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A Description and Evaluation of a Three-Day Outdoor Living Experience With a Fifth Grade Class

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A DESCRIPTION AND EVALUATION
OF A THREE-DAY OUTDOOR LIVING EXPERIENCE
WITH A FIFTH GRADE CLASS

A Thesis
Presented to
The Faculty of Central Washington College of Education

In Partial Fulfillment
Of the Requirements for the Degree of Master of Education

by
John W. Ball
July 1956

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Education outside the classroom has been becoming more popular ever since educators began to realize that most behavior changes in children come about as a result of real experiences. The expansion of the teaching program beyond the walls of the classroom has taken many forms, varying in nature from a walk around the school-grounds to month-long or summer-long group living experiences. In recent years a movement has developed in the United States in the direction of taking class or multi-class living units to a camp for a period of from one day to one month. The most common length of time spent in camp is one week.

Although the variety of activities planned is very large, a number of things are common to these outings. Stress is placed on democratic planning and living, and social growths are given as much emphasis as the acquisition of factual information. Most of the learnings center around nature. In fact, the use of outdoor material as the center of the learning experiences has been so pronounced that the name "Outdoor Education," "Camping Education," "Outdoor Classroom," or other similar titles have been used to single out this aspect of the educational program.

Outdoor living, of course, has been known to man

since the beginning of his existence upon the earth. For a long time it was the only environment he had in which to learn. As civilization developed, more and more stress was placed on human institutions. In fact, so much importance has been placed in this direction that some people have been "shocked" to find educators utilizing nature to teach lessons difficult, if not impossible, to teach in any other way. Sharp very nicely stated the position of the advocates of outdoor education when he said:

That which ought and can best be taught inside the schoolrooms should there be taught, and that which can best be learned through experience dealing directly with native materials and life situations outside the school should be learned there.¹

Followers of this method of teaching are very enthusiastic about the results, as are most of the parents of the children who participate. An indication of the general acceptance of the program by the latter group is given by Gores in the statement that ". . . only 1 of 157 (parents) indicated dissatisfaction with the value of the experience for his child."² Acceptance of the program implies evaluation and subsequent judgment of its worth.

¹L. B. Sharp, "Outside the Classroom," Educational Forum, 7:361-8, May, 1943.

²Harold B. Gores as told to Herbert R. Cone, "School-room Without Walls," The Nation's Schools, 55:61, April, 1955.

It would appear, however, that most conclusions concerning the value of camping education have been based on evaluation of a subjective nature. Judgments of trained persons are not to be overlooked, but it is easy to see that a sceptic might wish for results from more objective instruments. The need for such information has prompted the noted outdoor education leader, Julian W. Smith, to say, "The recent initiation of an experimental program in the field (of camping education) by AAHPER(*) marks a new venture in leadership."³ L. B. Sharp, who is executive director of the Outdoor Education Association of New York City, stated in 1952:

Programs in Education should stand the tests of research. It is well to ask if there is any evidence that some learnings could go on more quickly and effectively in a school camp than in the classroom. Attention should be called to an experiment in school camping recently conducted by the Outdoor Education Association in cooperation with the New York City Board of Education.⁴

The study mentioned above is quite thoroughly described in a small book published by Life Camps, Inc.,

*American Association of Health and Physical Education, Recreation.

³Julian W. Smith, "Outdoor Education Project," Journal of Health and Physical Education, Recreation, 26:17, December, 1955.

⁴L. B. Sharp, "The Place of Outdoor Education in the Education of Children," Education, 73:25, September, 1952.

New York,⁵ and is the most complete evaluation of a camping program that this writer has been able to find.

The present study was undertaken in an effort to add to the slowly accumulating evidence concerning the worth of outdoor education projects in the following ways: (1) by describing in detail a three-day outdoor learning experience of a fifth grade class in the Swauk area of Kittitas County, Washington; (2) by carefully explaining and describing the procedures by which the experience was evaluated; (3) by presenting the results of the evaluation; and (4) by drawing tentative conclusions as to the value of this type of program.

In order to accomplish these purposes, the following hypotheses were proposed to be tested: (1) As a result of the extended group living experience, measurable changes take place in the areas of; (a) factual information retained, (b) attitudes of adults toward children and of children toward their peers, and (c) interests; and (2) Parents, whose children have had such a group living experience, will express their satisfaction.

⁵Francis A. Carroll and others, Extending Education Through Camping, (New York: Life Camps, Inc., 1948)

CHAPTER II

ORIGIN AND DEVELOPMENT OF THE PROJECT

I. THE BEGINNING

Previous experience observing youngsters on field trips has made it apparent that some children respond differently outside of the classroom, even though they are still a part of the same group and are under the leadership of the same person. Two types of differences were noted: first the change in social interactions and second, the ability of some children to observe things and remember factual material to a markedly greater degree than in the normal classroom situation.

During the study of the natural resources of this region and their use, a field-trip of one day duration was planned to allow the children to have the opportunity to plant, prune, and identify trees in their natural habitat. The Swauk area of Kittitas County was chosen because of the facilities at the lodge which would make the full day away from school easier. The lodge is leased by the Kittitas County Schools from the U. S. Forestry Department. Although the study of the forests was the primary reason for going, the time allowed for lunch and the time spent in transit made possible some singing for fun and permitted the teacher to see the youngsters interact without being particularly

involved himself.

The learnings regarding the forest seemed to be better retained, when presented in this way, than when presented in the classroom or on field trips around town to see the same kinds of trees seen in the Swauk area.

A week spent at the Central Washington College Outdoor Education Workshop during the summer of 1954 caused the teacher to return very enthusiastic about using the outdoors for part of the school experience of the children. During a discussion of the possibilities with James L. Martin, principal of the Washington Elementary School in Ellensburg, Washington, plans began to evolve for an experimental two-day experience in the Swauk area to be undertaken in the spring of the year as the culmination of units taught during the year on rocks and minerals, soils, water resources, fish and wildlife, and forests. The fact that Mr. Ball was to progress to the fifth grade level with his class made it possible to try the overnight experience with a group that he knew well. An additional asset was the fact that the parents and teacher would be especially well acquainted by that time because of the two years spent together.

As the community of Ellensburg tends to accept new things slowly, one of the things necessary to the success of the project was the cooperation of the parents. The room

mother for the following year was chosen with the idea that she would head the committee of parents that would accompany the group on the trip and would aid in the planning and evaluation. The parent conferences, which are planned twice each year in this system for student evaluation, allowed an opportunity to broach the subject of learnings that might be possible on such a trip and to ask opinions of such an undertaking.

In February, resource persons for the different fields of interest met and talked with the teacher about the proposed project. Each of them was willing to participate and made suggestions as to what he might have to offer. All of them felt that the teacher knew best what was most suitable. He agreed to supply each of them with a tentative program and to meet with them again later in the spring to work out the details.

About the middle of March the room mother met with the teacher and selected the group of mothers who were to help make the plans and to accompany the class to Swauk. Emphasis was placed at this time, and at all planning meetings, on the idea that this was not a picnic, but rather a learning experience in the outdoors.

At the first meeting of the planning group, the main emphases of the program were briefly discussed. Some of the possible activities dealing with the primary objectives were

outlined as well as some of the things that might be done in the way of added learnings in such areas as games, camp-fire activities, collections, hikes, and square dancing. A general time schedule was presented to give a framework for thinking, and planning was done on the menu and the problem of costs. The mothers were quite interested in the learnings that might attend eating, such as the preparation of the food, the dish washing, manners, and a grace or blessing. An outline of the program as it developed is to be found in Appendix A. This outline was sent to the parents of each child in the room about a week in advance of the trip. It is not the aim of this paper to describe this first overnight experience, but to mention it only to give some idea of how the later trip developed.

The major point of criticism by the participating group of mothers and the student teacher was that there was not time to do all the things planned, and they suggested whole-heartedly that the "outdoor classroom" should include three days the following year.

Evaluation of the entire program was difficult. All of the youngsters were enthusiastic and many parents commented favorably by telephone, letter, and in face-to-face conversation. In addition, some things occurred that would lead an observer to the conclusion that certain growths were taking place. For instance, a very insecure lad, who often

cried because he could not do his arithmetic, got up at campfire and told the story, "The Golden Arm," holding the class spell-bound until it was completed. The subject matter tests were favorable, but there was nothing with which to compare them. In fact, there was little empirical data that could be supplied to prove the value of the experience. It was at this point that the planning of the three-day project under discussion began.

II. THE 1956 EXPERIENCE AT SWAUK

Planning

Parent orientation. Early in the school year, an invitation was extended to all of the parents of the children to come and spend an evening with the teacher in order to get to know him and to discuss briefly the major learnings in all areas that might be planned for the ensuing year. As a portion of this program, a series of colored slides taken the previous year at Swauk was shown and the educational implications were discussed. Since the "subject matter" was only a portion of the value of this type of purposeful group living, the possibilities for social growth were mentioned as well as opportunities for extra learnings such as crafts, nature study, firebuilding, and various forms of recreation. Much interest was shown in a possible outdoor experience and a real feeling of interest in the total year's

program seemed in evidence.

The parent-conferences, which are scheduled twice during the year, gave added opportunity to discuss the trip with parents, although often only mothers were able to attend the conferences because of the father's work schedule. The last conference, which was held about three weeks before the trip, was of particular value in the case of some families who were known to be somewhat reticent about letting their children leave home, or in the case of children who had special problems such as bed-wetting, nightmares, sleep-walking, allergies, or other difficulties that might make the group experience difficult or embarrassing to the youngster.

Parent planning group. As the trip was planned for the end of May, the room mother chose her committee by the middle of April. The group met with the teaching staff which consisted of Mr. Ball, the teacher, Mr. Francis Drake, the student-teacher, and Mr. Bill Legg, a member of a college camp leadership class. The first meeting acquainted the members of the group with the general aims of the project and gave them some idea of what the time schedule for the experience might be. The planning booklet from the previous year was used as a rough guide, along with the experiences already developed by the teacher with the help of various resource leaders. It was decided that the group should meet

each week until the planning was complete. The following meeting made it possible to complete the menu, to estimate the cost, and to determine where all of the food might be obtained. (For results of this planning see Appendix B.) The school lunch supervisor cooperated by securing supplies for the trip at cost and by loaning cooking utensils in addition to giving advice on quantities of food needed. (See Appendix B.)

One meeting was spent in discussing the total program and arranging for areas of responsibility. It was felt that all would help where needed, but that each would be more secure if a particular person were to be in charge of certain areas of responsibility such as the girls' and boys' sleeping quarters, the girls' and boys' lavatories, meal cooking, pot and pan clean-up, and the leadership of interest groups such as hiking, mat weaving, basket weaving, and wild-flower identification. The last meeting together, before the day of departure, was spent in discussing the letter and the proposed questionnaire to be sent to all of the parents as a part of the evaluation process. Much help was received from these persons regarding parent interpretation of some of the questions and suggestions for making them more understandable.

Teacher assistants. During this same period of time, the teacher met with the rest of the teaching staff for the trip. Their teaching and supervisory capacities were outlined

in order that they might prepare for special interest areas such as fire building, compass reading, star study, campfire singing, story telling, and craft areas such as weaving and track casting. The teaching staff and Mr. John Hogan, a resource person from the Washington Pollution Control Commission, went to the Swauk area a week ahead of time to investigate the teaching possibilities more completely.

It was at this point that the teacher realized that his role had shifted somewhat from that of the experience of the year before. Whereas most of the activities of the previous year had been under his direct supervision, this year he had assumed the role of camp director. By a comparison of Appendix A and Appendix B, it can be seen that by adding one day much more time was available for teaching due to the fact that so much time was taken up with transportation in the two-day experience. It can also be seen, that by utilizing the adult resources to a greater degree, a much more varied program was possible than the year previous. This did not mean turning all of the activities over to others, but rather made it possible for the teacher to interact with more of the youngsters in more varied instances and took from him the pressure of being so busy every minute that he lost track of the long term ends of the project. This freedom proved valuable in instances where help was needed to get an activity started or to redirect a group that had gotten so far

astray that it might not finish its activity with a feeling of accomplishment.

Resource persons. With the exception of Mr. Hogan all of the resource people had worked with the teacher the year previous. Short planning sessions were held with each person and a simple outline of what had been covered and what was expected at Swauk was supplied.

It was found that they all appreciated a telephone call about a week before the trip to remind them of the date. A sample of the outlines is included in Appendix C.

The Group-living Experiences

Activities of departure and transit. By the time the teacher reached school on the morning of May 23, many of the boys and girls were already there with their equipment. In order to keep confusion to a minimum, the children were asked to leave their equipment by the truck and then to go play on the playground as usual, help with the loading, or go up to the classroom to wait. By the time school started everyone in the class, except for one girl who had tonsillitis, was there with all needed equipment. (See check list in Appendix B.) After the bell rang, a few minutes were spent in the classroom in order to introduce the learnings to be presented in transit. The group then boarded the bus.

Because of the varied geography of the region through

which the group passed, the teacher had planned to use most of the time in transit for a review of geographic terms. A list of the things to be seen was prepared a week previous so as not to miss any in the excitement of the morning. As the bus left the city, examples of terms such as horizon, timberline, outwash plain, alluvial fan, canyon, bluff, knoll, gorge, and watershed were pointed out. A microphone and public address system, which are standard equipment on the bus, made it possible for all of the children to hear explanations and yet allowed the teacher to remain relaxed. As road cuts were reached, it was possible to show that the rocks were not in layers and yet all were rounded as if by action of water. Because the teacher had no complete answer for it, some of the possible processes of formation were discussed with the youngsters. A very poorly farmed piece of grain-land pointed up with clarity the problem of sheet erosion and gullying that faced the farmer. The poor condition of the farm buildings and the extremely poor crop that was growing made a vivid picture of the results of poor management. The bus was stopped in one place in order that the children might get out to see some nodules of quartz and feldspar in the lava rock in which they formed. The group used a large hammer and chisel to remove some of these to take along. Interest was especially high because of the collections previously started by some youngsters during the

unit on rocks and minerals.

