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Guidelines for Development of Outdoor Education Programs

Leland D. Chapman
Central Washington University

GUIDELINES FOR DEVELOPMENT OF OUTDOOR EDUCATION PROGRAMS

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by

Leland D. Chapman

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APPROVED FOR THE GRADUATE FACULTY

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Alan R. Bergstrom, COMMITTEE CHAIR

_____

Donald Ringe

_____

James G. Green

ACKNOWLEDGMENTS

This study originated from the fact that the Department of Education of the states of Washington, Oregon, and Idaho, do not have specific written guidelines for school districts in Outdoor Education. It is sincerely hoped that this study and ideas obtained from it can be of value to educators in the Pacific Northwest interested in establishing a program in Outdoor Education.

I am especially thankful to my wife, Lynn, for all her help and encouragement.

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GUIDELINES FOR DEVELOPMENT OF OUTDOOR EDUCATION PROGRAMS

by

Leland D. Chapman

July, 1972

This paper presents guidelines for development of an outdoor education program for schools in Washington, Oregon, and Idaho. This developmental study is an analysis of the information collected from nine districts in Oregon, Washington, and the Regional Office, U.S. Forest Service, Portland, Oregon. It is limited to evaluations of existing programs, interviews with resource personnel and library research.

Recommendations of this study are those indicated by the districts consulted and the Washington and Oregon Departments of Public Instruction.

CHAPTER I

STATEMENT OF THE PROBLEM

In Washington, Oregon, and Idaho, educators are establishing outdoor education programs on an individual district basis. It is the intention of this study to draw together many aspects of those programs and organize guidelines which could be followed by all districts in establishing programs in outdoor education.

Scope and Limitations of the Problem

The scope and limitations of this study involve nine district programs in Oregon and Washington and the regional office of the U.S. Forest Service, Portland, Oregon. In Oregon, five districts were consulted: Hillsboro, Bend, Eugene, and the Multnomah County Environmental Council, which coordinates for all Portland area schools. In Washington, districts consulted were Auburn, Kennewick, Richland, Vancouver, and Walla Walla. All districts used in this study have existing programs in environmental or outdoor education, considered by the State Departments of Public Instruction to be a valuable experience for children. Districts which received major considerations due to the completeness and availability of materials were Auburn, Kennewick, Richland, and Walla Walla in Washington, and Bend, Multnomah County, and Hillsboro in Oregon. The Department of Public Instruction, State of Idaho, indicated they had no known satisfactory district program available to consult.

Procedures

For this study, data was collected from the mentioned districts and the regional office of the U.S. Forest Service by personal interview and correspondence. It was made known to the outdoor education directors in each district that materials requested were to be used in the development of a descriptive study of outdoor education programs in order to develop guidelines that could be used by districts in Oregon, Washington, and Idaho to aid establishment of working programs in outdoor education.

Need for the Study

The need for this study was evidenced by the fact that when questioned, the State Departments of Public Instruction in Idaho, Oregon, and Washington stated they did not have a written State guide, but only had reference to outstanding district programs. These departments indicated that a need existed, but the job had not been done.

The Results of the Study

The results of this study will be guidelines for establishing an outdoor education program that can be useful to all districts interested in implementing a program in outdoor education.

The result of the data collected will be presented in Chapter III as guidelines for establishing outdoor education programs. Helpful data related to areas of administering and

establishing the program are included in Appendix A and B. The forms in Appendix A are not necessarily guidelines that aid establishment of outdoor programs, but they are guides that are extremely useful in preparing records of student insurance, health records, permission slips, pupil and teacher inventory forms, and a student interest form. Enclosed in Appendix A is a complete packet developed by Kennewick District #17. This packet was used to inform parents of the program and to register students. Appendix B contains evaluation forms from districts. These are only guides. Appendix C contains a path network chart for scheduling. Appendix D contains forms used for selection of student leaders.

Introducing the Outdoor School

Educators are seeking methods that will vitalize education in order to bring new meaning and relevance to the students involved in the total learning process. We know that children seem to learn faster through direct learning experiences that provide total involvement for the learner.

The very nature of education today is the contrived learning experience. Many educators seem to have forgotten that there is a natural world around them and that its very nature promotes curiosity and the desire to learn. If we are to increase the quality of education in our schools, teachers and administrators must recognize and be able to use learning environments that will

provide relevant learning experience for the student. The outdoor school provides the opportunity for the application of relevant and truly significant learning experiences that can help in the development of the total child. The outdoor school is usually a week-long resident learning experience in an organizational site located in a natural environment. It provides a learning environment for a total living experience. Through direct experiences which are possible in this environment, children can discover and identify problems, propose solutions, and carry out and evaluate their plans. They can work, play and live together in a situation that makes sense to them. They have occasion to come to grips with their immediate human and natural environment, in a vital and effective manner; thus, they are better prepared to cope with the changing aspects of the world in which they are to live and work.

Those familiar with the outdoor school program feel many of the skills and attitudes needed by young people today can best take place in a natural outdoor environment. The significant educational contributions of the outdoor school experience are broad. However, it is believed that the most significant contribution is offering to children the opportunities for direct learning and experience in democratic living, and in understanding the value and importance of our natural environment. The outdoor school makes a unique contribution to education in the general areas of

social living, citizenship, healthful living, work experience, recreational living, gaining a better understanding of man's physical environment, and how to use our natural resources wisely.

An analysis of the school curriculum indicates that many of the concepts considered essential in the various subject matter areas can best be learned outside the classroom through direct first-hand contact with the natural environment. These learning experiences may include field trips, outdoor classrooms, excursions, outdoor skills, and the use of native materials in arts and crafts. However, in order to distinguish between the outdoor education experiences which take place within the limits of a single school day, and those which take place over a period of several days, the term outdoor school has been applied to the resident experience.

At an outdoor school, children study the interrelationships of man to his natural and man-made environment. They are taught to use the simple tools of the woodsman and craftsman. Their equipment is that of the discoverer: maps, compasses, binoculars, lenses, and the microscope. The methods are those of the scientist: exploring, discovering, collecting, investigating and evaluating.

The curriculum uses the study of the natural resources (soil, water, plants, animals) as vehicles to involve students in relevant learning experiences in social studies (history, economics, geography, political science, and anthropology); science, ecology,

math, language arts and creative arts. The recreational experiences concentrate on the development of the single interest recreational skills that these children will need in order to more efficiently use leisure time to enhance their lives.

The twenty-four-hour-a-day experience provides each child with the opportunity to appreciate those intangibles that grow out of a close association with others. Also, the classroom teacher has an unusual opportunity to understand better those he teaches, and to establish a closer relationship with his pupils. This type of experience is one of the few opportunities in education in which the democratic process really has the time and climate to develop and be put into practice.

The resident outdoor school usually takes place in the sixth grade, because it is normally the last year of the self-contained classroom. But many programs have been held in the fourth, fifth, seventh, and ninth grades. One school district program has a two-day fourth grade experience, a one-week fifth grade outdoor school, and an advanced one-week sixth grade outdoor school.

The outdoor school provides a unique and exciting place for high school and college students, many of whom will become teachers working with school children in a leadership role. The value of this experience for these student leaders has too often been overlooked in the total educational process.

The experience at the outdoor school may be conceived as a comprehensive approach to learning. Some of the learning grows out of the school curriculum; other concepts learned are unique because they cannot be experienced in the regular classroom. Upon return to the classroom, following a week at the outdoor school, children and their teachers have experienced a multitude of new learnings which can be applied to all subject matter areas of their school curriculum. This kind of education cannot help but reinforce and enrich regular instruction.

The naturalness of the outdoors leads easily into different teaching techniques. Uninhibited by space and strict time schedules, teachers can accomplish the following with little effort.

	Item	Accomplishment
1.	Behavioral objectives	Tasks are easily measured by involvement and activity oriented tasks.
2.	Team teaching	Team teaching takes place with program coordinator, resource specialist or student counselor.
3.	Flexible scheduling	The program and schedule is developed around the needs of the child and his peer group and may be adjusted from day to day.

4.	Instructional materials	There is a whole environment of free, relevant instructional materials just waiting to be used. Consider the outdoors as a reference library.
5.	Relevancy	All parts of the outdoor school deal with learning to live and learn together in the here and now.
6.	Student-Teacher in Training	Trained high school student leaders act as assistant teachers.
7.	Low Student-Teacher Ratio	The number of trained high school student leaders makes possible a student-teacher ratio during the instructional period of about four to six students per one teacher.
8.	Achievement Groups	Each student or group of students proceed at their pace and with assistance from a student leader and teacher.

9.	Individualized Instruction	Low student-teacher ratio provides for initiating individualized instruction to all achievers.
10.	Use Total Environment	The outdoor school involves the student in another learning environment. The outdoors becomes the book and curriculum that contributes to learning.

The experiences at the outdoor school contribute effectively and uniquely to learning. Some of the learnings acquired grow out of the school curriculum; others are unique because they cannot be experienced in the regular classroom. Upon return to the classroom, following a week at the outdoor school, children and their teachers have experienced a multitude of new learnings which can be applied to all subject matter areas of their school curriculum. This kind of education cannot help but reinforce and enrich regular instruction.

Definition of Terms

	Term	Definition
1.	Outdoor School	The actual situation of children learning in the outdoor environment at a resident location.

2.	Resident Outdoor Education Camp	A camp where children spend usually a week in residence and have academic as well as social outdoor experiences.
3.	Outdoor Education	All experiences that are related to planned out-of-doors activities, including social and academic experiences.
4.	Conservation Education	A general term for the curriculum that deals with conservation of natural resources and taught out-of-doors. Conservation Education is usually connected with prior planning or accompanying classroom instruction.

CHAPTER II

REVIEW OF LITERATURE

This chapter will present an historical overview of outdoor education programs in the United States; preparation of teachers and in-service training for teachers in outdoor education; a survey of methods of funding programs; and present program objectives.

Historical Overview

In describing the early experiences, Mand states:

> The first American school venture into the outdoors occurred at Round Hill School between 1823 and 1834 and was prior to the summer camp efforts of Frederick Gunn in 1861, usually thought of as the first organized outdoor experience for youngsters. (Mand, 1967).

> Round Hill School was established by George Bancroft and Joseph Cogswell. These two Harvard graduates sponsored outdoor education, camping, and hiking in the form of annual trips to see places and things, and geologic expeditions and fishing and trapping trips. (Bennett, 1965).

With these two quotes, one can see that outdoor education is not a new concept. The first organized outdoor experience was in the summer of 1861. At this time, Mr. and Mrs. Frederick W. Gunn took the entire student body of the Gunnery School for Boys in Washington, Connecticut, on a gypsy trip. This experience included organized walks on the beach, boating, sailing and

fishing. The experience was successful enough that Mr. Gunn continued these camps from 1861 to 1879. The camps were organized school camps and were not for money-making purposes. (Lehman, 1929).

Outdoor experiences were also started by non-school organizations, such as the Y.M.C.A., Boys Clubs, Boy Scouts, Y.W.C.A., Girl Scouts and Campfire Girls. These camps gained wide acceptance, especially for summer social contact and handicraft for children. These organizations found success largely due to the expansion of private camping between the years 1900 and 1920. (Nathans, 1961).

The first public school sponsored camp began in 1912 when the Visiting Nurses Association in Dubuque, Iowa, conducted a camp for malnourished children with cooperation of the school board. Outdoor education as we know it had its beginning about 1919 when the Chicago Public School System conducted a session at Camp Roosevelt. It received its largest boost when, in 1930, the W. K. Kellog foundation of Battle Creek, Michigan, developed a curriculum with the Battle Creek Schools. The program was under the direction of H. B. Masters. This form of outdoor education, using the resident camp and a defined school curriculum, spread in the late 1940's. California, Texas, New York, and Washington soon had similar programs. In Washington, the Highline School District took the initial steps for outdoor education.

In Oregon, an educator and a leader in developing outdoor education programs caught the eye of President Nixon for his outstanding work. In the Bend Bulletin, it stated:

> A Prineville educator, Cecil M. Sly, former Crook County School Superintendent, has just received a presidential commendation from Richard M. Nixon for his pioneering of an outdoor education program in Oregon schools.
>
> The commendation was accompanied by a personally signed letter from the President.
>
> While serving as superintendent, Sly was instrumental in 1959, in establishing the first "outdoor classroom" in an Oregon school. It involved 36 sixth graders, who spent a week in May at Camp Tamarack, northwest of Sisters. The program, which had continued and been expanded, became the prototype for similar outdoor classes in many other Oregon districts.
>
> In his letter, President Nixon wrote: "Your outstanding work to preserve the magnificent environmental heritage of your area was brought to my attention recently, and I want to commend you for your excellent efforts."
>
> Sly said he was surprised at the commendation and did not know how Nixon learned about his work, but added that he deeply appreciated the recognition.
>
> The former superintendent, who retired in 1963 after serving for nearly 20 years, said the inspiration for the program came at a spring meeting of educators held on the Oregon coast in 1958.
>
> "There were some outstanding conservation people at the meeting. They were trying to sell us on teaching more conservation," he recalls.
>
> The idea for an outdoor program developed as Sly drove back to central Oregon. The teacher that first year was Mrs. Ellen McCormack, who, like Sly, is now retired and still living in Prineville.
>
> Sly said he received the cooperation of Oregon State University and the Oregon State Game Commission in developing the first curriculum. A film made the first year, "Mrs. McCormack's Outdoor Classroom," is still used to explain the program and encourage other districts to adopt similar programs.
>
> Since 1959, permanent outdoor classroom programs have been established in at least 25 other Oregon school districts. Sly estimates there are now more

> than 10,000 sixth graders each year who participate in week-long outdoor classes in the fall and spring.
>
> In 1960, Sly helped organize a state advisory committee on outdoor education and conservation, and for the first three years served as its chairman. He is still an active member. The committee is currently preparing recommendations for a further broadening of the program to include more schools.
>
> Sly has also worked with the Izaak Walton League at local and national levels, and for six or eight years served on the league's national committee on conservation education. A manual prepared by the committee is used in many schools throughout the nation.
>
> Throughout the years Sly has also appeared as a panel member discussing conservation programs before a number of national education meetings. (Bulletin-Bend, Oregon December 4, 1970.).

The coming of more outdoor education programs brought about a need for educating teachers to teach in outdoor education programs.

Teacher Preparation

Preparation in outdoor education for teachers began in the mid 1800's. "Between the years 1847 and 1934, approximately 49 colleges and universities sponsored course offerings at field campuses. These courses ranged from archaeology, botany, forestry, and geology to surveying, recreation, and zoology." (Hammerman, 1964).

In June of 1944, the first ten-day institute for students and teachers was conducted in conjunction with New York teachers colleges. In 1945, the institute was held once again in the out-of-doors and included representatives from teachers colleges in New York and New Jersey. (The Record, 1946).

> The goal of the institute was to give faculty and students instruction in the use of the out-of-doors in the preparation of a teacher. The stress was placed upon actively doing things rather than talking and reading about them. Special attention was given to the adaptation of the school curriculum to the outdoor setting and the postwar needs of American youth. Two semester hours of credit in outdoor education were granted each student upon the satisfactory completion of the ten-day institute. (Cooper, 1947).

In 1952, Central Washington College of Education offered a "Science and Outdoor Education Camp" which ran from July 17 to July 31. The purposes of the camp were "to extend learning in an environment of rich resources," and "to offer advanced study in new techniques in the teaching of science, conservation, and outdoor living." The camp was located in the Cascade Mountains near Ellensburg. The program was offered as part of the college extension service. All interested persons were able to enroll. College students eligible for upper division credit could earn five quarter credits of extension and others could enroll on an audit basis. (Quarterly Bulletin, 1952).

In the spring of 1971, Central Washington State College started a pilot program in which they had nine students enrolled. These students were in both Arts and Science and Education and did take part in a program put together by the Geology, Psychology, and Science Departments. This program was conducted at the Cispus (Job Corps) Environmental Learning Center near Randle, Washington. Some of the students worked in the outdoor programs of different school districts attending Cispus that spring. (Schliesman, 1971).

