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Education Through Camping

Claude C. Pollock
Central Washington University

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EDUCATION THROUGH CAMPING

By

Claude C. Pollock

**A paper submitted in partial fulfillment of the requirements
for the Degree of Master of Education, in the
Graduate School of the Central Washington
College of Education**

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which is a partial requirement for the Master of Education
Degree at Central Washington College of Education.

Approved:

E. E. Samuelson

George B. Brain

L. Reynolds

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Chapter I

INTRODUCTION

Each September thousands of privileged children come back to school refreshed in mind and body from outdoor camping. Due to many reasons, most of which are related to economic status there are many more thousands of children that do not have the opportunity for summer camping. One solution or at least a partial solution may be the school camp.

Many administrators are interested in camping as an educative process and there seems to be a slow but definite trend toward school camping. One thing that seems to be slowing down the camping program are the many problems both real and imaginary that are connected with setting up and carrying on a camping program.

In this paper, I intend to give a detailed account of how the first elementary school camp in the state of Washington was carried on. I will include the planning, organization and a detailed description of the first weeks activities. I attended this first elementary school camp as a counselor from the Central Washington College of Education, and feel qualified to tell about it.

By including in this paper a brief history of camping,

an account of the first elementary school camp, answering some questions concerning camping, and listing some sources of information for camping, I hope that some interest may be created.

Chapter II

HISTORY OF CAMPING

The first camper in this country were the Indians. They were wholly dependent upon nature for their food and shelter. They knew the plants and roots and knew their many uses. They built houses and shelters best adapted to the surrounding country, to material at hand and to the climate. They were agriculturalists--developed drought corn, practiced soil fertilization, made irrigation ditches and have made many other valuable contributions of benefit to us. From the standpoint of appreciation of his surroundings, care of self, resourcefulness, utilization of natural resources and the practice of simplicity of living, the Indian was a good camper. In quest of better understanding and love of the out-of-doors as an essential part of our camping movement, we owe much to our first American camping.

The era of explorers, traders, and trappers marks the second period of camping. These rugged individuals had to know the way of the woods in order to make their expeditions successful. With the help of friendly Indians it was possible for them to accomplish their goals. The stories of the traders and trappers add a significant part to the larger concept of adventurous camping.

With the landing of the Pilgrims began a period of settlement in this land. The people were actually camping. The first thing a party from the Mayflower did when it went ashore was to select a camp site. For many years people came from other shores to this country, built homes, worked together, and gradually extended themselves farther and farther west. The pioneers in their sturdy homes on wheels camped their way across the country seeking prosperity and security. They lived a life of daring and adventure. They were on their own as individuals and families--camping in the fullest degree. Out of their pattern of living was created our concept and form of democracy. It might be said that camping and democracy started together in this country. A careful study of their progress will show that

shelter, food, self-occupation, spiritual influence, group living, and community effort were basic elements in the development of our country.

At the time of the signing of our American Constitution approximately 98 per cent of the people lived in a strictly rural area. Today over 60 per cent of the people live in large cities and are necessarily subjected to much regimentation, coercion and regulation along with all their modern conveniences. It is not contended here that we should abandon our social and economic progress and go back to the days of the Pilgrims and early settlers. Not at all. It is maintained, however, that these principles to which reference has been made are as fundamental and necessary in our present day living as they ever were. Also, there is a better opportunity to experience them in a favorable camp situation.

The earliest reports of what can be called an organized camp do not give us a very clear picture of the motives or purposes. It was not until the 1870's that an organized movement may be said to have started though a few camps existed before that time. Some of the earliest camps were influenced by the original appeal of adventure in the out-of-doors but, alas, they soon yielded to the march of modern events, and organized activities from the cities gradually worked their way into the camps. Their purposes and practices changed accordingly.

As early as 1872 the movement of "Fresh Air Work" was started and has continued to the present time, though it is rapidly dying out. The purpose of this movement was to get the children out of squalid conditions in the city to the country fresh air and sunshine. Its benefits were judged largely by gain in weight. Later this developed into a more positive health program and has made favorable progress. Organized games and sports movement, a product of the city and school life again influenced camping to become strongly athletic and bodybuilding. This has brought the playfields, basketball, and tennis courts, the tract and field events, and nearly all other city sports to the woods, gradually crowding out the opportunities best offered in the camping environment.¹

1. Sharp, Lloyd B., "Growth of the Modern Camping Movement," The Commonwealth 28:4-5 (Jan.-Feb.-Mar., 1941)

To fix the date of the start of the camping program as we see it today would be next to impossible. Life Camps Inc. started an experiment in camp as early as 1928. In 1940 this organization set up the National Camp for the training of counselors. In 1934 sixteen boys were sent from the parental school out to Life Camp at Pottersville, New Jersey for a month. This experiment proved very successful and much interest was created in the New York public schools in camping and its educational values. It was not until the summer of 1939 that an actual program was started and this was a summer camp. In the spring of 1947 the first camp on school time was carried on in the New York City Schools.

Battle Creek, Michigan schools have had a camping program since 1944. This program was made possible in part by the subsidy from the Kellogg Foundation. The Battle Creek Schools now carry on a year round camping program.

San Diego, California has had a camping program since 1946. Long Beach, California has been doing this kind of work for some time also.

In the State of Washington many schools have had summer camps for several years. One of the leaders in day camping has been the Ellensburg Washington School District. Union Gap Schools initiated a day school camp in the spring of 1950. The first school camp for elementary school children was

started in 1950 by the Auburn Schools. In this camp, sixth grade boys and girls spend a week at camp. The situation is naturally much different from a day camp or summer camp. The program of this camp will be described in detail in Chapter IV.

Chapter III

EDUCATIONAL VALUES OF CAMPING

Any well-planned program has a goal. Although the objectives that are listed for different camps are worded differently it seems that most of the school camps strive for about the same thing. They are trying to provide experiences that cannot be obtained in the schoolroom and to enrich those that can be. The school camp might well be compared to a series of field trips that run consecutively.

The aims of one of the small camps for girls in the New York School Camping Program gives a good example of a typical camp. Their aims are listed as:

1. To help the child to grow and live happily as a member of the group and community.
2. To create a desire for the worthwhile experiences.
3. To practice healthful living and safety precautions.
4. To develop an appreciation and enjoyment of beauty and the power of creative expression.¹

The objectives of the Auburn School Camp are:

1. Social living
2. Closer relation of teacher and pupils

1. Life Camps Inc. Extending Education Through Camping. New York: Life Camps Inc., 1948

3. New interest in school subjects¹

At first examination, these two lists of objectives might appear to be far different, but a close study reveals they are along the same line.