Living activities. With the exception of the one meal cooked outdoors and the evening snacks, all food was prepared by the mothers. After eating, each child washed his own dishes and put them away. At first the dishes were returned to the child's bunk area, but it was found that less confusion resulted when they were placed upside down on a clean table.

A rest time was planned for each day. The time was used to sleep, write a letter, or to read any of the resource books that had been brought from the school library. Bed-time was planned for eight-thirty with "all-quiet" at nine, thus providing a ten-hour rest. The adults arose between six o'clock and six-thirty. The youngsters were asked to stay in bed quietly even though they might awaken earlier than the seven o'clock rising time. At seven all got up, dressed, washed, and arranged their bunk area neatly. An adult was present in the sleeping quarters during this time as well as in each of the lavatories. By seven-thirty everyone was seated on the back steps to do some singing, to share some ideas about the world in which we live, and to spend a few moments in quiet thought. This period was led one morning by the teacher and the other morning by the group of participating parents.

Resource persons and their programs. Mr. Niilo

Anderson, a Washington State Game Protector, spoke to the children about the place of his work in the care of our natural resources. Even though the fish-plant that had been planned had to be cancelled because of very poor stream conditions, interest remained high. Many questions were asked about feeding of game, planting of new varieties of game, why lakes were poisoned, where the money to do the planting came from, why lakes will grow more fish than streams with equal volume, what predators were, and why some of them have to be killed.

The major portion of the material on water resources was presented by Mr. John Hogan of the Washington State Pollution Control Commission. After gathering the youngsters on a hillside and giving an overview of what he planned to do, he led the group to a small stream just below the lodge. He first talked about the watershed of this stream. Because of its small size, the children could see the entire shed from where they stood. Most of them had already followed the stream to its source. The excellent condition of the ground cover was evident by inspection as well as the fact that the crystal-clear water was a striking contrast to the turbulent and muddy waters of Swauk Creek into which it emptied. With the lodge so close, it was not difficult to show the possible effects of human beings on the little creek. The gravel-covered bottom offered opportunity to show some of the stream

life on which high forms of life, such as trout, depend. The May-fly larvae were on the rocks as well as the larvae of the Cadis-fly. Two microscopes provided an opportunity for some children to compare the minute life of a cold, fast-running stream with that of a small, stagnant seepage pool. Small falls illustrated the process by which water is aerated.

The forestry activities were led by Mr. Warren Drake, of the U. S. Forest Service, and Mr. Bob Colwell, of Cascade Lumber Co. A short overview was presented before the group was divided into three smaller groups. Mr. Drake took those persons interested in tree planting while Mr. Colwell took those interested in forest enemies and tree identification. Mr. Ball took those interested in pruning. Mr. Legg and Mr. Francis Drake accompanied him and took over that part of the teaching after the first half-hour period. Each group returned to the lodge and then went with another resource person until all children had participated in all three of the activities.

Mr. Drake's group stressed the fact that proper management usually made it possible for nature to do the planting. Reasons for the need for human planting were explained and the differences between seed planting and seedling planting were made plain. Each child had a chance to plant a seedling following a demonstration by Mr. Drake. Mr. Colwell explained the different types of insect damage

and showed the children examples of each. By peeling away the bark of some dead and some living trees, he made clear to the youngsters how the bark beetles affect the cambium layer. Damage done to trees by porcupines was of particular interest since the pine forest, which covers this area, is particularly affected by them. Help in tree identification made the Ponderosa Pine, the Douglas Fir, the Grand Fir, and the Western Larch familiar to most of the children. Those who pruned trees found that in most of the Pacific Northwest this practice is not yet economically possible, but that where more intensive management is practiced it has become rather common. Each child sawed off some of the limbs, being careful to cut in close to the trunk of the tree so that the scar would heal over soon, causing all of the new lumber to be free of knots.

Interest groups. The diversity of interests covered by these groups would not have been possible had not many adults been utilized as leaders in the areas of their knowledge or interest. About the middle of the first afternoon, all of the members of the class gathered on the slope in front of the lodge to choose their interest groups. The teacher had already planned with the adults, so that they were prepared to lead any one of several activities. Because of the lack of confidence of some of the parents, the teacher led no specific activity, but moved about from group to group

listening to the conversation, helping gather roots for weaving, or adding help or an idea to get the activities started. Basket weaving, mat weaving, wild flower identification, and fire building filled the next two hours. The fire building group used their skills to prepare the council fire for each evening and to build and maintain the cooking fires for the outdoor cookery experience. The wild flower group pressed specimens of the various kinds of flowers that they found and utilized the books brought from the school to identify them. Each specimen was then labeled neatly.

Some of the groups wished to continue their work throughout the three days and most of the members remained with their original group. Since some of the children found less interest in these activities than did others, knife and ax sharpening and track casting were added to the program the second day. As the sharpening activities fitted well into the fire building group, some children joined that group for just that activity. Again on the third day different interest groups were added by replacing sharpening and track casting with the study of an ant pile and the use of a compass. Because of the extreme interest of some members of the group in track casting, a few of them worked on it early in the morning of the third day.

Recreation. In a sense much of the program might have been listed under the heading of recreation even though

much was being learned. The enthusiasm with which the youngsters entered into the learning activities was in truth re-creation. Because of the variety of activities and the very full day, it was the feeling of the teacher and the planning group that recreation time should be a time of free choice insofar as possible. The hour from four to five o'clock could be used for additional rest, hiking with parents, fishing, working on crafts, talking with friends, or doing something special such as digging the emu pit. Meal-time was a time of lively singing. Table songs such as "Little Tommy Tinker," "John Jacob Jingleheimer Smith," "We are Table Number One," and "The State Song" started them out and after that they sang everything they knew. After the first day they sang without special adult leadership. Impromptu games developed between supper and campfire time. The campfire program for the first night was planned by the teaching staff to show how a variety of activities could be utilized to make the campfire time enjoyable to all. The evening included songs, charades, and stories of different types. The mothers were included in these activities. The youngsters were allowed time the next afternoon to plan campfire activities for the second night. Opportunity was provided for individual or group participation. The fire itself was utilized the last night to heat the stones for the "emuing" of the ham. This process consisted of heating stones red hot

in a pit after which the meat, which was wrapped in foil or other suitable wrapping, was put into the pit and covered with hot coals, hot rocks, and earth.

A snack time was enjoyed each evening following the campfire, as the mothers felt that the children would be too hungry before morning without something to eat at bedtime. The time also allowed the children to settle down and relax before retiring.

The end of the trip. The three days in the Swauk area ended with packing materials, cleaning the lodge, and loading the truck and bus. Each child had a part in the preparations for leaving in addition to getting his own things ready. Songs were sung on the bus for about half the time that it took to return to town. Then slowly the children became quiet. Some slept, while most of them looked out the windows or talked quietly to their neighbors. Many of the children were met at school by their parents, though many walked home or met their usual bus.

CHAPTER III

EVALUATION OF THE EXPERIENCE

Although it is recognized that complete evaluation of such a project is impossible, the results of the instruments used in this case are presented here as additional data to aid in arriving at a sound judgment of the value of outdoor education.

Forestry Test. In order to obtain an indication of the amount of change in factual material retained, this instrument was developed as a final test for the unit on forests. True-false, multiple-choice, completion, and fill-in type matching questions were included. A copy of the test is included in Appendix D. The test was given at the completion of the unit on forests and again following the trip to Swauk.

Results of this test showed an average rise in score of 19.38 points. The t-test for significance¹ establishes this change as being significant well beyond the one-tenth per cent level of confidence. As the period of time between tests was very small and since no additional instruction was given except the experience at Swauk, it may be assumed that

¹Allen L. Edwards, Statistical Analysis for Students in Psychology and Education (New York: Rinehart and Company, Inc., 1946) pp. 166, 180-81.

this change was a result of the experience. Table I, on page 24, indicates that some of the youngsters who made the lowest scores on the first test made many of the larger gains on the second test. Students numbered 10, 23, 28, and 30 illustrate this point. Their gains are 36, 42, 26, and 42 points respectively, compared with a mean change of 19.38 points. This may indicate some lack of interest in school-type presentations of material, or an inability to clearly understand information presented orally or in writing. It certainly is an indication that the extended experience at Swauk was of special help to these children in gaining a better understanding of the material covered in the test. As there was no control group possible with this test, it might be argued that the higher scores were a function of a chance variation. The very high value of "t" makes the possibility of the difference being the result of chance improbable.

To gain some indication of how material presented outdoors is retained, the same forestry test was given to the three sixth grades which had within them the following groups: (1) children having had no study of forests; (2) children having had some type of forest study somewhere in their school background; and (3) children who had participated in the 1955 Swauk Trip. A study of Table II, on page 25, will show that the means of the groups having had the outdoor experience were higher in every case than those of either of

TABLE I

A COMPARISON OF SCORES MADE BY THE FIFTH GRADE CLASS
ON THE FORESTRY TEST ADMINISTERED JUST BEFORE
AND JUST AFTER THE TRIP TO SWAUK

Student	Test Score		Gain In Test Scores
	First Administration	Second Administration	
1	60	80	20
2	44	68	24
3	62	82	20
4	56	74	18
5	53	77	24
6	absent	60	--
7	58	80	22
8	51	75	24
9	58	62	4
10	38	74	36
11	54	78	24
12	absent	92	--
13	54	62	8
14	62	68	6
15	42	50	8
16	32	46	14
17	absent	44	--
18	50	64	14
19	72	80	8
20	58	82	24
21	58	80	22
22	32	absent	--
23	26	68	42
24	62	84	22
25	36	absent	--
26	58	64	6
27	56	80	24
28	32	58	26
29	58	74	16
30	40	82	42
31	54	70	16
32	52	absent	--
N	29	29	
Mean	50.62	70.97	19.38 (av. of
SD	5.003	5.39	Gain
t-test for sig.		9.55 (Sig. well beyond .1% level of confidence)	column)

TABLE II

COMPARISON OF MEAN SCORES MADE
BY THREE SIXTH GRADE CLASSES
ON THE FORESTRY TESTS

<u>Classification of Group</u>	<u>Room A</u>	<u>Room B</u>	<u>Room 16</u>
Children having had no forestry	39.33	36.08	42.60
Children having misc. forestry	47.33	41.78	58.57
Children having had two- day outdoor experiences	59.85	59.14	60.33
Mean of class	50.97	43.41	50.39
SD	6.92	6.17	5.73

the other two groups. A comparison of the difference in mean score between children having had miscellaneous forestry experiences and those having gone to Swauk for two days, shows a difference in favor of the Swauk group well beyond the limits of the standard deviation within the rooms. The fact that these differences are marked after one year indicates that material so learned is retained. This test does not establish proof of the value of extended outdoor experiences in the teaching of this type of factual information, but it points in that direction.

What Would You Do? This instrument was teacher-constructed to assess changes in interest due to the Swauk experience. Situations were posed from each of four subject areas covered during the year, and each child was to rate by number his reaction to that situation. (Test and directions included in Appendix D.) The sum of the numbers was used as an index of the average interest of the child in the included fields. This device was given twice to two fourth grade classes and one sixth grade class in addition to the fifth grade experimental group. This served as a check on the normal change of interest over the intervening time of approximately thirty days. The average change of interest indexes was used as a numerical statement of the change in class interest in the areas included.

Although it was impossible to apply a significance test to the results of the interest index, it would appear from an inspection of Table III, page 28, that no valid judgments may be made from the scores obtained. It is interesting to note that in three of the four cases, the mean dropped, which would, according to the scoring system used, indicate a decline of interest. However some weaknesses of the instrument showed up during the scoring. Statement two will serve as an example: "You saw a man sawing the lower limbs off a fir tree." The teacher expected that greater knowledge of the pruning process would increase the interest. This did not prove to be true. Apparently understanding reduced interest by making the incident seem less strange.

Guess Who. This type of test is in common usage and is normally used to assess peer ratings of certain personality traits for each child. In the past the results have been used largely to evaluate changes in rating for individual children. In this case it was used to ascertain, if possible, if there were a change in the average class attitudes concerning the personality traits of all its members. Each of the odd numbered questions, or more acceptable traits, was assigned a value of plus one, while each of the even numbered statements, or less acceptable traits, was assigned a value of minus one. Each time a child's name was mentioned for a

TABLE III

DISTRIBUTION OF SCORES FROM THE WHAT WOULD YOU DO TEST

Scores	Experimental Group		Room 14		Room 17		Room B	
	1st Test	2nd Test	1st Test	2nd Test	1st Test	2nd Test	1st Test	2nd Test
115-119							1	1
110-114	1	2	1	1			1	1
105-109	5	6	0	3		2	1	0
100-104	9	9	4	2	3	1	0	3
95-99	5	4	5	1	4	6	3	2
90-94	5	5	2	3	4	2	6	4
85-89	3	2	6	4	2	2	9	9
80-84	2	3	2	2	2	3	5	5
75-79	0	0		1	3	1	1	1
70-74	0	1		1	1	1	1	2
65-69	0			1		0		0
60-64	1					1		1
N	31	32	20	19	19	19	28	29
Mean	96.39	91.37	98.50	91.00	89.68	89.84	90.04	85.31
SD	4.80	4.32	3.57	6.00	4.24	5.25	4.36	5.17
Mean change	-5.02		-7.50		.16		-4.73	

question, the plus or minus value for that number was placed on the scoring sheet following that child's name. The algebraic sum of the values so received was used as the numerical statement of peer judgment for him on that test. For example: Johnny might be mentioned twice for number six, once for number twenty-one, and once for number ten. Since three of the responses are even numbers and one of them is an odd number, the algebraic sum of the values assigned each would be a minus two. It can be seen that this would result in a plus or minus number for each of the children in the room. In order to make the statistical treatment of the results easier, a constant equal to the lowest score of the two rooms tested, was added to each number. Thus any score from this test for either room might be compared with any other score from this test. The average of these scores was used to detect any change in total class attitudes. A copy of this test may be found in Appendix D.