Inservice Training

For some time, schools in Washington State have recognized that it is their responsibility to help provide outdoor education experiences for teachers. "In 1953, the first state workshop was organized to make use of outdoor laboratories as a method to help teachers build necessary backgrounds." (Gold, 1955). This pilot project was such a success that in 1954, four additional workshops were conducted with an attendance of about 200. Central Washington College of Education, State College of Washington, Eastern Washington College of Education, and Western Washington College of Education each sponsored one of the four 1954 workshops. The program in 1954 was called a "Workshop in Science (Conservation) and Outdoor Education" and ran from August 15 to August 21. There were three quarter hours of credit given for each workshop but it has since been increased to five quarter hours. (Quarterly Bulletin, 1954).

This year in the State of Washington, classes were offered in weekend extension courses as well as summer workshops from almost all of the major colleges. (Conservation Vistas, April, 1972). In Oregon, classes were also offered, such as the one described, by Oregon State University. This one and others are described in Conservation Vistas and in Oregon State Department of Public Instruction bulletins in addition to local news services.

> A course, "Man and His Environment," to be offered at Oregon State University in the spring quarter for the first time will use a teaching team.
>
> The course objective: A comprehensive approach to environmental problems so students can understand origins of the problems and get a balanced perspective of their significance and some concept of alternatives available for solution.
>
> The course, taught by a biologist, social scientist, humanist, and engineer, will have no prerequisites. Enrollment in the four-credit sophomore-level course will be limited to 240 students.
>
> An outgrowth of recommendations of a task force of the OSU Environmental Health Sciences Center, the course will be on an experimental basis. Part of it is an evaluation program to measure merit for continuation or expansion. (The Statesman, Salem, Oregon, March 18, 1971).

Session dates are found in catalogues and publications such as Your Public Schools, published by the Superintendent of Public Instruction for Washington State; Conservation Vistas, a regional newsletter for Oregon and Washington, published by the Forest Service, U.S. Department of Agriculture in Portland, Oregon. In addition, the journal, Regional Conservation Education Newsletter No. 27, April, 1972, lists the following calendar of events:

June 14-26	Conservation and Outdoor Education Workshop - Central Washington College - Cispus Environmental Learning Center - five credits.
First session June 18-July 14	University of Puget Sound - two four-week sessions at Camp Murray Summer - a unique multi-dimensional environmental education and outdoor recreation program. Program includes

Second session July 24-August 18	workshops with teaching strategy specialists, mountain-coast-desert-urban field investigation, curriculum-making for classroom use, involvement in cultural and recreational activities, and field evaluation of methods and materials with student participants. Credit: 15 quarter hours of graduate credit for each four-week session. Fees: $600 - includes tuition, meals, lodging, air transportation. Registration: Dr. John Jones, Director, Division of Continuing Education, University of Puget Sound, 1500 N. Warner, Tacoma, Washington 98416.
June 19-August 18	Western Washington College - Practices in Environmental Education - 12 credits - Contact Don Schafer, Room 328, Court House, Everett, Washington 98201.
June 19-July 28	Institute on the Ecology of Man - Huxley College of Environmental Studies - ten credits. Write to Huxley, Western Washington State College.
June 19-July 19	Pacific Lutheran University - Environmental Recreation and Outdoor Education - ED 404 ES four credits.

There are many more opportunities for participation in outdoor education workshops now than there were prior to 1954.

Funding Outdoor Education Programs

Until recent years, funding of environmental programs fell largely on the individual school districts involved. Expenses were high and some camps were unable to continue. Within the last five years, many successful outdoor education programs have been financed by federal support, usually Title I or Title III grants under E.S.E.A. These grants are designated for specific time periods, and when the time elapses, the program usually falters. A not-so-isolated example of this was reported not long ago by Ken Mark, Staff Writer for Washington State Superintendent of Public Instruction:

> Like a gem from Davey Jones' locker, the North Kitsap Marine Environmental Center is nestled between oyster and geoduck processing plants on the shore of Puget Sound at Poulsbo.
>
> The center is unique . . . and it is in danger.
>
> It is unique in that it gives youngsters in five school districts an opportunity to learn of Puget Sound first-hand. And it is in danger, since a recent maintenance and operation levy in the North Kitsap School District went down in defeat.
>
> The center has been funded for the past three years by federal funds from ESEA, Title III. That source dries up at the end of the present year, and the district must take over the financial responsibility. (Your Public Schools, April, 1972).

Another example of funding problems is in Richland School District #400. In 1968-69-70-71, Richland was under a Title I grant and the program prospered. When this source of funding was not available, it forced the expense of operation back on the district. The inability to identify and define accurately

those children eligible for Title I was partially responsible for the loss of funding.

Another eastern Washington district, Kennewick School District #17, tried a different approach to funding camp and has for three years met with success. Kennewick charges a six-dollar fee for a three-day camp. It is spent for camp rental and food which, according to Kennewick Director C. A. Spurline, "...is an expense at home anyway." The P.T.A. sponsors anyone who is unable to attend for money reasons. Mr. Spurline also noted that cost for transportation can be defrayed by the state if the program is state-approved. Without these arrangements, the camp would fold because the district could not support the program out of its general budget.

Below is the budget for Richland School District #400 that gives an indication of the cost. (Note: There is no charge to the student and the bills are for one school only.)

1.	Nursing supplies	$ 7.39
2.	Nursing service	100.00
3.	Pasco Bus Lines - transportation	444.00
4.	Camp Rental (Deposit of $40 included)	270.00
5.	Cook's aprons (Richland Laundry)	4.73
6.	Dairy Products (Carnation Co.)	59.15
7.	Food: Thriftway	262.46
	Bur-Bee Candy Co.	291.42
	Martin's Thrift	26.99

8.	Mrs. Shirley Holter - Cook's wage	$ 225.00
9.	Phil Neill - car expense	13.90
10.	Reimbursement for visitors to camp who paid for meals	4.00
11.	Student Insurance - Paid by P.T.A.	20.00
12.	The P.T.A. paid gas for two cars to go to camp to transport supplies	18.70
	GRAND TOTAL - Camp Expense	$ 1,739.74

The following is Kennewick's program for 1972, for seven schools for three days, however, a fee is charged.

Outdoor School Report - 1972

Kennewick Schools

Fifth Grades

Schools - Eastgate, Edison, Fruitland, Hawthorne, Vista, Washington, and Westgate

Fees Deposited		$ 3,384.00
Camper Days - 1,355		
State Parks Use Charge	$ 1,015.50	
Food Charges	1,374.70	
Labor Charges	456.50	
Snacks	339.00	
Total Charges	$ 3,185.70	3,185.70
Balance		$ 198.30

Summary Comments

A. Income: $ 3,384.00

Expense: 3,185.70 (lodging-$1,015.30; food-$2,170.20)

Balance: $ 198.30

B. Labor costs for meals is 11¢/meal above regular lunch program for overtime and additional help. Regular lunch charges:

Students--------$.35

Reduced--------- .05

Adults---------- .50

Snacks---------- .25

C. Camp use fee is $.75 per day per camper.

An interesting note is that payment of fees by students is not highly regarded in Washington State. Research shows, however, that it would be nearly impossible for any district to absorb the cost without some kind of aid. "Grants under Title I can be funded if they are innovative and documented. However, Title III grants seem to be more competitive and are usually unique in some way," states Nan Beachner. (Interview, July 11, 1972). "The best solution to this is to have an active P.T.A. group that will help sponsor the camp." (Clair Karlson, Principal, Interview, July 10, 1972). In the past, Richland and Kennewick have used P.T.A. money to pay for the cook helpers and part of the food. Funding from other sources such as garden clubs, etc., are possible. These contributions, however, are usually not large amounts.

An example of aid given by non-dollar support is a grant of land to the Auburn School District. Although this grant does not pay for the actual encampment, it does defray the cost of developing the land.

"The availability of federal aid is not all that grim, however. A good program can usually be funded," said Nan Beachner, a former director for federal projects in Richland, Washington. An example of this is a Title III grant awarded in Michigan.

> A three-year Title III grant has been awarded to the McComb County Intermediate School District of Mt. Clemens, Michigan, for the development of an outdoor educational program for the handicapped.
>
> Roy Doornbos of the program staff is attempting to establish contact with programs of this nature already in progress or those who wish to communicate regarding this venture. Doornbos may be contacted at the Office of Community and Recreational Development, Adams State College, Alamosa, Colorado 81101. (Your Public Schools, April, 1972).

Other examples of funding give hope to increased federal monies which will ease the burden at the state level.

> The Nelson-Brademas sponsored Environmental Education Quality Act passed the U.S. House of Representatives last summer and has just passed the U.S. Senate. The bill, if fully funded, will provide assistance to states to develop environmental education programs in schools and other state agencies. Information about the full impact of the bill on Washington's environmental education program will be printed in a later edition of Your Public Schools. (Your Public Schools, November, 1970).

School districts that find money no problem are rare in Washington and Oregon. Districts that are making efforts to fund their programs on a district basis and are acquiring their own

land approach the ideal situation for continuity in their program.

> Mercer Island has taken some giant strides toward a quality environmental education program. Besides some fine school study sites, the district has recently acquired the Tarrywood Girl Scout Camp as a future school site. The area is heavily wooded and an ideal outdoor study area. The Island District also recently added a new member to the high school staff, Dan Griner, who will serve as a part-time district environmental education coordinator. (Your Public Schools, November, 1970).

Since funding is difficult, Eugene, Oregon schools offered this approach.

> Fund-raising activities to help finance a new outdoor program at Eugene high schools will begin early in April.
>
> The 21-day outdoor program will be the second major one conducted with cooperation of schools here and the Northwest Outward Bound School (NOBS) based in Eugene.
>
> Tickets are now on sale for a series of benefit dinners. Students from the four Eugene district high schools will sell tickets for four dinners to be held at the World's Fare restaurant at Valley River Center.
>
> The dinners are sponsored by the Optimist Club of Eugene. Optimist members will also sell tickets. Organizers of the fund drive hope to sell 2,000 tickets at $3.75 each for the dinners.
>
> The dinners will be held April 3 at 7:00 p.m.; April 4 at 6:00 p.m.; April 10 at 7:00 p.m.; and April 11 at 6:00 p.m.
>
> Money from the tickets will be divided into a $2.00 fee for the dinner and a $1.75 donation for the outdoor program.
>
> Ticket information can be obtained by calling any of the four participating high schools: South Eugene, North Eugene, Churchill or Sheldon.
>
> Money from the tickets will help finance trips for 160 high school students and 16 staff members who will participate in the program called "Wilderness Challenge." The program is the largest ever involving Eugene high school students and is patterned after last year's "Churchill Challenge."

In that program, students from Churchill High School underwent an outdoor program that included intensive survival training.

It was successful and other schools and NOBS staff members designed the expanded program for the four schools this year.

"We're trying to establish a concept of classrooms without walls," Ray Kehl, publicity director for the program and head of the South Eugene English Department, said.

Kehl said that the eventual goal of the program is to take students not only to the mountains (as the Churchill program did under Outward Bound last year) but to take them to "the desert, the ocean, and the valleys" as well.

The overall cost of this year's project will run about $35,300, Kehl said. Some $30,000 will have to be raised by the students, he said. The other $5,000 was donated by Reader's Digest magazine to the Outward Bound program.

The program will be conducted this year in two parts, with 80 students going into the wilderness from May 22 to June 11 and 80 more from Sept. 11 to Oct. 1.

Kehl said several other fund raising projects are in the offing, but the details have not been worked out yet.

At the dinners - the first fund raising project - a film entitled "Summit" will be shown. Also scheduled during the dinners will be performances by Eugene high school musical or choral groups; exhibits of mountain clothing and equipment, an auction of down-lined sleeping bags; and a demonstration of "rappeling" (descending a wall on ropes) to be conducted from the highest point inside Valley River Center. (Eugene Register-Guard, March 22, 1971).

Backing from industry is also a possibility. An example of cooperation with industry is in Portland's Parkrose District.

A three-way partnership in environmental concern is underway in Parkrose between educators, business, and the public.

The partnership is between the Parkrose School District and Owens-Illinois glass container plant at 5535 NE 101st. Their cooperative effort will reach the public through Parkrose school children

> within this school year through a set of ideas integrated into the regular curriculum. The project now being developed is dubbed "Student Techniques for Environmental Problem Solving (STEPS)."
>
> Specifically, the Parkrose School District has assigned six of its educators to develop materials for a course of study dealing with the three eco-systems of air, water, and land. Hoping to combine environmental rhetoric with definitive action, these teachers will concentrate on writing and collecting data on solid waste and litter. They will meet three Saturdays in December, with meetings of the 12th and 19th in addition to the Dec. 5 initial meeting and also Dec. 28, 29, and 30.
>
> According to Max L. Brunton, P.R. Administrative Assistant and project coordinator, Owen-Illinois will provide the bulk of the financial backing required for writing and developing material for project STEPS. They will also donate time and material in working cooperatively with the teachers. A tour of the plant is scheduled by the teacher task force Dec. 19. On Dec. 12, Ernie McDonald of the Pacific Northwest Regional Office, U.S. Forest Service, will offer additional information on the program, accompanied by Mrs. McDonald, a teacher and environmentalist. (Conservation Vistas, Vol. 27, 1972).

However, support of this nature in the state of Washington from industry as of this writing has not been forthcoming, but industry has cooperated by providing excellent free materials and endless field trips into pulp mills and logging areas.

With a good program, worked out in cooperation with industry, needed support is highly possible. This is evident in the increased cooperation of industry in organizations such as the King County Natural Resources Forum. Other such organizations can be found in the Portland, Oregon area, and Eugene and Malheur County area of Oregon. These organizations are

primarily educationally oriented but are not prepared to participate in curriculum advisory groups in determining program guidelines for the state. (SPI Your Public Schools, March, 1970).

Lastly, funding in Washington state for environmental education has come indirectly from the State Parks Department in its modernization program. State agencies also help defray costs on materials and resource personnel. National Park Service and Forest Service coordinators have always been most helpful.

> In 1946, the Forest Service joined with state and industry land managers to form the King County Forestry Committee. This marked one of the earliest efforts in Washington State to coordinate requests for publications, classroom talks and tree farm tours. Similar committees were set up in other counties. Requests from schools were so infrequent that this small committee (ten members) was able to meet all demands for almost 20 years. By 1962, however, the groundswell of conservation education was upon us, and that small handful of resource people realized that they could no longer handle the job alone. The committee was expanded to include interested educators, objectives were broadened and the name was changed to King County Conservation Education Committee.
>
> Recognizing that the teacher is the key to conservation education, workshop programs were increased. The Natural Resources Forum of Washington, created that same year, began to distribute scholarships to teachers attending summer workshops in conservation (outdoor) education.
>
> The growing environmental crises have thrust education into the spotlight of public concern and involvement. The newly renamed (1969) Environmental Education Council of King County now involved more than 100 educators, architects, businessmen, governmental people, youth leaders, and citizen groups in new and dynamic programs:
>
> 1. The Council lobbies for local, county and statewide programs in environmental education.

2. The Council assists school districts and institutions of higher learning in putting on workshops that deal with practical methods (e.g. the discovery approach, use of the school site). The purpose is to give the teacher confidence to take that first big step outside the classroom.
3. The Council is active in programs aimed at taking children outside the four walls of the classroom to discover the bigger world outside. Some 20,000 students took part in week-long resident programs in Washington in 1969. Thousands more sharpened their powers of observation in local parks, wooded school sites and asphalt playgrounds. (SPI, March 1970).

A new publication, Sources of Funding for Outdoor Education by Irwin Rosenstein, Coordinator of Outdoor Education for New York State, is a must for districts initiating a program. This publication was developed under a grant from the United States Department of Health, Education, and Welfare. Rosenstein leaves no avenue unexplored in finding funds. This publication costs forty cents from the Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402. Stock number for this document is 1780-0877.