Some administrators may be worried about how a school camp would fulfill objectives of education. A listing of the objectives of education for the New York Schools and some of the ways they may be realized in camping might be helpful:

- OBJECTIVE 1 Character--to insure the basis for rich useful and ethical living in a society promoting the general welfare. (This may be fulfilled by living together twenty-four hours a day and sharing such things as religion, care of property, group planning and duties.)
- OBJECTIVE 2 Our American Heritage--to develop pride and faith in American democracy and respect for the dignity and worth of individuals and people regardless of race, religion, nationality, or socio-economic status. (Camping is an ideal place to fulfill this objective. Although much history will still have to be studied in the classroom, much can be gained by studying the history of camp area and by reconstructing the past.)
- OBJECTIVE 3 Health--to develop and maintain a sound body and to establish wholesome mental and emotional attitudes and habits. (In a school camp there is usually enough outdoor activity to create a good appetite and a desire for sleep. A long rest period and early to bed not too early to rise will do wonders for the physical health of a child. Caring for clothing, bathing and practicing safety habits are also of value.)

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1. Craig, Gene, "Auburn Classes Go to Camp," Washington Education Journal. (May 1950)
 2. Life Camps Inc., Extending Education Through Camping. New York: Life Camps Inc., 1948

- OBJECTIVE 4 Exploration--to discover, develop, and direct desirable individual interests, aptitudes and abilities. (By actual exploration of the camp site and surrounding area by hikes, cookouts, or overnight campouts, not only actual knowledge and technique of exploration may be developed, but a new interest in exploration may be created. The art of exploration can be improved by the use of new tools and finding new animals, birds, flowers, and trees.)
- OBJECTIVE 5 Thinking--to develop reasoning based upon adequate hypotheses, supported by facts and principles. (Many opportunities to develop thinking and reasoning power are evident in camping. Analyzing camp problems and planning for programs, food, cookouts, camp sites and many other activities provide a rich experience in thinking.)
- OBJECTIVE 6 Knowledges and Skills--to develop command in accordance with ability of the common integrating habits, knowledge and skills. (Although the knowledge and skills of children going to camp will vary greatly, there will usually be some new knowledge or skill for each one. Learning new types of fires, new kinds of trees, flowers, and methods of cooking are some types of knowledge gained. Learning how to cook, use an ax, row a boat and how to fish are some of the skills that might be developed.)
- OBJECTIVE 7 Appreciation and Expression--to develop appreciation and enjoyment of beauty and powers of creative expression. (This area is particularly adapted to camping. Observing unspoiled nature, listening to the sounds of the woods, singing at campfires, and carving are only a few of the examples of the many activities available.)
- OBJECTIVE 8 Social Relationships--to develop desirable social attitudes and relationships within the family, the school, and community. (Although the child's family is seldom or never with him when he is camping, desirable attitudes may develop that will carry back to his family relationships. The small groups into which most school camps are divided tend to resemble a family organization. Living together in a group, participation in

group activities and observing social amenities will help develop wholesome social relationships.)

OBJECTIVE 9 Economic Relationships--to develop an awareness and appreciation of economic processes and of all who serve in the world of work. (Much respect and understanding of our economic system can be gained through studying and working with the camp budget, planning meals, and participation in work activities around the camp.)

"The now classic four major purposes of education defined by the Educational Policies Commission as: (1) self-realization, (2) human relationships, (3) economic efficiency and (4) civic responsibility, are present in the pattern of camping education and likewise in the total field of school administration."¹

If a careful study of the activities carried on in a school camp is made, it is evident that growth may be had in almost any area of learning. One prime factor in any program is the cost. The cost of camping will be discussed in Chapter V. It might be well for each administrator, however, to analyze his school and see if camping may not be very economical in terms of educational value received for money spent.

1. Carrel, John S., "Camping Education," The Nations Schools 45:28- (June, 1950)

Chapter IV

THE AUBURN SCHOOL CAMP

Auburn has the first elementary school camp in the state of Washington. With modifications to meet local needs and situations a similar plan might be set up in any Washington public school.

Dr. Rolland H. Upton, Superintendent of Auburn Public Schools, has been interested in camping for many years. In the first part of 1949 he started planning a program of camping for Auburn Schools. He secured approval for a Pilot Camp for the spring of 1949. This camp was not carried out until after school had closed for the year. The activities of this camp were not correlated very closely with the school curriculum. The main objectives of the Pilot Camp was to give boys and girls experience in camping, to train staff members for camping, and to create interest and approval of the community in this program.

The objectives of the first camp were fulfilled and the foundation laid for a school camping program in the Auburn Schools.

Much planning took place before the first school camp which occurred nearly a year later. Mr. Gene Craig, sixth grade teacher in Auburn School, was selected as co-ordinator

of camping. He worked very closely with Dr. Upton and the teachers of Auburn Schools and this planning paid off in the success of the first school camp.

A very suitable camp site was found. This camp site was the Pierce County Y. M. C. A. Camp. It is located on an island on Lake Tapps fifteen miles from Auburn. This site proved to have many advantages for a school camp. Some of the advantages were:

1. Being on an island it gave the atmosphere of distance and isolation from home and school. Very few visitors wandered into the camp to interrupt activities.
2. The facilities on the island were very adequate and were rented intact from the owners making it unnecessary for a large outlay of money at the start of the program.
3. A wide variety of animals and plant life was found on the island.
4. Good conditions for swimming, hiking, and campouts were provided.
5. Proximity to school.

As stated before the housing facilities were very adequate. Other things that were needed were secured in many ways. Tarps, tents and other articles were purchased from War Surplus supplies. Paper, crayons, typewriters, and other school supplies were brought from the school. Many parents and civic organizations helped on furnishing other things such as boats, motors, etc. When all these things were gathered together and taken to the island a very well supplied camp resulted.

The facilities of the camp when ready for camping included:

I. Housing

- A. One large lodge
 - 1. Kitchen
 - 2. Dining room, capacity 100
 - 3. Cook's quarters
 - 4. Dishes and cooking utensils
 - 5. Garbage cans
 - 6. Cold storage space
- B. One teacher's cabin
- C. Large boat house
- D. Large cabin
 - 1. Used to store supplies
 - 2. Camp director's living quarters
- E. Nine cabins for children
- F. Two toilets

II. Equipment

- A. Water and light system
- B. Two motor boats
- C. Small row boats
- D. Small tractor and trailer
- E. Water heater
- F. Steel beds with mattresses
- G. Radio and phonograph

- H. Duplicater
- I. Typewriter
- J. Axes, saws, shovels, tarps, etc.
- K. Movie projector and films
- L. Slide projector
- M. Reading materials of interest to children

III. Supplies

- A. Forty army blankets
- B. Paper, paints, crayons, water colors
- C. First aid material
- D. Candy and gum
- E. Oil for cook stove
- F. Gasoline for generators and pump
- G. Groceries
- H. Many other small items

