cook-out Boating Council Fire
Friday	Clean up and Pack Go Home <sup>9</sup>

Over a period of years the camping program has been evaluated by parents, teachers, students and resource leaders and results are indicative of high enthusiasm and satisfaction.

Camp Cuyamaca, a San Diego City-County Camp

Through instigation of lay citizens of San Diego, California the San Diego City-County Camp Commission was established in 1943 by

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8. Ibid., p. 11

9. Ibid., p. 24

ordinance and empowered to promote and establish outdoor education and camping facilities.

In 1945 city and county ordinances amended versions of the original and became the legal instrument expanding the Camp Commission's powers and defining responsibility.<sup>10</sup> The Camp Commission is composed of:

1. A member of the San Diego County Board of Supervisors
2. A member of the San Diego City Council
3. The Superintendent of Schools of San Diego County
4. The Superintendent of Schools of the San Diego Unified School District
5. One additional member to be chosen by the above indicated members<sup>11</sup>

The Camp Commission organized an Advisory Board and a Camp Steering Committee. The Advisory Board was composed of leaders in outdoor education throughout the United States. The Camp Steering Committee was composed of personnel selected from schools participating in the program.

Camp Cuyamaca, located in a small valley among the Cuyamaca Mountains, utilized ten acres of long-leased Cuyamaca State Park land. Twenty-five adjacent acres were under lease for possible camp expansion.

After a period of classroom preparation and planning the scheduled sixth grade classes boarded a private transportation

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10. San Diego City-County Camp Commission, Annual Report, 1948-1949, San Diego: The Commission, undated, p. 1

11. Ibid., p. 6

company's buses and headed for camp and a week of living with nature.

The sixth grade was chosen because: (1) children of sixth grade age do not require burdensome care; (2) they are eager for adventure and like to explore; (3) they are capable of considerable initiative and cooperation in rather complex group enterprises; and (4) their attention span has achieved considerable duration and their interests are relatively easy to arouse and to hold.<sup>12</sup>

Before going to camp each child's parents had returned to school a health questionnaire and a signed medical authorization. Each child received a physical examination within five days prior to the camp period. Upon arrival at camp each child was again examined by the camp nurse. Special activities were arranged for those children less sturdy than the others and for those with physical peculiarities.

The cost to a family for their child's week at camp was eleven dollars during the 1950-51 school year. This fee paid for food and in many cases was accumulated by the children through earning and savings programs. Maintenance, administration and instruction costs were borne by the city and county school systems. Cooperation between the schools and civic organizations unobtrusively enabled participation by children unable to pay the camp fee.

Though the camping program has been used by some classes as culminating experiences to classroom projects, it has been urged that

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12. Clarke, James Mitchell, Public School Camping, Stanford California: Stanford University Press, 1951, p. 26



not too much be planned in such a way because of changing weather and interests.

The camp has been permanently staffed with trained counselors, cooks and a nurse under the supervision of a Camp Director with an elementary school principal's rating. Counselors numbered one to every seven children.

Assemblies and eating time activities have been utilized with resultant democratic, spiritual and social values. Such sessions were conducted in a central dining hall and were supervised by a special counselor.<sup>13</sup> Learning to take care of themselves and healthful and democratic living were stressed as important phases of the camp program. The use of checks to make purchases from the camp store provided several practical learning experiences.

The camping schedule made adequate provision for rest and relaxation as well as for exercise. Although certain limitations of time were necessarily recognized, the rate of living in camp was a leisurely one allowing the children to progress from one activity to another at their own pace without a sense of being rushed.

The camp vicinity has been utilized to the fullest extent in order to provide interesting and purposeful experiences. The area abounded with resources sure to leave children with enjoyable memories and an increased knowledge of nature. Clay was used from

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13. Ibid., pp. 60-64

the pits where once the Indians made the bits of pottery found on most camp hikes.

A great many appraisals of the Cuyamaca Camp program have been received from teachers, parents and pupils. A great majority were extremely favorable to the camp, its goals and results. These appraisals have been used to evaluate the program according to the four basic goals of education as adopted by the Educational Policies Commission. Results were indicative of valuable accomplishments in all four phases.<sup>14</sup>

"Each year San Diego's school camps will: help teachers to teach better, help parents to bring up their children better, and help children to grow into useful citizens and well-balanced persons."<sup>15</sup>

#### Camp Tyler, Tyler, Texas

"Camp Tyler illustrates how great things can take place when people with a high sense of social leadership join hands in a common project."<sup>16</sup>

From plans of the Tyler Kiwanis Club in 1945 to build a summer

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14. Ibid., pp. 106-19

15. Clarke, James Mitchell, The Cuyamaca Story, San Diego: San Diego City-County School Camp Commission, 1948, p. 32

16. Brown, Mortimer, "Camp Tyler, A Unique Educational Laboratory of the Tyler Public Schools", Tyler, Texas: Tyler Public Schools, Undated

camp for the Tyler Camp Fire Girls developed the Smith County Youth Foundation chartered for the purpose of planning and building a camp. The Tyler Board of Education became interested and year-round camping facilities were planned. By purchase and lease about 300 acres of land near new Lake Tyler were secured. Its location, about twelve miles from Tyler, a city of 39,000, was ideally suited for day camping in which children of grades one through four have participated at least one day each year. The public schools have used the camp nine months a year and community youth agencies have used it the remaining three months.

The objectives formulated by Tyler teachers include: group living, citizenship, personal independence, health, conservation, recreation and pupil-teacher understanding.<sup>17</sup>

Preceding each year's program much planning at the administrative level has been done. Preceding each weekly session at camp there has been planning and other preparations by participant groups, fifth and sixth graders of the Tyler School System. The camp program has been interspersed with frequent planning and evaluation sessions thereby keeping the schedules flexible and encouraging democratic participation by all personnel. A camp bus has been the means of transportation to and from camp for the children and teachers who, although encouraged to participate with

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17. "Camp Tyler Information Bulletin for Teachers of Grades Five and Six", Tyler, Texas: Tyler Public Schools, undated, p. 1

their classes, have not been required to go.

The main building at Camp Tyler included in addition to a central dining hall and kitchen, a meeting room and a solarium. The bunk lodges included a central living room flanked by dormitory wings.

Since "on-the-ground" resources were abundant great emphasis has been placed on natural sciences. Almost all provisions for playground activities have been omitted from the programs in line with the theory that such are not best suited to the camping program.

The School District has not assumed the food costs of the campers. One of the unique features of the Tyler program has been that the payment for food has not been considered as a gift but rather as an educational experience. Almost all classes have organized an earning-saving program by which to accumulate the \$6.50 per pupil food cost. Some classes have established classroom banks using regular deposit slips, checks and ledger sheets. Others conducted Camp Bond campaigns and used saving stamps.<sup>18</sup> Other learning experiences have been provided by use of the camp store, postoffice and bank, all operated by pupil campers.

Probably the most unique feature of the Tyler Camping program was the Tyler School Farm consisting of 140 acres and located adjacent to the camp. The School Farm has provided thrilling, wholesome learning experiences for many urban children who have never

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18. Ibid., p. 3

experienced the elementary processes which provide shelter, food and clothing. Students have tended dairy and beef cattle of seven major breeds, broilers, hogs, rabbits, beehives and horses. The Farm was complete with a fruit orchard, silage crops, garden, pastures, water ponds, wooded land and wildlife. It was visited by school children of grades one through high school as part of excursions, farming and camping programs.<sup>19</sup>

#### Camp Hi-Hill, Long Beach, California

Camp Hi-Hill, is ideally situated on fourteen acres of beautiful Angeles National Forest land at an elevation of 4,250 feet. Opened for the first time on April 19, 1948, Camp Hi-Hill was made possible by contributions and support from the city of Long Beach, The Long Beach Unified School District and the parents of each student camper.

The camp site, about twenty miles from Pasadena, was secured by a government lease. The camp buildings, equipment, maintenance and caretaker have been furnished by the city of Long Beach. All leadership personnel, transportation and instructional supplies have been furnished by the Long Beach Unified School District. Parents of each student camper have paid a campership fee of \$9.50. Of this amount \$6.00 was spent for food, \$2.75 toward the cook's salary and

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19. Ford, S. M. and George W. Donaldson, "Lessons of the Soil for Every Child", School Executive, 71:28-29, (July, 1951)

\$.75 to insure each pupil for \$100.00 medical protection, \$500.00 accident protection and \$1,000.00 for Poliomyelitis.<sup>20</sup>

A Camp Steering Committee has coordinated the general operations of the camping program. The Steering Committee was composed of one member of the Board of Education, one member of the Recreation Commission, one representative from the Coordinating Council, the Long Beach P. T. A. Council, the Chamber of Commerce and the city Department of Recreation; the Deputy Superintendent of Schools, the Director of High Schools, and the Assistant Supervisor of Physical Education in charge of summer playgrounds.<sup>21</sup> A special Curriculum Committee has been responsible for the curricular activities at camp.