Program Objectives

To establish a program in outdoor education, much team work is involved. In developing any program, there must be justification of the educational objectives that can be accomplished to meet the needs of the student. Here are some important learning objectives included in most resident outdoor school programs:

1. Provide opportunities for a 24-hour-a-day week long social living experience that implements the democratic process of working together.
2. Provide opportunities for teachers to observe student interaction and natural learning situation. Children can also experience opportunities for the development of desirable personality traits of self-initiative, self-reliance, creativity and thoughtfulness of others.
3. Provide opportunities for high school or college students to develop leadership and learn how to work with young people.
4. Provide opportunities for instructional curriculum at the outdoor school based on the ecological study of the natural environment and interrelationships of natural resources.
5. Provide opportunities to enrich the existing curriculum with relevant and significant learning experiences.
6. Provide opportunities for students to develop "discovery skills" using all the senses.
7. Provide opportunities for group work experiences to develop student responsibilities through the interaction of the democratic process.
8. Provide opportunities to participate in single interest recreational skill activities that enhance the use of a person's leisure time.

9. Provide opportunities to start the development of the proper attitudes and behavior about the conservation of our natural resources.

The five major outdoor school program areas listed below assist in accomplishing the objectives.

1. Democratic Process

   A. Social Living

      The week-long experience at the outdoor school affords the student the opportunity to live and share twenty-four hours a day with his or her peers. The ideal situation is to have the students in living groups of six to ten, each with a student leader. The students under the guidance of the student leader assume their own job responsibilities, plan their campfire skits, and work together toward a proper climate within the group. This is one of the few places where they can actually have time to make the democratic process work.

   B. Work Experiences

      Work experiences become a valuable learning process at the outdoor school in developing student responsibility and in maintenance of the outdoor school site itself. Work assignments take two forms. First, are the jobs needed to keep the living group areas clean. Through the democratic process each living group assigns jobs

to each member of its group. The student leaders provide the guidance so the students can make their own job assignments. Second, are the jobs needed to keep the outdoor school grounds and program in order. The outdoor school director and teachers will develop and print lists of job crews for each day to accomplish the jobs. These include jobs such as host and hostess, mess crews, wood gatherers, flag, weather. These crews can be mixed from all the living groups to provide interaction among students or they can be assigned by rotating living groups.

2. Leadership Development

The opportunities for high school students who are considering a teaching career, college students in teacher education, and young adults who are interested in and can relate to children, are unlimited. The student assumes a leadership role at the outdoor school. When the student leader is given adequate training to identify and carry out his or her role, the results are more likely to be favorable. The outdoor school quickly knits itself together as a unit because of the responsibility these leaders assume.

3. Teacher-Student Relationships

The outdoor school can be an opportunity for teachers to recognize the limits or motivating factors of some students,

because of their reaction in the natural environment. It is also an opportunity for the student to see the teacher in a different environment.

4. Instructional Curriculum

One of the major objectives of the instructional curriculum is for the student to explore and better understand the environment in which he lives. The curriculum can be based on the ecological field study approach and should be designed so the student can discover for himself some of the inter-relationships of the natural resources and environmental factors of living organisms. The indoor classroom preparation should prepare the student to better understand what he will see and do in the outdoor classroom. The outdoor experiences should supplement that preparation in the classroom and the followup instruction after the outdoor school should supplement the observations and experimentations accomplished in the outdoor school.

5. Recreational Activities

In addition to some free time in each living group, the outdoor school provides an opportunity for the student to learn outdoor recreational skills that will lead to a greater enjoyment of the out-of-doors and more efficient use of his leisure time as an adult. These activities should take the form of single and group interest skills,

such as archery, Daisy air rifle, (hunter safety), bait and fly casting, orienting with compass and pacing, creative arts, etc., that cannot be scheduled back at school.

This review has pointed out some of the concerns and problems encountered in establishing an outdoor school. If environmental education is to become a reality and not a "go if you can" situation, definite standards, program funding and development must be set by the state to aid districts in planning and financing these programs.

CHAPTER III

GUIDELINES FOR ESTABLISHING A PROGRAM IN OUTDOOR EDUCATION

This chapter contains guidelines for establishing a program in outdoor education for school districts in Idaho, Oregon, and Washington. Data collected for the guidelines was compiled from information obtained from nine school districts in Oregon, Washington and from the U.S. Forest Service, Regional Office, Portland, Oregon.

Data collected led to guidelines in the following areas: preplanning; timetable for actual planning; size, staffing and supervision of the program; selection of personnel; site selection and determination; financing the outdoor school; health and safety considerations; menu planning and food procurement; parent and community orientation; training, schedule of the instructional curriculum; the advisory committee; the curriculum committee; check list of things to do the week before the outdoor school; staff meetings; staff policies, and closing the outdoor school.

Preplanning

The success of the outdoor school depends upon adequate planning, administration, selection and training of personnel involved in the program. Planning and administration necessary to the functioning of an outdoor school varies with each school

district. Each school district must plan the outdoor school program to meet its own needs and requirements.

When planning a first year program, it would be well to schedule one or two weeks of operation. Questions such as the following: How much teacher and counselor training do we need? Do we want to go in the fall or spring? Do we feel that fifth, sixth or seventh graders should go to the outdoor school? Questions such as these need to be answered before a full program is developed and a short term pilot program can provide some answers.

The establishment of an advisory committee, whose membership extends for more than one year, is of utmost importance. This gives the program continuity and carry-over, if and when the project director moves to other jobs or districts.

Items such as the following should be considered by the advisory committee in the development of the general program for the outdoor school:

1. Establish the objectives of the outdoor school, including those educational experiences which can best be presented in an outdoor school learning environment.
2. Establish the instructional curriculum to be used at the outdoor school. Integrate the curriculum of the outdoor school with subject matter studies in the fields of arithmetic, social sciences, general science and language arts.

3. Determine the extent and nature of the program. (Shall every sixth grader go the first year or the second year? What shall the program emphasis be to meet the needs of the students?)
4. Gain the total support and commitment of the school administration before starting this important program.
5. Establish the time length for the program.
6. Provide for adequate outdoor administrative staff. Should teachers be expected to be directors of the program unless they have release time and training?

Administrative Patterns for Resident Outdoor Schools

Outdoor schools come in many forms. Some programs develop school by school and others as a district wide program. Each method has its advantages and disadvantages. Here are a few program approaches.

One Class Program

The total job of planning, administering, training students and teaching is usually done by the classroom teacher. This usually dilutes the teacher's talents. The teacher should only be concerned with the classroom instruction and the school principal or other assigned person should handle the food purchasing, planning, hiring of cooks, transportation, etc. If

the former is the only possibility for a small district, then as much assistance as possible should be given the teacher.

One School Program

The school-building principal, by his position of school administrator and responsibility for developing a quality educational climate for the staff and students, should be the outdoor school director. He would take care of such things as food purchasing, selecting cooks, site, and high school students, and training of them, scheduling bus transportation, and the development of the program with teachers. Most schools have two to four classes that go to the outdoor school (fifth or sixth graders). This means that 80-150 students and staff would utilize an outdoor site during the school's program. Organized in this manner, efficient staffing, food purchasing, transportation and instruction is more likely than with the one classroom program. This type of program was found in Richland.

Total School District Program

The school district assigns a full or part-time outdoor education director other than the principal. This enables full devotion of time to the outdoor school. His responsibilities would include: teacher training in the outdoor environment, high school student selection and training, program and curriculum development (with assistance from teachers), consolidated

food purchasing, site selection, hiring cooks, scheduling of schools and classes for the entire period. A district-wide program allows for scheduling of classes, from different schools, to attend the same week at the outdoor school. Kennewick School District #17 uses this type of program as does Walla Walla and most Eastern Washington districts. This is generally considered the most feasible program.

County or other Region-wide Program

Many of the advantages are the same here as with the total school district program. Efficiency in food purchasing, hiring cooks, purchasing program equipment, etc., might be increased.

Care must be taken so that the size of the program does not interfere with the interaction of the teacher and students. Many programs for example, use trail teachers or resource instructors that do all of the class instruction while at the outdoor school and the teacher only tags along as an observer. This is not an efficient use of the teacher's talents in strengthening the student-teacher relationship, nor does it involve the teacher in instructing in the outdoor learning environment. If the teachers are involved in instruction then a carry over into the curriculum during the year is more likely.

College and School District Pilot Project

Some colleges and universities are in a position to assist a school district in conducting a pilot resident outdoor school

program. This may help the district get underway without going through a trial and error period.

The main advantage to the district includes: trained college students become student leaders, program planning assistance comes from the college and teachers are trained by college personnel, etc. Two outdoor school seasons may be necessary to prepare a district to continue on their own. The college may then assist another school district in developing a program.

Timetable for Program

Proper scheduling along with the planning is necessary to insure accomplishment of all the details and jobs necessary for a smooth running quality outdoor school experience.

If a fall outdoor school in October or November is intended, then most of the planning, training, and curriculum development will have to take place during the summer. However, for a spring outdoor school, much of the preparation takes place during that school year.

For the timetable presented below, the outdoor school is planned for the second week of May and it is a pilot or first-year program. One year ahead of the planning for the outdoor school, school board members, school superintendent, high school and elementary principals, involved teachers, and curriculum directors should visit an existing outdoor school for one day

to become familiar with objectives and operation of the program. If possible, this visitation should coincide with a conservation workshop held at the location. (Conservation Vistas, April 1971). During the summer, the advisory committee should develop an outdoor school pilot project to submit to the school board for approval in the fall. In presenting it, inform the board that this is not intended to be a separate program, but an extension of the indoor classroom into the outdoors to enrich the existing curriculum.

The following is a suggested timetable for planning, developing, operating, and evaluating a program for the entire school year.

After Approval of School Board

I. Form an advisory committee
   A. Determine dates of outdoor school.
   B. Select and reserve outdoor school site. (Be sure to reserve the site for the weekends prior to the outdoor school to give time to open, set up site, and train staff.)
   C. Select program coordinator and director and staff.
   D. Select participating schools and classrooms.
   E. Hold orientation meeting for participating teachers. (Plan not to tell students until after parent's meeting in January.)

F. Develop criteria and selection of high school or college students to serve as student leaders.

G. Presentation of the approved project to the high school faculty so they understand the tremendous values of the leadership experience available to the participating high school students. (The high school faculty will be a key, but perhaps a difficult audience, to sell on the value of this program to the high school students.)

H. Have school district dietitian plan menu and estimate food costs.

I. Plan budget and determine student and school prorated costs.

II. Form a Curriculum Committee

A. Start development of the instructional curriculum. Other districts with programs and/or State Departments of Public Instruction are the best sources.

B. Develop training plans for teachers, student leaders, resource people and program director.

January

I. Start training course for teachers. (This may be scheduled as a college course so teachers can earn college credits. May want to hold this in October or November as a three-weekend course and then have teachers participate as the

curriculum committee is developing the curriculum for their own students.)

II. Develop theme and theme vocabulary.

III. Start training of student leaders. (High school or college students.)

IV. Prepare necessary forms. (See Appendix A, Appendix B, and Appendix C for sample forms.)

V. Hold Parent's Night to explain outdoor school program and gain support.

VI. Identify with teachers those students that need financial help.

VII. Schedule and start making community and civic group presentations. Ask for donations and scholarships, if necessary. No child should be denied going to outdoor school because of financial problems.

VIII. Inform press, television, and other news media and keep them informed.

February

I. Continue training meetings with teacher and student leaders.

II. Finish outdoor school curriculum development.

III. Print, assemble, or schedule any instructional materials and equipment needed by teachers for student preparation. (Forms, conservation literature, and films should be ready.)

IV. Start collecting money from students. Start sending necessary information to parents. Decide if medical examination is necessary or if school medical data is sufficient for health and insurance.

V. Contact resource people, if you are going to use any for the pilot projects, and set up needed training sessions to orient them to discovery approach to learning, needs of child, curriculum relationships.

March

I. Make final arrangements for outdoor school nurse, food procurement, cooks, and kitchen assistants.

II. Finalize contract for rental of site. It might be best to get in touch with someone on the legal aspects of contracts too. Acquiring a sample contract would also be a wise idea.

III. Start student classroom preparation for outdoor school. (Field Study Manual as a resource material) Usually allow two week's preparation for each resource area studied at the outdoor school. Do research on subject matter, vocabulary, and related school-yard activities. Students should make necessary equipment.

April

I. Continue student classroom preparation.

II. Finish teacher and high school student training.

III. Finish student living group schedules, including other outdoor school schedules (flag, weather, work groups, recreation, field study, etc.).

Last Week of April

I. Schedule student leaders' visits to classrooms so students can get to know who their living group leaders will be, sing outdoor school songs, and use outdoor school theme and names in classroom.

II. Set up schedules and invite press, television media, school board, other administrators, classroom teachers, high school teachers, key lay citizens to visit the outdoor school.

First Week of May (Week before the Outdoor School)

I. Review final week checklist of things to do.

II. Make final plans for a school district truck to haul equipment to the outdoor school on Saturday.

III. Have students bring sleeping bags to school on Friday so truck can haul them to outdoor school. Attach colored tags and names for easy class identification. (Have students bring one suitcase with them at class departure time on Sunday.).

IV. Make final plans for bus transportation.

V. Make final plans for teachers, student leaders, cooks and other staff to arrive in order to get site ready for students.

Second Week of May (Outdoor School Week)

I. See - Schedule of Instructional Curriculum - p. 71.

II. Other

A. Invite Administrative personnel to visit.

B. Invite "key" lay citizens to visit.

C. Invite classroom teachers to visit.

D. Invite other school personnel to visit.

E. Develop visual-aids of the project for interpretation of the program such as:

1. Tape recordings
2. Slide pictures
3. Movie

F. Invite representatives of local publicity mediums to obtain:

1. Television coverage
2. Newspaper coverage
3. Radio coverage

Third and Fourth Week of May

I. Followup and concluding outdoor school activities in classroom. (If program is held in the fall of the year, the class has the rest of the school year for followup.)

II. Hold followup Parent's Night. This should be a quality presentation of the children in action, either by films, slides or presentation of projects.

III. Evaluation

A. Teacher, student, student leader, resource consultants, and parent evaluations of the project.

B. Demonstrations and exhibits by participating students.

C. Student, teacher, director letters of appreciation to "key" persons working with the project.

D. Final sessions to evaluate the program and make recommendations for the following year by:

1. Participating classroom teachers
2. Resource consultants
3. Student leaders
4. Students

IV. Prepare and submit to the school board, project reports.

A. Financial statement

B. Curriculum evaluation

C. Food and food service

D. Health and safety

V. Thank you letters. (Ernie McDonald, Environmental Education Officer, U.S. Forest Service, Interview, Hidden Valley, 1970 C.O.E. Workshop.).

Another method of setting the timetable might be the path network or critical system analysis. It is a most efficient way of setting up a program or schedule. An example of this method is located in Appendix C.

Staffing for the Program

The size of the one-week outdoor school program is determined by the program of the school district and the existing facilities at the selected site. The size of site facilities is probably the most limiting factor. A one-week resident outdoor school program with four self-contained classes of students needs the following minimum staff. Number of students is equal to 120 students, considering the average class size to be 30 students.

Personnel	Number
Project Director	1
Classroom teacher	4
Resource consultants (if used)	4
Nurse	1
Cooks (One head cook and three assistants)	4
Student leaders (high school or college)	28
Total Minimum Staff for 120 Students--40	

(NOTE: Student Leader Breakdown)

Assume there was an even number of boys and girls in all four classes. 120 students at ten students per living group equals twelve living groups. Six girl living groups equals six student girl leaders. Six boy living groups equals six student boy leaders. Assistant living group leaders have other major job responsibilities.

Program leaders	
Song leader	
Campfire	Two student girl leaders
Flag ceremony	
Cabin inspection	
Recreation leaders	
Archery	
Riflery	Four student boy leaders
Compass	
Fishing	
Field study leaders	
Instructional	Four student boy and/or girl
Curriculum	leaders
Dining Hall leaders	
Set table	
Weather	Two student girl leaders
Host and hostess	

Assistant student leaders	
Substitute Leaders - so staff can have study time off	Four student boy and girl leaders
	28 student leaders

Personnel

The type of people selected for the outdoor school program and how well they are able to work together will determine, to a large degree, the success of the program. All staff must have enthusiasm for the program and be able to work with people.