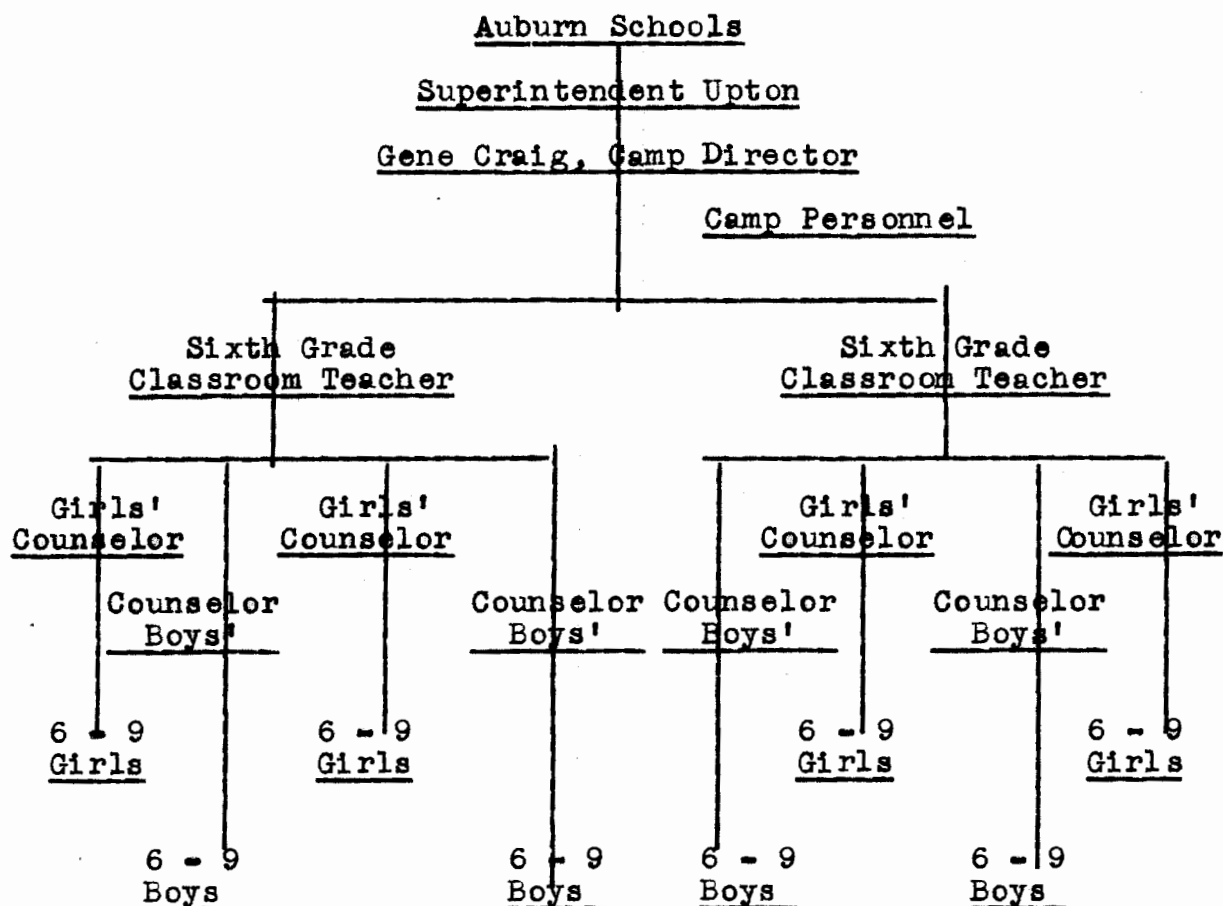
By early spring of 1950 the plan for carrying out the school camp was organized. It was agreed that all sixth grade students would be given a chance to attend. There were seven classes of sixth graders consisting of approximately two hundred fifteen students. As the camp was to run for three weeks it was planned to take two classes each week for the first two weeks and have three classes the last week. At the planning stage it was impossible to tell how many of the students would be able to attend camp.

When the decision to take the sixth grade grades to camp was made, planning started immediately in each class. Interest in camping ran high among teachers and students. Although the school work went on as usual many interesting units of work pertaining to camping developed. Health and safety were stressed and a safety program was worked out for the camp. Students learned how to handle a knife and ax. Safety while boating and swimming was taught. As the island had many holes, rocks and stumps, each class set up rules which discouraged running in the woods. The children learned how to build fires, put out fires and to follow some simple rules of cooking on an open fire. A "Buddy Board" was secured for swimming and its use explained. Although health and safety were given first priority almost every phase of camping was studied. Plans for skits and stunts were drawn up. Camp songs were taught, conservation was studied, units in nature study were developed and astronomy was discussed with new interest. The pioneer life that the students were to experience caused them to attack American History with renewed vigor.

Another phase of the classroom planning consisted of making a list of things to bring to camp. This list proved to be very small. Each student was to bring enough clothes for five days, toilet articles, and bedding. Blankets (war surplus) were supplied at the school for hardship cases.

Some of the things suggested to bring but not necessary were hatchets, knives, and fishing equipment. The students were asked to bring very little money and no matches.

The plan for the first two weeks looked like this:



The organization for the third week was the same except that three classes attended and this meant an extra teacher, four extra counselors, and thirty more students.

The counselors were student teachers selected from Central Washington College of Education, Ellensburg, Washington

and Eastern Washington College of Education, Cheney, Washington. These counselors were selected for their background and interest in this type of education. The counselors received no college credit or compensation for this work but were excused from classes in their respective institutions for the week they were in camp. Much interest was shown on the part of the student teachers and no trouble was encountered securing counselors.

A planning meeting was held at camp the week-end of April 22-23. The personnel attending this meeting included Dr. Upton, Superintendent of Auburn Schools, all sixth grade teachers from Auburn schools, all counselors from the two colleges, one cook and two high school boys for helpers around the camp. Resource personnel included Dr. Burnett of the Educational Department, Central Washington College of Education; Miss Garrison, Physical Education Department, Central Washington College of Education; Mr. Barnett, State of Washington Game Department; Mr. Dunlap, State of Washington Forestry Department; Jim Huntley, State Parks and Recreation Commission.

A very interesting and informative program had been planned for the week-end meeting. Due to different distances, duties, and other situations, the participants in this meeting arrived at different times on Friday, April 21. The first afternoon was spent exploring the islands and getting acquainted with facilities. The counselors were pleasantly

surprised at the natural beauty and abundant plant and animal life on the island. Another very favorable impression was made when a delicious meal was served at dinner. The quality and quantity of food served here made a deep and favorable impression on all concerned.

The first after-dinner meeting was spent in getting acquainted. Singing, story telling, games, and folk dancing served very well to make each person attending feel a part of the camp. One of the highlights of the evening was a series of stories told by John Stevens, a sixth grade instructor in the Auburn schools. His stories undoubtedly helped to make the camp a success. The students and counselors alike enjoyed them, and when the camping program was in actual operation his stories were in great demand.

The next morning, Saturday, April 22, after breakfast and routine camp duties, a meeting of counselors, Auburn School personnel, and resource persons was held. Here the objectives of the camp were outlined by Gene Craig, and the methods to be used in fulfilling these objectives were discussed.