This test has proved to be rather stable when used on the elementary school level.² Examination of Table IV, on page 30, shows the means and standard deviation of both tests to be so small that it must be concluded that no significant change took place in the average attitude of the children

²Ernest Eldon Jacobsen, "Assessment of Adjustment in Children and Adolescents: Reliabilities and Interrelationships Concerning Common Group Tests and Ratings and Their Relationships to Judgments from Clinical Tests" (Unpublished Doctor's thesis, The University of Washington, Seattle, 1955) p.183.

TABLE IV

DISTRIBUTION OF SCORES FROM THE
GUESS WHO TEST

Scores	First Test-Before Swauk Frequency	Second Test-After Swauk Frequency
70-74	1	2
65-69	1	0
60-64	0	1
55-59	1	1
50-54	4	1
45-49	6	6
40-44	5	6
35-39	2	5
30-34	4	3
25-29	2	1
20-24	2	1
15-19	3	1
10-14	0	2
5-9	0	1
0-4	1	1
N	32	32
Mean	38.47	38.44
SD	7.38	7.43

Mean change .03125
t = .0372 (not sig.)

toward their peers. This is not to say that no changes took place. An analysis of the individual scores might show several changes. However, such an analysis is beyond the scope of this study.

Who Do You Suppose? Because the Guess Who test was set up with classroom situations in mind, a test of the same nature was constructed to include situations that might be found on a camping trip. The purpose of the test was to find out whether the judgments of persons made on a basis of pre-supposition might change when the children had had a chance to see each other in situations similar to those on the test. The scoring technique was the same as for the Guess Who test after which it was patterned.

An extremely small variation of mean scores is found on Table V, page 32, whether the comparison is between the two tests for a given grade or between the two grades. A comparison of Table IV and Table V shows the results of the Guess Who and the Who Do You Suppose tests to be almost identical. This is of interest because of the similarity of the two tests. The change shown on this test was checked for significance and found to be insignificant.

Classroom Social Distance Scale. In order to assess possible changes in the average friendliness of the class, each child was asked to rate every other child in the room by

TABLE V

DISTRIBUTION OF SCORES FROM THE
WHO DO YOU SUPPOSE TEST

Scores	Room 13		Room 12	
	1st Test	2nd Test	1st Test	2nd Test
70-74	1			
65-69	0	1		
60-64	1	1	2	4
55-59	5	5	6	1
50-54	7	7	3	5
45-49	4	4	4	6
40-44	3	5	7	4
35-39	3	2	0	4
30-34	2	2	3	2
25-29	4	1	2	2
20-24	0	2	1	1
15-19	0	0	1	0
10-14	0	1	0	0
5-9	2	0	0	0
0-4		1	1	1
N	32	32	30	30
Mean	43.66	43.31	43.01	43.33
SD	6.61	6.11	6.37	7.50
t-test for sig.	.0420 (not sig.)		.0638 (not sig.)	
Mean change per pupil	-.344		.400	

indicating in which of the following columns he would list each name: "Very best friends"; "Good friends"; "Not friends, but O.K."; "Don't know him (or her)"; or "Would not choose as a friend." The columns were numbered from one to five and the total score for any one child would be computed as follows where N equals the number of times that child's name was listed in a given column: N times 1 plus N times 2 plus N times 3 plus N times 4 plus N times 5. Because some of the children were overlooked by some of the raters, the total score was then divided by the number of ratings. This resulted in a number somewhere between one and five. The farther toward five the child rated, the more isolated he was considered to be. The average of these ratings made possible a numerical statement of the friendship of this class as measured by this instrument. Jacobsen found that the average coefficient of stability for this scale to be .78 over a short period of time.³

This test showed a very definite change in the attitude of the children toward their peers. A casual glance at the change in the mean scores would at first lead an observer to the conclusion that little change had taken place. The t-test, however, shows this change to be significant well above the one per cent level of confidence.

³Op. cit. p.181.

Inspection of Table VI, on page 35, shows that all but six of the scores are smaller on the second test than on the first test, thus reducing the social distance between the members of the group. It also shows that those persons with the highest scores on the first test also made the largest reduction of score. In other words, those children farthest out on the fringe of the class socially, made the greatest growth toward peer acceptability. In a discussion of the stability of CSDS Jacobsen cites Bonney's conclusion that classroom social distance is as stable over a period of three years as are intelligence and achievement test scores.⁴ If that is true in terms of total groups as well as for the individual's position within the group, the change registered here would indicate that the outdoor experience may well have accomplished a change not to be expected over a period of years. Only one large change in the direction of less acceptance was registered. Chance may have been the cause, but the size of the change may indicate that when seen in a different environment, his desirability as a friend decreased somewhat in relation to that of others in the group. It may be noted that his average acceptance score on the second test still places him in the "Good friends" column. Comparison of the change measured on this test with that measured on the Guess

⁴Ibid.

TABLE VI

COMPARISON OF ADJUSTED INDIVIDUAL SCORES
FROM THE CLASSROOM SOCIAL DISTANCE SCALE

<u>1st Test</u>		<u>2nd Test</u>	<u>Diff.</u>
3.75		3.14	-.61
3.67		3.40	-.27
3.57		3.00	-.57
3.33		2.59	-.74
3.10		2.73	-.37
3.07		2.71	-.36
3.03		2.55	-.48
2.81		2.16	-.65
2.74		2.45	-.29
2.70		2.33	-.37
2.69		2.03	-.63
2.66		2.55	-.11
2.62		2.58	-.04
2.61		2.27	-.34
2.43		2.10	-.33
2.42		2.00	-.42
2.40		2.19	-.21
2.39		2.10	-.29
2.34		2.48	.14
2.31		2.23	-.08
2.26		2.39	.13
2.23		2.04	-.19
2.16		1.90	-.26
2.13		2.06	-.07
2.10		2.10	.00
2.03		1.94	-.09
1.90		1.74	-.16
1.87		1.68	-.19
1.86		1.90	.04
1.81		1.77	-.04
1.69		2.26	.57
1.61		1.63	.02
	1st Test	2nd Test	
N	32	32	
Mean	2.51	2.25	-.26
Std error of MD			.048
t-test for sig.			5.45 (above 1% level of confidence)

Who test causes agreement with others that these two instruments do not measure the same thing. Apparently friendship, as measured by the CSDS, is not greatly dependent upon the judgments of personality traits such as might be inferred from responses to the Guess Who and Who Do You Suppose tests. To understand the factors influencing children's friendship groupings, teachers and other social workers may have to develop testing instruments that correlate more closely with CSDS and other "friendship" ratings than do tests of the Guess Who type.

Haggarty-Olson-Wickman Behavior Rating Schedule. This is a standardized scale for rating persons on the basis of their overt behavior within the experience of the rater. The manual accompanying the schedule points out many of its limitations. Its weaknesses were recognized when its use was planned, but it was felt that it might serve as an additional method of assessing possible change. Each child in the experimental room and each child in a sixth grade room was rated on the schedule by student-teachers two weeks after they entered the rooms for a quarter's teaching experience. Since the student-teachers would be with their classes the entire day, it was felt that it might be possible to see whether attitudes toward the youngsters shifted significantly with the introduction of a living experience covering the full twenty-four hours of the day. The scoring

sheets were collected after each of the ratings to eliminate the possibility of a review of the first rating before the second one. Only Division III, social behavior, and Division IV, emotional behavior, were used in this evaluation.

An inspection of the results of this test, as shown in Table VII, page 38, indicate that each of the raters tended to remain rather stable in his judgments. The change shown for Division III, or social behavior, was significant at the five per cent level in the experimental room while no significance may be attached to the change registered in Division IV. It is also of interest to note that the ratings in the control room were all negative, or toward the more desirable end of the rating scale, while the ratings for Room 13 were from almost zero to a plus 2.22, or the less desirable end of the scale. The fact that almost eight weeks elapsed between ratings on this scale may have had some effect on the results. In other words, the scores may not have been affected as much by the Swauk experience as by the other factors present within the longer period of time. It would seem that this instrument has little to offer for assessing average class changes over so short a period of time. It may have a use in measuring the change of attitude toward certain individuals within the group, but a comparison of these changes was beyond the scope of this investigation.

Parent Questionnaire. Identical nine-question

TABLE VII

DISTRIBUTION OF SCORES FROM THE HAGGARTY-
OLSON-WICKMAN BEHAVIOR RATING TEST

Scores	Room 13-1st test		Room 13-2nd test		Room A--1st test		Room A--2nd test	
	Div. III	Div. IV	Div. III	Div. IV	Div. III	Div. IV	Div. III	Div. IV
38-39		1	2					
36-37	2	0	2					
34-35	0	0	1					
32-33	1	1	3	1	1			
30-31	1	3	2	3	0	1	1	2
28-29	3	3	0	2	1	0	0	0
26-27	1	1	3	4	1	0	2	0
24-25	3	3	3	2	1	4	0	2
22-23	7	3	3	2	5	2	2	0
20-21	3	3	5	4	5	1	4	2
18-19	5	4	2	6	6	6	2	5
16-17	3	8	3	5	7	3	4	6
14-15	2	2	3	3	1	4	6	5
12-13	1				3		9	9
10-11							1	
N	32	32	32	32	31	31	31	31
Mean	22.62	22.18	24.84	21.81	19.51	18.65	16.84	17.13
SD	3.50	4.81	5.27	3.83	3.49	3.90	3.51	4.34
t-test for sig.	2.293 (sig.5%)		.396 (Not sig.)		5.30 (Sig.1%)		3.226 (Sig.1%)	

questionnaires were sent to the parents of both the 1955 and 1956 participating groups of children to accomplish two things: first, to provide an indication of what things were retained by the youngsters and second, to make available the parents' attitudes concerning the projects. The first five questions were planned to obtain a judgment of parents' attitudes toward specific items, while the latter items were relatively unstructured in order to allow more freedom of expression. Copies of the questionnaire and the letters sent to parents may be found in Appendix D.

Reference to Table VIII, page 40, indicates very pointedly the attitude of the parents concerning the value of the outdoor experience. Every response to question four shows that the parents would wish a brother or sister of the child who went to Swauk to participate if another experience of this type were to be offered. At this time when so much is being written in current literature about the "frills" of education, the fact that fifty-three of a possible fifty-five responses to the first question indicated that the parents felt this kind of teaching to be of equal importance to classroom work should encourage those who feel that there is value in trying new or different approaches to teaching. Table VIII also shows that only one of the responses to the fifth question shows a feeling that the teaching of outdoor skills is of less value than the teaching of "The Three R's."

TABLE VIII

SUMMARY OF RESPONSES TO QUESTIONS ONE THROUGH FIVE FROM THE PARENT QUESTIONNAIRE 1956 GROUP

	Room 13		Room 16		Room A		Room B		Total of all rooms
	yes	no	yes	no	yes	no	yes	no	No response
1. In your opinion was the time spent at Swauk of as much value, educationally speaking, as the same time would have been in the classroom?	30	0	6	0	11	1	6	0	1
2. Did your youngster enjoy the experience of cooking:									
a. in foil	28	2	6	0	11	0	6	0	2
b. on a stick	27	0	4	0	11	0	4	1	8
3. Has your youngster mentioned songs, stories, jokes, or other things of this kind that he learned there?	30	0	6	0	12	0	4	1	2
4. If you had another child, would you want him to have experiences of the kind had at Swauk?	31	0	6	0	12	0	6	0	0
5. Do you feel that camp cookery, compass reading, track casting, axmanship and other outdoor skills have a place in the school program in the same way as do the studies of forests, soils, water resources and other science?	31	0	6	0	12	0	5	1	0
Totals	177	2	34	0	69	1	31	3	13
Number of Questionnaires Returned from Room 13 (1956) Group:									31 - 96.88%
" " " " " " " " " Others (1955) " " " " " " " " " " " "									24 - 92.31%

Of the three-hundred-thirty possible reactions to all of the questions in this first section, only six were negative and only thirteen were left blank.

The unstructured nature of the responses to questions six through nine makes statistical treatment of them difficult. Table IX, page 41a, has been compiled in an effort to present as concisely as possible the large number of varied answers to questions six through eight. Readers interested in a more detailed resume' of the information gained in the latter portion of this questionnaire may refer to Appendix E, Tables XII through XVI. An analysis of this information indicates the following things among others:

1. Parents were overwhelmingly in favor of the total program.
2. Very few criticisms were voiced.
3. No single activity was mentioned more than nine times by either group.
4. The evening campfire and hiking were the most popular recreational activities.
5. The activities dealing with the teaching about forests were enjoyed and were thought by parents to have been of much value.
6. Outdoor living skills were felt by many to be of most value to the children.
7. Many things mentioned only once were of most

TABLE IX

TOTALS OF RESPONSES TO QUESTIONS SIX THROUGH EIGHT OF THE
PARENT QUESTIONNAIRE FOR THE 1955 AND 1956 GROUPS

Major subject heading under which the individual responses were listed	6-Things most enjoyed		7-Things judged of most value		8-Things judged of least value	
	1955	1956	1955	1956	1955	1956
Study of Forests	11	9	15	16	0	0
Study of Water Resources	0	1	1	3	0	0
Study of Fish and Wildlife	1	5	2	2	0	0
Recreational Activities	16	31	0	2	1	0
Social Values	2	3	5	16	0	0
Outdoor living skills	6	11	6	11	2	2
Miscellaneous	6	19	12	7		3

value to someone from the group.

8. The social value of the experience was mentioned by many parents as being of most value. This was particularly true of the 1956 group.

9. The feelings of the parents of the 1955 and 1956 groups were strikingly similar even though a full year had elapsed since the experience of the first group.

10. No narrow program can meet the interests of even a small group of children.

Answers to question nine are varied, but many of them deal with the social aspects of the program. As one parent said, "The experience of living together as a group was something that could never be acquired in the schoolroom." Another commented, "Any kind of field work--forestry, camping, hiking, or trips could be very useful to each individual of groups, to impress upon their minds that these people are not just someone subconsciously associated with the classroom, teacher's desk, or playground, but that they are people, and citizens of this world interested in all the things that interest him or her." Comments such as, "Getting to bed earlier is important," and "My child felt that the tree planting could have been explained more to the children," make clear that there was room for improvement. Administrators might be interested in the attitude of a number of parents

expressed by one when she said, "This definitely should be a regular part of the school program. There can be no more valuable training for a child." Although this program was not planned to reduce fears in the youngsters, such a remark as, ". . . this was Sandra's first time on such a trip and we had let her sleep in a tent and she was scared, but very contented this way," may well give a teacher a great deal of satisfaction.