Director

The director is responsible for the overall direction of the program. Many times the director is the principal of the school that is going, the school district curriculum director, a high school teacher on release time, or the school district full time outdoor education staff specialist. If the director's job is part time, he must be given adequate official time to prepare for the outdoor school program.

Classroom Teachers

The classroom teacher plays an important part in preparing the student for the outdoor school experience. Therefore, she must be enthusiastic for the program and about the out-of-doors. It is important that the teacher accompany the class to the outdoor

school and participate with the class. The teacher must be given time off when the student leaders are in charge. If a teacher does not want to participate in the program, consideration should be given to changing her teaching assignment to another grade level. If the outdoor school becomes a recurrent program, consideration should be given to the teacher's participation and possibly should be written into her teaching contract with extra pay offered. Classroom teachers are responsible for classroom preparation, outdoor school instruction and follow up back in the classroom. They are responsible for student leader's awareness of student problems and how to solve problems. Resource consultants, if used, are responsible for assigned elements of the instructional curriculum. They should assist and allow the teacher to do as much instruction as possible.

Student Leaders

Probably the most important group of people that will affect the success of the outdoor school are the high school or college students who will serve as student leaders. Many times the student will look to this person rather than the classroom teacher for explanations or guidance.

The relationship that develops between a grade school child and a high school student who is put into a leadership role is unique both to the child and the student leader. Many times the

experience is deeper and has a greater impact and motivating effect on the high school student. (Therefore, a special type of person is needed to fill this position.)

Several sources are available for recruiting these staff members. Student leaders can be chosen from the high school honor society program, Future Teachers of America Organization, organization camp backgrounds (Boy Scouts, Girl Scouts, Campfire Girls, 4-H), or those with natural leadership abilities. The student leaders must be required to stay at the outdoor school site for the entire session.

Below is the information given to high school students in the Richland School District in Washington, who are interested in applying as a student leader in the outdoor school program:

> The outdoor school has become an integral part of the school curriculum. It is an opportunity for fifth grade children to learn more about the natural environment and more about working and learning together.
>
> Student leaders for the outdoor school are to be chosen from high school students. Fifteen student leaders are selected for each of the two weeks. Twelve are to serve as cabin leaders with three to ten fifth graders, and three, with previous experience, are chosen to assist in other parts of the program.
>
> The student leader accepts a great responsibility in helping students learn to live together, share work responsibilities, and learn how to explore the outdoor environment. You will learn a great deal about leadership, teaching, and developing meaningful learning experiences for children.
>
> Here are some requirements for interested high school students:
>
> 1. Must stay at the outdoor school for the entire time without leaving.
> 2. Must be at the outdoor school the

Saturday before your assigned week to help set up the program and finish your training.

3. Must have permission from your teachers to miss regular classes for the week. (You will not be required to make up daily class assignments.)
4. Each student leader will be given a non-credit grade to be recorded on their permanent records.
5. Each selected student must attend the outdoor school student leader training course.
6. Turn in a completed application form to the high school guidance counselor by February 5.

Walla Walla and Auburn provide similar information to prospective student leaders. The following forms that are referred to are in Appendix D and are samples to be used as guides in the selection of student leaders. Application and class release permission forms are included to demonstrate the care that must be given in selecting high school students that show an interest in outdoor education.

Care should be taken to place leaders in an area of concentration in which they feel comfortable. The following are the common areas of outdoor school leadership:

A. Student leaders are responsible for assisting student groups to develop sound spirit and to interact as a unit under the democratic process of instruction. They become aware of individual student differences and how to cope and relate to the student.

B. Program leaders are responsible for the planning of the evening campfire, singing, skits, special events, lead

singing at mealtime, in charge of the flag ceremony, and assist students in cabin inspection.

C. Recreation leaders are responsible for the development, layout, and safe administration of the afternoon recreation areas. These may include archery, Daisy air rifle, bait and plug casting, compass reading and pacing, knife and ax, etc.

D. Dining hall leaders are responsible for assisting work groups in learning how to set tables, serve food, clean up table, table manners, serve guests.

E. Student field study leaders are responsible to teachers or resource person to have all equipment and areas located for the day's instructional curriculum. Clean up equipment and close up area at end of week.

F. Assistant student leaders are responsible for student weather forecasts, assists with recreation and assigned activities. Those staff people with a bent for bird watching, can be assigned as bird watch leaders each morning before breakfast. This complement of student leaders insures that each person can be scheduled for one or two afternoons off to relax or study.

The most effective way to select student leaders is by expressed interest and an interview with the student. This, however, is very time consuming, but most generally is the best indication of how the student will function at the outdoor

school. An example of a guide to select high school student leaders is given in Appendix D.

Universities and Colleges

Universities and colleges often have camp counseling courses which are designed for or cover enough of the outdoor school program to adequately train college students to serve as student leaders. Community colleges are often looking for experiences like this in which to involve their students. Use of the people should be as carefully guided as the high school leaders. One problem to consider is the liberal attitude of many college students if the program is in a conservative district. Parental pressure may be adverse in such instances.

Resource Instructors

Resource people from agencies and organizations such as the U.S. Forest Service, Soil Conservation Service, State Game Commission and timber companies may provide personnel to assist in the planning and presentation of the instructional curriculum in the pilot stages of an outdoor school program. Another source may be local community people with avocations in geology, botany, etc. They are usually well trained in their specialties, but may need assistance in how to implement the discovery approach to learning.

Other Staff

The nurse, cooks, maintenance men, and other staff must also be selected with care, in order to provide the maximum outdoor experience for the students. The nurse is responsible for the health and safety of all outdoor school personnel. (Recognize limitation of a nurse to administer to the sick.) The project dietitian plans the menus and procures the food. The dietitian instructs the cooks on adequate preparation.

Selecting the Outdoor School Site

The appropriate setting for the outdoor school should be determined by the type of curriculum which is to be stressed, the distance from school, the number of pupils participating, the general administrative policies regarding the site, and the facilities which are available in the area. An investigation of sites should be made early in the planning of the outdoor school. The proper selection and location of the outdoor school site is important to the success of the program. Existing sites owned by school systems, private organizations may be utilized for the outdoor school if they meet the above criteria.

The criteria for an outdoor school site can be different than for the "perfect" recreational organizational site. The outdoor school is concerned with exploring the scientific and social interrelationships of nature. The emphasis is for a

variety of natural resources and topography. Listed below are minimum site requirements for an outdoor school as adopted by the Superintendent of Public Instruction, State of Oregon.

A. Site

1. should be located within a 75-mile radius (one-and-one-half hours driving) of a school center.
2. should provide for maximum privacy, away from populated areas.
3. should provide abundant natural resources and varied topography to enrich an outdoor living experience. (Mixed timber types, variety of plant and animal life native to the area, fields, hedgerows, ponds, streams, deserts, lakes, oceans, hills, mountains are examples of natural resources).
4. should include contiguous areas, be of adequate size for the number of students using it at any one time. (One or more acres per student camper.) (NOTE: The actual site for the plant facilities listed below in B is the portion that would be under special use permit, if located on public lands approximately five to ten acres.) The contiguous area would then be available as outdoor classroom.
5. should be free from unnecessary hazards. (unprotected cliffs, pits, treacherous water, poisonous plants, poisonous snakes, danger snags, insect pests.)
6. should have a good year-round access road leading into the property.
7. should provide for an adequate parking area for at least fifteen cars.
8. should provide for effective drainage in the living and activity areas.
9. should be located near a source for convenient delivery of supplies and for emergency medical services.
10. must have an adequate supply of potable water.
11. must be adaptable to the development of sanitary facilities that comply with all local, county and state sanitation laws.

12. should provide for an open playfield area.

B. Facilities and Equipment Needed for Optimum Operation

The site

1. should have winterized separate living areas for boys and girls to accommodate 120 students plus supervisors. Each separate living area must provide for the following minimal standards.

    a. Accommodates a minimum of thirty students with separate buildings or rooms to house eight to ten.
    b. Provides living accommodations for counseling staff. (Ratio: one staff person for each eight to ten.)
    c. Provides for indoor day rooms large enough to accommodate thirty students for meetings and leisure time.
    d. Provides hot water facilities for bathing purposes. (Ratio: one shower head to every ten persons.)
    e. Provides toilet facilities adequate in number. (Ratio: one seat per ten persons, except in boys area with urinals; one seat for every fifteen persons and one urinal for every thirty.)
    f. Provides for handwashing facilities in proximity to all toilets and urinals. (within twenty feet of the toilet facilities. There should be a ratio of one wash sink to each fifteen persons.)

2. should provide separate living quarters for a minimum of fifteen staff and guests.
3. should provide for a modern dining and kitchen facility to accommodate a minimum of 150 persons.
4. should provide for an administration building space, that includes a gathering space for supervisory staff to hold meetings and to use during free time.

5. should provide space for an infirmary with isolation quarters.

The time of year selected to hold the outdoor school depends on several factors. In areas where weather is not a limiting factor, outdoor schools are held during the entire school year. Cold dry weather may not interfere with the outdoor instruction as much as cold rainy weather. In some sections of the country it is best to use the first six to eight weeks and the last six to eight weeks of the school year. Facilities used during the school year must have adequate heating. If you hold the program during the cold rainy weather, then there must be one or two buildings for inside recreation and study periods. There has been much discussion concerning a spring and a fall scheduled outdoor school. Schools must be adaptable; availability of facilities may dictate when you schedule the outdoor school program.

Costs of the Outdoor School

The outdoor school is financed through contribution, students and parents, and school district funds. The students and parents are normally expected to pay for their food, personal supplies and equipment, clothing, laundry. Foundations, organizations, and interested individuals provide some aid by offering scholarships to enable needy children to attend the outdoor school, and by assisting with the purchase and development of a

permanent campsite. The school district is responsible for financing all costs that are normal educational responsibilities. A list of supplies generally used for outdoor school activities can be acquired from the Regional Office, U.S. Forest Service, Post Office Box 3623, Portland, Oregon 97208. Supplies used to carry on daily activities must be carefully considered in the budget.

The following budget suggestions are for those programs that are usually on an individual school district handling schedule. The financing for a county--wide or other multi--district staffing will differ considerably.

The following suggestions may be used as a guide for financial operation of the outdoor school:

I. Costs normally assumed by the school district.
   - A. Purchase or rental of a campsite
   - B. Operation and maintenance of the camp
   - C. Costs of instructional and service personnel
   - D. Instructional supplies and equipment
   - E. Transportation of teachers and students to and from camp
   - F. Materials used in promotion of the project
   - G. Necessary scholarships for students who need financial assistance. (No student is denied going to the outdoor school because of finances.)

II. Costs normally assumed by parents:

A. Food

B. Clothing

C. Personal insurance for medical and accident protection (unless covered by school district).

D. Personal supplies and equipment.

III. Costs contributed by service organizations

A. Scholarships for underprivileged students

B. Donations of bedding and clothing (if needed).

IV. Possible sources of support and contributions of manpower, service, and materials for projects.

A. County Intermediate Educational District

1. Coordinated county project (prorate administrative staffing costs over many school districts)

2. Materials, planning assistance

B. Colleges and Universities

1. Outdoor school project coordinator

2. Outdoor school director

3. College counselors

4. Furnish some of the materials and supplies used in the instructional and recreational curriculum

5. Furnish some of the materials and supplies used in the promotion of the project.

V. Costs to Staff

Usually the staff board and room costs are prorated and included in the student board and room allowance. Under no circumstances should the student leaders (high school or college students) be made to pay. The school district should assume these costs, if necessary.

VI. Sample outdoor budgets can be found in Chapter II.

Health and Safety Considerations

One of the most important aspects of administration is that of providing for the health and safety of the students during their stay at the outdoor school. This entails student medical clearance within a ten-day period prior to leaving for the outdoor school, qualified medical personnel at the outdoor school to supervise and care for the health and safety of the students and staff; well-balanced menus, sanitary preparation and serving of meals; provision for an infirmary on the site location, provision for medical services of a qualified physician, and planning for health and safety, especially in the activity program. The advisory committee must make the necessary provisions for health and safety of the students, and to employ the necessary personnel.

The following health and safety check list is a minimum of consideration. The legal aspects of injury, health and safety necessitate a most responsible person to be considered as the

nurse. It is important that special attention be given to the filing and preservation of "health care" paper work for all students prior, during, and after camp.

1. Employ a registered nurse as a member of the outdoor school staff.
2. Provide for student physical examinations (if needed).
3. Arrange for the services of a nearby consulting physician in case of an emergency.
4. Require parents to fill out and return to the school principal a health history form for each student participating in the program.
5. Make accessible to the nurse, the school health records, data from the physical examinations, and health histories.
6. Provide adequate equipment and medical supplies for the camp infirmary.
7. Provide for the planning of menus by a dietitian.
8. Require all food handlers to have an examination.
9. Make provisions for health and sanitation practices of the site itself and in planning the program of activities.
10. Make arrangements for inspection of the site by local health board officials.
11. Provide for adequate insurance coverage of the campsite, staff protection, student protection, transportation, and other necessary coverages. (Existing school insurance might cover this.)

12. Develop the necessary health and accident forms for recording and filing. (See Appendix A, p. 103, 104, 105, 106, 107, and 108.)
13. Develop a list of "pertinent medical information" of special students so student leaders and camp nurse are aware of special problems.

New standards for safety are set by the "Youth Camp Safety Act." This bill was passed on March 22, 1971 and should certainly be consulted. It is H.R. 6493, 92nd Congress, First Session.

Parent and Community Orientation

The support of the parents and community is important for the success of the outdoor school. Some parents will be concerned and curious as to why their children are going to an outdoor school and just what it is. Some of the important concerns of parents include: cost, payment of fee, visitation, health and care, clothing and equipment, transportation, camp address and telephone, mail, location of camp, time of departure, time of return, the program, safety and supervision during their week at the outdoor school.

Orientation of parents to the outdoor school weeks in advance is essential. A Parent's Night for all involved parents should be held two to three months before the outdoor school to inform them about the outdoor school. (The students do not usually attend this meeting.) It is held before the students are told of the outdoor school in order to gain parental support first.

A parent's bulletin explaining the program should be sent to each parent prior to this first meeting. (See sample parent's bulletin in Appendix A, p. 109, 110,111,112,113,114,115,116,117, and 118.) Discussion of the program objectives at a P.T.A. meeting can help gain parental and community understanding of the program.

The teacher will play an important part in informing the parents by sending home with her students information and materials about the outdoor school. Topics for presentation at Parent's Night concerning the outdoor school are suggested by E. McDonald, U.S. Forest Service. This should take place two to three months prior to the outdoor school.

Sponsorship of the Outdoor School

Location of the Outdoor School

Staff Personnel

Objectives of the Outdoor School

Living Group Organization

Work Organization

Work Experiences

Outdoor School Curriculum

Daily Schedule

Registration Procedures

Food Planning and Preparation

Mail

Health & Safety

Parental Permission Form

Health History and Physical Examination Form

Student Camper Clothing List

The Role of the Parent

(Use slides or film of existing programs to explain many of these items.

Sample topics for Parent's Night to be held two to three weeks after the outdoor school are also recommended by E. McDonald, U.S. Forest Service.

Slides of Program

Displays of Student Projects

Songs

Review of Outdoor School

(Student leaders should be there to be with students so parents can meet them.)

The following is a list of some ways to inform parents and other citizens of a community about the outdoor school.

1. Newspaper articles written by the pupils after a week at the outdoor school.
2. Newspaper releases with stories and photographs of the program.
3. School newspaper articles by pupils and teachers.
4. Scheduling speakers, such as the outdoor school director, teachers who have participated, superintendent of schools,

resource people, instructors of colleges who are informed of the program.

