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A Descriptive Study of the College Elementary School Camping Experience of Four Fifth Graders

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A DESCRIPTIVE STUDY OF THE COLLEGE ELEMENTARY SCHOOL
CAMPING EXPERIENCE OF FOUR FIFTH GRADERS

A Thesis
Presented to
the Graduate Faculty
Central Washington College of Education

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

by
Betty Anne Charlton
June 1961

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CHAPTER I

INTRODUCTION

The education of early man was necessarily out-of-doors, decentralized, and directed toward fulfillment of basic needs. As people became more social beings and their desire for communication increased, education placed more and more emphasis on the goal of literacy. As almost every phase of life was increasingly expressed by symbolism, society came to the point of expecting children and youth to prepare themselves adequately for life by absorbing oral and written words in the classroom.

Educators recognized fallacies here, and outdoor education of some sort, along with activity within the classroom, has long been an accepted facet of practically all elementary curricula. Meaningful "nature walks" and short field trips to places of natural or social significance have characterized instruction which seeks to make learning active rather than passive. The extent of experiences away from the regular schoolroom, however, has become a matter of widespread concern. This is a subject worthy of careful consideration because of the important amounts of time and money that may be spent even in experimental programs.

There undoubtedly has been much educationally unjustifiable, time-consuming outdoor activity in some school

programs where a disproportionate value is placed on learning by doing, seeing, or hearing--away from the classroom. This unfortunate fact should not be allowed to obscure the benefits which some types of outdoor education can provide. A growing number of communities and school districts consider school camps a valid extension of the learning environment.

I. PURPOSE OF THE STUDY

This study was prompted by a realization of the increasing importance of school camping and by a personal interest in the subject heightened during studies of ecology, conservation of natural resources, and school camping for the classroom teacher. The approach in this paper is that of a teacher of intermediate grades who has had little background in organized camping or recreation. The underlying purpose was not to analyze a camping program for its strengths and weaknesses but to discover, if possible, the effects of an outdoor education experience on some of the participating children. The specific purpose was to describe a first experience in school camping for four fifth graders (two boys and two girls) and to determine whether it made an appreciable difference in their understandings, attitudes, skills, and social adjustments.

The camp described is that of the College Elementary

School, a part of the Central Washington College of Education in Ellensburg. During the library research involved in this study, frequent mention was noted of the school camping program in Ellensburg. It was often included as one of the earliest of such projects (in the early 1930's) but was listed as day camping--outdoor group living on a day basis. Since the present college-sponsored program was begun in 1958 as a new venture and since there was no available written history of the earlier camp, another goal of this paper was to trace the background of the experience fifty-one Ellensburg children enjoyed in 1961.

II. REVIEW OF THE LITERATURE

In describing and evaluating this school camping experience, clarity of background, purpose, and definitions may be enhanced by a brief résumé of the philosophy and history of outdoor education.

Philosophy. According to Julian Smith, acclaimed as the "father of school camping,"

Outdoor education consists of those direct learning experiences that involve enjoying, interpreting, and wisely using the natural environment in achieving, at least in part, the objectives of education. . . . The uniqueness of education in an outdoor setting is the direct approach to learning and the exploration and adventure that occur in making the maximum use of the natural physical environment as a learning laboratory (23:6).

The timeliness of considering this type of learning experience can hardly be questioned, whether school camping is selected as the vehicle or not. These pertinent queries have been raised recently by the Congress of Industrial Organizations:

1. Will the nation's educational, cultural, and recreational facilities be capable of meeting the challenge of increased leisure made possible by automation--longer vacations, reduced work weeks, two and a half or three day weekends?

2. Will power and natural resources be sufficient to meet the potential increased output made possible by automation?

Recreation and conservation are both areas of educational concern and both require outdoor laboratories (1:4).

Surely at no time has there been a more pressing need to prepare young people to use wisely their increasing leisure time and to take seriously their responsibilities as stewards of this country's bountiful resources. The automation so evident in urban areas has aroused in many people the urge to "escape" to more natural and healthful, less commercial surroundings when they can do so. The opportunity is at hand today for more and more people; an estimate was made that by 1952 forty-two million wage and salary earners were eligible for annual paid vacations (22:385).