Observations and evaluation by the teacher. An attempt was made to keep notes concerning situations deemed important and to record immediately the comments of special interest that were overheard in order that they not be forgotten or altered by subsequent circumstances before they were recorded. No attempt will be made to list all of the teacher's judgments here, but rather to indicate the types of reaction to the experience.

After the first air of excitement wore off, the children seemed more relaxed than at school. This does not mean that they were not active, but there seemed to be a feeling of closeness between the children and the adults that removed the barrier of reserve. It may well be that the apparent change in the youngsters was really a result of the change of attitude of the adults. The resource people sat or stood in a casual manner. Perhaps some of the reduction of tension was due to the fact that it was almost unnecessary to correct the

behavior of the children.

Jimmy, who is a thin, malnourished child, ate carrots while at Swauk, whereas he never ate them at home. Pete commented, "This is the most fun day I've ever had." Pete lives in a hotel. Martha said, "You know, I never went camping before; except like to eat watermelon," while Cathie chimed in, "Me either!" Instances like these led the teacher to feel that this was a time of real re-creation. Aspects of the personalities of the children seemed to be being built or rebuilt; appreciations were freshened and new outlooks developed. After Mr. Hogan's talk and short trip to the creek with the children, one of the girls said, "Gee, I didn't know that there was so much to know about water." The cooperation of the children was wonderful. When it was time for all of the children to settle down at night, all of them complied with the counselor's request within a very short time. The spontaneous display of humor and high spirits shown in the skits and in the singing were inspirational. One mother had been a little reticent about going or having her daughter go. On the last day of the camp, she said that she was glad that she had taken part in the program and that she was sorry that it was over so soon.

Informal oral evaluation with the participating group of parents. A meeting was planned following the return home to allow time for a more complete discussion than had been

possible during the camping experience.

The group expressed a great deal of enthusiasm for the experience. The major criticism was that there was not time to do all of the things that there were to do. In line with this criticism, the suggestion was made that a week be spent in the outdoors the following year. It was also suggested that the youngsters go to bed a little earlier, as the actual bedtime was closer to 10:00 o'clock than to the 9:00 o'clock hour planned. The hope was expressed that a district-wide program of this nature be established. Many mothers not included in the planning group had told those who went that they wished they might have gone too. It was felt that the food quantities were about right as everyone had all they wanted and yet there was little to return. The plan of having special areas of responsibility was reviewed and the mothers thought that it had worked out very well. The feeling of the group was very well summed up by one of the mothers when she said, "When can we go again?"

Student Questionnaire. On Monday following the return from camp, the following two questions were written on the board: (1) What thing, or things, did you like best about the Swauk trip? and (2) If you were going to go again, what changes would you like to have made?

Although some of the children replied with short comments such as, "I liked everything, including the eats,"

some of the children's replies showed evidence of a good deal of thought. One girl observed, "If I were the teacher, I would tell the group about losing equipment before anything was lost." Another instance of awareness of the possibilities for better planning was shown by the remark, "If there are more girls than boys, give them the big room." A great variety of answers was listed for the first question. They were not listed here since the same feelings were quite well reflected in the parent questionnaire. Some of the suggestions made were diametrically opposed as in the case of the following two statements: ". . . more rest time." and "Not such a long rest time." However, most of the children's reactions might be summed up in the statement, "If I was going on another one, I would like it the way it is."

CHAPTER IV

SUMMARY AND CONCLUSIONS

The use of camping experiences as aids to education is becoming more and more popular in the United States. Almost all of the educators, campers, and parents who have been associated with a good camping program are wholeheartedly in favor of it. However, sceptics who inquire about the results of such programs criticise the host of subjective evaluations and the almost total lack of objective data. Publications such as James Clark's book, Public School Camping¹, are a step in the right direction, while Extending Education Through Camping², published by Life Camps, Inc., actually shows the results of a comprehensive evaluative effort. It is apparent, then, that there is a need for many careful descriptions of outdoor programs along with well planned evaluations of them. Stress might well be laid on objective evaluation since there is already a wealth of data of a subjective nature. This study contributes to filling this need

¹James Clark, Public School Camping (California: Stanford University Press, 1951).

²Board of Education of the City of New York and Life Camps, Inc., Extending Education Through Camping (New York: Life Camps, Inc., 1948).

by testing the following hypotheses: (1) As a result of the extended group living experiences, measurable changes take place in the areas of; (a) factual information retained; (b) attitudes of adults and children involved; and (c) interests; and (2) Parents, whose children have had such a group living experience will express their satisfaction.

A one-day field trip to the Swauk Area of Kittitas County, Washington, in conjunction with a unit on forestry, indicated the extraordinary possibilities for teaching inherent in an outdoor environment. Because of this experience and subsequent participation in an Outdoor Education Workshop sponsored by Central Washington College, the teacher held a discussion with James L. Martin, principal of the Washington Elementary School, Ellensburg, Washington, to make plans for a two-day experimental project to be held in the spring of 1955. Parents and resource people cooperated in developing the program as a culmination of five units dealing with science and natural resources. Results of the evaluation were very encouraging, but it was apparent that most of the conclusions were based on subjective evidence and that more objective data were needed to justify the expenditure of time away from the classroom.

As a result of the parents' recommendation that more time be spent in the project the following year, the plans for 1956 included a three-day program of a more varied nature.

The planning period included meetings with resource people, parents, the school lunchroom supervisor, the principal, and two college students who were to participate as part of the teaching staff.

The actual living experience began with the trip to Swauk by bus. The bus trip was utilized for the teaching of geographic terms and to provide opportunity for study of rocks. The major learnings at camp were planned around activities dealing with the forests, wildlife, and water resources. The rest of the program centered around activities suitable to an outdoor environment. The "interest groups" provided an opportunity for children to choose compass reading, track casting, root weaving, hiking, insect study, or wildflower collecting. An attempt was made to utilize all living activities as learning experiences. Some free time was allowed each day in addition to a recreation period. Sometimes spontaneous games developed during this free time. Group singing at mealtimes was a favorite pastime also. Each day was ended with a campfire and a "snack." Evaluation of the experience required the use of a variety of instruments.

The Forestry Test, which was given both before and after the trip to Swauk, showed a mean change of plus 19.38 points, which was statistically significant well above the one-tenth per cent level of confidence. The results of the

same test given to the three sixth grades showed that children who went to Swauk for two days the previous year averaged higher than the children who had not gone. Those persons in the experimental group who did the poorest on the first test registered the most significant gains on the second test.

Three of the four groups which took the What Would You Do interest test, showed a change toward less interest. The experimental group was among these. Apparent weaknesses in this instrument made valid judgments on the basis of the results questionable.

Neither the Guess Who nor the Who Do You Suppose tests showed significant changes in peer judgments when the class was viewed as a whole. Individual changes did take place. However it is not within the scope of this study to analyse these changes.

The results of the Classroom Social Distance Scale showed a definite change toward social acceptance within the class. The mean score change of .26 is significant at the one per cent level of confidence. Those children whose first scores indicated most rejection by the group showed the greatest change toward social acceptance on the second test, which followed the three days of group living.

The Haggarty-Olson-Wickman Behavior Rating Scale showed that the change in Division IV for the experimental

group was not statistically significant, but the change toward a less favorable rating on Division III was significant at the five per cent level. There was no indication from the results of this test that the adult rating of children was more favorable as a result of the extended living experience. However, care must be taken in drawing conclusions because of the long period of time between the two ratings. It may well be that the results shown here were a function of factors other than the experiences at Swauk. The questionnaire sent to parents indicated overwhelming acceptance of the program. Of the fifty-four responses to the first question, fifty-three felt that the time spent at Swauk was as useful educationally as the same time would have been in the classroom. Every response to question four indicated that if the family had a younger child, the parents would want him to share in an experience of the same nature as the one under discussion. Answers to other questions follow the same general pattern. The variety of answers to questions six, seven, and nine showed that no single activity was chosen overwhelmingly in any category. It was clear that many parents felt that the social aspects of the experience were of as much value as were the other areas of education. An indicative comment was made by one parent when he stated, "I really hope they continue this each year. And I say this whole-heartedly with two younger children."

The sparkle in the eyes and the smiles of children are hard to measure and yet this evidence helped participating adults to conclude that if the enjoyment of the experience were the only value, the time and effort spent would have been well worth while. However, many tangible behavior changes were noted, such as changes in eating habits, participation in group activities, interest in the material presented, and willingness to join in play situations. Although these children had been enthusiastic singers all year, the development of spontaneous group singing with such apparent enjoyment was surprising.

The parents who went to Swauk were extremely pleased with the program. Their major suggestions were that more time be spent in the camp the following year and that the children go to bed a little earlier. The one participating parent who had previously voiced doubts about the value of the trip was very enthusiastic at its completion and said that she thought that the time had been of more value to her than a vacation.

There can be no doubt that the feelings of most of the children were in agreement with Pete when he said, "This is the most fun day I've ever had!" However, their good time did not dull their ability to see things clearly. This is reflected by this recommendation from one girl; "If I were the teacher, I would tell the group about losing equipment

before anything was lost." Insight into the problems involved in the management of the facilities was registered by the girl who observed very sagely, "If there are more girls than boys, give them the big room."

The results of the evaluation lead the investigator to the tentative conclusion that factual information such as was tested by the Forestry Test is better taught in the outdoors. As a result of the outdoor experiences, definite changes took place in the amount of measurable information retained. Apparently little change took place in adult or child ratings of the personality traits tested nor in the interests as tested by the What Would You Do test. However, significant changes in the average friendliness of the class were shown by the Classroom Social Distance Scale. Perhaps the fact that those children on the fringe of the class socially made the largest gains is even more significant than the average class gains. The contention that parents would indicate approval of a good camping program in which their children had participated was very definitely upheld.

No single study of this nature could honestly purport to prove the value of outdoor living experiences for educational purposes since every group, teacher, environment, and program is different. Therefore it is apparent that studies such as this need to be made concerning the value of various types of activities in various kinds of situations. Stress

should be laid upon objective evaluation even though the value of careful subjective judgments is recognized.

Three major areas seem most clearly in need of study; the area of factual information or knowledge, the area of appreciations, and the area of social development. Within these limits three questions that seem in need of further investigation are listed as follows:

- (1) What subject matter can better be taught in the outdoors than in the classroom?
- (2) What factors are the basis for a "friendship" rating and how do these factors relate to each other?
- (3) Do experiences with real situations tend to minimize the differences normally apparent between children?

Even though differences of opinion concerning the most effective teaching methods will continue to exist, more objective evaluation of methods tried will result in less futile efforts.

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APPENDIX A

Outline of an Outdoor Experience
With a Fifth Grade at Swauk
In the spring of 1955

WASHINGTON ELEMENTARY SCHOOL

May 9, 1955

Dear Room 13 Parents:

Room 13 is planning to spend two days in the Swauk area on May 19 and 20. This experience is planned as a part of the regular school experience and is not a picnic. This does not mean that we will not have a good time but does mean that there is a planned program of learning experiences for the children all the time that they are in the area.

We plan to leave the school at approximately 9:15 A.M. on May 19, and will be back on Friday, May 20, in time for the regular bus schedule.

The cost will be \$1.00 per pupil. If there is money left, it will be returned, pro-rated.

We have tried to plan carefully and have in the following pages as much of that planning as we can share easily. If you have additional questions, please feel free to call Mr. Ball at 2-4383 in the evening or send a note to the school.

This has been a very fine group to work with and I am looking forward to sharing this experience with them.

Sincerely,

Mr. Ball

The purpose is to tie together and make more real the learnings these boys and girls have had in the area of science and conservation.

MAJOR EXPERIENCES PLANNED

1. Rocks and minerals (geology)

- a. To see how the earth has folded the upper layers of rocks and changed the forms of many of them in the process.
- b. To find samples of geodes and agates as they naturally occur.
- c. To see how we can read the story of the past in rocks.

2. Forestry

- a. To see and appreciate the effects of animal, insect and disease enemies of the forest.
- b. To plant trees and gain a feeling of ownership and responsibility for the forests.
- c. To prune trees and understand the effect this has on the lumber of the future.

3. Fish and Wild Life

- a. To plant fish and see the values of artificial propagation.
- b. To see and understand the effect man can, and does, have on wild life habitat.
- c. To understand the part the game commission plays in controlling Washington's fish and wild life program.

4. Water Resources

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- a. To see the necessity of watershed management (especially for this valley).
- b. To learn the part they, as sportsmen and campers, can play in protection of our water resources.

5. Outdoor Skills

- a. To make clear safe ways of handling outdoor tools.
- b. To learn how to make a safe fire.
- c. To learn how to extinguish a fire effectively.
- d. To gain skill in outdoor cookery.
- e. To see demonstrated the fact that cooperation is essential to all group living.

6. Campfire Congeniality

- a. To learn skills of campfire entertainment by doing it.
- b. To learn that all have some talent to share with a group.
- c. To find that all of us cannot only live together, but enjoy it.

What Resource Leaders Will Be Available?

At the present time the following people are planning on being with us:

Mr. Warren Drake of the U.S. Forest Service

Mr. Bob Colwell of Cascade Lumber Co.

Mr. Nillo Anderson of the Washington State Game Department

Mr. Jack Ball of Washington School

Mr. J. Vance Miller of C.W.C.E. (student teacher)

These persons may bring other personnel with them.