Objectives of the Camp Hi-Hill program have been stated as: democratic social living, healthful living and safety, basic scientific understandings and appreciations, wholesome work experiences, worthy skills in recreation and spiritual values.<sup>22</sup>

During the school year thirty-six of the seventy sixth grade classes in Long Beach have been handled by the camp, and the remaining thirty-four were served during the summer. A part of the

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20. Ashcroft, J. Holly, "Report of the First Year of Operation of Camp Hi-Hill", Long Beach California: Long Beach Public Schools, 1949, (pamphlet), p. 2
21. Ibid., p. 2
22. Lewis, Marguerite Good, et. al., "Guide for the Camp Hi-Hill Program", Long Beach, California: Office of Curriculum Development, October, 1949, p. 2

preparation for the camping program involved issuing the following bulletins and forms:

Bulletin to Elementary School Principals: Organization  
Details for School Participation at Camp Hi-Hill  
Bulletin to Parents of Student Campers  
Bulletin to the Camper: Camper's Equipment List  
Registration and Waiver Form, Camp Hi-Hill  
Application for Insurance<sup>23</sup>

Each child has been examined by the school nurse on Monday morning before leaving for camp. While at camp medical care and hospitals have been available within thirty minutes. Although parents have signed medical authorization slips, in cases of accidents and illness they have been phoned immediately. In contrast to some camping programs studied, the teachers of Long Beach have been encouraged to prepare pupils to take advantage of camp experiences as culminating activities to projects of classroom origin.

School buses and trucks have furnished transportation to and from camp and some degree of emphasis has been placed on the trip, itself. A counselor has ridden with the pupils explaining such things as the effect of altitude on plant life, north and south slope differences in vegetation; and pointing out historical places of interest.

At camp a ratio of one counselor to ten children has been maintained. All of the camp staff, except student-counselors from

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23. Ibid., p. 28

Long Beach College and high schools, have been employed on a twelve months basis. Thirteen cabins and a central dining hall constitute the principle buildings of the camp.

An illustrative daily schedule from Camp Hi-Hill follows:

Table setters arise. (Wash, brush teeth, comb hair.)

Regular groups arise. (Wash, brush teeth, comb hair.)

Groups may arise early if for a planned activity accompanied by a student - or teacher-counselor.

8:00 - Breakfast

Dining hall and cabin clean-up

The group which is not working in the dining hall is responsible for cleaning the shower house, raking and sprinkling the grounds around the lodge.

9:30 - Morning activity

11:30 - Wash for dinner; set tables

Groups change dining hall responsibility

12:30 - Dinner

Dining hall clean-up

1:15 - Rest period

All campers, quietly on their bunks, may rest, read, or write letters.

2:15 - Afternoon activity

4:30 - Leisure time

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

5:00 - Wash for supper

5:30 - Supper

Dining hall clean-up



7:00 - Evening program

8:00 - Prepare for bed; showers

8:30 - Lights out<sup>24</sup>

Camp Hi-Hill has placed as much emphasis on dining hall experiences as any of the programs studied. Sanitation was a primary concern. Proper table setting and correct serving procedures became routine activities. Social graces became fun when children sang grace and hosted their own tables.

After pupils had returned home a questionnaire was sent home to each family and to principals of participating schools. The results of these questionnaires have been well summed up in the following comment of one of the principals to the Director of Elementary Schools: "I have never known of a new educational offering receiving such universal and favorable approval as this new school activity. Parents, students, teachers and all who have had any part in it whatever have been enthusiastic and commendable regarding the results."<sup>25</sup>

Cleveland Heights School Camping Program, Cleveland Heights, Ohio

The basis of the Cleveland Heights School camping program resulted from a combination of several factors. Teacher training nature courses, an Outdoor Education Conference in 1944, an

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24. Ibid., p. 14

25. Ashcroft, J. Holly, op. cit., p. 9

enthusiastic public, favorable publicity and many years of outdoor education activities with school gardens, metropolitan parks, and sugar bush excursions constituted the background from which school camping emerged.

A three week experimental camping program in the spring of 1948 left little doubt as to the value to be derived from school camping. Arrangements were made to use Camp Red Raider, a privately owned and directed 160 acre tract of woodland, sugar bush, springs, streams and wildlife. Also upon the tract, located sixteen miles east of Cleveland Heights, was situated a farm, complete with buildings and animals.

In an excellent camping handbook for teachers, Viola Stevens has listed the aims and objectives of the Cleveland Heights School camping program. These include: democratic living, broadened interests, development of initiative and creativeness, conservation, and spiritual and esthetic values.<sup>26</sup>

The Cleveland Heights program has emphasized and encouraged classroom preparation for camping. The teacher's handbook suggests means of preparation such as class excursions, hikes, explorations and cook-outs. The following outline of guides for pupil preparation serves to illustrate the value of such activities:

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26. "Camping Education Handbook for Teachers", Cleveland Heights, Ohio: Cleveland Heights Public Schools, revised February, 1950, p. 1

1. Establish positive attitudes by discussing the opportunities in camping.
  - a. Cooperating and helping each other.
  - b. Respecting others' opinions, ideas, beliefs, in order to live happily together.
  - c. Learning to enjoy new experiences such as, foods, ideas, scenes and activities.
  - d. Learning to be as alert as an Indian by seeing, hearing, moving quietly.
  - e. Sacrificing pleasures of the city for this period, without complaint.
  - f. Learning to accept pleasantly the hardship of a more primitive life.

2. Discuss camping in relation to classroom work.  
How can camping experiences help in:

social studies	arithmetic
science	reading
poetry	art
literature	music
composition	health
spelling	physical education

3. Discuss our responsibility to society:
  - a. Accepted etiquette on the bus, at the table, in the woods.
  - b. Keeping roadsides, parks and woods clean and beautiful.
  - c. Protecting our natural resources.
4. Plan good questions to ask when a director or counselor comes to the classroom to discuss camping.
5. Learn songs that may be sung around a campfire, along the trail or for vespers. It would be particularly helpful if the children knew some graces which could be used at the camp table.
6. Discuss problems of health at camp:

Proper diet	Fresh air	Exercise
Proper clothing	Water	Mental health
Rest	Cleanliness	Care of teeth

## 7. Use the map:

Locate the camp.  
 Follow the route from Cleveland Heights.  
 Figure the distance.  
 Compute the time required to drive there.

## 8. Give consideration to Natural Science background.

## 9. Visual aids:

Films, filmstrips, records, 2 x 2 Kodachrome slides,  
 and mounted picture sets.<sup>27</sup>

Grades three through six have participated in the camping program for one week periods. Bulletins of introduction, applications for camp participation, medical authorizations and equipment lists have been distributed to parents of prospective campers. Parents have shared in planning for each camp session. The fee of \$19.40 has paid for costs of food, camp facilities and sickness and accident insurance for one child. Local P. T. A. funds have been set aside to take care of those children whose families were unable to finance the camping experience.

The School Board has furnished all other services including transportation by school bus. Arrangements for a nurse to serve on a part time basis were made. The camp buildings consisted of a large modern lodge housing a central dining room, dormitories and meeting room, and a separate building for staff and dispensary.

At Red Raider Camp, as was true with all camps studied, camp

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27. Ibid., pp. 2-3

life was conducted at a leisurely rate according to flexible schedules. Each camp contingent was divided into groups that followed different plans. Adequate provisions were made for rainy day activities. Frequent rest or quiet periods were interspersed throughout the weekly programs.

The Cleveland Heights camping program has utilized several unique resources of the local area. Such resources included the sugar bush, the farm adjacent to the camp proper and bus trips to the Historical Museum at Burton, Ohio.

The teacher's handbook urges an active follow-up phase as a principle part of the post-camp experiences and offers valuable suggestions as to how such activities may be consummated.

At the end of each camp period the teacher whose class participated was asked to fill out an evaluation report. Other methods of evaluation were employed also, involving pupil, counselor and parent appraisals of the program.

Probably the best evaluation of the acceptance of the Cleveland Heights School camping program is the following written by Ruth A. Hubbard: "Many parents are now asking when will their children have an opportunity to attend school camp. This is an encouraging sign that the camping program is being accepted enthusiastically."<sup>28</sup>

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28. Hubbard, Ruth A., "Outdoor Education in the Cleveland Heights Schools", Cleveland Heights, Ohio: Cleveland Heights Public Schools, 1950, p. 7

## Camp Auburn, Auburn, Washington

Camp Auburn was beautifully located on an eighty acre island in Lake Tapps, about fifteen miles from Auburn, Washington. The Auburn School District leased the camp site from a local Y. M. C. A. group who had built the camp. Camp Auburn was comprised of a combination lodge and dining hall, nine sleeping cabins, staff quarters and boat house.

The camp was accessible by boat only and such a water setting has provided a great variety of learning experiences not common to many other types of location.

The objectives of the Auburn camping program have been similar to those of other programs studied and are not listed here.

Originally the camping program of the Auburn Schools was conducted during the summer months only. In the spring of 1950 school camping was scheduled during regular school time. Autumn camping was experimented with in 1951. Spring camping has been favored by the Auburn teachers. Summer camping has been continued each year.

The camping program at Auburn has been conducted according to the theory observed by almost all programs examined: that the home assume costs of food and insurance and the school district assume instructional and other costs. The Camp Auburn fee for food has been around four dollars per pupil for a five day camping period. School buses have provided transportation to and from camp.