An indication of how rapidly the public demand for recreational lands has expanded is the increased number of visitors using the National Forests for recreational

purposes. In 1930 there were 6,900,000; in 1950 the number rose to 27,000,000, and in 1955 it reached 45,693,000 (22:388). Such extensive use of public lands can be a boon to the physical, mental, and emotional well-being of the users or it can be pure waste of time and resources. If the people seeking recreation know how to find it only in its commercial aspects, they may look, unseeing or even bored, at natural wonders having tremendous re-creating powers. Still worse, through carelessness or ignorance, they may so destroy or mar the attractions that they are ruined for more receptive observers and for vital uses.

A basic objective of outdoor education is to promote wise, appreciative use of these resources for the common good of the most people.

Conservation of natural resources is not the responsibility of a few specialists, government officials, or militant enthusiasts, but every individual, company, or organization must share in the task of preserving the resource base upon which the American economy has been built. . . . What is needed is an enthusiasm and an understanding of the essential nature of resources and the measures necessary to save from wasteful destruction our national heritage. The future educational leaders who are receiving their training in the colleges and the universities have an opportunity to pass along to a new generation of students the knowledge and an understanding of the resource situation as it affects the welfare of the people and nation.

Conservation education cannot be narrowly graded and assigned to a particular age group in the educational system. People of all ages and occupations should be well informed about the need for

conservation (22:viii).

Although most people would agree with this objective, there are varying ideas as to the most practical and effective means of attaining it. School camping leaders urge the promotion of their methods because, in addition to conservation knowledge, many side benefits are gained from the experience in outdoor group living. For example, most children enjoy camp life whole-heartedly, and this fact is important in itself.

Experience clearly shows that the achievement of happiness at camp does a great deal to further the educational purposes of the program. The reasons are that things done in an effort to be happy tend to be highly motivated, intense experiences which absorb the individual's entire self; and that experiences associated with happiness tend to remain prominent in memory rather than being suppressed as unhappy experiences often are. Combined with the stimulating power of a new situation and a new environment, happiness tends to make children learn much more rapidly at camp than they do ordinarily (4:48).

In order to provide really worthwhile experiences, outdoor education must be especially well planned and organized. Its newness and its very nature of extended freedom make it vulnerable to various kinds of failures. To help guard against such, the following valuable principles of the outdoor education program have been drawn up by experts in the field (7:98):

1. It should center in child nature and needs.
2. It should consider the development of the whole

child.

3. It should insure children's participation in the total program (planning, doing, evaluating).
4. It should seek to integrate all of its activities around the problems inherent in group living outdoors.
5. It should take place in the outdoors and center even its indoor activities around the outdoor traditions.
6. It should take full advantage of this country's rich outdoor heritage.
7. It should base its methodology upon discovery, adventure, and direct experience.
8. It should stress principles rather than detailed facts.
9. It should emphasize the social process of cooperation rather than that of competition.

An effective summary of the philosophy of outdoor education is contained in a Charter of Outdoor Education composed by the American Association for Health, Physical Education, and Recreation. Some of the most vital statements made in the charter are:

1. Education in the outdoors, through direct experience, is in keeping with the best that is now known about how the individual learns.
2. The emerging community school--the instrument for serving those learning and living needs of present-day society with which education has been charged--makes use of all community resources, including the out-of-doors.
3. Outdoor education is a broad term--not a

discipline nor a subject-matter field--that includes those learning experiences indigenous to the natural environment and skills, appreciations, and attitudes necessary for maximum satisfactions and enjoyment in outdoor pursuits.

4. Techniques and methods basic to good teaching are equally effective in both kinds of "classrooms" indoor and out.
5. All schools and community agencies charged with the responsibility for the education of children have available to them some type of outdoor setting suitable for learning.
6. Through cooperative planning at local, state, and Federal levels, more adequate facilities, leadership, and equipment for outdoor education may be made available (1:141, 143).