Equipment

Needed

Sleeping bag or bedding
 Cup)
 Plate) This could
 Bowl) be
 Knife) a kit
 Fork)
 Spoon)
 Durable clothing and shoes
 Soap
 Pajamas
 Change of socks
 Pencil
 Notebook or paper
 Bad weather clothes and shoes

Desirable

Toothbrush
 Comb
 Camera and film
 Flashlight
 Musical instrument
 Books of stories,
 poems, songs,
 plays, skits,
 etc.
 Books of trees, birds,
 plants, and
 animals
 Fishing gear

GENERAL TIME SCHEDULE

Thursday

- 9:15 Leave school
- 10:00 Arrive in Swauk and stow equipment
- 10:30 Rock hunting and geology
- 12:00 Lunch
- 1:00 Forestry and camp safety
- 3:00 Planned recreation
- 4:30 Guided free time and clean up (buddy system)
- 5:30 Supper and cleanup (Be sure bunk is ready for occupancy)
- 6:30 Recap of day (Maybe a slide review)
- 7:15 Fireside program
- 8:00 or 8:15 Bedtime
- 8:30 "All Quiet" and counselors meet for evaluations and tomorrow's planning

Friday

- 7:00 Rise and shine
Wash up and get all gear rolled and ready to go
- 7:30 Breakfast
- 8:00 Pack up and load truck
Wood gathering, sweeping, dusting, mopping
- 9:00 Oral test time and/or general science--
ants, birds, plants, etc.
- 10:30 Fish and Wildlife presentation and Fishing
- 12:00 Lunch
- 1:00 Odds and ends
- 2:00 Leave for home

MENUS FOR THE SWAUK TRIP

THURSDAY NOON
Sack lunch
Milk

2½ gals.

PROVIDED BY:

Room 13 through
kitchen

THURSDAY NIGHT
Foil Stew
potatoes

10 lbs.

Room 13 through
kitchen

hamburger

10 lbs.

Mrs. Whiting

carrots

6 bunches)

celery

1 bunch)

onions

nominal)

salt

pepper

Biscuits

Milk

5 gals.

School

School

Mrs. Orndoff

Room 13 through
kitchen

Cup-cakes

4 doz.

Individuals from
the room

BEFORE BEDTIME SNACK

S'mores

graham crackers

4 lbs.

School

marshmallows

2 lbs.

Room 13 through
store

FRIDAY MORNING

Hot cakes

20 lbs. mix

Room 13 from
store

Eggs

4 doz.

Mrs. Colwell

Orange Juice

3 cans con.

School

Butter

10 lbs.

School

Sugar

10 lbs.

Room 13 from
store

Salt

School

Pepper

School

Coffee

1 lb.

Room 13 from
store

Milk

5 gals.

Room 13 through
kitchen

Cocoa

2 lbs.

Room 13 from
store

Brown sugar

2 lbs.

Room 13 from
store

MENUS FOR THE SWAUK TRIP
(Continued)

FRIDAY NOON

Macaroni	3 lbs.	Room 13 through kitchen
Cheese	10 lbs.	School
Jello salad		School
Jello		Room 13 from store
Fruit cocktail	1 gal.	
Peaches	2 cans	Ball
White grapes	2 pts.	Mrs. Orndoff
Bananas	5 lbs.	Room 13 from store
Marshmallows (small)	1 lb.	Room 13
Cookies	12 doz.	Individuals from the room
Bread	2 loaves dark)	
	2 loaves white)	Room 13 from store

Extra Provisions

2 cans tomatoes
2 cans peas
4 lbs. dried milk
Jam

EQUIPMENT AND MATERIALS

Material	Amount	Where Obtained
Meals		
Thursday noon	none	
Thursday night		
Foil - 100 ft. by 18"		From store
Knives	6	From school
Peelers	2	From school
Marshmallow sticks	10	River before we go
Cookie sheets	3	2 from Mrs. Richeson
Milk pitchers	6	1 from J. Ball From school
Friday morning		
Skillets	3	2 from school 1 from J. Ball
Pot 3 gal.	2	School
Dipper 2 cup	1	School
Salt and pepper shakers	12	School
Coffee pot	1	School
Friday noon		
Loaf pans	2 sets	School
Wire whip	1	School
Jello pan	1	School
Dish pans	2	School
Dish towels	6	
General		
Hot water tweezers	2	
Detergent	1 large box	School
Dish mops	4	Store
Mop buckets		
Brooms		
Light plant	1	School District
Light bulbs	12	School
Paper towels		
Toilet paper		
Mall	1	
Wedges	2	

EQUIPMENT AND MATERIALS
(Continued)

General

Ax
Gasoline for plant
Mattresses
Slides and projector and old screen
Cameras, Film
Flow master
Tag board
Scissors
Books - song
 game
 wildlife
Thumb tacks
Extra pencils
Microscope
Shovel
Bucket
Knife
Hand ax

QUESTION AND ANSWER PAGE

Are The Children Required To Go?

No. If the student does not wish to go, he will be given work to do at school under the direction of another teacher.

Are The Children Covered By Insurance?

The school has liability insurance. Some children took out a school policy during the year that will protect them in case of accident on this trip. Those covered are listed below. If your child is not covered by this policy and is not covered by some policy which you already have, you may purchase protection for the two days for 50¢. Just send the 50¢ and a note requesting insurance and we will take care of the details of having the policy put in effect.

Those already covered at school are:

Hansen, Linda	Richmond, Lynn	Embree, Kathleen
Orndoff, Linda	Christman, Jody	Colwell, Margaret
Wilson, Stephen	Hill, Joe	Bertran, Corrine
Magers, Ronald	Whiting, Donald F.	Smith, Trudy
Pedersen, Linda	Piet, Donald	Moulton, Johnny
Love, Yvonne	McKeeman, Gary	
Smith, Glen	Blattner, Gary	

What Are The Sleeping Arrangements?

We will be housed in Swauk Lodge. One of the large upstairs rooms will be used for the girls and the other for the boys. Some bunks are available and mattresses will be provided for all.

What Supervision Will There Be?

In addition to Mr. Miller and Mr. Ball, a group of mothers will be in attendance. They will include Mrs. Butler, Mrs. Colwell, Mrs. Orndoff, Mrs. Richeson and Mrs. Whiting.

How Will Meals Be Provided?

There are cooking facilities at the lodge and the attached menu will be followed as closely as possible.

APPENDIX B

Outline of an Outdoor Experience
With a Fifth Grade at Swauk
In the Spring of 1956

Washington School
Ellensburg, Wash.
May 10, 1956

Dear Room 13 Parents:

As you have no doubt heard, our room is planning to spend the days of May 23, 24, and 25 in the Swauk Area. This is not a picnic, but rather an experience that is planned as a culmination of the five units of work this year dealing with the study of rocks and minerals, water, soils, fish and wildlife, and forestry.

In addition to the academic work, there are many other important things to be learned such as camp cookery, the responsibilities of group living, camping safety, and camp recreation which can be taught at the same time.

Since the youngsters will be gone for three days and two nights, there will probably be many questions in your minds as to what will be done during all of that time, what it will cost, who is going along, and a multitude of other things. This booklet is an attempt on our part to give you as complete an idea as possible as to what the total program will be.

If you have questions that are not answered here, please feel free to call me at school or at my home phone 2-4383.

Sincerely,

Mr. Ball

PURPOSES

The purposes of this trip are:

1. To make more real the information and material presented in our conservation units.
2. To extend children's interests to new areas.
3. To show children that persons have more to their personalities than the parts usually seen in the regular classroom.
4. To learn some of the skills involved in group living.

MAJOR EXPERIENCES PLANNED

1. Rocks and minerals (geology)
 - a. To see how the earth has folded the upper layers of rocks and changed the forms of many of them in the process.
 - b. To find samples of geodes and agates as they naturally occur.
 - c. To see how we can read the story of the past in rocks through fossils.
2. Forestry
 - a. To see and appreciate the effects of animal, insect, and disease enemies of the forest.
 - b. To plant trees and gain a feeling of ownership and responsibility for the forests.
 - c. To prune trees and understand the effect this has on the lumber of the future.
 - d. To learn to identify the major forest trees.
3. Fish and Wild Life
 - a. To plant fish and see the values of artificial propagation.
 - b. To see and understand the effect man can, and does, have on wild life habitat.

- c. To understand the part the game commission plays in controlling Washington's fish and wild life program.

4. Water Resources

- a. To see the necessity of watershed management (especially for this valley).
- b. To learn the part that they as campers and sportsmen can play in protection.

5. Outdoor Skills

- a. To make clear safe ways of handling and caring for outdoor tools.
- b. To learn how to make a safe fire.
- c. To learn how to extinguish a fire effectively.
- d. To gain skill in outdoor cookery.
- e. To begin to learn how to use a compass.
- f. To see demonstrated the fact that cooperation is essential to all group living.

6. Nature Study

To create or extend interests in:

- | | |
|------------|------------|
| a. Birds | d. Animals |
| b. Flowers | e. Rocks |
| c. Insects | f. Trees |

7. Recreation

- a. To be able to utilize the things one finds about him to bring enjoyment.
- b. To learn some active outdoor games that can be used in camp situations.
- c. To learn skills of campfire entertainment.
- d. To learn that all have some talent to share with a group.
- e. To find that all of us cannot only live together, but enjoy it.
- f. To have fun.

What Leadership Will Be Available?

RESOURCE PERSONALITIES

Mr. Warren Drake of the U. S. Forest Service
 Mr. Bob Colwell of Cascade Lumber Co.
 Mr. Niilo Anderson - Washington State Game Protector
 Mr. John Hogan of the Washington State Pollution
 Control Commission

These persons may bring with them additional professional help.

TEACHING STAFF

Mr. Jack Ball of Washington School
 Mr. Francis Drake of C.W.C.E. (Student Teacher)
 Mr. Bill Legg of C.W.C.E. (Camp Leadership Class)

PARENTS

Mrs. Lowell Rogers	Mrs. Lawrence Lynch
Mrs. Gene Halvorsen	Mrs. Glenn Bailes
Mrs. Wayne Smith	Mrs. Victor Munz, Jr.

EQUIPMENT

<u>Needed</u>	<u>Desirable</u>
Sleeping bag or bedding	Toothbrush
Cup)	Comb
Plate) This could	Flashlight
Bowl) be	Camera and Film
Knife) a kit.	Musical Instrument
Fork)	Book of stories,
Spoon)	poems, songs,
Soap	plays, skits,
Towel	trees, birds,
Pajamas	plants, and
Extra socks (2 pair)	animals
Extra underwear (1 pair)	Fishing Gear
Durable clothing and shoes	Change of footwear
Bad weather clothes and	Extra change of outer
shoes and/or overshoes	clothing

M E N U SWEDNESDAY NOON

Sack Lunch
Milk

WEDNESDAY NIGHT

Meat Balls
Baked Potatoes
Glazed Carrots
Salad - Cabbage
Raisins
Apples
Dressing
Biscuits
Butter
Milk
Pudding
Cookies

SNACK

S'mores

THURSDAY BREAKFAST

Fruit Juice
Bacon
Eggs
Hot chocolate
Pancakes,
Syrup

THURSDAY NOON

Foil Stew
Bread sticks
Kool-ade
Milk

THURSDAY NIGHT

Potatoes Au Gratin
Green Beans
Fruit Jello
Garlic Bread
Milk

SNACK - THURSDAY NIGHT

Pop Corn
Apples

FRIDAY MORNING

Orange Juice
Hash brown potatoes
Oatmeal with raisins
Toast
Hot chocolate

FRIDAY NOON

Ham sandwiches
Potato Salad
Peaches
Cookies
Milk

FOOD NEEDED FOR MEALS

	<u>AMOUNT</u>	<u>SOURCE</u>
WEDNESDAY NOON		
Sack Lunches	1 each	Home
Milk	2½ gals.	Kitchen
WEDNESDAY NIGHT		
Hamburger	6 lbs.	Mrs. Uusitalo
	4 lbs.	Kitchen
Tomato paste	1 No. 10	Kitchen
Onions	3 lbs.	Kitchen
Bread (dry)	1 lb.	Mrs. Rogers
Carrots	7½ lbs.	Kitchen
Brown sugar	1/2 lb.	Purchase
Butter	3/4 lb.	Kitchen
Cabbage	2 large heads	Mr. Drake
Apples		Mrs. Smith
Raisins	1 lb.	Purchase
Bisquick	2 lg. boxes	Purchase
Dressing (salad)	1 qt.	Purchase
Dried Milk	1/2 lb.	Kitchen
Butterscotch pudding	2 lbs. or 1 can	Kitchen
Cookies	80	Donations from homes
Potatoes	10 lbs.	Kitchen
Milk	2½ gal.	Kitchen
Graham Crackers	4 lbs.	Kitchen
Marshmallows	2 lbs.	Mrs. Halvorsen
Chocolate (Bars)	2 lbs.	Purchase
THURSDAY MORNING		
Juice	2 cans conc.	Kitchen
Bacon	6 lbs.	Mrs. Smith
Eggs	4 doz.	Bill Legg
Chocolate	1 lb.	Purchase
Sugar	5 lbs.	Purchase
Brown sugar	1½ lbs.	Purchase
Dried milk	2½ lbs.	Kitchen
Pancake flour	5 lbs.	Mrs. Rogers
Butter	1 lb.	Kitchen
THURSDAY NOON		
Hamburger	10 lbs.	Kitchen
Potatoes	10 lbs.	Kitchen
Bisquick	2 boxes	Purchase
Carrots	5 lbs.	Kitchen
Onions	5 lbs.	Kitchen
Milk	2½ gals.	Kitchen

THURSDAY NOON (Continued)

Kool-ade	6 pkgs.	Mrs. Bailes
Sugar	2 lbs.	Purchase
Jam	2 qts.	Mrs. Halvorsen,
		Mr. Legg
Foil	150 ft. 18" wide	Purchase
Butter	1 lb.	Kitchen

THURSDAY NIGHT

Potatoes	10 lbs.	Kitchen
Cheese	5 lbs.	Kitchen
Green beans	2 No. 10	Kitchen
Jello	1 lb.	Kitchen
Garlic bread	7 loaves	Kitchen
Milk	2½ gals.	Kitchen
Butter	1 lb.	Kitchen
Popcorn	4 lbs.	Mrs. Halvorsen
Apples	1 box	Mrs. Smith