5. Radio and television appearance of children and teachers who have spent a week at the outdoor school.
6. Demonstrations at community functions of the preplanning or the followup class work by a teacher and a group of pupils.
7. Window displays in the local stores demonstrating scrapbooks, notebooks, collections, and other projects of the pupils who spent a week at the outdoor school.
8. Articles for professional magazines.
9. Develop printed materials for distribution which interpret the philosophy and objectives of the outdoor school program.

In the communities where the outdoor school program is well established, many schools have planned ways through which interested citizens may work with the program.

The more ways you can assist in interpreting the values and results of this kind of education to the citizens of your community the more you will be able to help the program become established as an integral part of the regular curriculum of the school district.

Training of Personnel

The success of the outdoor school is dependent upon how well each person involved is able to identify his or her role in the program and how well they can assume that role. Since most

teachers and student leaders, for example, are not oriented to the use of the outdoor learning environment, it is important that adequate training programs be offered for these people.

The following are some training programs that have been successfully used.

Student Leaders

The school district has a responsibility to each student leader to train him in the knowledges, skills, and attitudes necessary to be an effective leader at the outdoor school so that he can carry out his responsibilities in a confident and skillful manner. Since the student leader works so closely with the outdoor school students, he is a "key" person to the success of the program. In all fairness, no student leader should be asked to assume the responsibilities assigned to him if he is not trained adequately.

Following is the training course used by the Tillamook Public Schools to prepare high school students to serve as leaders at the outdoor school. The training course is conducted by the outdoor school director. The class meets two hours weekly for a ten to twelve week period before the outdoor school. High school students receive three credits in social counseling as an elective course. From the literature, this training program seems to be effective.

Course Outline

Lesson 1	Orientation to the Outdoor School
	History of the Outdoor School Program
	Present Status of the Outdoor School Program
	Organization of the Outdoor School Program
	The Ecological Approach to the Outdoor School Program
	The Discovery Approach to Learning
Lesson 2	The Study of Soil
	General Information
	Use of the Field Study Manual
Lesson 3	The Study of Plants
	General Information
	Use of the Field Study Manual
	Knowledges and Skills Needed in Plant Study
Lesson 4	The Study of Water, Ponds and Animals
	General Information

Use of the Field Study Manual

Knowledges and Skills Needed in Water, Pond and Animal Study

Lesson 5

The Study of Map and Compass

General Information

Use of the Field Study Manual

Knowledges and Skills Needed for Map and Compass Study

Lesson 6

The Study of Pacific Ocean Low Tide Ecology

General Information

Specific Procedures to be Followed at Tidal Area

Lesson 7

Survival Skills and Knowledges

General Information

Knowledges and Skills Needed for Survival Study

Lesson 8

Understanding the Fifth Grader

Subject Matter of the Fifth Grade

Characteristics and Needs of the Fifth Grader

Physical, Mental and Social Behavior Problems

Lesson 9	The Role of the Student Leader
	Responsibilities of the Staff Personnel in Their Various Roles
	Responsibilities of the Counselor as a Leader
	Responsibilities of Specific Assigned Roles
	Relationship to the Director, Classroom Teacher, Student Campers, and to each other
Lesson 10	Student Leader Weekend Orientation at the Outdoor School Site
Lesson 11	Outdoor School Organization and Administration Procedures
	Schedules
	Rules and Procedures
	Staff Policies
	First Aid and Emergency Instruction
	Individual and Group Assigned Responsibilities
Lesson 12	Evaluation Procedures
	Evaluation of the Student

Evaluation of the Student Leader
Evaluation of the Outdoor School
Evaluation of Assigned Program Responsibilities

Teachers

In order to fully assume their role as teacher in the outdoor learning environment: (1) the teacher must be exposed to some of the skills and activities possible at the outdoor school. (2) Teacher training courses in colleges have been established to help the teacher accomplish her role at the outdoor school. Teachers involved should be required to attend one of these courses.

Project Director

The project director or outdoor school coordinator should have some in-service training in the administration of an outdoor school. This can take place in many ways: (1) by visiting and observing several outdoor schools in operation; and, (2) by consulting with the directors of those programs visited.

Schedule of the Instructional Curriculum

There are many ways to schedule the instructional periods to best meet the needs of the students. The use of resource people as part of your instructional staff may affect your scheduling.

If the teacher does all of the instruction, she can adjust the subject matter as she goes along. If the class becomes more interested or involved in certain areas of study than others, by all means capitalize on those subjects. But as a guide, below is one instructional curriculum schedule for an outdoor school that involved three classes, each with its own outdoor classroom.

Richland's camp instructional schedule for 1971 is listed as an example of simplicity. Many other methods of scheduling may be used for this purpose. It is generally considered, however, that the simpler the schedule, the better it is understood.

General Schedule

6:30 a.m.	Rise
7:30 a.m. to 8:30 a.m.	Breakfast
9:00 a.m.	Class (one-and-one-half hours with one-half hour to 45 minutes for a work period)
11:00 a.m. to 12:00	Recreation
12:00	Setters to kitchen
12:00 to 1:00 a.m.	Lunch
1:00 p.m. to 1:30 p.m.	Quiet time (encourage poetry, etc.)
1:30 p.m. to 3:30 p.m.	Class
3:30 p.m. to 4:30 p.m.	Recreation

4:30 p.m. to 5:00 p.m.	Flag
5:00 p.m. to 6:00 p.m.	Dinner
6:00 p.m. to 6:30 p.m.	Free time
6:30 p.m. to 7:30 p.m.	Class (Movie)
7:30 p.m. to 8:30 p.m.	Fireside
8:30 p.m. to 9:00 p.m.	Wash up
9:00 p.m.	Lights out

Monday

9:00 a.m.	Bus pick up at Lewis and Clark - carry sack lunch
11:00 a.m.	Arrive at camp
11:00 a.m. to 12:00	Distribute gear in cabins
12:00 to 1:00 p.m.	Lunch
1:00 p.m. to 1:30 p.m.	Quiet time
1:30 p.m. to 3:15 p.m.	Introduction to camp and the following: a. Art projects b. Nature trail c. Soil class d. Keep records of weather
3:15 p.m. to 4:30 p.m.	Recreation
4:30 p.m. to 5:00 p.m.	Flag Pledge, etc.
5:00 p.m. to 6:00 p.m.	Dinner
6:00 p.m. to 6:30 p.m.	Instruction on behavior, cabins, etc.

6:30 p.m. to 7:00 p.m.	Free time
7:00 p.m. to 8:00 p.m.	Fire side - song books
8:00 p.m. to 8:30 p.m.	Wash up
9:00 p.m.	Lights out

Tuesday

Instruction Period

Consultant: Forest Service and National Park Service

1. Study of a single tree; age, site, competition, vocabulary, increment bore
2. Merchantable height of a tree; diameter/base/height, Biltmore

Afternoon

1. Study of a rotten log
2. Collection of samples, edible plants, levels of plant community (interdependence, influences)
3. Plant identification
4. Possible tree planting

Evening

1. "Steelhead Story" - Film - 30 minutes
2. Fire side - 30 to 45 minutes

Wednesday - Water Study

Instruction Period

1. PH - soil/water
2. Review water cycle

3. Water temperature and life
4. Records of water life (plant and animal)

Afternoon

1. Stream flow (refer to book)
2. Water study
3. Plant and animal identification
4. Review vocabulary
5. Refer to suggested projects on water: No. 1, 4, 5, 8, and 10

Evening

1. "Lake Rehabilitation" - Film - 30 minutes
2. Fire side - 30 to 45 minutes

Thursday

Morning - Animal Life

1. Food pyramid
2. Habitat Barrel (30 to 45 minutes discussion)
3. Vertabrates and invertabrates - field study (30 to 45 minutes)
4. Projects - casting tracks and animal identification

Afternoon

1. Compass instruction
2. Compass course

3. Cruising timber
4. Setting up a timber sale
5. Project - making plotter and pacing
6. Plotting

Evening

1. "Washington's Wildlife Wealth" - Film - 30 minutes
2. Fire side - 30 to 45 minutes

Friday

6:30 a.m.	Rise
7:30 a.m. to 8:30 a.m.	Breakfast
8:30 a.m. to 10:00 a.m.	Clean cabins, pack gear, be ready to go at 11:00 a.m.
11:00 a.m. to 11:30 a.m.	To Whitman Mission
11:30 a.m. to 12:00	Lunch
12:00 to 1:30 p.m.	Mission and tour
1:30 p.m.	Leave for home

Individual daily schedules should be given to all camp personnel. These schedules should be made to avoid confusion of class groups.

Work Assignment Schedule

This schedule is for the student group assignments and accomplishes the necessary work activities at the outdoor school. The student counselors in charge of each group are responsible

for giving training and instructions to the student. Groups should be scheduled so that each group does each activity at least once and preferably twice during the week. Dividing into different work groups other than the social living group gives the student a chance to work with a new peer group. Each group has one or two student leaders in charge of it. Do not make mistakes on this as it greatly upsets the children. The following are the groups used.

1. Food serving and cleanup groups are responsible for setting the tables, getting the food to the tables, and cleaning up after the meal.
2. Host and hostess are responsible for asking an adult to eat at their table, and to introduce the guest to the rest of the people at the table. The host serves the food to each plate.
3. Grounds crew cleans up the ground around the cabins and other buildings.
4. Special work group is used in case of special work activities.
5. Wood group replenishes the wood at the campfires, fireplaces and other needed areas.
6. Inspection group inspects the boys' and girls' cabins each morning and awards the flag to the cleanest boys' and girls' cabin.

7. Flag group raises and lowers the flag and leads the group in a patriotic song and the saying of the day.
8. Weather group observes weather in the morning and in the evening, and then reports at breakfast and dinner.
9. Shower cleanup group cleans up the showers and latrines.

Setting up the Outdoor School

The director, teachers, and principal should visit the site a couple of times before the weekend of the outdoor school to:

1. Determine where the different program areas might best be set up;
2. Help determine what special equipment might be needed to make the school run properly;
3. Determine if the kitchen has adequate pots, pans, and enough plates;
4. Determine the seating arrangement for meals;
5. Determine if you have cabins or barracks for the social living groups;
6. Establish student leader and teacher training by having them live the schedule the students will all live. Without the weekend training, the student leader does not usually identify his role and feel comfortable in it until about the middle of the week. Setting up the outdoor school the weekend before the outdoor school begins, might be used

as the final training sessions for the student leaders, teachers, and resource people. This proved quite successful in 1970 for Richland School District #400.

7. To determine the recreation areas. Care should be taken to allow for sufficient spacing between areas where activities are held that have special safety hazards.

In any event, be sure to comply with standards such as those of the American Camping Association. The staff must prepare facilities for the coming of the students prior to the opening of the camp. Each of the following chores must be completed: (1) In the dining and recreation hall display portable library of reference books on outdoor subjects, unload and put away dishes and kitchen utensils, put the food away, put up the weather reporting board and have weather symbols ready, and set up the public address system if you use one. (2) On the outdoor school grounds, signs using theme words on living group cabins, dining room, showers, infirmary, field study areas must be properly located, and clean up the grounds before the students arrive. (3) In the living group cabins, put up bulletin board and schedules and information important to the students, clean them up before the students arrive, and the student leaders should put their belongings away. (4) Make sure that the flag rope and snaps are in good condition and repair inoperable parts. (5) Set up the weather station, rain gauge, weather vane,

psychrometer, and weather flag pole by mounting pulley and ropes. (6) Clean out the infirmary, make sure there is a working heat source, and help the nurse pack in supplies. (7) Set up an office as space and need exists. (8) Clean the showers, wash basins, toilets as needed and check on toilet paper.

Some of the areas that receive special consideration come under control of state and local health departments. Careful consideration must be given to meet the minimum requirements for sanitation for legal reasons. It is highly recommended that the director consult one of the agencies for health and sanitation requirements as they do differ.

Selection and Establishment of the Field Study Area

The outdoor classroom, or field study area, is the focal point for curriculum instruction while at the outdoor school. Therefore, its location and establishment is of prime importance. The objective of the study area as an outdoor classroom is to provide the students an opportunity to observe, discover and learn about our natural world, including its resources and some of the relationships that exist between those resources. In order to facilitate the instructional periods in soil, water, plants, and animals that take place, the field study area should be located to include: (1) a live stream or lakeshore; (2) fully developed soils showing good profiles;

(3) plant cover typical of the area; and, (4) some evidence of wildlife.

A normal size of a field study area is one to two acres extending from the water up a slope to include creek bottom and hillside vegetation. The boundaries should be determined by the field curriculum director and field study instructor and marked with plastic flagging. After the exterior boundaries are marked, the field study center should be located in a central area on the plot. This is where the classes meet each day, and includes the field study equipment box sign in and out tag boards, portable blackboards and other equipment necessary to carry out the instructional curriculum. Other jobs to consider in preparing the area include: (1) digging a soils pit to accommodate taking of soil micromonoliths; (2) marking trees for future study with increment borer; (3) looking for fungus, insects, evidence of fire, etc.; (4) labeling any toxic plants such as poison oak, sumac, ivy; (5) surveying areas to collect aquatic insects using screens; (6) surveying area for evidence of wildlife homes, browsing, game trails.

The Advisory Committee

The general administration of the outdoor school should be coordinated by an advisory committee which assumes responsibility for the formulation of major policies, the promotion and development of community interest and support.

The advisory committee membership should be representative of citizens of the community who understand the learning process, know something about planning curriculum and who have an interest in the out-of-doors as a learning environment.

1. The committee membership should include the following representatives:
   a. A member of the school board
   b. The superintendent of schools
   c. High school principal
   d. The principals of participating elementary schools
   e. The outdoor school director (chairman)
   f. A member of the Parent-Teacher's Association
2. The responsibilities of the advisory committee are:
   a. Employ or assign a director and staff. Select teachers and classes to attend the outdoor school.
   b. Understand and recognize the importance of the leadership development experience on the part of the high school and college students.
   c. Responsibilities on the part of the director include:
      1. Compile responsibilities of the school, district, administration, teachers, director, staff, community and parents.
      2. Set up a budget.

3. Interpret the outdoor school program to the community. Prepare a printed statement of philosophy and objectives of the outdoor school.
4. Purchase, lease, or rent a desirable outdoor school facility.
5. Decide on reports, forms, and letters needed.
6. Establish policies for the operation and maintenance of the outdoor school.

d. Approve the director's training program for teachers, students, and student counselors.
e. Evaluate the program for future improvement.
f. Provide for health and safety insurance.
g. Serve as an advisory group to the school board for the outdoor school program.

The Curriculum Committee

The curriculum committee shall be responsible for the formulation, integration, and evaluation of the instructional curriculum for the outdoor school. Recommendations from this committee must be approved by the advisory committee.

1. The committee membership should be composed of the following representatives of the school district:
   a. The outdoor school director (chairman)
   b. The school curriculum coordinator or supervisor of elementary education

c. The principals of the participating elementary schools

d. The school health director

e. Representatives from the classroom teachers of the participating sixth grades

f. High school representatives

2. The responsibility of this committee is to plan the outdoor school instructional curriculum so that effective correlation with the existing school curriculum is achieved. The outdoor school program supplements the regular school curriculum.

a. Provide for those educative experiences which can best be presented in an outdoor school environment.

b. Establish aims and objectives for the outdoor school and recommend adoption by the school board. (Coordinate with the advisory committee.)

c. Determine the extent and nature of the program through cooperative planning on the part of the administration, staff, and lay citizens of the community.

d. Plan a curriculum for the outdoor school that will be integrated with subject matter studies in the fields of arithmetic, social sciences, general science and language arts during the classroom preparation, the outdoor school experiences and the classroom followup.

e. Understand the location of the site and its educational value.

The week before the outdoor school, the following questions should be answered satisfactorily.

1. Students
   A. Forms - Are all the following forms turned in?
      1. Parent permission slips (See Appendix A, p. 119).
      2. Pertinent medical information sheets
         (See Appendix A, p. 103 to 108.)
         (This is a list for student leaders and the nurse to have.)
   B. Any students needing bedding or extra clothes?
   C. Any adjustments to be made in living groups?
   D. Any students whose parents won't let them go? Talk with them.
   E. All students going to bring post cards to write home?
   F. All students going to bring sleeping bags on Friday?
   G. All money collected?
2. Teachers, Student Leaders, Cooks
   A. Has bus transportation been arranged for student departure and pick-up at the end of the outdoor school? Is it scheduled for picking up gear at the end of the outdoor school?