The objectives and method of fulfilling them were carefully outlined as follows:

I. Social Living

A. Planning together

B. Democratic Government of the camp

- C. Cabin duties
 - D. Cooking meals on cookout
 - E. Living together
 - F. Working together on camp projects
- II. Closer Relations of Teacher and Pupils
- A. Twenty-four hours of work, play, and sleep together
- III. New Interest in School Subjects
- A. Study new areas of science by actual living with the great outdoors and finding answers to some problems by actual experience
 - B. Study the stars and discuss the wide field of astronomy
 - C. Observe nature in a near natural state and draw from experience of students, teachers, and resource persons
 - D. New concepts of conservation by observing its values and necessities
 - E. Live again a part of our history connected with camping and pioneer living
 - F. Observe the necessity for proper health practices and the values of good health
 - G. To practice safety and realize the values of safety
 - H. Make language arts part of daily living through letter writing, publishing a camp newspaper, planning activities, reading, and telling stories
 - I. Giving a new interest in drama by skits, plays, and other projects planned and carried on in camp
 - J. Create new interest in physical education by placing the emphasis on enjoyment and participation and limiting the emphasis on competition

K. Let the pupils express themselves by singing in a very informal situation

While the objectives had already been set up by the personnel, many valuable contributions and suggestions were made by teachers, counselors, and resource persons.

After the objectives and means of obtaining them had been discussed, the representatives of the State Game Department, State Forestry Department and the State Recreation Department gave an outline of their respective departments' work and what they intended to contribute to the camp. This proved very informative and valuable as the scope of their work is very wide and they can contribute much to any camping program.

Dr. Upton, Superintendent of Auburn Schools, expressed his gratitude to the respective colleges and state departments for their co-operation in helping the camping program.

Dr. Burnett, Education Department, Central Washington College of Education, outlined the importance of camping in a modern education program.

Before the meeting adjourned the weeks' activities for the camp were discussed.

After lunch the counselors were assigned to individual teachers. As each teacher was to have approximately sixteen boys and sixteen girls in his or her class, two men and two women counselors were assigned to each classroom teacher. The afternoon and night planning sessions consisted of planning

sessions by the teacher-counselor units.

Sunday morning consisted of open air non-sectarian church services and later a short meeting and more planning was done. The week-end meeting adjourned at 1:00 P. M. on Sunday.

During the next week the counselors worked on plans for the camp. A meeting of the C. W. C. E. counselors was called by Miss Garrison and a job analysis outline was worked out. Mr. Craig also contributed to this meeting by sending a job analysis sheet to Miss Garrison. The job analysis outline as agreed upon was mimeographed and made available to all counselors.

JOB ANALYSIS

AUBURN COUNSELORS

I. Responsibilities to the camper

- A. Interpret health and safety regulations to the campers. Set an example to campers in strict adherence to these regulations
- B. Help each camper to have a happy camp experience
 1. Provide for individual as well as group enjoyment
 2. Give all campers full opportunity to participate in the program and in the planning of the program
 3. Teach new learnings and new skills-inspire campers to want to learn
 4. Give security

5. Help campers in adjustment to cabinmates and to camp

C. As a counselor participate with the camp group

D. Know each camper in your cabin

1. Why they came to camp

2. The health of each child

3. The interests of each

4. Family background

II. Responsibilities to other staff-room teachers, director, etc.

A. Feel a responsibility to the Auburn Schools and to Central Washington College in working to make this program a successful and worthwhile one

B. Co-operation between counselors and the representatives of the Forestry and Game Departments

1. Work with your campers while they are learning under the direction of these men

C. Co-operation between the counselor and the room teacher under whom working

D. Attendance at staff meetings for your group or for entire camp

E. Know some skills that you can teach to your group - songs, crafts, nature, etc.

III. Responsibilities to total program

A. Co-operate at all times in health and safety regulations

B. Abide by all policies which have been set up

C. Be a contributing member of the total camp group, i.e. at all camp evening programs, etc.

D. Help to see that the program runs smoothly

- E. See that campers interests are developed at all camp functions and in the whole program
- F. Know the basic philosophy of the "extended education" program
- G. Write reports on all campers in your cabin
- H. Care for camp equipment--that which is entrusted to you and that which is everyone's responsibility
- I. Become acquainted with other staff--counselors, room teachers, special consultants, etc.
 - 1. Enjoy yourselves among campers and all staff

Note: These are the responsibilities which were compiled at the May 1 meeting. Any additions were taken from the job analysis sheet sent by Gene Craig.

Mr. Craig and all concerned at Auburn had been very busy with final plans for the camp. To let the public know what was going on, Mr. Craig wrote an article which was published in the Washington Education Journal. This article is as follows:

AUBURN CLASSES GO TO CAMP

For one week during the month of May, pupils and teachers of the sixth grades of the Auburn Schools are leaving their classrooms and moving their activities to an outdoor classroom. There they will spend their time learning those things which are most naturally and easily learned in the out-of-doors.

The site of their outdoor classroom will be a leased YMCA camp located on an island in Lake Tapps, fifteen miles from Auburn. The facilities include a combination lodge-dining hall, cabins for housing the pupils, staff quarters, play areas, hiking trails and swimming and boating area.

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- 1. Craig, Gene, "Auburn Classes go to Camp," Washington Education Journal. (May, 1950)

The week in camp will be spent on a variety of activities, with much emphasis being placed upon the social living and community life aspect, with the major portion of the activities being planned by the pupils themselves under the guidance of their teacher and counselors. We believe that there is no finer opportunity for learning the value of cooperation than in the outdoor situation. The give and take of camp life includes everyone, camper, counselor and teacher-counselor. Along with their teacher, the children should return to their classrooms with a widened interest and understanding of natural science, community planning and outdoor living. Vicarious experiences can never take the place of learning by doing.

After a week in the out-of-doors, living and planning together, the teacher-pupil relationship should be more informal and have a strong carry-over to the classroom in making effective their planning and working together. In the future, it is planned to hold these outdoor classes in the autumn, thus allowing the pupils and teachers to benefit throughout the year from the week shared at camp. The week this spring will serve as a culminating activity for many projects already under way, such as astronomy, geology, flower and plant collections and conservation studies.

How many of us have taught units in astronomy through textbooks and visual aids? How much more realistic will this study become in this week with the outdoors for our laboratory, with an actual telescope available to observe some of the wonders of the universe?

Many other benefits might be enumerated including improved health habits, appreciation of the role of the pioneers of the Northwest, introduction to a new type of recreation, happiness to the children, increased interest in their school subjects and more self-reliance and confidence in their own ability.

Each group of sixth graders will leave the school on Monday morning and return Friday afternoon. There will be three one-week periods, with from sixty to ninety children attending each session. Supervision, in addition to the classroom teacher, will consist of student teachers from Central Washington and Eastern Washington

Colleges, who have been selected for their background and interest in this type of education. They are to be excused from their regular assignments to enable them to take part in this outdoor education project. The colleges have arranged for their being excused, believing that the experience of living with a group of children for one week and gaining first hand information about this phase of outdoor education will more than compensate for the week away from the campus.

Cost is being kept at the minimum, so that every child may attend. In the event that some are not able to pay this fee, arrangements will be made for work that will enable the youngster to earn part or all of the fee. The cost to each pupil will be \$3.75 for the week.