History. Public school-sponsored camping is not completely American in origin; educators of several countries have used this medium in some form. The first recorded American experiment in outdoor direct learning experience was that of a Connecticut boys' school operated by Mr. and Mrs. Frederick Gunn. Every two years, beginning in 1861, the Gunns took their pupils away from school for two weeks of boating, sailing, hiking, and fishing. This was hardly comparable to the school camping of today, but it was an important first step. During the next several decades, even though no public school programs in this field met with much success, camping advocates continued to see possibilities of real educational gain in extending the classroom beyond its

physical walls.

The next phase in the development of the outdoor classroom was the establishment, in the early 1930's, of day camping programs during the regular school year in several widely separated public school districts. The Ellensburg district was one of these pioneers. Their schedules usually provided for transportation from the school to some forested area after the children had had their breakfasts at home. The day, spent in an outdoor group living situation, included preparation of one or two meals and concluded with transportation back to school in the afternoon or evening. Several universities and colleges specializing in teacher preparation correlated day camping for children with their summer school programs.

As interest and support grew, several outstanding examples of one to four week camps emerged as guides for subsequent endeavors by other schools. The Clear Lake Camp near Battle Creek, Michigan; Camp Cuyamaca near San Diego, California; Camp Tyler near Tyler, Texas; Camp Hi-Hill of the Long Beach, California, school system; and Camp Auburn in Washington are among those which have been described in detail. This data is readily available to any teacher or school administrator interested in the educational potential of his natural environment.

Some states now legally empower their boards of education to operate camps as a part of the school program. Among national groups favoring camping and outdoor experiences for all children are The National Resources Planning Board, The American Association of School Administrators, The Association for Supervision and Curriculum Development, The American Association for Health, Physical Education, and Recreation, and the American Camping Association (16:3).

III. DEVELOPMENT OF SCHOOL CAMPING IN THE COLLEGE ELEMENTARY SCHOOL

As has been stated, the day camping program of Ellensburg in the 1930's is an acknowledged forerunner in the field of school camping. Much more significant but unpublicised, however, was the summer school camp sponsored by Central Washington College of Education (originally Washington State Normal School). Although this undertaking was not a part of the regular school year, it was public school camping in a day when such was almost unknown.

Miss Amanda Hebler, for many years director of the College Elementary School, was a student of camp leadership (a course directed toward the needs of people in the recreational camping field) at Columbia University in the 1920's. She participated in the extensive camping experience of her class at Bear Mountain in the Adirondacks. This experience

stimulated her interest in camping and revealed educational values which she felt would be worthwhile in the public school program, where all children, not an economically favored few nor a drastically underprivileged few, might reap the benefits.

In 1929 Miss Hebelers became acting principal of Edison School, the college elementary school for teacher preparation. The Edison School occupied the building currently used by the music department of the college and was later replaced by the present College Elementary School. Prior to her administration, there was an emphasis on outdoor education, but in less intensive form. Until the establishment of Morgan Junior High School in Ellensburg, the first eight grades were included in the elementary school, and the seventh and eighth graders spent the first part of the summer session in more formal studies and the last week in outdoor nature study.

Beginning in 1930 the fifth, sixth, seventh, and eighth graders were all included in a summer school program "organized and carried through as a rich educational experience for the boys and girls as well as to provide a recreational feature which would attract elementary school pupils to the college summer session" (12:1).

The College is favorably located for camping, as the nearby canyons which lead into the Cascade

Mountains offer intriguing spots for campers. The camping site which is used by the College Elementary School is about twenty miles from Ellensburg in the Taneum Canyon. By following one of the trails from this camp to nearby lookout points one may see Mt. Rainier and other lofty snow-capped peaks, with forest and lakes which give sublime character to this Cascade Mountain region (12:1).