FRIDAY BREAKFAST

Juice	2 tall cans conc.	Kitchen
Potatoes	10 lbs.	Kitchen
Ham	5 lbs.	Kitchen
Oatmeal	2 lbs.	Purchase
Raisins	1 lb.	Purchase
Bread	1 lb. light	Kitchen
	2 lbs. dark	Kitchen
Chocolate	1 lb.	Purchase
Dried Milk	2½ lbs.	Kitchen
Sugar	3 lbs.	Purchase
Milk	1½ gals.	Kitchen
Butter	1 lb.	Kitchen

FRIDAY NOON

Ham	15 lbs.	Kitchen
Potatoes	10 lbs.	Kitchen
Pickles	1 qt.	Mrs. Rogers
Onions	1 lb.	Kitchen
Salad dressing	1 qt.	Purchase
Eggs	4 doz.	Mrs. Munz and others
Bread	2 lbs. dark	Kitchen
	2 lbs. light	Kitchen
Butter	1 lb.	Kitchen
Peaches	8 cans	Mrs. Rogers
Cookies	80	Donated from homes
Condensed milk	1 standard can	Purchase
Carrot sticks	5 lbs.	Kitchen
Milk	2½ gals.	Kitchen

FOOD - GENERAL SUPPLIES

Salt	2 lbs.	Purchase
Pepper	½ lb.	Purchase
Shortening	3 lbs.	Purchase
Coffee and tea	1 lb. each	Mrs. Bailes

T E N T A T I V E T I M E S C H E D U L EWEDNESDAY

- 9:15 Leave school
Stop for rock observation
- 10:30 Arrive in Swauk and stow gear - Roll bunks out
Get mattresses in
Get wood supply
Get kitchen set up, food in
Get sweeping and cleaning done if needed
Clean tables and benches
Explore area and boundaries
- 12:00 Eat lunch and clean up
- 12:30 Rest
- 1:30 Interest groups
- 2:30 Fish and wild life
- 3:00 Fish plant
- 4:00 Recreation: Fishing
Active games
Make bulletin board signs
Singing groups for evening
Lay campfire
- 5:00 Get ready for dinner
Clean up
Be sure bunk is ready
Rest
- 5:30 Dinner
Wash dishes
Put dishes away
Free time within area
- 6:30 Recap of learnings
- 7:15 Start campfire
Singing groups
Group singing
Impromptu charades
Youngsters' Instrumentals
Stories
Quiet songs

WEDNESDAY (Continued)

- 8:00 Snack
- 8:30 Bedtime
- 9:00 Lights out and quiet -- Councilors' Evaluation
- 10:00 All in bed

THURSDAY

- 7:00 Rise and shine
Wash and clean up
Make bunks
- 7:30 Quiet time
- 7:45 Breakfast
Wash dishes
Get in wood
Wash teeth
Sweep
Assemble in front of lodge
- 8:30 Grounds Cleanup
- 9:00 Interest groups
 - Firebuilding and get wood in)
 - Knife and axe sharpening)
 - Insects)
 - Flowers)
 - Birds)
 - Track casting)
 - Photography)
 - Basketry)
 - Foil fillers to kitchen)
- 11:00 Cleanup and get ready for foil meal
- 11:30 Ready to cook in coals
- 11:45 Eat
- 12:15 Cleanup
- 12:30 Rest
- 1:00 Water unit with Mr. Hogan

Possibilities

THURSDAY (Continued)

- 2:30 Discussion and sharing of interest time activities
- 3:00 Campfire planning time
 Stories
 Skits
 Tall tales
 Make up or know well enough to tell
- 4:00 Continuation of above
 Hike
 Fishing
 Dig emu pit
 Fire laying - campfire
- 5:00 Cleanup and rest time
- 5:30 Supper
 Wash dishes - Be sure bunks are ready
- 6:30 Tape recorded interview with Mr. Martin
- 7:00 Campfire
 Skits
 Stories
 Tall tales
 Singing
- 8:00 Star gazing and snack
- 8:30 Bed time
- 9:00 All quiet -- Councilors' evaluation
- 10:00 All asleep

FRIDAY

- 7:00 Stumble out of bed
 Wash up
 Spread up bed
- 7:30 Quiet time
- 7:45 Breakfast
 Wash dishes
 Clean bunk areas

FRIDAY (Continued)

- 7:45 (Continued)
Wash teeth
Get in wood
Assemble in front of lodge
- 8:00 Grounds cleanup
- 9:00 Interest groups
Compass reading
Insects
Flowers
Birds
Track casting
Basketry
Photography
- 10:00 Forestry
Planting
Pruning
Identification
Forest enemies
- 12:00 Lunch
Wash dishes
Rest
- 1:00 Pack gear and carry out to load
Clean grounds
- 2:00 Leave Swauk Area

TEACHING MATERIALS

Blackboard
 Chalk
 Eraser
 Tape recorder
 Screen
 Slide projector
 Slides
 Plaster
 Magnifying glasses
 Microscopes
 Newspaper
 Masking tape
 Stapler and staples
 Record player
 Square dance records
 Listening records

Books: Animals
 Birds
 Insects
 Rocks
 Prehistoric life
 Trees
 Flowers
 Stars
 Skits
 Songs
 Stories
 Games

Pencils
 Pencil Erasers
 Camera
 Film
 Tripod
 Oil
 Sharpening stones
 Whistle
 Compasses
 String
 Tagboard
 Scissors
 Thumb tacks
 Flow masters

Miscellaneous Supplies

Bucket
 Shovels
 Lantern
 Rags for cleaning tables,
 etc.
 See about saws and planting
 shovels
 Sheath knife
 KEY
 Pancake turners

EQUIPMENT NEEDED

83

	<u>Amount</u>	<u>Source</u>
Roaster	1	Mrs. Lynch
Skillets	3 medium	Kitchen
Knives (large)	2	Kitchen
Knives (small)	4	Kitchen
Peelers	2	Kitchen
Sticks	20	Legg
Cookie sheets	3	Rogers
	2	Ball
Aluminum pots (3 gal.)	2	Kitchen
Shredder	1	Kitchen
Dishpans (SS)	2	Kitchen
Dutch oven	1	Ball
	1	Rogers
Kettle (8 qt. SS)	1	Ball
Oven baking pan	1	Kitchen
Jello pan	1	Kitchen
Popcorn poppers	1 each	Legg, Halvorsen, Ball
Coffee pot	1	Lynch
Salt sack or equiv.	1	Lynch
Dish towels	2 each	Halvorsen, Lynch, Bailes, Smith
Milk pitchers	6	Kitchen
Dipper (2 cup)	1	Kitchen
Salt and pepper shakers	12	Kitchen
Wire whip	1	Kitchen
Hot water tweezers	1	Ball
Detergent	1 box	Kitchen
Dish mops	4	Purchase
Mop buckets	1	School
Brooms		
Light plant	1	County schools
Light bulbs	6	School
Paper towels	4 rolls	School
Toilet paper	4 pkgs.	School
Mall	1	School
Wedges	2	School
Axe	1	School
Gasoline for light plant	5 gal.	School
Mattresses	45	Camp Fire
Mops	2	School
Scouring powder	1 can	Purchase
Rags for cleaning grill	Some	School
Rope	2 - 50' lengths $\frac{1}{2}$ "	School
First aid kit		School
Matches		
Ice	50 lb.	Purchase
Sewing kit	1	Ball

QUESTION AND ANSWER PAGE

Are the Children Required to Go?

This experience is a part of the regular school program for this class. Each youngster should participate. If for some important reason your child should remain in town, he will be sent to another room in the school for the three days.

What Are The Sleeping Arrangements?

We will be housed in Swauk Lodge. One of the large upstairs rooms will be used for the girls and the other for the boys. Some bunks are available and mattresses will be provided for all.

How Will Meals Be Provided?

There are cooking facilities at the lodge and the attached menu will be followed as closely as possible.

When Will The Children Be Home?

They will be home by regular dismissal time on Friday; rather they will be back at school by regular dismissal time.

Are The Children Covered By Insurance?

The school has liability insurance. Some children took out a school policy during the year that will protect them in case of accident on this trip. Those covered are listed below. If your child is not covered by this policy and is not covered by some policy which you already have, you may purchase protection for the three days for a small fee of \$.50. If you wish to have this insurance, just send the money and a note requesting it and we will have the policy put into effect.

Those covered at school are:

QUESTION AND ANSWER PAGE (Continued)

Jon Hiner	Kathleen Halvorsen	Jimmy Patteson
Donald Mason	Martha Struckus	Lorna Hill
Joan Lynch	Sandra Points	Glenna Bailes
Alan Anderson	Donna Smith	Pete Pederson
Irene Munz	Bette Minor	Bobby Pasa
Joe Phillips	John Uusitalo	Betty Rairdan
Cherrie Gregory	Jack Ball	

What Supervision Will There Be?

There will be about nine adults with the children at all times: That is, there will be that many in the area. To find names and qualifications of personnel, please see page entitled "What Leadership Will Be Available?"

Other Questions

Please call Mr. Ball at the school or at his home phone 2-4383.

APPENDIX C

Sample Outline for Resource Persons

FISH AND WILDLIFE
Brief outline for Nillo Anderson

We will have done--

- A. Names of most prominent game
 - 1. Animals
 - 2. Birds
 - 3. Fish
- B. Brief History of the Game Department in Washington
 - 1. When founded
 - 2. Major fields of work
 - a. Game protection
 - b. Game propagation
 - c. Habitat development
- C. Financing of game department

Help we would appreciate from Mr. Anderson

- A. To get to know a game protector personally
- B. To emphasize the work, other than law enforcement, of a game protector
- C. To explain lake rehabilitation
 - 1. Reasons for
 - 2. Method
 - 3. Results
- D. To explain need for stream planting
- E. To help youngsters have a part in fish planting
- F. Any points of interest that arise or that you feel are important

APPENDIX D

Copies of Evaluative Instruments

Forestry Test

NAME _____

DATE _____

YES and NO: Put the answer on the line in front of the question. Write the whole word "Yes" or "No".

- _____ 1. It is cheaper to plant trees by hand than to have Nature do it.
- _____ 2. We plant trees in areas where nature cannot, or has not, replanted naturally.
- _____ 3. Trees help a watershed by keeping the soil from washing away.
- _____ 4. When a young tree is planted, the dirt in the hole should be left very loose to make it easier for the roots to grow.
- _____ 5. We prune pine or fir trees so that they will grow bigger cones and more of them.
- _____ 6. When pruning a tree, you should cut the limb far enough out so that you will not damage the bark of the tree.
- _____ 7. Bark beetles kill trees by eating off all the needles so the tree can't make any food.
- _____ 8. Pine blister rust must live in a gooseberry bush part of its life.
- _____ 9. The spruce budworm causes a great deal of damage to spruce trees every year.
- _____ 10. Porcupines are very destructive of young hemlock trees.
- _____ 11. Porcupines ruin much lumber by killing the top of young trees which causes the tree to divide or become crooked.
- _____ 12. When pruning a tree, you should cut the limb as close to the trunk as you can so all of the new lumber will be knot free.

Forestry Test

NAME _____

DATE _____

YES and NO (continued)

- _____ 13. After pruning a tree, all of the brush should be stacked close around the base of the tree to provide fertilizer when it rots.
- _____ 14. Pine trees that are in good health can sometimes drown pine beetles with sap or pitch.
- _____ 15. It is easy for grass or small forest fires to kill old pine trees. (Ponderosa)
- _____ 16. Forest areas make some of the best places to have fun.
- _____ 17. Douglas Fir trees have leaves, or needles, about 4 to 7 inches long.
- _____ 18. Spruce cones hang downward from the branches.
- _____ 19. Pine trees usually have light gray bark that is quite smooth.
- _____ 20. Roots of trees and needles that have fallen on the ground help make the streams better places for fish to live.
- _____ 21. A cedar tree is closely related to a Juniper.
- _____ 22. The cones of a conifer are the seeds.
- _____ 23. Porcupines are one of a pine tree's best friends.
- _____ 24. Squirrels help to plant trees by burying seeds for winter and then forgetting them.
- _____ 25. Fires are one of the forest's worst enemies.

MULTIPLE CHOICE: On the line in front of the number, put the LETTER of the choice that you think makes the sentence most correct.

Example:

- a 1. Fire is (a) hot (b) cold (c) warm (d) wet.

Forestry Test

NAME _____

DATE _____

MULTIPLE CHOICE (continued)

- _____ 1. Trees for lumber are pruned to (a) make the cones bigger (b) have less branches in case of fire (c) make more knot-free lumber (d) make more work for loggers.
- _____ 2. Slash is burned so that (a) it will not be around for fuel for forest fires (b) to make jobs for the fire crew (c) to save money on the fuel bill (d) to make signal fires to other loggers.
- _____ 3. Pine blister rust must spend part of its life in (a) the body of a sheep (b) in a hemlock tree (c) a gooseberry bush (d) the seeds of a larch.
- _____ 4. When building a campfire, one should always (a) stack all of the extra firewood very close to the fire so it will get dry (b) build it against an old pine tree, because its bark doesn't burn easily (c) build it tepee style (d) build it a safe distance from wood piles, trees, brush, or dry grass.
- _____ 5. Pine bark beetles eat the (a) roots (b) cambium (c) outer bark (d) seeds of the larch.
- _____ 6. When pruning a tree, one should (a) saw the limbs off 4 inches from the trunk so as not to harm the tree (b) cut all the branches off the tree (c) take off only the small branches (d) cut close into the trunk so the tree will bleed and heal over the knot quickly.
- _____ 7. (a) Porcupines (b) Deer (c) Bear (d) Beavers are one of the worst enemies of the pine trees.
- _____ 8. A deciduous conifer is the (a) pine (b) larch (c) fir (d) spruce.
- _____ 9. When planting a tree the roots should be (a) curled up in a ball (b) straight down in the ground (c) spread out near the surface of the ground (d) turned back toward the top to get the rain.
- _____ 10. A Ponderosa Pine usually has (a) 5 (b) 2 (c) 3 (d) 7 needles in a group.

Forestry Test

NAME _____

DATE _____

Below you will find some word descriptions of trees. Read them carefully and then put the name of the tree that you think it is, on the line in front of the description. A list of all of the trees you will need is given. You will not need to use all of them. You may use some of them twice.