The outdoor sessions begin May 8 and extend until May 26. The pupils will be there only during regular school days. Visitors will be welcome, but should contact the school for directions to the camp and so that arrangements can be made for transportation across the lake.

The teachers and administrators who are working on this undertaking are making careful preparations for the experience to be as valuable as possible to all who are taking part. Many resource people are making available their time and materials to help make the program strong and well-balanced. It is not possible to describe the program in detail as it will be largely determined by pupil interest, resource materials available and weather conditions.

On Sunday May 7, 1950, Mr. Craig and the counselors for the first week arrived at camp. The day was spent in planning and making final preparations for the week's activities. A tentative program had been drawn up for the week and it proved rather well.

The program was as follows:

Monday

9:00 - 9:30 loading of pupils at their respective schools

9:30 - leave schools after turning in absentee reports
 10:30 - 11:30 arrive at camp; counselors receive groups
 12:00 - 1:00 LUNCH and dishwashing
 1:00 Orientation
 Representatives meet for planning session
 Counselors acquaint groups with standing rules
 Look over the campsite
 5:00 - 6:30 Dinner
 6:30 - 7:00 Free period
 Campfire

Tuesday

7:30 - Reveille - washup time
 8:00 - Breakfast
 9:00 - Cabin clean-up
 9:30 - Activity period
 Group 1. Forestry hike with Ranger
 Group 2. Activity around Lodge
 12:00 - LUNCH followed by a one hour rest period
 2:00 - Activity - Reversal of morning session
 5:30 - Dinner - Free period
 Campfire - Star Study

Wednesday

7:30 - Reveille - washup time
 8:00 - Breakfast
 9:00 - Cabin clean-up
 9:30 - Prepare for cook-out, hike to selected spot, set up camp, build fires, etc., eat
 1:00 - Rest period
 2:00 - Clean campsite, prepare it for those who may use it later
 5:30 - Dinner - free period
 7:30 - Cabin campfire night

Thursday

7:30 - Reveille - washup time
 8:00 - Breakfast
 9:00 - Cabin clean-up
 10:00 - Game Department day, beaver study etc.

12:00 - LUNCH
 1:00 - One hour rest period
 2:00 - Game Department - harvest of game, fishing tackle, etc.
 5:30 - 6:30 Dinner and free period
 7:30 Campfire - Star study

Friday

7:30 - Reveille - washup time
 8:00 - Breakfast
 9:00 - General camp clean-up
 10:30 - Pack
 11:30 - LUNCH
 12:30 - Load boats to return to school

The counselors were given a manual which proved very valuable as it was written especially for this camp and had much information that could be used. Material prepared by the State Forestry Department, State Game Department and the State Recreation Department also proved useful.

The cooks and camp helpers arrived Monday morning May 8 and all was ready for the first Elementary School Camp in the State of Washington.

At 10:30 A. M., right on schedule, the busses carrying the children and teachers arrived. Each counselor was assigned his group of six to nine students and camp was under way. The ferrying of the students across the lake was without accident. Life preservers had been donated by a firm in Auburn, and these added to the safety and peace of mind of the students, many of whom had never ridden in a boat.

All the children and their baggage were across the lake by 12:00 o'clock. Each group was taken to cabins where they

picked out their own beds and started to unpack.

After lunch there was a one hour rest period. At the start of the rest period an election was held in each cabin. A student representative from each cabin was elected to a student council. This council met and discussed and made safety rules, camp rules, and scheduled activities.

After rest period the afternoon was spent in getting acquainted with camp, short hikes, and any activity the children chose.

Names were chosen by each cabin and the group was designated by that name the rest of the week.

The evening meal period was rather typical to all meals served in the cabins so it will be briefly described:

The students and counselors gathered in groups in front of the main lodge. At a signal from Mr. Craig they filed into the lodge by groups. Each cabin group and counselor ate at the same table for the week. After grace was said the entire group was seated. The tables were completely set and the food was served family style. The counselor sat at one end of the table and teachers or visitors (if any) sat at the other end. The student on the right of the counselor was designated as "jumper," and it was his duty to get more food when the dishes became empty. The student on the left of the counselor was designated to stack the dishes, carry them out to where they were washed, and to clean up the table after the meal. The students rotated in these duties and they seemed to enjoy them.

As soon as the meal was over a period of group singing was held. This proved very popular with all concerned and it was practiced all week.

After the meal one cabin group was designated to wash the dishes and clean up the dining hall. This took from thirty minutes to one hour. This was one of

the few unpopular activities, but as the groups rotated, each group had this only twice during the week. Later in the week two groups were put on this duty at one time. This proved more satisfactory and was practiced during the next two weeks of camp.

The dish washing facilities included a long trough filled with hot water and soap, a large tank for rinsing, and a large tank for disinfectant. "Beaver baskets" (square boxes with wire bottoms and rope handles) were used for rinsing and carrying to the storage cupboards.

After dinner the children were invited to shop at the camp store. This store was operated by students and one counselor. Each student had been asked to deposit his money with the storekeeper. His name and the amount of money deposited were entered on a card and kept on file in the store. One candy bar and one package of gum was the maximum any student was allowed to buy each day. At the end of the camping period each student was returned any unused money.

After a short rest and free activity period a mass campfire was held. Each cabin group put on a stunt or skit. These skits and stunts had been prepared at school before camp. After these activities there was a short period of singing and story-telling and then to bed.

Each counselor slept in the cabin with his group. Special care was taken the first night to personally tuck each student into his sleeping bag. A short discussion period occurred in each cabin and plans of the next day's activities were discussed. The counselors talked with each student regarding

habits and regularity of bowel movements. This was done every day and with the co-operation of the school nurse who visited camp every day. No illness occurred the first week. Children who were bedwetters were awakened and taken to the toilet during the night and bedwetting was almost entirely eliminated.

Tuesday, May 9, proved a very interesting and valuable day for the students. Bob Dunlap from the State Forestry Department spent the day with the students. In the morning one-half of the students went on a hike with Mr. Dunlap. The other half of the students worked on handicraft or took short hikes with their counselors to get material for a display board for mounting specimens. In the afternoon the program was reversed.

Mr. Dunlap took the students on a leisurely hike through the woods. At various points they stopped and he told them about such things as species of trees and plants, how weather affects the forest, ground cover, safety in campfires, suppressing fires, safety with tools, and tree planting. The climax of this activity was the felling of a tree and discussing its uses.

After dinner of the second day each class held its own campfire marshmallow roasting, songs, and stories were the order of the evening.

Wednesday, May 10, was designated as cook-out-day. The students were divided into groups consisting of two cabin groups and two counselors each. After breakfast and routine camp duties the final plans for the cookout were made. The students decided what they should take and how much of each type of food. It was planned to have a stew with each individual cooking his own. The food was taken in one large quantity for each group and divided and prepared after arriving at the campsite. The stew consisted of potatoes, meat, onions, and carrots. Each student was given a piece of aluminum foil about eighteen inches long and fourteen inches wide. When the food had been prepared for cooking it was placed on the foil, the foil was then wrapped around it and it was put into a hot bed of coals. It takes twelve minutes to cook this way and is a very satisfactory method for cooking on campouts.