Sixth graders have successfully participated in the camping program. According to a personal statement by John H. Stevens, Director of Outdoor Education for the Auburn public schools, attendance at Camp Auburn has been counted on the same basis as regular school attendance and that the average daily attendance percentage has very closely matched that in the classroom. Plans for the future have involved an experimental program for ninth graders. Two day planning sessions were conducted at Lake Tapps preceeding each camping period with counselors, teachers, and staff members in attendance.<sup>29</sup> Each new group of student-counselors from teacher training institutions have met in pre-camp sessions for purposes of orientation.

Parents have been contacted preceeding the camp periods through letters, bulletins, equipment lists, camping permission slips and medical authorizations. Teachers and counselors were issued bulletins and suggestion lists to enable them to gain the utmost from forthcoming experiences. Pupils were, in turn, prepared for camp through discussions, excursions, resource speakers and visual aids.

Personnel from the school hot lunch program prepared wholesome meals under supervision of the school dietician. During a personal visit to Camp Auburn the writer was impressed with the meals served there. A sample menu for one day, reproduced here, indicates the

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29. "Camp Auburn Bulletins", Auburn, Washington: Auburn Public Schools, (undated and unpublished)

quality of the meals served.

Breakfast	Orange juice Apple sauce Rolled oats Scrambled eggs Toast and honey Cocoa and milk
Lunch	Baked beans Cabbage, carrot salad Prune bread Bread pudding Milk
Dinner	Baked ham Scalloped potatoes Corn Lettuce wedges with Thousand Island Dressing Soy bread and honey Deep Dish Apple Pie Milk

All meals were not served in the main dining hall. Provisions were made for cook-outs utilizing foil and other methods of preparation. This was found to be standard procedure in most of the programs studied.

A ratio of one counselor for every eight campers has been maintained with different groups following different schedules as circumstances and interests dictated. Camp life was leisurely, befitting the natural, peaceful setting and relaxation was considered as important to each day's schedule.

Due to the abundance of water, swimming was adequately stressed and almost all students knew how to swim upon leaving camp.

One of the unique learning experiences provided for at Camp



Auburn included the selecting and falling of a tree, planning and carving it into a totem pole depicting the activities of the camp. Another interesting activity was the publishing of a camp newspaper.

Resource personnel representing various agencies of soil, forest and wildlife conservation were extremely cooperative, as such have been in all programs considered in this study.

Evaluation periods were frequent and were participated in by pupils, teachers and counselors. Often a portion of the campfire activities were devoted to evaluation of the day's activities. Counselors and teachers were furnished a Program Interest Locator, counselor note cards and program evaluation forms.

#### Criteria Established From Items Common to Most of the Programs Surveyed

The survey of the six established school camping programs has disclosed several items common to most of them and, in so far as can be ascertained in the absence of better measuring devices, items upon which much of the success of the various programs depended. Because of the intangible nature of many benefits of camping, the full extent of success of school camping can not be measured and tabulated. However, from those sources of evaluation available, indications are that all of the programs surveyed were highly successful. Therefore, on this premise, the items common to most of these school camping programs should constitute reasonably valuable

criteria by which to evaluate plans for any program of like nature.

For practical purposes and to facilitate utilization, the criteria established have been divided into various phases.

#### Phase I - Developing the School Camping Attitude and Major Policies

Community-school sharing. It is interesting to note that in a majority of the cases studied the school camping programs were firmly based on lay citizen interest and enthusiasm. In as much as the public supports, directly and indirectly, such expansion of the school curriculum, it would seem rather futile to plan to conduct a school camping program without community favor. It is from community-school sharing that the philosophy and objectives are formulated and accepted.

The objectives of all the school camps considered in this study were very similar in nature although stated differently. For all practical purposes the objectives of all programs studied can be condensed to the following:

Democratic Social Living  
 Healthful Living and Safety  
 Appreciation of Nature  
 Wholesome Work Experiences  
 Worthy Skills in Recreation  
 Spiritual Values

Development of major policies. It was found that several of the programs included in this study utilized a special committee or commission consisting of representatives from the major institutions and organizations concerned with the welfare of the community and its

children. Committees thus established formulated basic major policies, such as: control of camp site and buildings; division of camping expenses; selection of grade groups as camping participants.

Each of these basic policies is briefly discussed here.

Control of camp site and buildings. In most cases surveyed it was usual for the school district, sometimes in cooperation with other agencies, to lease for long terms or purchase the camp site and to build or lease the buildings. These then became the responsibility of the school district to maintain in much the same manner as classrooms and school buildings. The Cleveland Heights School camping program presented an exception to this policy and it is interesting to note that the cost per pupil to the parent was by far the highest of any program studied. It is significant that Cleveland Height's Camping Director has recommended adoption of a policy similar to that mentioned above.<sup>30</sup>

Division of Camping expenses: It has been the policy of all of the programs studied for the family to maintain the privilege of providing food for its members as in the normal school situation. In most cases the school district, under such a policy, paid other expenses presented by costs of materials and instruction. Under this policy most school districts either furnished school buses or other

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30. Stevens, Viola, "Camping Education in the Cleveland Heights Schools", Cleveland Heights, Ohio: Cleveland Heights Public Schools, 1949, p. 14

means of transportation to and from camp.

Selection of grade groups as camping participants: Sixth grade pupils predominated as the grade group participating in the camping programs surveyed. This grade level was selected because of enough maturity to adapt to the new experiences offered but young and eager enough to be easily motivated. It should be noted, however, that there was a range of grades from three to seven included in the various programs studied. Most schools that experimented with sixth grade pupils now have plans or have already initiated programs for older students and outdoor education activities, such as day camping, excursions and school gardens, for younger pupils. It is safe to say that there is a place in school camping programs through which all grade levels may benefit.

#### Phase II - Pre-Camp Planning and Preparatory Activities

##### Pre-camp planning by administrators of camping program:

Usually such planning resulted in the compiling of handbooks or guides for teachers, equipment lists and letters for parents, applicant forms for counselors, permission forms, medical authorizations and insurance forms.

It should be noted that most of the programs considered required each family to purchase accident and sickness insurance for their children when participating in the camp program. The fee for such coverage ranged from forty cents to sixty cents. Medical

authorizations, allowing immediate medical care in cases of emergency, were also required in the majority of cases.

Equipment lists ranged from brief, general suggestions to detailed lists. Almost all lists examined urged the parents to purchase no special equipment for the camp period.

Pre-camp planning by pupils, teachers and parents: In all cases studied some pre-camp planning was encouraged among teachers and pupils. The fact that several of the programs made provision for parent participation in such planning indicates an awareness of the importance of good public relations to school camping.

In general, the type of planning done with children served to arouse interest and increase anticipation without creating such a definite mental picture as might bring disillusionment upon arrival at camp. One school system in particular urged that the camping experience not be planned as culmination to classroom projects.<sup>31</sup> However, other programs encouraged such planning. It is probable that some projects, not infringing on the flexibility of camp scheduling, could be profitably culminated in camp.

Pre-camp planning with counselors: It has been found fruitful to plan orientation sessions with new counselors in advance of the camping experience. The Auburn Camp program found value in a week-

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31. Crawford, Will C., "The Teachers' Guide to the San Diego City-County School Camp Program", San Diego, California: San Diego City Schools, 1949, p. 4

end conference at the camp site. For those camps with permanent staffs frequent conferences have had merit as evaluation and reorganization periods.

### Phase III - Camping Procedures and Activities

Utilization of the trip to camp as a learning experience: Using the trip to camp as a part of the learning experiences connected with the camp program has been recognized as having value by several of the programs studied. This particular phase seems not to have been developed to its full possibilities as yet by most of the programs. Recommendations have been made, concerning one program studied, that a loud-speaker system be installed in the camp bus to increase the effectiveness of counselor comments during the trip to camp.<sup>32</sup>

A desirable ratio of counselors to pupils: It was found in this study that the ratio of counselors to pupils ranged from one counselor for fifteen pupils to one counselor for seven children. The average ratio was one counselor for ten pupils. No exact number can be set as most desirable since such must be determined by the nature of the activities and the number of counselors available.

Adequately trained kitchen personnel: Although most camps studied reserved table serving and dish washing as purposeful work experiences to be shared by all children, the actual cooking was

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32. Ashcroft, Holly J., op. cit., p. 5

done by trained personnel. In some cases cooks were members of school hot lunch staffs and in other cases they were retained on a permanent basis. One or two cook-outs by children under teacher supervision were found to be a part of most programs.

The value of a central dining hall: Because of the emphasis placed upon social graces, eating habits and group morale a central dining hall was considered a necessity to most of the programs considered. The value of such a hall was greatly increased by its utilization as an assembly hall on rainy days.

Alternate plans for rainy weather: It has been found advantageous by all programs included in this study to have alternate plans for camp activities during wet weather. Camper morale was considered absolutely essential to the success of the camping experiences and the boredom of an unplanned rainy day might have meant the failure of the week's camping program.