This tree:

Has long needle shaped leaves in groups of 2 or 3.
 Has heavy cones with stickers on them.
 Has deeply furrowed bark when old, with bark plates that remind you of a jigsaw puzzle.
 Has leaves near the ends of the branches.
 Is an evergreen.

This tree:

Is a conifer.
 Has deeply furrowed bark in older trees.
 Is deciduous.
 Has short needles in clusters of 30 or 40 growing from little buds along the branch.

This tree:

Has deeply cracked or furrowed bark in older trees.
 Grows very tall and straight.
 Has cones with pitchfork-shaped spines on them.
 Has cones which grow pointing downward.
 Has fairly short, rather pointed leaves.

This tree:

Is an evergreen.
 Has stringy bark that can be peeled off in strips.
 Has a pleasant smell to the wood or the leaves if they are crushed.
 Has flat, fanshaped arrangement of the leaves, which appear to lie in scales.
 Is a conifer with a small, berry-like cone.

This tree:

Has very sharp prickly leaves that tend to be square in cross-section.
 Has gray bark that breaks into more-or-less square flakes and snaps when popped off the trunk.
 Has leaves growing all of the way around the twig and they stick out like an angry cat's tail.

Forestry Test

NAME _____

DATE _____

_____ This tree:

- Has scaly appearing leaves that are often sharp or sticky to the touch.
- Has a strong odor when the leaves are crushed.
- Has a stringy bark.
- Has a blue or purplish berry for a fruit.
- Often grows dwarfed and low to the ground.
- Grows along the Columbia River in a natural state.

_____ This tree:

- Has a very soft bough or twig with soft leaves.
- Is a conifer.
- Has leaves that spread out quite flat on either side of the twig.
- Has a leader that bends over on the top. The leader does not stand straight, but the tree does.
- Has branches that droop on the ends.
- Has a chocolate red inner bark.

_____ This tree:

- Has leaves 1 to 4 inches long growing in clusters of five.
- Is a conifer with long narrow cones usually curved at the tip.
- The leaves are very fine and soft to the touch.
- Is not a fir or a hemlock.

_____ This tree:

- Has needles $1\frac{1}{2}$ to $1\frac{3}{4}$ inches long growing all the way around the twig, but curling around so as to point nearly upward.
- Has grayish bark with many pitch blisters on the trunk of young trees.
- Has cones that grow straight up from the branches.
- Is an evergreen.
- Has leaves with rounded ends usually having tiny notches on the end.
- Has leaves with small grooves along the topside and a little ridge along the underside.
- Has two pitch-cells in each leaf that look like two little eyes if the leaf is cut.

Forestry Test

NAME _____

DATE _____

_____ This tree:

Has leaves growing all the way around the twig, but spreading out flat as if combed out like an old man's hair.

Has rather rounded ends on the leaves which are about $1\frac{1}{2}$ inches long.

Is both evergreen and conifer and the leaves are lighter underneath than on top.

Has cones growing straight up.

Has a grayish bark that does not crack very deeply in older trees.

Ponderosa Pine Douglas Fir Cedar Oak Hemlock

Balsam Fir Maple White Pine Cypress Spruce

Western Larch Juniper Grand Fir

COMPLETION: Fill in the blanks with words which you feel make this paragraph correct.

The most important lumber tree of the Eastern Washington area is the _____. It can be recognized by the _____, which are heavy and have sharp stickers on them or by the leaves which are 4 to 7 inches long and in clusters of ____ or _____. The bark is a help too, as its scales look like parts of a _____.

GUESS WHO

This is a guess who game or test. It has nothing to do with grades in school. It is not necessary to put your names on your papers. This guessing game is one way of helping teachers understand students better and the cooperation of every student is needed. Do your own guessing and do not let others know how you make your guesses. Read each of the statements carefully. Guess who in the room the words best fit. Who does it most sound like? Print or write the name on the blank line after the words. A name may be used more than once, if you think the same student fits more than one statement. Just read the statements and print or write in the name of some classmate (in this class) in the blank after the words.

1. Here is someone who is generally cheerful, jolly and good-natured, laughs and smiles a good deal. Guess who _____
2. Here is someone who generally seems rather sad, worried or unhappy, who hardly ever laughs or smiles. Guess who _____
3. Here is someone who gives most everything he tries a fair trial. Guess who _____
4. Here is someone who is very easily discouraged--gives up easily. Guess who _____
5. Here is someone who is generally very friendly, understanding and helpful. Guess who _____
6. Here is someone who is not friendly, not understanding, and not helpful. Guess who _____
7. Here is someone who doesn't get angry easily. Guess who _____
8. Here is someone who gets angry often and easily. Guess who _____
9. Here is someone who seldom seems to worry unless there is a good reason. Guess who _____
10. Here is someone who always seems worried about something. Guess who _____

GUESS WHO (CONTINUED)

11. Here is someone who seems to trust most people. Guess who _____
12. Here is someone who never seems to trust anyone. Guess who _____
13. Here is someone who does not get excited easily. Guess who _____
14. Here is someone who gets upset and excited often. Guess who _____
15. Here is someone who is usually willing to do what the group wants to do. Guess who _____
16. Here is someone who never seems to want to do what the group wants to do. Guess who _____
17. Here is someone who can be trusted and depended on. Guess who _____
18. Here is someone who can't be trusted or depended on. Guess who _____
19. Here is someone who cooperates in class and isn't noisy when the group is trying to work. Guess who _____

20. Here is someone who is often noisy in class. Guess who _____

Below you will find a game called "WHO DO YOU SUPPOSE". To play this game, write the name of the person from your class that you think best answers the riddle.

On a separate sheet, you will find a list of the names of the boys and girls in your class. This list may be used to find the spelling of names that you cannot remember. They are alphabetical by first name.

Let's pretend that we are on a camping trip. WHO DO YOU SUPPOSE:

1. Would volunteer to help with the dishes? _____
2. Would not volunteer to help with the dishes? _____
3. Would like to sing around the campfire? _____
4. Would not like to sing around the campfire? _____
5. Would help mop floors without complaining? _____
6. Would complain about mopping floors? _____
7. Would be careful with a knife or an ax? _____
8. Would be careless with a knife or an ax? _____
9. Would settle down to sleep when asked? _____
10. Would not settle down to sleep when asked? _____
11. Would want to help get firewood? _____
12. Would not want to help get firewood? _____
13. Would not grumble on a hike? _____
14. Would probably grumble on a hike? _____
15. Would be dressed and ready for breakfast? _____
16. Would probably be late getting to breakfast? _____
17. Would seldom grumble about the food? _____
18. Would often grumble about the food? _____
19. Would not be homesick? _____
20. Would be homesick? _____
21. Would pay attention to a grown up leader? _____
22. Would not pay attention to a grown up leader? _____
23. Would want to leave the campground clean? _____
24. Would be willing to leave trash in the campground? _____

WHAT WOULD YOU DO?

This quizz is to find out what you think about some things. There are no "right" or "wrong" answers. There will be no grade given.

Make believe that each thing listed below happened to you. What would you do?

In the box below are three things that you might do. Put the number of the one that you think comes closest to telling what you would do, on the line in front of each number.

1. I'd hardly think about it.
2. I'd think about it a little, but I wouldn't tell anybody.
3. I'd tell someone about it.

SAMPLE To be done aloud with the teacher.

- _____ 0. Your house burned down in the night, but your whole family got out and saved most of the things in the house.
-
- _____ 1. You found a number of dead fish floating in a pond or lake.
- _____ 2. You saw a man sawing the lower limbs off a fir tree.
- _____ 3. You saw a farmer plowing furrows up and down a hill.
- _____ 4. You found a geode with two different kinds of crystals in it.
- _____ 5. You found a pine tree with nine needles in each cluster.
- _____ 6. You found some bugs under the bark of a pine tree.
- _____ 7. You saw in the paper that much timber was being cut in the Yakima River watershed.

- _____ 8. You saw in the paper that no trout are to be planted by the game department this year.
- _____ 9. You saw men planting trees on a hill that has been burned with fire.
- _____ 10. You saw a farmer drilling a new well on the side of a hill just below his barnyard.
- _____ 11. You found a blue agate.
- _____ 12. You found that all the rocks in a cliff were in layers.
- _____ 13. You saw a lot of little gullies or ditches in a plowed field after a hard rain.
- _____ 14. You saw in the paper that a salmon run was to be started again in the Yakima River.
- _____ 15. You saw in the paper that they were going to quit using the Ellensburg Sewage Treatment Plant.
- _____ 16. You found that the top soil on your new farm was 3 inches deep.
- _____ 17. You heard that some of the farmers wished that there were more coyotes.
- _____ 18. You found a big bone in a rock cliff.
- _____ 19. You heard that one-third of the topsoil was gone off the Kittitas Valley.
- _____ 20. You saw loggers pulling logs across a creek.
- _____ 21. You cooked all of your supper on an open fire out-of-doors.
- _____ 22. In the library, you found a book called "Favorite Campfire Songs."
- _____ 23. Your dad said he would get you a new fishing pole if you wanted one.
- _____ 24. You found a black and orange bug with 20 legs.
- _____ 25. You found a trillium with four petals.

- _____ 26. You heard that a class on compass reading was to be held in your neighborhood.
- _____ 27. Your folks said that you could go to camp next summer.
- _____ 28. A movie on wildflowers came to one of the town theaters.
- _____ 29. You heard that the Forest Service won't take care of the camp grounds any more.
- _____ 30. You were asked to help build a new camp ground.
- _____ 31. You heard that the Swauk Recreation Area will be turned into a new army firing range.
- _____ 32. You heard that a class on first aid and camp safety is to be held in your school during the noon hour.
- _____ 33. You heard that the constellation Orion can be seen any night now.
- _____ 34. You heard that a new hiking club will be organized in your neighborhood.
- _____ 35. You noticed a neighbor shooting birds with a B-B gun.
- _____ 36. You found a book with the story of how the chipmunk got its stripes.
- _____ 37. You heard that a hodag had been caught in the Swauk Area.
- _____ 38. Your family went on a picnic and started to leave before picking up the lunch papers they had dropped.
- _____ 39. You found an ant pile in the vacant lot next door.
- _____ 40. You went camping in the mountains and found that your bed roll had only two blankets in it.

CLASSROOM SOCIAL DISTANCE SCALE

The name of every person in your class is listed below. Put an "X" after each name in the box which you think best describes your feeling about that person.

Do not write your name on this test. There is no grade on this test. When you come to your name in the list, just leave it blank. Please mark all the rest.

Students' names	1. Very, very best friends	2. Good friends	3. Not friends but O.K.	4. Don't know him (or her)	5. Would not choose as a friend
Alan Anderson					
Bette Minor					
Betty Rairdan					
Bobby Pasa					
Cathie Knight					
Cherrie Gregory					
Cheryl Rogers					
David Pennington					
Don Mason					
Donna Smith					
Douglas Reitsch					
Galen Rogers					
Georgia Mills					
Glenna Bailes					

Students' Names	1. Very, very best friends	2. Good friends	3. Not friends but O.K.	4. Don't know him (or her)	5. Would not choose as a friend
Irene Munz					
Jimmy Patteson					
Joan Lynch					
Joe Phillips					
John Uusitalo					
Jon Hiner					
Kathleen Halvorsen					
Lorna Hill					
Marion Bryant					
Martha Struckus					
Patsy Potts					
Paul Hartman					
Pete Pederson					
Sandra Points					
Tommy Rogers					
Virginia Hansen					
Wally Lipsy					
Wayne Woodiwiss					

HAGGARTY-OLSON-WICKMAN BEHAVIOR RATING SCHEDULES - DIVISION IV

Score _____

Name of the child _____

School _____ Date _____

Grade _____ Rated by _____

To the scorer:

Match the lines on the left of this sheet with those on the right of the Haggarty-Olson-Wickman test -- Division IV. Write on each line the number of the response that you feel best describes the child being rated. You do not need to add the scores.

_____ Total

HAGGARTY-OLSON-WICKMAN BEHAVIOR RATING SCHEDULES - DIVISION III

Score _____ Name of the child _____
 _____ School _____ Date _____
 _____ Grade _____ Rated by _____

To the scorer:

Match the lines on the left of this sheet with those on the right of the Haggarty-Olson-Wickman test -- Division III. Write on each line the number of the response that you feel best describes the child being rated. You do not need to add the scores.

Total

Washington School
Ellensburg, Wash.
June 1, 1956

Dear

About one year ago your child had just returned from a two-day group living experience in the Swauk Area with Room 13. I am trying to find out if this kind of program is of value in order to know whether to urge other teachers to try the same type of thing. You can be of great help by answering the few questions listed on the next page.

Feel free to ask your youngster questions as I am particularly interested in what things have remained with him after this long period of time. Please give your honest opinion in all cases as I am trying to get a picture of the way you really feel about every aspect of the program whether you approve or disapprove.

You will note that there is no place on the questionnaire for your name. I am interested in the honest comments more than in the name of the person making them.

I would appreciate it if this could be returned by June 6. A copy of the results of this survey will be sent to you before the end of the summer.

Thank you for taking the time to help in this way.

Sincerely,

Mr. Ball

Washington School
Ellensburg, Wash.
June 4, 1956

Dear

Your youngster recently returned from a three-day group living experience in the Swauk Area. I am trying to make an honest evaluation of this program in order to know whether to urge others to try this kind of thing and you can be of great help by answering the questions listed on the next page.

It is very important to know how you honestly feel. This is especially true if you have questions in your mind as to the value of this type of thing and if you have suggestions for improvement or abandonment of the program.

You will note that there is no place on the questionnaire for your name. I am interested in the honest comments more than in the name of the person making them.

A summary of the information gained from this questionnaire will be sent to each of you before the end of the summer.

It would be of help if these could all be returned by June 6. Thank you for taking the time to help in this way.

Sincerely,

Mr. Ball

DATE THIS QUESTIONNAIRE WAS FILLED OUT _____

Circle your answer in questions 1 through 5. If there is not enough room for your answer in questions 6 through 9, please use the back of the sheet or another paper. Feel free to ask your youngster questions at this time if it will help you to more correctly fill in information.