After lunch was eaten everyone hiked back to camp and after a long rest period supervised swimming was held. A homemade shower was built so that warm showers were available after swimming.

Most of the campers decided to camp out that night and students, counselors, and teachers left camp immediately after the evening meal. After hiking to the place where the overnight camp was to be held a huge campfire was built and stories, songs, and stunts provided the evening's activities.

Thursday, May 11, the students hiked back to camp before breakfast. After routine morning duties the students were given a very interesting and valuable day by the State Game Department. Two men from the Game Department were there and the students were divided into two groups. A tour of the island was made by each group. Signs of game were pointed out, the work of the Game Department outlined, and much valuable information on game animals of all kinds were given. The other half of the Game Department's program consisted of a display and explanation of mounted animals, instruction in fishing and answering many questions asked by students. As this was to be the last night in camp a mass campfire was held after the evening meal and each cabin group put on a skit or stunt. This evening was very enjoyable for all concerned and the ingenuity displayed by the students in preparing and presenting the program was very gratifying. No signs of restraint were evident. Group singing and a short talk by Mr. Craig culminated the evening's activities.

Friday, May 12, was the last day at camp. The morning was spent cleaning up the camp, packing gear, and other details connected with breaking camp. After an early lunch the students and their luggage were carried across the lake. Busses arrived, the children were loaded on them, and by 3:30 all the students were back at school for dismissal.

Evaluation

Although the counselors, teachers, and camp visitors felt that the week's camping had been very successful and much growth had been evidenced by the students, no formal evaluation was made. Informal evaluation was made by observation and interview at the camp and later back in the schoolroom by the counselors and teachers.

Each counselor filled out a card with information about each student. These cards were given to the teachers at the end of the camping period. Here is a sample card:

<u>NAME</u>	<u>Robert Smith</u>	<u>SCHOOL</u>	<u>Terminal Park</u>
<u>PARENTS NAME</u>	<u>James Smith</u>	<u>ADDRESS</u>	<u>305 Y - SE</u>
<u>COUNSELOR'S NAME</u>	<u>Carl Young</u>		
<u>COUNSELOR'S COMMENTS:</u>			
Bobby lacks confidence in own ability. Must be shown exactly how to do activity.			
Enjoys swimming - improving			
Lacked initiative in cabin cleanup at first of week-- did his share when reminded.			
Interested in science - started rock collection			

Three questions were asked of the students when they were back in the classroom. These questions were:

1. What did you like best about camp?
2. What did you like least about camp?
3. If you were going to camp next fall, what would you want changed in the program?

On the first question a variety of answers were received. Answers ranged from nature study, hiking, and singing to such things as fishing, swimming, or eating. On question two, most of the students expressed a dislike for washing dishes! Question three was answered almost unanimously that the camp program was near perfect and that they would not want it changed if they were to attend again. Parents interviewed were very enthusiastic about the program and felt the camp very successful from all angles.

The classroom teachers found by informal testing and observation that the students had gained many facts, skills, concepts and attitudes during the week in camp. Almost all of the teachers expressed a wish that camping would become a permanent part of the Auburn school curriculum.

The administration and school board were very favorably impressed with the success of the camp. Plans are under way now to purchase a camp site and build a permanent camp for school use.

A summer camp program was planned for the summer of 1950. This camp was sponsored by the Auburn schools but the expense was prorated among the students attending. Students from all

grades above the third attended this camp. It was carried on in a manner very similar to the school camp.

The next school camp for Auburn schools will be in the fall. In this way the classwork for the year will be a follow-up rather than preparation for camping.

Chapter V

QUESTIONS ABOUT CAMPING

In the preceding pages an account of an experimental school camping program at Auburn, Washington has been presented. This camp was conducted in the spring of 1950. It was closely correlated with school activities and classroom learnings were enriched by concrete experiences in many areas. The cost and planning of this camp were shared by the school, students and the community.

The success of this program has already been clearly demonstrated and a continuation and expansion of the program in the future seems assured. Auburn schools at the present time are planning a permanent camp of their own. They intend to buy a campsite and erect permanent building and other facilities. The building of this camp will be done in part by students and teachers.

Already other schools and communities in the state of Washington have begun to show an interest in camping. Many administrators have contacted the director of the Auburn Camp for information. It may be that this paper will assist other schools in getting started on a camping program.

There are many problems to overcome and many questions

will arise about setting up a camping program. Some of these questions have been answered in the main body of this paper.

In the following part of this chapter the answers to more questions will be found:

Question: Why did 7 per cent of the sixth grade students in Auburn schools, not go to camp?

Answer: One child stayed at home due to parental objection and with the others it was sickness or physical condition.

Question: Was there mail service to the camp?

Answer: Yes, mail was delivered to a box on the shore of the lake. It was brought over each day by boat. Students wrote letters home and they were mailed daily.

Question: What plans were there for meeting emergencies such as accidents or serious illness?

Answer: The school nurse visited camp daily. A well supplied first aid room was available. In the event of an accident or serious illness the plan for taking them to town consisted of (1) the boat trip across the lake which took about six to eight minutes, (2) cars were parked on the other side of the lake and the student would have been taken home or to a doctor. The trip from the lake to Auburn takes about twenty minutes.

Question: What does a week of camping cost the school?

Answer: The cost of getting started may be rather high. Averaging the cost over a period of years however, should cut the cost as low as five dollars per week per student.

Question: Where does the school obtain the money for camping?

Answer: In Auburn schools each student paid \$3.50 for his food plus \$.25 for insurance. The State will

bear part of the cost if certain requirements are met. Local merchants, clubs, and parents will help if the program is properly introduced. In considering the cost it might be well to think of camping as a part of the school program rather than as an extra activity.

Question: We love our own territory but how can we have a camping program in such an ordinary place?

Answer: Some schools travel fifty to one hundred miles to their camp. Even in "favored" areas some extra effort has to be made to find the best or most adaptable location. Then, too, developing the camp site is a learning experience for youngsters and an additional opportunity for community and agency cooperation. The conservation service will often help in beautifying the site. If the school camp is thought of as a "community school camp," for use of nonschool, family and other groups on week-ends and in summertime, contributions will be forthcoming to develop the camp site as a recreation center.

Question: Qualified counselors and camp directors are the key to school camping. Where do we find them?

Answer: People and organizations in the camping education field not only are enthusiastic about the growth of the movement but also themselves are confirmed co-operators. Each school has received help from the going concerns about such problems as selecting and developing competent personnel. In addition teacher education institutions are offering courses and experiences in school camping. Schools making a start, or establishing a pilot program, have found that many of their teachers and principals are admirably fitted for this type of work. These teachers enjoy working and living with children and are markedly successful in applying democratic practices; some have had camping experiences and real love for the outdoors.

Question: How do I, as a school administrator, get the interest and support of my board, faculty, and my community?