Flexible schedules for camp activities: In all cases surveyed flexibility of the camping schedules was stressed. Such emphasis was in keeping with one of the basic objectives of all camping programs: that of providing for the interests of children in the out-of-doors. The tempo of camp life was kept as leisurely as possible within the time limitations of meals and darkness. Frequent periods of relaxation were an integral part of the programs of this study.

Utilization of local area resources: Quite in keeping with approved classroom methods all local area resources were utilized to

the fullest extent possible. Almost every camp had some resource peculiar to its own location, such as the clay beds of Camp Guyamaca, the sugar bush at Cleveland Heights and the lake at Camp Auburn. The values of these were recognized and they became a part of learning experiences at camp.

Adequate provisions for health and first aid protection: It has been mentioned that most schools asked for a health report from parents as well as conducting pre-camp examinations. It was noted that in addition to this the majority of camps provided for a dispensary and frequent health checkups. Some camps maintained a camp nurse and all were located within reasonable distances of hospitals.

Ample provisions for work experiences and group interaction: Purposeful work experiences have been considered an integral part of all programs herein surveyed. These experiences varied with differences in locale and facilities afforded. Some camps took advantage of farm units. Others stressed camp improvement and tree planting. All camps offered the experiences of serving tables, cleaning sleeping quarters and going dishes. It was considered that two objectives were involved in all such work experiences; (1) the realization of the purposes served by work, and (2) group interaction in which each person did his share to the benefit of the whole group. Democratic participation was the general theme interwoven throughout all camp activities.

Frequent planning and evaluation sessions: As a part of the flexible schedules common to most of the camps studied frequent planning and evaluation sessions were held. Often they were a part of campfire



activities or casual group discussions. At other times they were specifically scheduled. All camps conducted an evaluation period just prior to leaving the camp area at the end of each week. Teacher and counselor evaluation check cards were provided in some instances to be used throughout the camping period.<sup>33</sup>

#### Phase IV - Post-Camp Activities and Evaluation

Teacher, counselor, pupil and parent evaluation: Evaluation of the camping experiences was considered as an important part of all the camping programs studied. The methods of evaluation were various and included questionnaires, pupil discussions, requests for parental comments and post-camp conferences involving all people interested.

Teacher-pupil post-camp follow-up activities: It was considered that more benefit could be derived from the camping activities if they were not abruptly dismissed from classroom consideration. In most of the programs post-camp follow-up activities within the classroom groups were encouraged and suggestions of field trips, booklets, letter writing and play-acting were offered.

These criteria have been formulated by a survey of six established school camping programs and are to be used to evaluate the Union Gap School camping program described in following chapters.

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33. Appendix contains sample copies.

## Chapter III

### PLANNING THE UNION GAP SCHOOL CAMPING PROGRAM

#### The Idea: Its Source and Development

On November third, fourth and fifth of 1949 two teachers from Union Gap School attended the convention of the Washington Association for Health, Physical Education and Recreation held in Yakima, Washington. Among other sessions attended was a panel discussion concerning community-school camping. This panel discussion generated an enthusiasm and awakened an interest in school camping within the two teachers who carried proposals for a summer camp to the Superintendent of Union Gap School.

The Superintendent realized at once the great possibilities of school camping during the school year and basic preparations to develop the school camping idea were begun. In the period immediately following this decision the idea was presented to the faculty of the school whose response, as a group, was far from discouraging. Although all teachers did not immediately become enthusiastic there were several who did. The entire group offered to conduct an experimental program and test its feasibility. The objectives agreed upon by the faculty included: democratic living, healthful living, appreciation for nature, purposeful work experiences and spiritual values.

The camping idea was carried to the School Board which, with commendable farsightedness, enthusiastically approved an experimental program and authorized a faculty committee to begin developing plans and surveying the local area for a possible camp site.

The Soda Springs Resort was decided upon as the most desirable of all the places surveyed within a reasonable distance of the school. The Resort was not all that was desired of an ideal school camping site but its large area, roaring, mountain stream, soda water springs and many cabins qualified it as an adequate setting for the experiment. The less desirable features of the site included the lack of a tested water supply, a small, partially enclosed kitchen, cabins of small dimensions, and no central dining hall. The features considered as ideal included the close proximity of a State Forest Ranger Station; a fire lookout station; an area of commercial logging; an abundance of majestic pine and fir trees; mountains rising on two sides and a great wealth of refreshing, mountain air.

The reasonable distance of twenty-eight miles from school and the offer of the resort's owner to place the entire resort at the school's disposal for twenty dollars for a two day period had much to do with the resort being accepted as the site for the experiment.

The Faculty Camp Committee, meanwhile, had commenced collecting material from established camps about the nation. Materials were received from Long Beach and San Diego, California, several schools in Michigan, Ohio and New York. Some schools in Washington were

contacted also, and they were very cooperative. The Director of Health, Physical Education and Recreation of the Washington Department of Public Instruction was contacted. A camping consultant of the State Park and Recreation Commission was also contacted. Both offered encouragement and suggestions. Various resource persons such as the State Forest Ranger Stationed near the camp area, the Logging Superintendent of the Cascade Lumber Company, the State Game Protector of the area and the U. S. Soil Conservation Branch Office in Yakima were approached. All of these agencies displayed enthusiasm and offered their services. The State Forest Ranger offered the use of the Ranger Station, vehicles and other equipment in addition to the services of several members of his staff. The representative of the U. S. Soil Conservation Office offered to spend the entire camping period working with the children and this he has done during each year's program. With such cooperative support it was realized that the experiment was to be a reality. The two seventh grade teachers offered their classes and their own services. The seventh grade pupils had left no doubt as to their willingness to participate. It was agreed by the faculty that the seventh grade would be acceptable and that its pupils would be in a position to aid the program when eighth graders. All of the above was accomplished by the middle of February, 1950. Pupil and teacher preparatory activities were next in order.

### Teacher-Student Planning and Learning Activities

With realization that the experiment was to be consummated several of the upper grade teachers became very interested. The science teacher wanted to work on projects in conservation. The English teacher visualized wonderful opportunities for language usage with real meaning. The social science teacher had plans for imparting knowledge of local history and geography. The health and physical education teacher recognized opportunities to utilize life experiences in personal hygiene, food and recreation. With such enthusiasm it was not difficult to cooperatively formulate integrated units of study and learning activities. The seventh grade pupils immediately acquired the enthusiasm engendered by the teachers and became very valuable participants in all planning done.

The pupils decided they would like to keep a notebook record of their study unit activities and offered many suggestions as to procedures. The paper covers of the notebooks involved various types of art and bindings. The enclosed materials encompassed much of value in composition and outlining. The basic unit outlines were mimeographed as were pupil-teacher constructed maps, charts and illustrations. Individual and group research flourished as never before in the seventh grade. The school library was a busy place with pupils checking this item and that and gaining, all the while, valuable skills. Pupils scoured their own community and that of neighboring Yakima for pertinent materials. Science experiments were conducted

with new zest and different types of soil and plants took on new meaning. Weather became an important factor in each student's life and was studied and charted with new purpose. The children organized and divided the classes into committees to study and report on different phases of study. The presentation of their reports was their responsibility with guidance by the teachers. A great deal of initiative and creative thought was displayed by the various methods used to report committee findings. Unique wall charts and graphs were prepared. Models of the local terrain were constructed. Tables of figures and maps were devised. Playlets were written and presented; panel discussions and debates planned. Through meritable letter-writing activities, resource speakers were invited to speak to the children.

The school kitchen became a veritable laboratory in menu planning, food cost figuring and the preparing of healthful, wholesome meals. Vitamins and calories acquired new meanings for which the children, in their eagerness to learn, were willing to sacrifice their favorite tastes. Films were ordered, previewed, presented and discussed as part of committee reports. Excursions were made to points of historical interest and slides were made. Field trips were taken to study irrigation farming, contour plowing, the effects of erosion and the care of young trout. Notebooks began to bulge as magazines were literally devoured. Discipline became merely a matter of directing activities and energy. Never had the morale of a

seventh grade class at Union Gap School risen to such heights.

Teachers surveyed the camp site and utilized the existant cabin groupings to plan housing division for the boys and girls. Bulletins and letters to parents were prepared and sent home. Approving parents received and returned signed permission slips, equipment lists and registration forms. The equipment list, cooperatively prepared by pupils and teachers, is reproduced here as a sample of the type of material distributed.

1. Each individual student needs the following supplies:

A. Toiletries

1. Comb
2. Toothbrush
3. Soap
4. Towels

B. Clothing (Bring clothing which is suitable for the season)

1. Jeans or slacks for girls
2. Shoes (Comfortable - not too heavy nor light)
3. Two pair of sox
4. Pajamas
5. Sweater or Jacket
6. Handkerchiefs

C. Equipment

1. Three blankets or sleeping bag
2. Canteen
2. Instructions in the preparation and rolling of sleeping bags will be given in class.
3. Identification, in so far as possible, should be marked, stamped, or sewed on all clothing (this includes blankets).

4. No valuables or money is to be in the possession of students during the entire trip.

The dollar fee for food was collected without difficulty from each child participating. Schedules were formulated. Squads were chosen; leaders elected; skits prepared; songs collected and mimeographed.