1. In your opinion was the time spent at Swauk of as much value, educationally speaking, as the same time would have been in the classroom? No Yes
2. Did your youngster enjoy the experience of cooking?
 - a. in foil No Yes
 - b. on a stick No Yes
3. Has your youngster mentioned songs, stories, jokes, or other things of this kind that he learned there?..No Yes
4. If you had another child, would you want him to have experiences of the kind had at Swauk? No Yes
5. Do you feel that camp cookery, compass reading, track casting, axmanship and other outdoor skills have a place in the school program in the same way as do the studies of forests, soils, water resources and other science subjects? No Yes
6. What things do you think your child enjoyed most on this trip? _____

7. What things do you think were of most value to him? _____

8. What things done on this camping trip do you consider to have been of the least value? _____

9. Miscellaneous Comments: Please use this space and the back to comment in any way on this experience. Feel free to make criticisms and suggestions for improvement. _____

APPENDIX E

Compilations of Miscellaneous Information
Not Shown in the Body of the Study

TABLE X

DISTRIBUTION OF SCORES FROM THE FORESTRY TEST

Scores	Room A	Room B	Room 16	Room 13	
				1st Ad.	2nd Ad.
90-94					1
85-89					0
80-84		1			9
75-79	1	0			3
70-74	3	0	2	1	4
65-69	0	0	3	0	3
60-64	4	5	4	4	5
55-59	4	0	3	8	1
50-54	5	2	0	7	1
45-49	5	3	7	0	1
40-44	2	6	3	3	1
35-39	3	6	1	2	
30-34	2	4	5	3	
25-29	0	0		1	
20-24	0	1			
15-19	0	1			
10-14	1				
N	30	29	28	29	29
Mean	50.97	43.41	50.39	50.62	70.25
SD	6.92	6.17	5.73	5.003	5.39

TABLE XI

DISTRIBUTION OF SCORES FROM THE
CLASSROOM SOCIAL DISTANCE SCALE

<u>Raw Score</u>	<u>First Test</u>	<u>Second Test</u>
110-114	1	
105-109	2	
100-104	1	1
95-99	0	0
90-94	2	2
85-89	3	0
80-84	1	3
75-79	4	5
70-74	5	3
65-69	5	5
60-64	2	6
55-59	3	4
50-54	2	2
45-49	1	1
N	32	32
Mean	74.91	69.59
SD	7.51	5.65
t-test for sig.	5.45 (Sig. well beyond 1% level of confidence)	

TABLE XII

COMPILATION OF RESPONSES TO QUESTION SIX OF THE
 PARENT QUESTIONNAIRE FOR THE 1955 GROUP:
 WHAT THINGS WERE MOST ENJOYED?

	<u>Frequency of Activities</u>	<u>Totals for Major Headings</u>
Study of Forests		11
Tree planting	7	
Forestry	2	
Pruning	2	
Study of Water Resources		0
Study of fish and Wildlife		1
Planting fish	1	
Recreational activities		16
Campfire	9	
Hikes	6	
Games	1	
Social Values		2
Group living in outdoors	1	
Companionship	1	
Outdoor living and skills		6
Cooking outdoors	4	
Gathering firewood	2	
Miscellaneous		6
The whole thing	3	
Staying overnight	1	
Nature study	1	
Rock study	1	

TABLE XIII

COMPILATION OF RESPONSES TO QUESTION SEVEN OF THE
 PARENT QUESTIONNAIRE FOR THE 1955 GROUP:
 WHAT THINGS WERE OF MOST VALUE?

	<u>Frequency of Activities</u>	<u>Totals for Major Headings</u>
Study of Forest		15
Forestry	7	
Tree planting	5	
Pruning	2	
Forest enemies	1	
Study of Water Resources		1
Study of Water	1	
Study of Fish and Wildlife		2
Fish planting	2	
Recreational Activities		0
Social Values		5
Group Living	3	
Self Reliance	2	
Outdoor Living and skills		6
Outdoor living	2	
Fire building	1	
Outdoor skills	1	
Correct use of ax	1	
Cooking in foil	1	
Miscellaneous		
Learning by doing	3	
Nature study	2	
Resource persons	2	
Conservation work in general	1	
Study of soils	1	
Learning by example of those in authority	1	
Being personally responsible for natural resources	1	
Insight into objectives of Government agencies	1	

TABLE XIV

COMPILATION OF RESPONSES TO QUESTION SIX OF THE
 PARENT QUESTIONNAIRE FOR THE 1956 GROUP:
 WHAT THINGS WERE MOST ENJOYED?

	<u>Frequency of Activities</u>	<u>Totals for Major Headings</u>
Study of Forests		9
Planting trees	4	
Forestry	2	
Talk on trees	1	
Talk on tree diseases	1	
Pruning	1	
Study of Water Resources		1
Water unit	1	
Study of Fish and Wildlife		5
Track casting	3	
Anderson's talk	2	
Recreational Activities		31
Campfire	9	
Hiking	7	
Games	4	
Discovery hike	3	
Singing	3	
Fishing	3	
Stories	2	
Social Values		3
Group sleeping and eating	3	
Outdoor living and skills		11
Outdoor cooking	5	
Compass reading	2	
Fun of camping	1	
Being outside	1	
Mat weaving	1	
Digging emu pit	1	
Miscellaneous		19
Whole program	5	
Interest groups	5	
Resource persons	2	
Food	2	
Rest period	1	
Studying flowers	1	
Fun of learning by doing	1	
Studying rocks	1	
Poems	1	

TABLE XV

COMPILATION OF RESPONSES TO QUESTION SEVEN OF THE
PARENT QUESTIONNAIRE FOR THE 1956 GROUP:
WHAT THINGS WERE OF MOST VALUE?

	Frequency of Activities	Totals for Major Headings
Study of Forests		16
Tree study	6	
Forest enemies	3	
Tree planting	2	
Pruning	2	
Tree identification	2	
Talk on trees	1	
Study of Water Resources		3
Water unit	3	
Study of Fish and Wildlife		2
Mr. Anderson's talk	1	
Appreciation of wildlife	1	
Recreational Activities		2
Discovery hike	1	
Fishing	1	
Social Values		16
Self Reliance	5	
Being away from home	3	
Group living	3	
Doing share of required work	2	
Teacher-child relationships	1	
Child-child relationships	1	
Being with outside people	1	
Outdoor living and skills		11
Camping activities and education	5	
Compass reading	2	
Outdoor cooking	2	
Weaving baskets	1	
Learning how to use a knife	1	
Miscellaneous		7
Everything	2	
Rock study	1	
Interest groups, all that brought them closer to nature	1	
Conservation teaching	1	
Learning about wild flowers	1	
Subject matter more real	1	

TABLE XVI

COMPILATION OF RESPONSES TO QUESTION EIGHT OF THE
 PARENT QUESTIONNAIRE FOR THE 1955 AND 1956 GROUPS:
 WHAT THINGS WERE OF LEAST VALUE?

1955 Group	<u>Frequency of Activities</u>	<u>Totals for Major Headings</u>
Miscellaneous		3
Cooking	2	
Fishing	1	
 1956 Group		
Miscellaneous		5
Dishwashing	2	
Root Weaving	1	
Rock observation	1	
Trying to learn a craft (not enough time)	1	

Comments from Parents of the 1955 Group
(One year from the time of the trip)

I advise continuing this in our schools.

I hope they continue as I have two boys who would like to do the same when they get into the higher grades.

It was thoroughly enjoyed! While the educational values may not be too apparent immediately I think by "doing" the children will remember what they learn in the outdoor cookery, camp skills, conservation etc. I think the 5th or 6th grades are a good time for this type of supervised camping because as time goes by the children wish to do more and more on their own in the way of picnics and later camping, and a trained youngster is a safer youngster.

He'd like to be a forest ranger.

. . . came home dead tired. She may have not got as much sleep as required.

We feel that it was a profitable trip and she'd have enjoyed staying longer and had more time to study nature.

About the only suggestion I could make would be that they could have a little more time to spend there.

I definitely feel that a trip of this kind could only be successful with a leader who had the art of handling a group of children--I feel that would be the first requirement.

I feel that the trip was the finest thing that was ever tried in the Ellensburg schools. It was an experience that my child will never forget. It gave her an interest in nature which she might never have acquired otherwise. It made her a very interesting traveling companion.

The experience of living together as a group was something that could never be acquired in the school room.

I would suggest that the trip last a week so as to get away from the feeling of being so rushed to accomplish the things that we planned to do.

I notice that the tree planting seems to stick in Glen's mind most at the end of a year.

Comments from Parents of the 1955 Group
(One year from the time of the trip)
(Continued)

I am unable to make any criticism inasmuch as my son is still relating experiences which he enjoyed on this trip; both from an educational and social standpoint.

The only suggestion which I would have to offer would be that all the rooms 5th grade and up be allowed to participate in such an activity.

I'm all for it. Any kind of field work--forestry study, camping, hiking or trips could be very useful to each individual of groups to impress upon their minds that these people are not just someone subconsciously associated with the classroom, teacher's desk, or playground, but that they are people, and citizens of this world interested in all the things that interest him or her.

We hope someone will "spark" more of these useful overnite trips for our children.

Our children desperately need exposure to this broader vision of applied education.

I believe it is of much value if the teacher in charge has a real interest in this type of conservation study.

We both feel this type of study program very definately has a place in the school curriculum.

Comments from Parents of the 1956 Group

This definitely should be a regular part of the school program. There can be no more valuable training for a child. Also as our child has little chance to do this sort of thing it was a big event of his year of school. I really hope they continue this each year. And I say this wholeheartedly with 2 younger children.

Getting to bed earlier is important.

. . . we are sure it has been an experience that will be a high point in his elementary years and he will remember it all his life.

The youngster says he would like to have talked to the other boys longer before sleeptime, even if it meant going to bed sooner!

It was a new experience for our child, both the camping trip and being away from home for more than a few hours. She enjoyed it completely--and had just one complaint--it didn't last long enough. I think it was good for her--and probably for other kids who are as over-protected.

The only criticism I've heard is that all the schools with these grades don't adopt such a program.

. . . this was her 1st time on such a trip and we had let her sleep in a tent and she was scared, but very contented this way.

I hope that when my other three children gets in school, that they will experience a few days out in the open too, studying outdoor life.

I think your quiet time is very important. It has made a great impression on my daughter by awakening an interest in the world we live in, in God and the Bible and in people. At her suggestion we are starting a quiet time at home.

My child felt that the tree planting could have been explained more to the children.

I think this is a very helpful, practical and essential part of the training of the youngsters. . . .

Comments from Parents of the 1956 Group
(Continued)

Wonderful experience--on their own away from home. Well-organized itinerary received beforehand of trip left no cause for worry. More educational for practical living than many things taught in schools.

I certainly would not have let my child go on this outing if I were not well informed and was not very well acquainted with the instructor.

Comments on things liked

I liked all but two things.

Liked hiking, naming flowers and mat weaving.

Liked hikes, interest groups, food, council fires, and pruning trees.

Liked the big rock you showed us on the first day and the first hike.

Liked tree study and interest groups.

Liked the hiking, fishing, lunch time, rest time, and the interview with Mr. Martin.

Liked all meals and the snacks, interest groups, hikes, tree pruning, skits, songs and plays at campfire and the jokes.

Liked the explanations you gave us, exploring the rock, the fine food, the singing, all the talks we had.

I didn't enjoy it when Mr. Hogan began to talk about things I didn't understand. All the other things were OK.

I liked everything up there. The thing I liked most was the camp fire.

I liked about everything. I had a good time.

Meals were lots of fun, playing with the kids my own size, hiking, singing in the bus, pruning trees, planting a tree, snack time, unloading, playing games, and sleeping together.

Liked the hike when we first got up to Swauk to see around the grounds. The little talk on the way up and the stop on the way up. When you told us about the hodag and the splinter cat. I liked the little talks the different men gave.

I liked everything, especially the interest groups.

I liked the food, campfire and the water things. I liked Nillo Anderson. I liked the books we had to read.

Comments on things liked
(Continued)

I liked when we were going up your explanation of the north part of our valley. I also liked Mr. Anderson's part of our program. I think our food was great. I also liked the exploration hikes we had. In only a little while, I got used to the Swauk area. I liked the way you planned the days. I really enjoyed the fishing and the wildlife. And I enjoyed the planting of the trees.

I liked everything, including the eats.

I liked the observation on rocks, fishing, hikes, and interest groups.

I liked the hike and the campfire. I liked the foil dinner very much and the snacks. I liked the ants and fishing and also the mat weaving.

The food and the rest period and the explorations on the way.

Suggestions for future changes

I wouldn't change it.

I think a little more recreation and longer interest groups would be better.

I would like to have more hikes and more interest groups.

Everything was OK by me.

If I was going on another one, I would like it the way it is.

I don't think I would change anything except maybe hiking time. I might have it in the morning because some people get tired and they could always rest after lunch.

I think I'd leave the plans the way they are, although I wouldn't fish as long if nobody caught anything.

I thought it was very good planning.

Maybe put us to bed earlier or somehow let us have some more time to talk in bed. Let the people who get up early, or who want to get up after, maybe say--after you get up either get dressed and go out and play, or get dressed and help chop wood, carry wood, make fire, etc.

I would put in a little rocks, but everything else was very good.

I don't think anything should be changed.

I think people should be quiet when they were told to, so others people could hear. I wouldn't change any other things.

If there are more girls than boys, give them the big room. More time in interest groups. Fish and wild life.

I liked the trip just the way it was.

I would like to find out how old trees are, more rest time, swimming, and more interest groups.

I wasn't there long enough to know what happened.
(Came Friday morning.)

Suggestions for future changes
(Continued)

I liked it the way it was.

If I were the teacher, I would tell the group about losing equipment before anything was lost. Other than that, I wouldn't change anything or add anything.

Not such a long rest time.

I would suggest that a teacher or some leader be in both girls' and boys' rooms and if they are going to have glazed carrots they should have some FRESH carrots.