Answer: Use every means within your grasp--all types of materials, displays, films, meeting, speakers

--keeping in mind always that you want to involve as many groups as possible and to have them feel that it is their program, because they share in planning and carrying out the project. Helpful devices for arousing interest are fortunately much more numerous than they were several years ago. Of course, firsthand experience is the most convincing means of arousing genuine interest. Visitations to other school camps is a vital experience to be arranged whenever at all feasible. A pilot program is often the best approach. It provides an actual demonstration of the values of the school camp and increases your knowledge, techniques and ability for going into a full scale program.

Question: Is it possible to obtain insurance on school campers?

Answer: Yes, almost any insurance agency will furnish you with details. Cost per child is from twenty for forty cents per week. (Interview with Gene Craig, June 27, 1950.)

Question: What are some of the areas of school camping in which research is needed?

- Answer:
- (1) State and Federal Laws pertaining to camping
 - (2) A study of the types of insurance and health and safety precautions now in effect in camps and recommendations for improvement
 - (3) A study to determine the availability of organized camping to boys and girls from average income families
 - (4) How to develop a successful camping program in a desert area such as the Columbia Basin
 - (5) A careful analysis of the effectiveness of camping education in preparing youngsters for modern-day living.
 - (6) A study to determine the effect on campers of various ratios of campers per counselor
 - (7) The effect of decentralized and centralized living quarters on children

(8) A compilation of laws effecting
organized camping in the State
of Washington¹

1. Huntley, James R., Camping Consultant, State Parks and Recreation Commission. Letter to writer under date of May 19, 1950

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Organizations

American Camping Association
343 South Dearborn Street
Chicago 4, Ill.

The Kellogg Foundation
Battle Creek, Michigan

Life Camps Inc.
369 Lexington Avenue
New York 17, New York

Long Beach Public Schools
Board of Education Building
715 Locust Avenue
Long Beach 13, California

San Diego City-County Camp Commission
405 Civic Center
San Diego 1, California

Resource Persons

John S. Carroll, Superintendent of Schools
San Diego 1, California

Gene Craig, Director of Auburn School Camping
Auburn, Washington

James R. Huntley, Camping Consultant
State Parks and Recreation Commission
Administration Building
Olympia, Washington

Films Related to Camping

CAMPING EDUCATION, Life Camps Inc., 369 Lexington Avenue,
New York 17, N.Y. 18 minutes, Sound---Price \$35. Rent \$3. 1941

CAMPING EDUCATION, Paragon Motion Picture Corporation, 4770
Bancroft Street, San Diego 4, California. Color and Sound,
Price \$225

SCHOOL TIME IN CAMP, Life Camps Inc., 369 Lexington Avenue,
New York 17, N.Y. 18 minutes. Sound and Color, Price \$135.
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APPENDIX

Interview: Claude Pollock was asking the questions and Gene Craig was supplying the answers. Gene is Director of the Auburn Camping Program. This interview took place at the Auburn Campsite which is located on Lake Tapps. The date of the interview was June 27, 1950.

POLLOCK: Unless otherwise stated these questions will all relate to the school camp which was conducted in May, during school time. Mr. Craig, who started the movement towards camping in the Auburn Schools?

CRAIG: The movement started with Dr. Rolland Upton, Superintendent of Schools in Auburn, who had past experience as a counselor and leader in camps, and felt there was a need for it in our schools. He is responsible for the opening of camping in our schools.

POLLOCK: Do you know when or about when it was started?

CRAIG: Well, the first plans for a camp - the beginning work on it - was started in 1949.

POLLOCK: About how long was it after the movement was started was it put into effect?

CRAIG: We started planning immediately after the idea was brought about and the first camp was started in June of 1949, that was the summer camp, two weeks of summer camp - one week for boys and one week for girls - during which time we wanted to use that camping to sell parents and lay leaders in the community on camping and to arouse interest throughout the city in camping as a worthwhile part of our educational movement and also to train leaders - staff leaders, so that we might later use them during the school year.

POLLOCK: You have already answered one of the questions that I was going to ask - which was, how did you sell the

community on this program? Is there anything else you would like to add on some of the techniques you used on getting the community or do you think the community is completely sold as yet?

CRAIG: Well, I would hesitate to say that the community was completely sold - I do think that the community accepts camping very well, and for the most part they are enthusiastic about it. We have had very little or no criticism of the camping, as it has been run to date, and almost invariably they offer assistance and compliment us on doing such a worthwhile thing for the children of Auburn.

POLLOCK: Was last May 8, 1950, the first school camp?

CRAIG: Insofar as the Schools of Auburn are concerned and I think in the State of Washington, it was the first Elementary School camp that was held.

POLLOCK: What per cent of the children, or about what per cent we will say, who have a chance to go to this camp will go?

CRAIG: Well, of two hundred fifteen youngsters eligible for camp this spring two hundred attended the camp. Now other children it was sickness or only one case of parental objection, but of the two hundred fifteen we averaged around ninety-three per cent of the children going to camp.

POLLOCK: I have the objectives of the camp listed as: (1) Social living, (2) Closer relation of the teacher and pupils, (3) New interest in school subjects. Do you think that these objectives have been fulfilled?

CRAIG: For the most part I think they have been. Number (2) item, closer relation of teachers and pupils, we felt that there could be an improvement there through better arrangement of the living quarters. However, the camp setup does not allow maximum benefit there, although there is of course, a much better relationship between them because of attending campfires together, eating together, and hiking together.

POLLOCK: Where does the money come from to send these children to camp?

CRAIG: The basic fee, part of insurance costs, and food costs come from the parents; the school assuming the cost of leadership and facilities.

POLLOCK: What are some of the health and first aid precautions you take at this camp?

CRAIG: Wherever possible, every safety precaution is taken in crossing the lake and in instructing them in the use of tools that might injure them. The nurse makes a regular visit to camp and the counselors are instructed in precautions, in watching the health of the youngsters, and in avoiding dangerous situations.

POLLOCK: You do have complete first aid kits and all the facilities to treat minor injuries here, too, don't you?

CRAIG: That's right.

POLLOCK: Are the children insured?

CRAIG: Yes, children are insured with accident and sickness policies.

POLLOCK: What company carries this insurance?

CRAIG: United Pacific.

POLLOCK: What does the insurance cost per child per week?

CRAIG: It's forty cents; fifteen cents a week for accident and twenty-five cents a week for sickness.

POLLOCK: How much is a child insured for in case of death due to accident?

CRAIG: Five hundred dollars in case of accident and also five hundred dollars in case of sickness.

POLLOCK: There are sickness benefits in this policy then?

CRAIG: Yes, there are complete sickness benefits if it is traceable to the camp or occurs while the camp is in session.

POLLOCK: Do the parents sign any papers before the children are allowed to come to this camp?

CRAIG: Yes, parents must sign both permission slips for the children to attend the camp and sign health papers giving complete health information about youngsters.

POLLOCK: Do any of the children stay at home due to economic reasons?

CRAIG: Not that we have been able to find, many youngsters did need help for this camp and we assisted a total of fifteen youngsters, to come either partially or entirely, and let them work out part or all of their fee at camp working in the kitchen.