Several pre-camp planning sessions were held with resource persons, teachers and cooks in attendance. There were no particular opportunities provided for parents to meet in a group and share in pre-camp planning. Two student-counselors were secured from Central Washington College of Education through Miss Garrison of the Department of Physical Education. The counselors were paid five cents per mile for the trips to and from the camp to cover transportation costs. They received no other remuneration from the school district. Time was too short to allow an orientation session at the camp site. Final preparations were completed and then, it was May 4, the day to go to camp.



## Chapter IV

### THE UNION GAP SCHOOL CAMP IN OPERATION

#### The Initial Camp in 1950

The school bus loaded with equipment and sixty eager children left Union Gap School about eight-thirty on the morning of May 4. The trip, itself, had not been planned as a learning experience but the children sang songs during most of the trip and thus created a cheerful atmosphere.

Upon arrival at Soda Springs, the camp site, all kitchen equipment was immediately unloaded, and the scheduled kitchen squads went on duty. The various cabin squads were shown their respective cabins and their equipment was installed. The children then assembled and flag raising ceremonies were conducted accompanied by appropriate bugle calls and the Pledge of Allegiance.

Lunches were packed for ease of carrying and the entire group, under guidance of the State Forest Ranger and assistants, set out on a climbing hike to the fire lookout station situated on nearby Sedge Ridge. Most of the five miles to the lookout tower was up the side of a mountain and the speed of the group was regulated by the slowest members. Frequent rest periods were spent in the identification of trees and collection of rock and plant specimens. Half-way to the lookout tower was situated a small clearing in which fires

were kindled under Ranger supervision and wieners were roasted constituting the first cook-out of the program. On top of the ridge the children were delighted to find deep snow in which to frolic and an excellent view of the valley from which they had ascended. In the tower the fire locator and range finder were explained. Each pupil took a turn at locating an imaginary fire and reporting it to the Ranger Station by telephone. Although not planned, many campers took great interest in several rock lizards discovered near the tower. Time was taken to explain the duties of a fire lookout and to identify wild flowers. Aerial photographs were used to orient the children to their surroundings.

Upon arrival back in camp all pupils participated in a rest period before dinner. After dinner the entire group was transported to the Ranger Station and shown cartoon films concerning fire fighting and soil conservation. After returning to camp all personnel gathered before a cheery campfire, roasted marshmallows, presented a skit or two and sang campfire songs. As much as two years later comments of children who were at this campfire, indicated that it was one of the highlights of their lives. After the campfire the children went to their cabins. The strenuous day had provided motivation for sleep and most of the children never heard "Taps" sounded.

The second day of camping was also filled with activities. Trout were planted by the children in Ahtanum Creek under the tutelage of the State Game Protector who also displayed and discussed pheasants

and chukars. After several game birds had been released the group was again transported to the Ranger Station and allowed to build fire trails and fight imaginary fires with Ranger Station equipment. The Logging Superintendent of the Cascade Lumber Company met the group and guided them to an area which had been selectively logged. He explained the methods of selecting and harvesting trees and increment bores, computing tapes and sighters were demonstrated and then used by the children. Small fir trees were planted and marked for further observation.

The children participated in another cook-out after which the entire group went into the logging area and followed the logging processes from the felling of a tree to its loading upon the truck bound for the sawmill. Water conservation ponds constructed by the Civilian Conservation Corps were discovered and explained. Several frogs and snakes made unscheduled appearances and added interest as well as knowledge to the excursion.

After arriving back in camp the children took time to sweep cabins and clear the camp grounds of paper and other cluttering materials. The children then reassembled their bedrolls and loaded them on the school bus. When all the children had boarded the bus it began the journey back to the school. Approximately half-way home the group stopped and examined St. Joseph Mission, a log building representing one of the first white men's institutions of the area.

The bus finally arrived at school late in the afternoon of

Friday, May 5, 1950. Thus was successfully completed the two day school camping experiment of the Union Gap School.

#### Revisions Made in the 1951 Program

Immediately after completion of the first years program two teachers were sent to the Pilot Program in Outdoor Education for High School Youth at Camp Waskowitz, near North Bend, Washington. Utilizing observations made during these visits and the results of further study the Camp Committee composed a list of suggestions and recommendations for the 1951 camping program.

During several special faculty meetings the possibility and desirability of expanding the camping program to include the fifth and sixth grades was considered. The recommendation that the camping period be extended to five days was made. The possibility of conducting a fall camping program in addition to the spring session was suggested. A reemphasis of the objectives of: developing the responsibilities of citizenship; the practicing of democratic group living; and conservation was proposed. A pre-camp orientation tour of the camp site for college student counselors was urged. It was deemed highly desirable that sickness and accident insurance coverage be made available and required of all pupils participating in the camping program. It was recommended that more activities be added to the existing program. Suggestions included: arts and handicrafts; specimen displays; more purposeful work activities; story telling;

more frequent rest and relaxation periods; and "...brief, non-denominational, devotional period (s) ---giving thanks or grace before meals."<sup>1</sup> The theory that the entire program of a school camp should, above all, be flexible was reiterated.

It is needless to review in detail the schedule of the 1951 camping program. The pre-camp preparations were very similar to those of the first year's program. Several of the recommendations and suggestions discussed above were adopted. All were approved but circumstances prevented the acceptance of some of them.

The school camping program was extended to three days and conducted the fifteenth, sixteenth and seventeenth of May, 1951.

With the aim of encouraging democratic group living and developing responsibilities of citizenship, organization of a student council of cabin representatives and elections of cabin chiefs and squad leaders were arranged. The few disciplinary problems were satisfactorily solved by the student council which demonstrated reliable judgement.

An integrated crafts program was included in the 1951 camp schedule and was also a portion of the alternate schedule prepared for rainy days.

A cook-out involving the use of aluminum foil was initiated with the 1951 program. This meal was comprised of sliced potatoes,

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1. Unpublished report, Union Gap, Washington: Outdoor Education Committee, 1950

onions, carrots and a pat of hamburger. This was prepared and wrapped as individual meals by the pupils before leaving for camp. These then constituted the first meal served in camp.

More purposeful work activities were added in 1951, and more emphasis placed on local Indian lore. Relaxation and rest periods were scheduled more frequently than before. Grace was either spoken or sung before the majority of meals, and an attempt was made to make the entire schedule more flexible than was the first program.

#### The Camping Program in 1952

Preparations for the 1952 camping program involved no great differences in those previously mentioned. Four student counselors were secured from Central Washington College of Education through Dr. Dickson, Cadet Supervisor. The lease price of the Soda Springs Resort, like prices in general, advanced from \$25.00 in 1951 to \$50.00 in 1952. The food cost per pupil for the three days of the 1952 camping experience was \$3.75.

Fewer pre-camp conferences involved to a lesser degree the resource persons who were now familiar with the program procedures. Notebooks of the 1951 seventh grade pupils were enclosed in wooden covers with leather hinges. This utilized more manual arts experiences and was in keeping with the establishment of a new woodworking shop at school.

Fifty-eight of the sixty-one seventh grade students participated in the 1952 program. New resource units were developed to aid the

student committees in their research work. Throughout both the 1951 and 1952 programs three cameras were used to record life at camp. One camera used Kodachrome film for the purpose of completing a set of slides depicting the various processes demonstrated at camp such as, firefighting, logging, and the planting of trees, fish, and game. The second camera was filled with 35mm, direct positive film and was employed to record as many pupil personalities, featured in camp activities, as possible. These pictures were developed immediately upon return to school, made into slides and used as a method of orienting parents and as a means of evaluation. The third camera was filled with ordinary film from which ordinary snap-shot prints were made for record books, bulletin board displays and for pupils who requested them.

Student council meetings, counselor sessions and visitor and pupil comments were recorded by a tape recorder during the 1951 and 1952 programs. The recordings were used for evaluation purposes and proved to be of definite value.

The items gathered by the campers on their specimen hunts were mounted, labeled and displayed. The ones judged as best in originality, variety, neatness, balance and over-all attractiveness were awarded small prizes.

#### Summary of Camping Schedules and Procedures

The Union Gap School Camping Program started as a two-day experiment in outdoor education in May, 1950. It was expanded to

include three days in each of the next two years. The camp site was leased for short terms by the School Board and pupils paid an average fee of slightly over one dollar per day per pupil for food.

The camping program centered around a curricular theme of conservation and a non-curricular theme of democratic living close to nature. Resource experts and agencies were, in every instance, extremely cooperative and enthusiastic, offering freely their time and services. Not once during the three programs was there a case of serious illness or serious injury. In general the schedules of activities were rather closely knit. Disciplinary problems at camp were few and of negligible importance.

The Union Gap School camping program is evaluated in other chapters of this study but there were some items not applicable to available means of evaluation. Some of these items should be mentioned here. The Union Gap School and community were the first to recognize and explore the possibilities of school camping in the central Washington area. Educational pioneering involves risks of public censure, and it involves financial expenditures. These were recognized and assumed. A good school camping program by its very nature can never be an accomplished fact. It must be as dynamic as the interests of its participants and the society it serves. Of this, those who worked with the Union Gap School camping program were aware, and it was their endeavor to continuously improve the program in all its aspects. After three experimental years the



camping program of the Union Gap School has apparently become a firmly established part of the education offered the children of the community.