B. All food buying done? Food ready to pick up? Where? Has a schedule for delivery of milk and bread to the outdoor school during the week been made with the dairy and bakery?

C. Are extra kitchen utensils and dishes ready? (Some schools are using paper plates.)

D. Have dishwashing soap, hand towels, paper towels, toilet paper, wooden matches for kitchen and cookout, etc., for services all been planned for?

E. Signs for outdoor school?

F. All forms needed are prepared? (Weather, cabin inspection, etc.,)

G. Flags and flag ceremony sashes?

H. Weather station and equipment? Weather-board for dining room?

I. Field study equipment and boxes? (one set per class)

J. Sign-in boards for field areas?

K. Plastic tarps and rope or twine?

L. Recreation equipment?

M. Plaster of paris, petroleum jelly (for animal tracks)?

N. Silva compasses and stakes for games?

O. P.A. system, record player, movie projector?

P. Parents know when to pick up students at the end of the outdoor school?

Staff Meetings

Each evening at the outdoor school, staff meetings are held to discuss the day's activities. It should be a very informal meeting with a climate to induce good discussion. The first couple of meetings will be vitally important in helping the student leader further define his or her role as a student leader. They should be encouraged to ask questions, review suggestions for working with all the students in the living groups. Questions and discussions will come up about student health problems, emotional problems and adjustment, and learning experience. The student leaders are looking for ways to cope with discipline problems, and how much discipline they have authority to use.

Encourage candid and pertinent discussions between student leaders, teachers, and nurse. This is a wonderful opportunity for the student leader to become exposed to some of the problems that confront the teacher each day.

The meetings should cover the next day's activities, the director should comment on weak parts of the program and suggest ways to strengthen them. Do not hold staff meetings longer than one-and-one-half hours. It is important that all student leaders attend. One or two teachers usually rotate on patrol of the grounds until the living groups are quiet or asleep.

A suggested staff meeting schedule follows:

First Night

Short meeting discussing basic outdoor school operational problems.

Second Night

This is a key meeting. The whole group is getting adjusted to the outdoor schools' schedule. This is the time to discuss behavior and program problems. All staff must do their utmost to solve major problems in the program. Discuss sociogram groupings, if used.

Third Night

The outdoor school should be operating more smoothly. Hit major problem areas.

Fourth Night

Discuss cookout details and soil ceremony for the last night.

Fifth Night

Staff party for the last night.

The director should review the next day's schedule and make comments about improving on the past day's schedule and program. It is important to have the high school administrator or high school guidance counselors at the outdoor school to participate in these staff meetings. They can quickly see the learning experiences in which the high school student leaders are involved.

Staff Policies

There is need for staff regulations or policies developed by the staff during staff meetings for the protection and benefit of staff and student leaders. Examples of such policies are listed below.

1. No one is permitted to leave the outdoor school unless in an emergency, and then only with permission from the director.
2. Smoking rules
   a. No smoking in presence of children
   b. No smoking in cabins or at meals
   c. Smoking permitted in designated areas such as staff meeting place at free period.
3. Bedtime for staff is 11:00 p.m.
4. Staff is responsible for attending all staff meetings as required.

Closing the Outdoor School on the Last Day

Discuss the last day schedule and procedures at the staff meeting the night before. The student leaders are responsible for their students getting ready to leave. Jobs include:

1. Supervise packing of student and personal luggage, check student clothing and equipment inventory lists.
2. Check to see that each student luggage and sleeping bag has a name on it. (Check showers, latrines and lost and found for gear.)

3. Have students pile luggage at designated place for truck loading.
4. Clean cabin completely, leave it cleaner than you found it.
5. Remain with students until loaded on bus. Other unassigned staff can start packing recreation equipment, field study equipment, etc.

The staff may be too busy to completely close the outdoor school site before the students leave. It may necessitate a return to the site. The site must be left in as good as or better condition than it was found.

Responsibilities Following the Outdoor School Program

After the outdoor school, the director has some key jobs to perform:

1. A follow up Parent's Night, a most valuable tool to further interpret the program to parents and have student leaders meet the parents.
2. Check to see that all program supplies and equipment is cleaned, returned, and stored for next year.
3. Check to see that all health history, physical examination, medication forms, etc., are returned.
4. Pay all bills.
5. Consult with teachers on follow up activities.
6. Letters to all key people.

7. Evaluation of total program and appropriate personnel.
8. Prepare and submit a project report to the school board.

The following is a list of the teacher's responsibilities:

1. Limit activities started at outdoor school.
2. See that students have all equipment back.
3. Participate in Parent's Night (invite student leaders).
4. Evaluation of total program, student leaders, student changes in behavior, suggestions for next year.

CHAPTER IV

EVALUATING THE OUTDOOR SCHOOL

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

There are several types of appraisals which are vital to the program. Factors included are the reaction of the child, the program of offerings, quality of leadership, the campsite and facilities, and the objectives of the program. Evaluation by the staff of these factors should be an essential part of the outdoor school.

Evaluation should be a continuing week to week process. This provides the outdoor school personnel with the opportunity to discover the stronger as well as the weaker elements of the program and make any necessary changes.

Upon returning to the classroom there is an excellent opportunity to carry through with follow up activities as a part of the regular school studies. In addition, any type of procedure which might be used to relate the experience to the school program or to get suggestions and recommendations of students and parents is important as a vital part of the evaluation process.

Care should be taken not to overstress book work or testing for grades at the outdoor school. Normal written tests can be a relatively unimportant and insignificant evaluation tool. The

personal involvement, group interaction, process approach, relevant learning experience and recorded teacher observations of changes in behavior on the part of the students, these lend themselves to a more appropriate form of evaluation.

Teacher's Evaluation

After each instructional period, there should be scheduled a period of time to evaluate. By doing this, progress toward goals can be determined. Recycling, when necessary, can be started to build basic concepts relating to first-hand learning experiences. Since there are several ways which might be used to get the most from these evaluations, it is up to each teacher to select his own methods.

Information obtained from staff evaluations can be used in the daily appraisal of the outdoor school program. These also should be made a part of the cumulative record maintained by the administration for future improvement of the program.

Evaluation of Pupils

One of the basic objectives of the outdoor school is the beneficial effect of the program upon the student. There are many types of evaluations to measure the student's progress. (Appendix B, p. 129.).

However, from the moment of arrival at the outdoor school, there is the opportunity to observe students in a different learning

environment than the classroom. Their reaction to this environment helps give an insight into adjustment problems. The manner in which pupils meet adults and children who are unknown to them, and the way in which they accept their cabin assignments may aid in understanding each child's sense of security in this new environment. All of the staff should be consciously alert to identifying changes in routine that can lead to a more effective outdoor school, especially when interacting with the pupils.

Evaluation of Student Leader

Each student leader should be evaluated at the end of the outdoor school period. This evaluation can be used as one means of helping the student leader to understand himself better as a person and as a leader. Evaluations should be used by the director in conference with each student leader. Several appraisal forms have been devised for this. (Appendix B, p. 130.). Included in the forms are provisions for determining attitudes, interests, willingness, cooperation, acceptance of responsibility, leadership, instructional skills, and personality.

Day-to-day observation of the student leader's role is an effective appraisal technique to use. Noting and recording the student leader's attitude toward his student campers and toward his practices of health, recreation, leadership, work and cooperation will facilitate writing of the final evaluation.

Conferences with each individual student leader regarding the living group experience of his class group should be provided. Such a conference makes possible more complete understanding of each leader's adjustment to the outdoor school. Also, the counselor's reaction to the students assigned to his care and his methods of leadership will provide insight as to his effectiveness as a leader.

These conferences should be informal in order to establish rapport between pupil, student leader, and teacher, toward the teacher. In addition, the school administrators and director might request that the staff evaluate the general program of the outdoor school. (Appendix B, p. 131 to 134.). The points listed below should be followed in making a written evaluation.

1. Always be objective in your evaluation.
2. Keep notes daily, so you will be able to recall specific incidents.
3. Remember the improvement of the program depends upon your constructive criticism and suggestions.
4. Give careful thought to keeping your suggestions practical.
5. Use the evaluation forms in the appendix of this guide as a guide in writing your evaluations.
6. Evaluation by students is important in helping to determine the extent to which the objectives of the outdoor school have been realized. Consequently, each student should participate in the overall appraisal of the program.

Parent's Evaluation

Evaluation of the outdoor school by the parents is an attempt to obtain their judgment on the effectiveness of the program. Since the parent is in a position to observe his child's total behavior, he can note the appearance of changed attitudes (including improved table manners), greater consideration for others, a greater interest and better understanding of nature, a greater concern about care of clothing and other belongings, a greater desire to make new friends.

Immediately upon conclusion of the week at the outdoor school, each teacher should be given parent evaluation forms to be sent home. (Appendix B, p. 135 and 136.).
A letter should accompany the forms, stressing the importance of the evaluation and urging that it be filled out immediately and returned to the school. Every attempt should be made to receive as many evaluations as possible. As soon as the forms are returned, they should be given to the director. Another way to obtain parent reaction to the program is through their participation and comments at the follow up Parent's Night.

Summary

Outdoor school programs have received considerable attention in recent years due to the impact of an interest in general ecology. Primarily, these programs have been on a hit or miss

basis. However, programs developed with direction and intensive planning have continued to exist.

This paper analyzed guidelines from school districts in Washington and Oregon to establish those guidelines which are of value to districts interested in establishing a program in outdoor education. The study traced the historical development, surveyed methods of funding, and defined guidelines needed to establish a program.

Conclusions

The results of this study show that guidelines for developing outdoor education programs do not exist on the state level to a degree that it is of value to a district interested in initiating a program. The study does show, however, that when programs are analyzed and compared, specific guidelines can be extracted that would render assistance to a school district interested in establishing a program. Such guidelines were not available in total in any source consulted, but were compiled from districts in Oregon and Washington to aid in the establishment of outdoor schools in Washington, Oregon and Idaho.

Recommendations

In Washington, Oregon and Idaho, state departments of public instruction guidelines for programs in outdoor education are sketchy. Promotion of outdoor education from the state level

is a must if the program is to survive. Districts with funds can accept the responsibility; other districts cannot. Districts, whether initiating or continuing programs, should require teachers to attend workshops in conservation education prior to participation in the outdoor school.

The implementation of quality educational programs involving the total learning environment takes trained and competent teachers, teachers who have developed the techniques to utilize a variety of learning situations, especially the out-of-doors. Summer courses offered by most colleges in the Pacific Northwest since 1952 have given teachers an opportunity to become exposed to aspects of resource management.

In 1969, more than 800 teachers participated in college environmental workshops throughout Washington State. This type of training must become a required part of all teacher training and especially of elementary teachers.

Environmental or conservation and outdoor education councils have developed in several areas of the Northwest. These organizations of business and professional people and educators participate cooperatively in one-day teacher workshops; in developing school yard nature sites and nature trails; and in writing teaching activities for environmental education.

Participation in these councils is limited to a few individuals dedicated to the cause. Like a district program,

these efforts should be publicized in order to expose the public to the promise of outdoor education. Examples of councils in Washington and Oregon include:

1. King County Environmental Education Council; Seattle, Washington.
2. Kittitas Conservation and Outdoor Education Council; Ellensburg, Washington.
3. Chelan-Douglas County Conservation and Outdoor Education Council; Wenatchee, Washington.
4. Snohomish County Environmental Education Council; Everett, Washington.
5. Pierce County Conservation and Outdoor Education Council; Puyallup, Washington.
6. Clark County Environmental Education Council; Vancouver, Washington.
7. Malhuer County Environmental Council; Vale, Oregon.
8. Multnomah County Environmental Education District; Portland, Oregon.
9. Washington County Environmental Education District; Hillsboro, Oregon.
10. Umatilla County Environmental Council; Pendleton, Oregon.

Districts initiating O.E.P. funding, should write to one or several of these organizations. Each has useful suggestions that can help the beginning school district.

In 1970, both Oregon and Washington approved objectives and recommendations for environmental education. However, the plans were vague and tied to the state priorities and goals for general education which did not necessarily aid outdoor education. But later in 1970, Washington State developed more complete goals. This was due primarily to the state's hiring of the first state director for environmental education, William Hunter. Through this office, now occupied by Dave Kennedy, Washington has identified some goals in the K-12 continuum for environmental education.

These include a theoretical framework and an instructional strategy for dealing with issues. Primarily, these are public relations materials. However, the Superintendent of Public Instruction has gone to great lengths to identify concepts to be taught in environmental education. These concepts may be obtained from the Environmental Education Office, Old Capitol Building, Post Office Box 527, Department of Public Instruction, Olympia, Washington 98504.

Dave Kennedy stressed one point for all to consider, "Why are you putting on this program? Just to have one or to satisfy some educational goal? If the program is not in the best interest of the kids and it is just being done for publicity or to put a feather in someone's hat, maybe a second thought should be given

to a program." Educators in the state of Washington should seek Mr. Kennedy's help in planning O.E.P. programs.

Recommendations identified in this chapter are a must for environmental education. These recommendations can only be topped by efforts of local school boards to adopt, as Sedro Woolley, Washington School District did in 1970, a restructure of the total K-12 curriculum around an environmental education curriculum. This could be a milestone in eliminating much of today's segmented learning in today's school curriculum.

APPENDIX A

FORMS FOR GETTING THE STUDENT READY

STUDENT INSURANCE RECORD FORM

Name of School_____Address_____Phone_____

Name of Principal_____Date_____

Name of Pupil

INSURANCE COVERAGE

Type of Policy	Name of Insurance Co.	Address	Policy Number

STUDENT HEALTH HISTORY FORM

Name_____ Date of Birth_____ Age____ Sex____

Parent or Guardian_____ Phone_____

Home Address_____
Street and Number City State

In case of emergency notify_____

Address_____

PAST ILLNESSES: (Check and list approximate dates.)

Frequent colds_____	Kidney trouble_____	Chickenpox_____
Frequent sore throats___	Heart trouble_____	Measles_____
Sinusitis_____	Rheumatic fever_____	German measles_____
Abscessed ears_____	Convulsions_____	Mumps_____
Bronchitis_____	Tuberculosis_____	Scarlet fever_____
Asthma_____	Whooping cough_____	Poliomyelitis_____
Stomach upsets_____	Diabetes_____	Athlete's foot_____
Poison oak_____		

Other diseases or details of above_____

IMMUNIZATION TESTS: (Record dates of last injection only, except polio vaccine.)

Diphtheria_____	Tetanus Toxoid (not antitoxin)_____	
Smallpox_____	Tuberculin_____	Horse Serum_____
Schick_____	Whooping Cough____	Typhoid_____

Polio Vaccine: (1st)_____ (2nd)_____ (3rd)_____ (4th)_____

Recent exposure to contagious disease_____

Sleep walking_____	Bed wetting_____	Fainting_____
Constipation_____	Other_____	

*Is the student camper under any special medical or dietary regime which must be continued?_____ List specific activities to be encouraged_____

Any restrictions?_____

Other suggestions (from the parents)_____

Signature_____ Date_____
Parent or Guardian

*If answer is "yes" to those questions asked above, please attach specific directions with this form.

FILL OUT AND RETURN TO PRINCIPAL WITH THE PARENTAL PERMISSION SLIP.

Student's Name_____ Counselor_____

RICHLAND PUBLIC SCHOOLS

ENVIRONMENTAL EDUCATION PROJECT

HEALTH CERTIFICATE

Student's Name_____

Parent's Name_____

Home Address_____

Home Phone_____Emergency Phone_____

Emergency Name_____

As far as I know, my child is in good health and there is no reason why he should not go on this trip.