POLLOCK: You have answered the next question that I was going to ask you there. Do you feel that this camp fills a need for the children that is practically impossible to fill in the classroom?

CRAIG: I certainly do. I don't see the possibility at any time of doing some of the activities in the classroom that we are able to do out here in the camp. The social living part that we mentioned before is probably the most evident of all the gains for the youngsters that are not fully achievable in the classroom.

POLLOCK: Do you have more or less discipline problems here than in the classroom?

CRAIG: Well, it depends upon what you call discipline, here we have so many outlets for youngsters' energy that youngsters that I had in the classroom that would be called discipline problems - here were some of the best workers in camp.

POLLOCK: Would you say that the lack of discipline problems is practically due to the fact that the children are more interested and busy here than in the classroom? I think you answered this question in your last statement so you need not answer it again. Since this is the first time away from home for some of these children do you have much trouble with homesickness?

CRAIG: I recall very little counselor comment on homesickness, during the spring camp. We felt with the sixth graders that they were mature enough---this was in the latter part of their sixth year in school and any homesickness was of a minor amount and occurred during the rainy second week but none of it of a great enough intensity that they had to be taken home---they were over within an hour or two after it started.

POLLOCK: How about injury or illness? Have you had much of that?

CRAIG: Well, the youngsters whittled and cut fingers and hands, but they are minor and to date we have had few injuries---or no injuries that amounted to anything. There have been some cases of colds that we needed to take to town to have the doctor look at them.

POLLOCK: I was going to ask you if there had been any serious accidents but you have already answered that. What grade children attend your school camp?

CRAIG: To date we have had only sixth graders in the school camp and we anticipate using sixth graders again this fall for a camp.

POLLOCK: Why are you having your school camp in the fall next year instead of the spring as you had this year; or maybe you plan to have it both in the spring and fall?

CRAIG: No, we plan to have our school camp in the fall this year. Last year we had it in the spring as it was an excellent time for training of leaders, for making contacts with the colleges for leadership, and for gaining all around experience in the camping during the school year, now in the fall we feel that the teacher-pupil relationship will be of much more benefit because then they will be able to benefit all through the year from having worked and played together throughout the week at camp.

POLLOCK: How is your program publicized, particularly to the parents of the community? Just some of the ways.

CRAIG: Well, we have used the P. T. A. Meetings, talked to them and showed the camping film, "School Time in Camp"---we have shown to some service organizations--although we hope now that we have our own film---taken during the spring camp to reach a great deal more of them. The film will be about the youngsters of Auburn and therefore, will probably carry more weight with these people---articles in the paper---we received quite a bit of publicity in the paper on the school camp and that's a couple of the items that we used.

POLLOCK: What are some of the ways the community helps and contributes to this program? I mean outside of the actual school---just the parents and the people in the community?

CRAIG: To date we have failed to utilize the community as we should; the community has been enthusiastic about it--we have not drawn them into the program as we would like to in the future. We hope that in time there will be a lay group that will help us to work on the camping. To date that has not been brought into being.

POLLOCK: I attended this school camp for a week and I know that the objectives were realized--and that evaluation which we did by observation was conclusive of the success of the program. However, have you done any formal evaluating of the program?

CRAIG: No---the only evaluation of the program has been parental comment and youngsters--nearly all the teachers who had youngsters in camp have asked them to answer three questions---what they liked best about the camp?---what they liked least about the camp?---and if they were going to be in the group that would camp next fall how would they like the program to be different or to be changed so that they would enjoy it more---that is the evaluation that we have done to date.

POLLOCK: Were there any predominate answers on any of these questions that would give you a trend or a type or were the answers rather widely scattered?

CRAIG: Well, there was one or two general conclusions---the youngsters would like less K.P.---and secondly, that with one or two exceptions none of them would change the program. They liked it just as it was and if they were coming back next year they would like to do a lot of the same things and have as much fun again. That was the general run of things. Also, the group that was here the second week---they would like more sunshine (it rained a lot that week.)

POLLOCK: With the information I already have on the camp, I think that is all the questions I need to ask. Thanks Gene, for helping me out.

STATE PARKS AND RECREATION COMMISSION

Administration Building

Olympia, Washington
May 19, 1950Claude Pollock
Box 704
Central Washington College of Education
Ellensburg, Washington

Dear Claude:

Here are some possibilities for research in the camping field. If any of these projects interest you I could try to expand further.

1. A study of the types of insurance and health and safety precautions now in effect in camps and recommendations for improvement. (Our recent survey could provide some of the statistics for such a study.)
2. A study to determine the availability of organized camping to boys and girls from average income families. This could be designed to determine how high camp fees prevent low income families from providing their youngsters with this experience.
3. How to develop a successful camping program in a desert area such as the Columbia Basin. This is particularly important in view of the tremendous population increase expected there. This would cover camp facilities and program.
4. A careful analysis of the effectiveness of camping education in preparing youngsters for modern-day living. Why and how does training in camping skills help to equip youngsters for life in our highly organized society?

5. A study to determine the effect on campers of various ratios of camper per counselor. The American Camping Association has recommended one adult counselor to every eight campers but I have never seen supporting evidence for this or any other ratio.
6. A study in one or more school districts to determine whether or not day camping usually precedes established camping in the average youngsters experience and how many of those who attend day camp actually go on to more advanced forms of camping.
7. The effect of decentralized and centralized living quarters on children.
8. A compilation of laws effecting organized camping in the State of Washington

I hope these provide you with a few ideas. I enjoyed meeting you and I hope our paths cross again in the near future.

Sincerely,

(Signed) Jim Huntley
James R. Huntley
Camping Consultant

JRH:ab

70719

STATE PARKS AND RECREATION COMMISSION

Administration Building

Olympia, Washington
July 18, 1950Mr. Claude C. Pollock
Box 704 College
Ellensburg, Washington

Dear Claude:

Here is another suggestion for a research project in camping. I hope you have not yet decided on your thesis topic as this is something about which information is much needed.

We need to know and make available to camping leaders all the laws, state and federal, which would affect the operation of an organized camping program. We have data on this as of 1939 (rather incomplete) and Shelton Kem, at your college, wrote his thesis on laws effecting recreation. These would both have some effect on a current study of laws affecting camping. If you are interested, please let me know.

Sincerely,

(Signed) James R. Huntley
James R. Huntley
Camping Consultant
Recreation DivisionJRH:ab
cc: Dolly Garrison

SUPERINTENDENT OF PUBLIC INSTRUCTION

State of Washington

Olympia
July 6, 1950Mr. John H. Gill
Central Washington College
of Education
Ellensburg, Washington

Dear Mr. Gill:

There are no particular laws pertaining specifically to camping. The enabling act passed at the last session of the legislature is broad enough to include camping. It is our feeling that no special legislation is necessary.

You may find other laws in Thomas Code which have a bearing in general on school activities, including camping.

Sincerely,

Pearl A. Wanamaker
State Superintendent
of Public Instruction(Signed) Harley L. Robertson (m)
Harley L. Robertson
Director of Health, Physical
Education and Recreation

HLR:lm