Any program must be evaluated from time to time in order to follow a true course. The Union Gap School camping program has included provisions for an evaluation phase and it will be discussed in the chapter following.

## Chapter V

### THE EVALUATION AND FOLLOW-UP PHASE OF THE UNION GAP SCHOOL CAMPING PROGRAM

#### Pupil-Teacher Follow-Up Activities

After returning to school from camp, pupils and teachers continued to utilize their camping experiences throughout a follow-up phase.

Almost all students wrote letters of appreciation to the resource experts who had participated in the program. Letters were written to parents inviting them to an evening assembly held at school. This assembly was largely prepared by the pupils, themselves, and consisted of panel discussions, exhibitions of notebooks, specimen displays, edited tape recordings of camp student council sessions, slides and mounted photographs. Parents were encouraged to enter into sessions of discussion and criticism. Comments of parents, resource experts, teachers and students were almost all complimentary. All criticisms were offered from a constructive point of view and with aims of improvement. A majority of parents at these sessions favored a longer camping period to extend the opportunities of learning by experience. The following comment of a parent is indicative of the thinking and attitudes of many: "We think it a very good idea. It affords some education, that otherwise, they would not get..."

They also retain that type of education better than from books."

Teachers and pupils spent considerable time in class discussions for evaluating their experiences and formulating a basis from which to round out their learnings. It was decided that they all would like to go to the mill that was the destination of the timber they had witnessed cut, loaded and hauled away. So an excursion was planned and to the mill they went. The first class to go took pictures with direct positive film and made them into slides. Later classes viewed and discussed the slides before going to the mill and again upon returning to better grasp the various processes of milling lumber. Increment bores and specimens were mounted for display at the next fair.

Teachers and resource experts managed to meet at conferences to discuss possible improvements and plan for the next year's program. Donald E. Colwell, Logging Superintendent of the Cascade Lumber Company, made the following statement when interviewed by the writer:

"My experiences with your students has convinced me that this is the only successful way to teach conservation and I feel fortunate to have been able to assist in the program and will do all I can to further its success in the future."

Mr. Colwell also indicated that he would like to set aside a forty acre tract of timberland as a demonstration area for the program.

## Teacher, Parent and Pupil Evaluations

Mr. J. H. Johnson, former Superintendent of Union Gap School, prepared, distributed and tabulated evaluation questionnaires covering each of the first two years of the Union Gap School camping program. There were different questionnaires for teachers, parents and pupils. A sample copy of each may be found in the Appendix of this study. The writer of this report, utilizing the same forms, distributed questionnaires to students and their parents who participated in the 1952 school camping program. These have been tabulated and added to previous tabulations to present the following information.

### Evaluations Made By Teachers

Only those teachers who were involved in the management of the school camping program for at least two years were asked to fill out questionnaires. These teachers were chosen to make evaluations because they were in a better position to judge the program than others not so closely associated with it.

The teachers questioned indicated an enthusiasm concerning the experiments although not without some preliminary doubts about the size of the undertaking. All of the teachers expressed the opinion that the seventh grade pupils displayed the effects of a new incentive for learning when notified that they were to participate in the program. Without exception all teachers answering the questionnaire

believed that classroom discipline improved noticeably.

The teachers questioned were unanimous in rating the outdoor camping program as excellent and all believed that the program should be a part of the regular school curriculum.

Conservation, forestry, lumbering, soils, wildlife, health, handicrafts, language, history, sportsmanship, democratic group living and organization were some of the things considered by the teachers as major learnings of most of the participating children. Almost all of the teachers agreed that, of all the learnings provided by camping, an awareness of responsibility; learning by experience; and democratic governing of themselves were most important to seventh grade students.

All of the regular curricular subjects were listed as being affected through correlation of camping activities. The methods of correlation listed by the teachers involved project work such as notebooks, committee reports and experiments; resource speakers, field trips, demonstrations, films, slides and film strips. All of the teachers contacted rated the follow-up activities of the program as very worthwhile.

Among suggestions concerning the program were listed recommendations to allow for more student control, more time for handicrafts and nature study excursions, smaller groupings of students, a longer camping period and further public relation work.

### Evaluations Made By Parents

Of 141 questionnaires distributed to parents of pupils, who participated in the three school camping programs, 105 or 74% were returned completed.

The first four questions of the questionnaire were answerable by merely checking "Yes" or "No". These questions on all forms returned were answered. The results were as follows:

1. Were you in favor of your child participating in the "outdoor education and camping trip"?  
 Yes 103                      No 2
  
2. Do you think your child was properly prepared in different school projects of study before going on the camping trip?  
 Yes 104                      No 1
  
3. Do you think your child took a more active interest in school studies after he was told that the seventh grade class would make the camping trip?  
 Yes 101                      No 4
  
4. If your child had the opportunity again would you send him on such an outdoor education and camping trip?  
 Yes 104                      No 1

From the tabulated answers to these four questions it is readily apparent that the attitudes of most of the parents answering were decidedly favorable to the camping program.

The last three questions of the parent questionnaire requested comments and suggestions. These were tabulated as to the number of times each statement was listed. Since the comments and suggestions

listed by parents were not limited by questionnaire instructions as to vocabulary or content, there was a great variety of ways in which opinions were stated. The tabulations which follow include results of interpretations by the tabulators as well as verbatim comments.

5. List the things which you think your child learned from the outdoor educational and camping experience.

<u>Learning experiences:</u>	<u>No. of times listed:</u>
a. Conservation studies	49
b. How to control forest fires	47
c. Learning about different trees	34
d. Fish, bird and animal study	30
e. Planting of trees	30
f. Logging operations	28
g. How to get along with others	26
h. Nature study	20
i. Better able to care for themselves	11
j. All others	36

6. What part of the outdoor educational camping experience do you think was most valuable for your child?

<u>Most valuable learnings:</u>	<u>No. of times listed:</u>
a. Conservation study	26
b. Fighting fires	25
c. Outdoor education	17
d. Working together as a group	16
e. Appreciation of nature	15
f. Logging operations	11
g. Telling the age of trees	8
h. Learning to eat different foods	5
i. All others	24

7. List your suggestions and comments about this camping program.

<u>Comments and suggestions:</u>	<u>No. of times listed:</u>
a. Camping is very worthwhile	52
b. They had fun, also	33
c. Very educational	26
d. Three days are not enough	20

e. Practical experience in learning	17
f. A highlight in my child's life	14
g. Value in cooperating with others	9
h. Appreciated the teachers very much	8
i. Every school should have a program	6
j. All other comments	47

Questionnaire returns indicate that conservation and the control of forest fires were considered by most parents as being the most valuable learnings gained from the program. The study of trees, working together as a group, and appreciation of nature were also considered to be of exceptional value. Almost all parents indicated, by one comment or another, that camping, in their opinion, was very worthwhile. The fact that many parents reported that their child had fun also is indicative of the motivation inherent in camping. The general attitude of the parents is typified by the following comment: "Indeed the time was worthwhile, the expenses very reasonable. I would even favor far more time spent thus. My daughter made me wish I could have participated with her."

#### Evaluations Made By Students

Questionnaires were distributed to 137 pupils who had participated in one of the three school camping programs. Of this number 117 were completed constituting an 85% return. The questionnaire was composed of three questions requesting yes or no answers and two questions asking for comments.

Ninety-seven percent of the students answering indicated that they took an added interest in school work upon learning they were to



go camping. Sixty-nine percent thought that the time spent in camp was insufficient for covering all the things there were to learn. All of the students indicated that they would like to participate in another camping program.

In answer to the request to list the learning experiences they had at camp, the students reported locating and fighting fires, planting trees, planting fish, logging operations, tree identification and conservation the largest number of times. Several other learning experiences were also listed.

The fifth question asked each student to write a short story on their experiences at camp. In the short stories written many learning experiences were mentioned. The tabulated results follow:

<u>Learning experiences:</u>	<u>No. of times mentioned:</u>
a. Lookout station hike	75
b. Fighting fires and use of equipment	58
c. Logging operations	49
d. Fish planting in stream	44
e. Conservation of natural resources	44
f. Planting of trees	41
g. Songs and campfire fun	37
h. Bird culture	30
i. Telling age of trees by boring	27
j. Hiking	24
k. Rock formation study	24
l. Handicrafts	19
m. Good food to eat	18
n. Tree identification	18
o. All others, 21 items	70

It was interesting to note that, although not listed above, consideration for others and group living were mentioned several times indicating some student awareness of the more intangible values

to be derived from school camping. The general attitude indicated by the student questionnaire returns was consideration of the camping program as an experience of enjoyment and interest rather than one of study, as such. One student wrote, after listing a full page of learning experiences: "I just plain had fun in everything I did." That comment was typical of student reaction to the school camping program.

In so far as teachers, parents and students were concerned the Union Gap School camping program was successful. The questionnaires revealed needs for improvement and suggestions as to how to meet them. Of great importance was the enthusiasm with which the programs were encountered and the apparent awareness of the values inherent in such programs.

The Union Gap School camping program is of recent origin and, although the teachers, parents and student evaluations are of definite value, it is important that the program be evaluated by criteria formulated by a survey of well established camping programs in other locales. This is done in the next chapter.