My child takes regularly prescribed medicine for an ailment such as allergy, epilepsy, or diabetes. Yes_____ No_____

My child has the following allergies which might cause problems: (List)

I give my permission for the nurse to give my child simple medication such as aspirin when she feels this is advisable.

I give my permission for my child to be taken to a doctor in an emergency or serious illness and I agree to pay for any service given.

Signature_____ Date_____
Parent or Guardian

Contact and make list of following people or service to call in case of emergency:

Consulting Physician:
Name:
Address:
Phone:
Home:
Office:

Hospital Services:
Name:
Address:
Phone:

Ambulance Service:
Name:
Address:
Phone:

Police Station:
Name:
Address:
Phone:

Fire Station:
Name:
Address:
Phone:

PERTINENT MEDICAL INFORMATION FORM

Student	Home Phone No.	Teacher	Nature of Medical Problem (Allergy, bed wetting, etc.)

STUDENT CAMPER HEALTH RECORD FORM

Name_____ School_____ Age_____

Parent or Guardian_____ Address_____

Date	Time	Reason for Visit	Treatment	Comments

Camp Nurse_____
(Signature)

ACCIDENT REPORT FORM

Name_____ Date_____
(last) (first) (initial)

Address_____

Name of Parent or Guardian_____

Type of Accident_____ Exact Location_____

Nature of Accident or Illness (Describe in detail)

Treatment:

What was done:

By whom?_____
(Name) (Address)

Persons notified: 1._____ 2._____

Addresses: _____ _____

Witnesses of accident: 1._____ 2._____

Addresses: _____ _____

Follow up:

Signature_____

Date_____

SAMPLE LETTER TO PARENTS PRIOR TO FIRST PARENT'S MEETING

KENNEWICK SCHOOL DISTRICT NO. 17

February - 1969

Dear Parents:

The Kennewick Public Schools is offering your child the opportunity to participate in a new type of educational experience. This experience has been carefully planned and organized to provide children with an opportunity to live, study, and learn with his classmates and teacher in an outdoor area during a four day period.

The curriculum of the Outdoor School will include language arts, art, social studies, mathematics, health, science, music, recreation, and physical education. The emphasis is on the study of plants, animals, and their relationship with the environment (ecology). The actual studies will include those educational activities which can best be learned in an outdoor setting. The program allows children to study the soil, water, plants, animals, earth, and their interrelationships. In so doing, the activities lend themselves to skill development in the other subject areas.

The forest camp is divided into areas for concentrated study. One area (study plot-) is best suited for the study of soils, another for plants, another for water, another for animals. Teachers and resource consultants from the Washington State Game Department, the U.S. Forest Service, the Department of Interior, the Soil Conservation Service, and Washington State University student teachers will help in these areas. The equipment that students will use will include maps, compasses, hand lenses, microscopes, animal traps, various devices for measuring, weather equipment, and plant presses. The methods which they use will be those of the scientist: exploring, discovering, collecting,testing, planning, and evaluating.

This type of study gives children the privilege of working and living together in a well organized democratic situation. Students assume some important individual responsibilities which include personal cleanliness, maintaining a clean cabin, and a clean camp. They have work experience in setting tables, dish washing, wood gathering, and similar jobs.

The Outdoor Education Program provides (1) an excellent learning laboratory equipped with the wonders of nature, and (2) leadership of people interested in your child and his education. It is learning by doing, gathering knowledge through first hand experience. It is a functional approach to learning.

We feel certain that your child will enjoy and learn from this experience.

Fifth Grade Teachers
Hawthorne School

OUTDOOR EDUCATION PROGRAM

I. Purposes of the Project:

A. To provide experiences in the development of skills, attitudes, and appreciations needed for good use of leisure time in the out-of-doors.

B. To provide experiences in democratic and social living in the out-of-doors.

C. To provide experiences with natural resources in the Pacific Northwest, and to develop the appreciation and knowledge to use them wisely.

D. To provide experiences in purposeful work situations where many of the skills and attitudes developed in the classroom may be applied.

II. Related activities to be done at school

A. Preliminary field trips to a swamp, march, desert, and playground community.

B. Activities dealing with study and work being done in the forest.

C. Study of Solar System Unit

D. Study of Pacific Northwest Unit

E. Study of Conservation Unit

F. Viewing of films

III. Camp experiences at Camp Wooten

A. Activities

1. Evenings

-star study and observation
-viewing of a film on salmon
- campfire songs and skits

2. Daytime

-field study of plants, soil, water, wildlife
-field trip to Fish Hatchery

B. Camp-living organization

Pupils will be housed in cabins. They will sleep on beds with mattresses. Each cabin includes adequate washing, shower, and toilet facilities. A student counselor will be responsible for ten or twelve pupils and will live with them in the unit.

In addition to the living facilities, the site has a Main Lodge, Dining Hall, Craft Center, Infirmary, and many other buildings. The site is abundant with species of plants and animals, abundance of wooded areas, and all the beauty of the great outdoors.

C. Work experiences

All pupils will be responsible for making their own beds, cabin neatness, and cleanliness. In addition, they will experience a variety of work capers such as setting tables, washing dishes, carrying wood, cleaning up the camp-site and other similar jobs.

D. Curriculum

The curriculum in the Outdoor School will include the same subject matter areas that fifth graders have normally followed. More emphasis will be placed on the study of ecology than before.

The resource consultants who will visit and work with the children in the classroom have information of the area in which the Outdoor School is located, and will help children begin laying important foundations for studies to be conducted later on at the outdoor site.

While at the Outdoor School, students will spend a minimum of four and one-half hours daily in educational activities which will include making observations, recording data, conducting experiments about the relationships of the various components of the environment. Each pupil will be provided with a field notebook to record significant observations and information.

Upon return from the Outdoor School, students will spend two days in summarizing, reviewing, and evaluating their experiences and knowledge accumulated during the entire program.

E. Daily Schedule

A.M.	6:45	Rise and Shine!
	7:15	Flag Ceremony
	7:30	Breakfast
	8:30	Camp and cabin inspection
	9:15	Morning Inspection
	9:30	Instructional Period (field study)
	11:30	Recreation
	12:00	Wash up
	12:15	Noon Meal

P.M.	1:00	Rest Hour
	2:00	Instructional Period (field study)
	4:30	Recreation & Projects
	5:30	Flag Ceremony
	6:00	Evening Meal
	6:45	Teacher Evaluation
	7:30	Campfire
	9:15	Bedtime
	9:30	Lights out!

F. Registration and Information relating to operations

The registration materials should be completed and returned to your building principal by the deadline date. The camp fee, $8.00 per pupil, should accompany the registration. This fee covers your child's room and board. Checks are payable to Kennewick Public Schools. For additional information and inquiries, contact Mr. Leland Chapman or Mr. C. Lester Domingas, coordinators of the project representing the Kennewick School District, or your school principal.

Every effort has been made to keep the cost of the experience to a minimum. Kennewick School District is absorbing the cost of some of the instructional supplies, leadership, transportation, and administration. Washington State University is furnishing personnel for the student counselor staff, and some of the instructional materials and supplies. The Washington State Game Commission, the U.S. Soil Conservation Service, The U.S. Department of Interior, and the U.S. Forest Service are providing the services of resource consultants and some of the curriculum materials and supplies.

G. Student campers and personnel

1. Fifth grades from Hawthorne School have been selected to participate in the Outdoor School experience. The program is tentatively scheduled for June 1st through June 4th. Regular school bus transportation is to be used. Departure will be Sunday P.M. and return to Hawthorne School will be before dismissal time on Wednesday.

2. Personnel -

a.	Coordinators of the Project:	Mr. Leland Chapman Mr. Les Domingas Teachers, 5th Grade Hawthorne School
b.	Building principal:	Mr. Clarence McCauley Hawthorne School
c.	Classroom teachers:	Mr. Leland Chapman Mr. Charles Carmichael Mr. Les Domingas
d.	Resource Curriculum Coordinator:	Mr. Ernie McDonald U.S. Forest Service Portland, Oregon
e.	Camp nurse:	Mrs. Allen Schneider Private nurse - teacher
f.	Student counselors:	Students currently enrolled at Washington State University

H. Location of the Outdoor School

Camp Wooten is located near the Tucannon River Recreational Area at Dayton, Washington. The camp is owned by Columbia County and is leased to organizations and groups for recreational and educational programs. The address is Dayton, Washington (23 miles from Dayton - north).

I. Health and Safety

Mrs. Allen Schneider, Nurse, will service each child's health record prior to departure for the Outdoor School and will be in camp at all times to check on the health conditions of each camper and staff member.

Arrangements will have been made with a consulting physician in Dayton for visits in his office or at camp in case of emergency illness or accident. Your child can have medical and hospital services in a short period of time. If such an emergency should arise, you will be notified by telephone immediately.

Since the living group counselors are closest to the campers' needs and conditions, they are required to make daily personal inspections of each camper. Those campers needing attention are required to report to the infirmary.

J. Food Planning and Preparation

Every effort has been made to plan for a quality menu to be served under the direction of qualified cooks. There will be no candy, gum or soft drinks sold in the camp and you are asked to discourage your child from bringing any with him. Special snacks will be served during the week.

Your sincere interest and whole-hearted support is needed if this experience is to be successful. If you need further information, please feel free to contact Mr. Clarence McCauley, Principal, or the classroom teachers. The leaders working with the program will do everything possible to make this a rich learning and living experience for your child.

Sincerely yours,

Mr. Leland D. Chapman
Mr. C. Lester Domingas

Teachers and Coordinators
Outdoor School

CAS:ib

What Can Parents Do To Make The Experience More Valuable?

1. Help your child to assume responsibility by:

   a. Having him make his own bed at home (both before and after camp).

   b. Having him help with table setting and housework (both before and after camp).

2. Be at school Wednesday afternoon before your camper returns. It isn't fun to have no one welcoming you when you get off the bus.

What Is Necessary In The Way Of Equipment?

It is hoped that little or no clothing or equipment will have to be bought for this week of camping. There will be no need for "fancy dress." Children will be more comfortable and will enjoy themselves more if the clothing is not new.

Footwear is always an important item of clothing. This is especially true in a camping situation. Make sure that shoes are well broken in before coming to camp. A pair of sturdy hiking shoes is desirable for outdoor activity. For a second pair, tennis shoes will do very well. Five pairs of socks are recommended; two pair of heavy boot socks and three pair of athletic socks.

All clothing and equipment should be plainly marked with the name of the camper. Rubber stamps or laundry pens provide a quick way of marking. Finger nail polish is satisfactory for metallic objects.

Each child's luggage should consist of not more than one suitcase and a bedding roll (or duffel bag). The camper should assist in the packing of the suitcase and making of the bed roll so that he will know where each article is located. The accompanying equipment list is for your use in planning what to send.

Hawthorne School
Fifth Grade Teachers

Suggested Clothing and Equipment List

The following is a suggested list of the minimum amount of items essential in spending four days at this Outdoor School. If possible, avoid taking unnecessary articles since space is limited. Plan your luggage to include a sleeping bag (bedroll) and one suitcase or one duffel bag. Mark all clothing and equipment with name tapes or indelible ink to prevent loss.

Bedding:

Sleeping bag or a 3-blanket bedroll and sheet
Pillow and pillow case
1 pair pajamas

Clothing:

2 towels
2 washcloths
1 heavy coat or jacket
1 raincoat
1 heavy sweater or sweatshirt
1 pair boots or galoshes
1 pair tennis shoes
5 pairs socks
3 undershirts
3 underpants
3 shirts or blouses
3 tough trousers or jeans
3 handkerchiefs
1 shower cap (girls)

Toiletry Items:

Toothpaste
toothbrush
1 bar soap
1 soap dish
comb or brush
lip salve

General equipment:

1 notebook
2 or 3 envelopes
3 postcards
1 plastic bottle Elmer's Glue
2 pencils
3 stamps
1 box crayons
1 shopping bag
Camera and film (optional)

RICHLAND PUBLIC SCHOOLS

ENVIRONMENTAL EDUCATION PROJECT

PERMISSION SLIP

Your child's class will be attending Environmental Education class at Camp Kiwanis, Walla Walla, Washington _____ (date) through _____ (date).

Please return to the principal of your school by Sept. 15.

_____I do give permission for my child to participate.

_____I do not give permission for my child to participate.

This child is covered by school or other insurance. Yes____No____

(In case the answer is "no", Title I funds will provide insurance.)

My child has or can borrow a sleeping bag. Yes_____ No_____

My home phone is_____.

My work phone is_____.

In emergency, call_____.

Name of Child_____

Parent's Signature_____

KENNEWICK SCHOOL DISTRICT NO. 17

Dear Parents:

The Hawthorne School Outdoor Education Program is now close at hand. We would like to remind you that the readiness of your child is most important for this new educational experience. By making sure the check list is complete, your child will be reasonably prepared.

Our departure time on June 1 will be 1:00 p.m. We would appreciate having the children at Hawthorne at 12:15 to organize them and their gear for the trip. We will return June 4 in time for normal school bussing for that day.

Thank you,

Fifth Grade Teachers
Hawthorne School

KENNEWICK SCHOOL DISTRICT NO. 17

February 28, 1969

OUTDOOR EDUCATION "PILOT PROJECT"

TO: Parents of Fifth Grade Students at Hawthorne School

RE: Registration Packet

Enclosed in this communication are enrollment forms required to register students in the Outdoor Education Program for fifth grade classes at Hawthorne School.

The Medical Care Form (A) requires parent signature and any comments (in addition to the information available in the student's health record) regarding recent illness or medical complications that might be of importance to your child's health at the outdoor school.

The Registration Form (B) explains the required fee as to amount and what it is to provide. Checks may be post-dated up to May 1st if necessary, payable to Kennewick School District #17.

Attach the check to the signed registration form and return to the classroom teacher at Hawthorne School before March 15, 1969. Your response by this deadline is requested to facilitate additional planning for this project.

Information regarding personal material needs of students who will be going will be released at a later date.

Any additional questions regarding registration may be directed to the Fifth Grade Classroom Teachers.

Respectfully,

Fifth Grade Teachers
Hawthorne School

KENNEWICK SCHOOL DISTRICT NO. 17

OUTDOOR EDUCATION "PILOT PROJECT"

ENCLOSURE "A"

MEDICAL CARE FORM

As a parent or guardian of _____ (student),
I have read the letter to parents explaining the Outdoor Education Program. I give my permission to obtain medical services of an emergency nature if necessary for my child. (A qualified nurse is to be in attendance.)

_____
(Signature of Parent or Guardian)

_____
Address

_____
Date

KENNEWICK SCHOOL DISTRICT NO. 17

OUTDOOR EDUCATION "PILOT PROJECT"

ENCLOSURE "B"

REGISTRATION FORM

As parent or guardian of _____,
(student)

I wish to register my son/daughter in the Outdoor Education "Pilot Project." Attached to the completed Enclosure Form "B" is payment by check for the amount of $8.00, payable to the Kennewick School District #17, as the fee for board and room at the camp.

_____ _____
Signature of Parent or Guardian Date of submittal

(Please return to the school on or before March 15, 1969.)

PUPIL CLASSROOM ROSTER

To: Classroom Teachers

Please fill out in triplicate, one copy for you, one for the administration, and one for the director. This must be returned to the principal's office two weeks prior to going to the Outdoor School. If there are any last-minute additions and changes in the roster, please notify the director immediately.

Name of School_____Classroom teacher_____

Date of Outdoor School session_____Teacher's phone no._____

No. of girls_____No. of boys_____Total no._____

Name of Pupil	Age	Sex	Name of Parent	Address	Phone

STUDENT QUESTIONNAIRE

Name_____ Classroom Teacher_____

School_____ Outdoor School Period_____

1. What activities are you looking forward to at the Outdoor School?

2. What subjects would you like to learn more about through the Outdoor School?

3. What are your favorite out-of-door interests?

4. Have you ever attended summer camp before? If so, where and when?

5. Do you belong to any clubs or groups which engage in out-of-door activities? List.

PUPIL CLOTHING AND EQUIPMENT INVENTORY FORM

I, _____, brought the following clothing and equipment to camp:

BEDDING

CLOTHING

TOILET ARTICLES

GENERAL EQUIPMENT

Complete this form and place it on top of clothing in your suitcase upon departure for the Outdoor School.