## Chapter VI

### EVALUATION OF THE UNION GAP PROGRAM IN TERMS OF THE GENERAL CRITERIA DEVELOPED

It was a purpose of this study to survey six established school camping programs and from items discovered to be common to most of them establish criteria by which to evaluate the Union Gap School camping program. Summaries of the six programs surveyed and the criteria developed are included in Chapter II of this report. This chapter reports the application of the criteria in an evaluation of the Union Gap School camping program.

It is not intended that detailed and specific evaluations be formulated as a part of this study. Such evaluations would be of little value since circumstances differ with each locale. These differences must be recognized and camping programs tailored to fit the environmental needs of the community and its children. The following evaluations are then, of necessity, general ones.

#### Phase I - Developing the School Camping Attitude and Major Policies

##### Community - School Sharing

By comparing the initiation of the Union Gap School camping

program with the initiations of other programs studied the conclusion was reached that more preliminary sharing and public relations work in the Union Gap program could have been accomplished with valuable results. To establish a firm basis, for what constitutes an educational innovation, is very important to its continued success.

#### Development of Major Policies

Whereas most of the programs surveyed were guided by a policy making committee composed of representatives of various interested organizations of the communities and schools, the only committee connected with the Union Gap program was one composed entirely of educators. This was not sharing the program with the community to the extent proved desirable through examination of other established programs. Despite the fact that the community of Union Gap has apparently approved of the school camping program they do not share the planning nor the responsibility for its success. One of the basic functions of a community-school committee is the formulation of major policies.

Control of camp site and buildings. The Union Gap School camping program rests in a precarious position. Its camp site and buildings are leased each year for the camping period only and are subject to whatever whims private ownership might include. As an experiment, perhaps such arrangements were in order, however more permanent arrangements would be desirable for successful long range

planning. Several established programs, notably in Michigan, have found cooperation between several communities to be successful. Cooperative arrangements have solved many of the problems created by construction and maintenance of camp buildings.

Division of camp expenses. Expenses of the Union Gap program have been divided according to the general policy adhered to be most of the programs studied. The family has been expected to retain the privilege of maintaining its members to the extent that it does under normal circumstances. The school districts and communities have assumed all other costs.

Selection of grade groups as camping participants. Although the majority of programs studied were centered around sixth grade pupils no evidence was found that would support exclusion of pupils one or two grades lower or higher from school camping. In building its program around seventh grade students the Union Gap School was adjusting to circumstances. It has been recommended that the Union Gap program be expanded to include sixth grade pupils.

## Phase II - Pre-Camp Planning and Preparatory Activities

### Pre-Camp Planning by Administrators of Camping Program

Pre-camp planning, the formulation and distribution of bulletins and forms included in the Union Gap program were much the same as such activities in other programs studied.

The requirement of a student paid fee for sickness and accident

insurance, found to be a part of almost all other programs studied, has not yet been incorporated into the Union Gap program. Neither have parent signed medical authorizations been required. The inclusion of these two requirements would seem highly desirable in any school camping program.

#### Pre-Camp Planning by Pupils, Teachers and Parents

Parents have not been involved in pre-camp planning at Union Gap to the extent that they have in other programs of this study.

Pupils and teachers, according to all facts available, probably do more pre-camp planning at Union Gap than in any other program surveyed. The Union Gap School camping program was originally intended to be used as culminating activities for classroom projects. Such emphasis was modified to some extent the second and third year of the program. The study of other programs has not revealed proof, either way, as to the desirability of such emphasis. Perhaps the most pertinent guide is the emphasis, in all programs, upon the flexibility of schedules at camp and an atmosphere of relaxation.

#### Pre-Camp Planning With Counselors

The college student counselors who participated in the Union Gap program never enjoyed the advantage of a pre-camp orientation conference. This has been due to inconvenient distances and late assignments of counselors to the program. Such conferences have been considered of great importance in other programs. Such a

conference would strengthen Union Gap School camp operation.

### Phase III - Camping Procedures and Activities

#### Utilization of the Trip to Camp As a Learning Experience

The camping program at Union Gap has not utilized the trip to camp as a learning experience, but group singing and comradeship have been fostered. The trip home has been utilized as an extra excursion to a point of historical interest. Such practices appear to be in adequate compliance with this criterion.

#### Adequately Trained Kitchen Personnel

The Union Gap program has varied in no respect from the practices of other programs studied in respect to this criterion. Performance of kitchen personnel has always been excellent as has been the food served.

#### A Central Dining Hall

The camp site utilized by the Union Gap program affords only a partially enclosed kitchen and no dining hall at all. Because of this, social graces as learning experiences have been neglected to some extent. This also means that there is no enclosed room large enough for a general assembly. Should the weather turn rainy during a camping period the program would function under trying circumstances if at all.

### A Desirable Ratio of Counselors to Pupils

Pupils participating in the Union Gap program are grouped twice. One grouping constitutes the day squads and the other grouping is by cabins for sleeping. This necessitates fewer counselors during the day and teachers have participated at nights without missing classes. In both groupings the desired ratio of one counselor to ten pupils has been maintained.

### Alternate Plans for Rainy Weather

This criterion was met in each year's program at Union Gap. Fortunately the weather has been fair on each occasion and alternate plans have never been used.

### Flexible Camping Schedules

The first year's program at Union Gap was very tightly scheduled but each successive year's program has become more flexible. More and more time was provided for relaxation and the tempo of camp life was reduced to a great extent. Although more flexibility is desirable, certain limitations of time must be met when dealing with resource experts, cooks and others who must meet rigid schedules.

### Utilization of Local Area Resources

This criterion has been met in full by the Union Gap School camping program.



### Adequate Provision for Health and First Aid Protection

In contrast to most of the programs studied no special preliminary health examination has been conducted as a part of the Union Gap program. Some precautions were taken by requesting from parents information about unusual health conditions of their children. First aid supplies and trained personnel were always available.

### Ample Provisions for Work Experiences and Group Interaction

The Union Gap School camping program can be favorably evaluated as to this criterion. Many purposeful work experiences were provided and students readily recognized the need for purposeful work and maintained a wholesome attitude toward sharing duties for the good of the group as a whole. Many preparatory and camping activities furnished opportunities for group interaction. Some of the outstanding activities included committee work, student councils and follow-up activities.

### Frequent Planning and Evaluation Sessions

After the first year's program the Union Gap School camping schedules provided for frequent planning and evaluation sessions in which all camping personnel participated.

### Phase IV - Post-Camp Evaluation and Activities

This phase has been considered a valuable part of the Union Gap program and one which has been developed very successfully. Many

learning activities stem from camping experiences and these have been directed and expanded to a remarkable degree at Union Gap School. Such things as the parent, pupil and teacher evening assembly, follow-up excursions and panel discussions have presented many learning experiences of value.

#### Summary of Evaluations

In general the Union Gap School camping program was not shared with the community to the extent found desirable by studying other programs. The camp site was not as permanently secured as a long range planning would warrant. Health precautions were not as extensive as those provided for in most of the programs studied.

Almost all camping procedures and activities were found to be satisfactory. However, more time spent in camping activities could be beneficially utilized. The lack of a central, enclosed dining hall placed the program at a disadvantage; increasingly so, in bad weather.

The post-camp evaluation and follow-up phase stressed at Union Gap was found to be comparable to similar phases of other programs studied.

The Union Gap School camping program does not compare unfavorably, in most respects, to those programs examined in this study. Recommendations based on the evaluations presented herein follow in the next chapter.

## Chapter VII

### SUMMARY AND RECOMMENDATIONS

The educational scene in the United States is gradually expanding. A significant portion of this expansion is due to the inclusion of outdoor education and camping activities into school curricula. The value of learning by doing in the environment of nature's out-of-doors becomes increasingly recognized and is receiving acceptance by a mounting number of educators. To be sure, school camping has attained only an experimental basis in many school programs, however, it is significant that its possibilities have already influenced several progressive school systems.

#### Summary of this Report

By this study it was intended that the writer gain a knowledge of school camping programs. It was a purpose of this study to develop criteria of value as guides for the establishment of successful school camping programs. It was also a purpose of this study to outline a plan of procedures for the establishment of a school camping program for seventh grade pupils.

The procedures followed in this study included examination of available literature concerning six established school camping programs, evaluation of the programs and development of criteria

from items common to most of them.

These criteria were to be of use in evaluating other school camping programs. The history of the Union Gap School Camping Program was presented in this report. The Union Gap program was evaluated by questionnaire returns from teachers, pupils and parents of the community. The criteria developed from surveying six established programs were applied to the Union Gap School camping program for evaluation purposes.

This study indicated that school camping has encompassed several major aspects of a normal educational program. Successful school camping was found to be based on good public relations. Careful planning was an integral part of the programs included in this study. The survey within this study provided evidence supporting the assumption that there was no satisfactory substitute for well trained and oriented personnel in successful camping programs. Democracy and appreciation of the national heritage were keynoted throughout all programs studied. It was discovered that basic educational philosophy and the commonly accepted principles of the psychology of learning were closely adhered to in all camping programs scrutinized. The study of the various programs revealed that frequent evaluations were accepted as valuable assets toward improvement of the programs.

### Recommendations Evolved from the Study

As results of this study several aspects of the camping programs have impressed the writer as being of importance to the planning and establishing of school camping programs. In reference to those aspects the writer offers the following recommendations in the belief that they may be of value to those interested in establishing school camping programs.

1. Throughout this study it was apparent that measurements of the benefits of school camping have been noticeably few and inconclusive. It is therefore recommended that those interested in developing school camping programs conduct research concerning possible means by which the benefits of school camping can be objectively measured and tabulated.

2. It was noticed that all of the established programs surveyed in this study assured the support of patrons by providing for their inclusion in the planning and initiation of the various school camping programs. Therefore it is recommended that patron interest and support be solicited as a preliminary phase in the establishment of a school camping program. It is further recommended that major objectives be cooperatively formulated and approved by patrons and educators preliminary to the specific planning of a camping program.

3. After an experimental camping program has resulted in a decision to establish a long range plan for school camping as a part

of the school curriculum, consideration should be given to the securing of a permanent camp site and buildings through long lease arrangements or purchase. In those programs studied such arrangements were the responsibility of the school districts and interested community organizations.

4. Inasmuch as camping expenses must be a primary consideration in any school camping program, it is recommended that the policy followed by the programs surveyed be given serious consideration. The survey of the various programs indicated that it was desirable to allow the family to maintain its own members in respect to food, personal equipment and sickness and accident insurance. Under such a policy the school districts and communities assumed all other expenses.

5. Recognition of basic principles of camp operation would appear as necessary in any program as a means of attaining the adopted objectives. The basic principles accepted in most of the programs examined included flexibility of schedules, an atmosphere of ease and relaxation, emphasis on the whole child, democratic group living, utilization of local resources, adaptation to the natural environment and training in self-reliance. These principles are not the sole characteristics of successful school camping, however, they have been considered as educationally sound and it is recommended that they be carefully considered before rejecting them from a school camping program.

6. In those programs surveyed it was found that the primary purpose of school camping was education. Merely taking children outdoors without provisions for proper guidance or instruction would be difficult to justify educationally. Therefore it is recommended that emphasis be placed on providing for a ratio of at least one well trained and oriented counselor for every twelve pupils in any school camping program contemplated.

7. As a result of this study it is recommended that all camping programs include buildings and plans for camp activities during inclement weather and ample provisions for purposeful work experiences.

8. In order to justify, attain and improve the objectives of school camping it is recommended that periodic evaluations be conducted, interpreted and utilized. This was found to be the practice of the programs considered in this study.

9. The results of this study indicate that public school camping is based on sound educational philosophy and that exploration of its possibilities and unique benefits is warranted by more schools. It is recommended that many more educators consider school camping in terms of curricular improvement.

"Experience shows that the public in time will support any reasonable change in school procedure which gives assurance of better

education for youth."<sup>1</sup> That the public will recognize the values and possibilities and approve of school camping has been adequately proved by student and parent evaluations of the Union Gap School camping program and the appraisals of other programs included in this report.

The writer hopes that those people interested in meeting and solving the problems presented by the complexities of modern life; those people interested in developing the whole child into useful citizenship; those people whose vision extends beyond the four walls of the traditional classroom will encourage and actively support outdoor education and school camping.

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1. Sharp, L. B., "Basic Considerations in Outdoor and Camping Education", Bulletin of the National Association of Secondary-School Principals, 31:43-47, (May, 1947)



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TEACHER'S QUESTIONNAIRE ON UNION GAP SCHOOL CAMPING

(Your name and individual information will be kept confidential)

\_\_\_\_\_  
(Name of Teacher) (Address)

1. What was your attitude toward the "outdoor educational camping program" when you were first asked to help with it?  
\_\_\_\_\_
2. What did you like or dislike about the "Camping Program" when first approached with the suggestion? \_\_\_\_\_
3. Upon learning that they would participate in the "camping experiences" did the students demonstrate a new incentive for learning? \_\_\_\_\_
4. Did you notice any difference in the discipline of the classroom after the announcement that the seventh grade had been selected for the camping experience?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Better or worse: \_\_\_\_\_
5. After witnessing the outdoor camping experience with the seventh grade students, how did you rate it?  
Poor \_\_\_\_\_ Fair \_\_\_\_\_ Good \_\_\_\_\_ Excellent \_\_\_\_\_.
6. List some of the things that you consider that the majority of the students learned from the "Camping" experience. \_\_\_\_\_
7. Of the items listed in #6, which do you consider the most valuable for the student of the seventh grade level?  
\_\_\_\_\_
8. Do you think that students of the other grade levels should have this outdoor camping experience? Yes \_\_\_\_\_ No \_\_\_\_\_. If the answer is "Yes", what grades? \_\_\_\_\_
9. Should the outdoor educational camping program be a part of the regular school curriculum? Yes \_\_\_\_\_ No \_\_\_\_\_.
10. List suggestions and comments concerning the outdoor educational camping program as sponsored at the Union Gap School.  
\_\_\_\_\_
11. Please indicate methods used in integrating outdoor camping with the school curriculum: \_\_\_\_\_  
A. Prior to the camping experience: \_\_\_\_\_  
B. After the camping experience: \_\_\_\_\_

## PARENTS' QUESTIONNAIRE ON UNION GAP SCHOOL CAMPING

---

 (Name of Parent Answering)

---

 (Address of Parent Answering)

---

 (Name of Student Participating)

---

 (Year of Participation)

MARK AN X IN THE BOX AFTER "YES" or "NO" TO INDICATE ANSWER.

1. Were you in favor of your child participating in the "outdoor education and camping trip"? Yes  No
2. Do you think your child was properly prepared in the different school projects of study before going on the camping trip? Yes  No
3. Do you think that your child took a more active interest in school studies after (he, she) was told that the seventh grade class would make the three day camping trip? Yes  No
4. If your child had the opportunity again, would you send (him, her) on such an outdoor education and camping trip? Yes  No
5. List the things which you think your child learned from that "outdoor educational and camping experience".  


---
6. What part of the "outdoor educational camping experience do you think was the most valuable for your child? 

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7. List your suggestions and comments about this camping program. You may want to comment on the amount of time, if it was worthwhile, if your child still remarks about the good time, and so forth. (Use the back of this sheet if you like) 

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## STUDENTS' QUESTIONNAIRE ON UNION GAP SCHOOL CAMPING

(Your name and individual information will be kept confidential.)

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(Name)

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(Address)

MARK AN X IN THE BOX WHEN ANSWERING "YES" or "NO".

1. Did you take an added interest in your school work when you learned that your seventh grade class had been selected to take the "outdoor education trip"?  
 Yes  No
2. Did you think that the time spent at the camp at Soda Springs was long enough for all the things that there were to learn?  
 Yes  No
3. List below the educational learning experiences that you had while at the camp with the seventh grade class. \_\_\_\_\_

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(Use other side if not enough room)

4. If you had the opportunity, would you again want the learning experiences of such an outdoor educational camping trip?  
 Yes  No
5. Write a short story on your experiences while at the Soda Springs Camp at the time that you were there with the seventh grade class.

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(Use other side of this sheet if you like)

## USE OF COUNSELOR NOTE CARDS\*

Each counselor will be given enough 4" x 6" cards that he may make up one for each camper under his guidance. We hope to send to each parent a summary of their child's behavior in camp and the notes taken by each counselor will serve as a basis for this report. The value of the camp to each individual can then be evaluated.

Make it a practice to take notes throughout the week rather than at the end of the period. Make the comments brief and to the point, using specific instances wherever possible. Use care in pointing out undesirable traits but do include them. Emphasize evidences of growth, always concluding with a positive note.

Here are points which might be included in a report:

Adjustment to others in group.	Cooperates with others.
Ability to make new friends.	Respect for rules.
Considers welfare of others.	Dominating others.
Leadership abilities. (specify)	Lunchroom manners.
Accepts responsibility.	

There are many other fields. Always be specific.

HERE IS A SAMPLE CARD:

NAME _____	SCHOOL _____
PARENT'S NAME _____	ADDRESS _____
COUNSELOR'S NAME _____	
COUNSELOR'S COMMENTS:	

\* A Camp Auburn Bulletin, Auburn, Washington: Auburn Schools.

## PROGRAM INTEREST LOCATOR\*

	Archery	Capture Flag	Swimming	Wide Games	Campcraft	Handicraft	Hiking	Nature Study	Fishing	Volleyball	Softball	Horseshoes	Overnight Hike								
Names of Campers																					

Totals																					
Activity Used																					

To counselors:

1. List the names of all campers in your unit in space provided.
2. Interview each camper individually, taking up each activity listed and explaining it.
3. Indicate under each activity the interest of the camper by placing a "1" in the square if he is interested, a "2" if he is very much interested.
4. After interviewing everyone in your unit, add the scores under each activity column and enter the totals in the space provided. This total will serve as a guide in planning unit activities.
5. As the group participates in each activity, place a check under appropriate column opposite "Activity Used."

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\* From Camp Auburn, Auburn, Washington, Auburn Schools.

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