APPENDIX B

EVALUATION FORMS

DAILY EVALUATION REPORT

Name of Teacher_____Date_____

1. List all instructional studies that the children do not understand. Explain.

2. List all questions the children are having about daily routine of living at the Outdoor School.

3. List program activities in which the children feel rushed.

4. List any other activities not included in the program that the children like to do.

5. What program activities do the children enjoy most? Are there any that they do not like?

6. List any additional information you feel is important.

RICHLAND SCHOOLS' TITLE I
ENVIRONMENTAL EDUCATION PROJECT
LEWIS AND CLARK - SACAJAWEA SCHOOLS

COUNSELOR EVALUATION

Environmental Education is provided in a five-day camp school for children in the fifth grade in two schools identified as target schools in a Title I project. The curriculum has been developed by the National Park Service. All activities are carried out by Richland School personnel under the direction of a Coordinator for Title I.

High school students are selected as counselors. Responsibility for six to eight students is delegated to each counselor by the Coordinator. The following evaluation of the counselor is made on the basis of his ability to fulfill the duties assigned in a camp situation.

COUNSELOR'S NAME_____

CAMP SESSION DATE_____

	Above Average	Average	Below Average
1. Relationship to students	_____	_____	_____
2. Ability to control student behavior	_____	_____	_____
3. Willingness to work	_____	_____	_____
4. Contribution of ideas	_____	_____	_____
5. Promptness in fulfilling scheduled duties	_____	_____	_____
6. Thoroughness in fulfilling scheduled duties	_____	_____	_____
7. Creativity	_____	_____	_____
8. General attitude	_____	_____	_____
9. Personal conduct	_____	_____	_____

Special Talents Shared:

Comments:

RATED BY_____

STAFF ASSIGNMENT_____

TEACHER EVALUATION REPORT

Your frank comments regarding the effects the Outdoor School experience has had upon your class will be appreciated and will be considered carefully in the planning of future programs.

PROGRAM

1. What activities in the Outdoor School left a favorable impression upon the class (i.e., projects, instructional field study, etc.)?

2. Were there any activities disliked by most of the students?

3. Does the class now seem to be more alert to the areas of conservation studied in the Outdoor School? Has their curiosity of natural phenomena increased?

4. Do you think the students gained a greater appreciation of the natural environment as a result of this experience? Explain.

5. Were there any activities you feel should have been stressed more? Were there any you feel should have been stressed less?

THE STUDENT

1. Do you feel the general morale of the class changed during the Outdoor School experience. Explain.

2. Did you observe any change in the children who had "problems" when they came to the Outdoor School?

3. Upon returning to the classroom have you observed any change in behavior on the part of the individual members of the class?

4. Do you feel the students developed new interests because of their Outdoor School experience?

LEADERSHIP

1. Do you have any comments (either positive or negative) to make about the student counselors?

2. Do you have any comments (either positive or negative) to make about the directorship of the Outdoor School?

3. Do you have any comments (either positive or negative) to make about the resource consultants who participated in the Outdoor School?

PERSONAL COMMENTS

1. Did you enjoy the Outdoor School?

2. Do you have any positive comments to make about specific activities or the program in general?

3. Do you have any suggestions for the improvement of the Outdoor School in any way or in any area? Do you have specific dislikes?

4. Are there any other comments you would care to make?

Kennewick Outdoor Education
June 4, 1969

Dear Parent:

We are asking your help in preparing an evaluation of the Outdoor School Education Program. We hope that your child has talked to you about his experiences, but if he has not, will you please encourage him to do so in order that he may help you to answer the following questions?

What experience did your child have that he talked about most?

What experience might be helpful to him in school?

In what ways, if any, did he seem to mature as a result of this Program?

Were there any experiences on the trip which upset him?

How many times has your child been in contact, since the camping program, with friends he made during the program?

Do you feel your child's attitude has changed toward:

Other children? (please explain)

Teachers?

School?

Please make additional comments with the following things in mind. What aspects of the program do you feel should be:

Repeated?

Excluded?

Added?

Thank you for your help.

Sincerely,

Lester Domingos
Lee Chapman

RICHLAND SCHOOLS' TITLE I
ENVIRONMENTAL EDUCATION PROJECT

PUPIL EVALUATION

Pupil Questionnaire (To be completed before leaving the Outdoor School)

Name_____

School_____Date_____

Boy_____ Girl_____

1. Of all the classes I had this week, I liked _____ the most.

2. Of all the classes I had this week, I liked _____ the least.

3. Of all the classes I had this week, I believe_____ was the most valuable.

4. Of all the classes I had this week, I believe_____ was the least valuable.

5. Outside of classes, the most enjoyable part of the Outdoor School was_____

6. Outside of classes, the least enjoyable part of the Outdoor School was_____

7. I wanted to go home (Monday evening, Tuesday evening, Wednesday evening, Thursday evening, none of these). Circle the best answer.

8. The food was (excellent, good, fair, poot). Circle the best answer.

9. The sleeping rooms were (very good, fair, poor). Circle the best answer.

10. The outdoor school site is (attactive, like home, unattractive). Circle the best answer.

11. I (would, would not) like to come back next year if given a chance.

12. In a few sentences, tell what you think and feel about the outdoor school experience.

PUPIL QUESTIONNAIRE (TO BE COMPLETED ABOUT THREE MONTHS AFTER CAMP)

School_____Date_____

Boy_____ Girl_____ Date attended camp_____

If you could, would you want to go back to camp?_____

The thing that I enjoyed most about camp was _____

_____

The thing that I liked least about camp was _____

_____

Check the appropriate line below:

Since returning from camp, I have used my camp experience

_____very much in writing for my teacher.
_____some in writing for my teacher.
_____very little in writing for my teacher.
_____very much in talking to friends.
_____some in talking to friends.
_____very little in talking to friends.

The most valuable things I learned at camp are_____

_____

_____

The things taught at camp which seem to have little value now are_____

_____

Write a short paragraph or two on how the camp experience might be improved. Use the back of this paper.

VISITOR'S REPORT

(The visitor's comments are welcome, but he or she is in no way obligated to complete and return this questionnaire.)

Name_____School_____Date_____

Activities observed:

_____

_____

_____

In my judgment (maximum, some, little) use was being made of camp resources during my visit. Remarks_____

_____

_____

Reports reaching me suggest that the camp experiences could be improved by_____

_____

_____

Other comments_____

_____

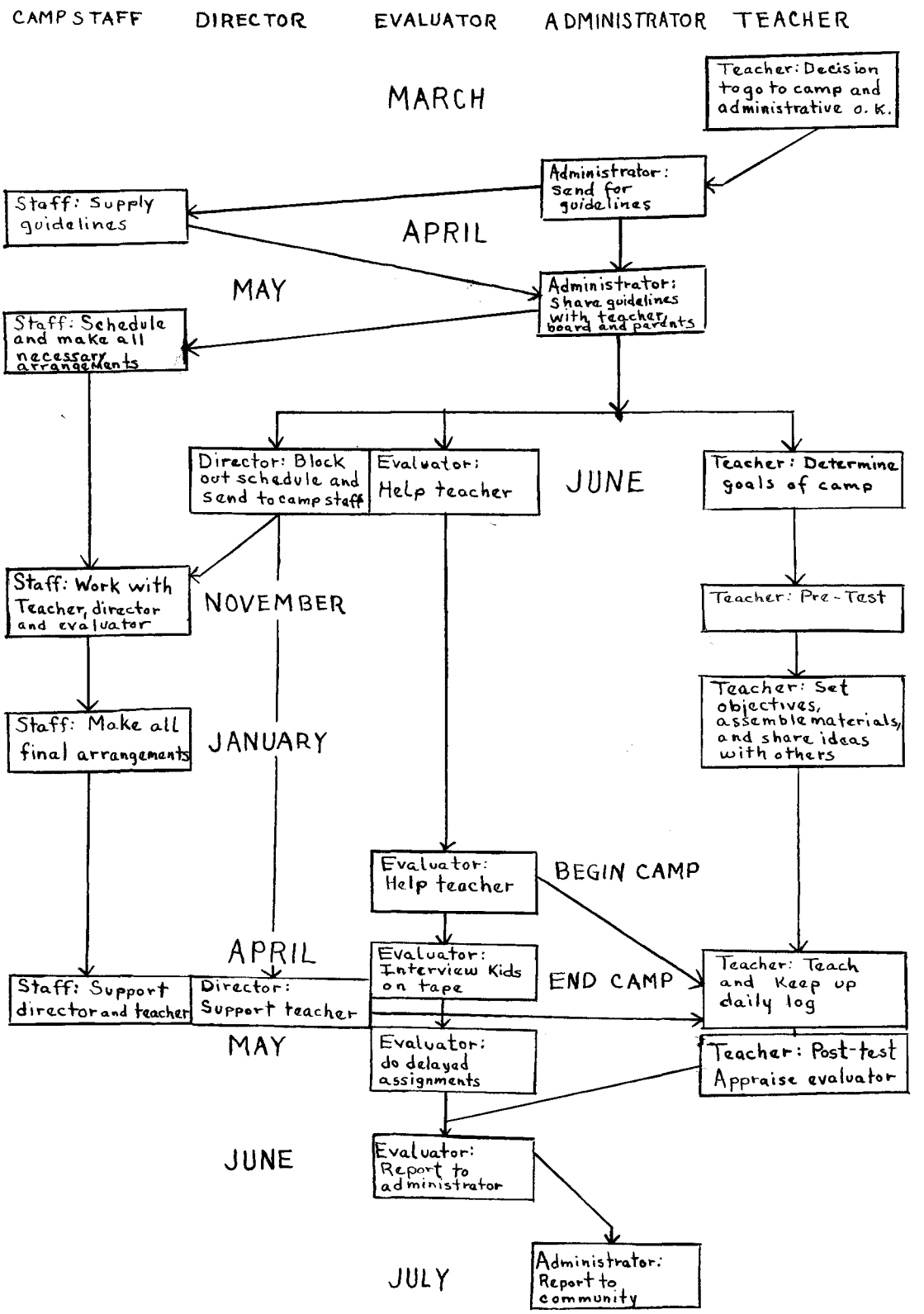
_____

_____

_____

APPENDIX C

SCHEDULE CHART


CAMP STAFF
DIRECTOR
EVALUATOR
ADMINISTRATOR
TEACHER
MARCH
Teacher: Decision to go to camp and administrative o.k.
Administrator: Send for guidelines
Staff: Supply guidelines
APRIL
MAY
Administrator: Share guidelines with teacher, board and parents
Staff: Schedule and make all necessary arrangements
Director: Block out schedule and send to camp staff
Evaluator: Help teacher
JUNE
Teacher: Determine goals of camp
Staff: Work with Teacher, director and evaluator
NOVEMBER
Teacher: Pre-Test
Staff: Make all final arrangements
JANUARY
Teacher: Set objectives, assemble materials, and share ideas with others
Evaluator: Help teacher
BEGIN CAMP
APRIL
Evaluator: Interview Kids on tape
END CAMP
Staff: Support director and teacher
Director: Support teacher
Teacher: Teach and Keep up daily log
MAY
Evaluator: do delayed assignments
Teacher: Post-test Appraise evaluator
JUNE
Evaluator: Report to administrator
JULY
Administrator: Report to community

APPENDIX D

FORMS USED FOR SELECTION OF STUDENT LEADERS

GUIDE FOR SELECTION OF HIGH SCHOOL STUDENT LEADERS at Richland, Washington

I. Application Procedure

Any high school junior or senior student may apply to become a counselor at the outdoor school. Applications are available at the guidance office.

II. Screening Committee

A. Selection

Members of the faculty will be selected upon recommendation of the outdoor school director and approval of the administration.

B. Committee Structure

1. Outdoor school director
2. Member of the guidance department
3. Vocational agriculture instructor
4. Representative instructor of the science department
5. Other interested instructors

III. Screening Procedures

A. Securing of applications from interested students

B. Screening of applicants based on review of applications

C. Conducting of personal interviews of selected applicants

D. Final selection of applicants for submission to the outdoor school director.

IV. Final Selection Procedures

A. Review of recommended applicants by the outdoor school director

B. Approval of selected applicants by the administration

C. Announcement of approved selected applicants by the outdoor school director

HIGH SCHOOL APPLICATION FORM FOR THE RICHLAND, WASHINGTON OUTDOOR SCHOOL PROGRAM

Name_____Address_____

Zone_____School_____Class_____

Academic Status: Last Quarter's GPA_____Accumulative GPA___

PREVIOUS EXPERIENCE IN WORKING WITH CHILDREN: Type of Experience _____Length of Experience_____Positions Held_____

PREVIOUS OUTDOOR EXPERIENCE: Where_____

Location_____Length of Experience_____

Positions Held_____

PREVIOUS WORK EXPERIENCE:

Name of Employer	Address	Position

PREVIOUS YOUTH AGENCY EXPERIENCE: (Example: 4-H, Boy Scouts, Y.M.C.A.)

Name of Organization	Number of Years

CHECK THE FOLLOWING PROGRAM AREAS:

Key: X Experienced and capable of teaching or leading
XX Experienced enough to assist
XXX No experience but interested

_____Song leading	_____Woodsmanship	_____Weather study
_____Archery	_____Dramatics	_____Soil study
_____Riflery	_____Creative Writing	_____Water study
_____Arts & Crafts	_____Games & Relays	_____Plant study
_____Hiking	_____Storytelling	_____Animal study
_____Fishing	_____Flag ceremonies	_____Map & Compass
_____Survival		

LIST ANY SPECIAL TALENTS, HOBBIES, OR INTERESTS: (Example: Storytelling, Photography, Singing, Musical Instrument, etc.)

LIST CLUBS AND ACTIVITIES YOU HAVE PARTICIPATED IN DURING YOUR HIGH SCHOOL EXPERIENCE:

LIST ANY SPECIAL RECOGNITION, HONORS, OR AWARDS YOU HAVE RECEIVED WHILE IN HIGH SCHOOL:

CHECK FOLLOWING RED CROSS RATINGS:

_____Standard First Aid _____Advanced First Aid
_____Junior Life Saving _____Senior Life Saving

CHECK FOLLOWING AMERICAN CAMPING ASSOCIATION RATINGS:

_____Beginning Campcrafter _____Advanced Campcrafter

ON THE ATTACHED SHEET WRITE A BRIEF STATEMENT IN ANSWER TO THE FOLLOWING QUESTIONS:

1. Why are you interested in applying as a staff member at the outdoor school?
2. What do you think fifth grade children can gain from a week at the outdoor school?
3. What do you think you would gain from a week at the outdoor school?

LIST THE NAME(S) OF YOUR HIGH SCHOOL TEACHERS THAT WOULD BE WILLING TO RECOMMEND YOU FOR THE OUTDOOR SCHOOL PROGRAM:

Name of Teacher	High School	Position
_____	_____	_____
_____	_____	_____

Turn in this application form to the High School Guidance Department. Consult the guidance department for further information concerning your application.

_____

This form is a recommended form prepared by Margaret Milliken--Oregon State University.

PERMISSION BLANK FOR HIGH SCHOOL STUDENT LEADER

Name_____Phone No._____

Address_____Class in School_____

I agree to the following before attending the outdoor school:

1. Arrange with my teachers for making up any required work missed while at the outdoor school.

2. Attend all training meetings prior to the outdoor school.

TEACHER'S SIGNATURE:

PERIOD I_____ PERIOD IV_____

PERIOD II_____ PERIOD V_____

PERIOD III_____ PERIOD VI_____

STUDENT LEADER'S SIGNATURE_____

I give my permission for _____ to attend
(name of student leader)

the outdoor school as a student leader.

PARENT'S SIGNATURE_____

YOU ARE REQUESTED TO FILL OUT THIS FORM AND RETURN IT TO THE OUTDOOR SCHOOL DIRECTOR NO LATER THAN_____
(Date)

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