The Taneum Camp referred to, a Camp Fire Girls' camp, offered such advantages as a dining hall, food storage cellar, cottages for sleeping quarters, well-built toilet facilities, and sheltered spots for tents and recreation, but the very first camps of this elementary school program were much more primitive. There was one hall for kitchen and dining room use, but only the cook slept in the building. Tents were borrowed for the use of teachers and students. Records from 1935 show that by that time the girls slept in a cabin while the boys used two large tents borrowed from the Cascade Lumber Company and three smaller tents brought by pupils. Thirty-four children attended that year, along with three teacher leaders and six college student leaders (12).

From the beginning, a major emphasis of this camp was forest appreciation, and there was a forest ranger station only two miles from the camp. From year to year the different rangers on duty there contributed much to the interest and educational value of the three to five days spent in the area. They gave campfire talks on fire prevention, forest conservation, and safe camping, and some even led groups on

all-day hikes.

The project for different years, successful in varying degrees depending upon the available personnel, was always subject to college schedules. When the length of summer sessions was shortened, the camp was eliminated entirely for a time and later revived for fifth and sixth graders separately. Fifth graders went to the Taneum for the first part of a week; then they returned home and sixth graders attended for the last half.

The campers always helped to prepare the food, decorate the tables, and keep the camp clean. Their schedules included such features as unit meetings, swimming and games, hikes to the forest camp, crafts and camplore, folk dancing, and campfire activities. The camp experience was planned as an integral part of summer school, with full educational values in mind. Before going to camp, much time at school was devoted to building an interest in camp living: planning such necessary details as schedules, obtaining fire permits, having water tested, deciding individual responsibilities, and studying special environmental features to enrich understanding and develop appreciations.

In 1945 the school camp was discontinued because of transportation difficulties and the short summer session during the war years. This discontinuance was intended to be

temporary; summer camping was to be resumed as soon as conditions permitted, but in the meantime other emphases had taken its place.

There was no recorded attempt to revive the summer school camp, but in 1957 plans were made for a three-day camp to be held the next spring under the directorship of Mrs. Helen McCabe. This was to be a part of the regular school year program for the fifth and sixth grades of the College Elementary School. The plans included the formation of an advanced camp leadership class which could gain practical experience by organizing and conducting the camp.

The facilities at Camp Illahee, on the west fork of the Teanaway River, were deemed the most desirable in this region for organized camping. The camp, owned by the Kittitas County Youth Groups, is situated on fifty acres of land leased from the Cascade Lumber Company. Buildings include sleeping cabins, a dining hall, a quonset-hut used as a recreation hall, nurse's quarters in an addition to the dining hall, a small structure suitable for use as a camp store, and a sturdy building containing showers, toilets, and wash basins.

By April, 1958, plans had progressed to the point of sending explanatory letters to parents and initiating appropriate classroom activities. The children studied various

phases of nature and conservation, program planning, safety, and "Living and Learning Together"--their chosen goal and motto (19:2).

Resource people who could assist at camp in the areas of forestry, water, fish and game, and geology were contacted early in the planning period. Provisions also were made to collect the camp rental fee of five dollars per camper and to secure the services of a nurse and a cook.

A second, more detailed letter was sent home to the parents on April 18, 1958. This letter included a list of personal clothing and equipment to be sent with each camper, along with a permission slip for the parents to sign and return to school. During the week before camp, the counselors taught the campers how to make their bedrolls so a minimum of luggage would have to be carried, and camp songs were learned ahead of time to promote a feeling of anticipation at school as well as to make music more spontaneous and enjoyable at camp. One counselor gave pre-camp instruction in the use of the camera, and another worked with a committee of campers to plan the camp store or canteen and to purchase the merchandise (fruit, candy, and raisins) to be sold there.

To provide for fair distribution of campers among the various cabins and counselors, the students drew numbered slips of paper and agreed to abide by this chance selection.

The last pre-camp period with the counselors and director was devoted largely to answering questions and discussing the policies, rules, and program necessary for the most effective and enjoyable camp experience for everyone.

A planning session was held at the camp for the staff from Friday evening to Saturday noon before the week of camp, and on the day preceding the children's arrival, a work crew of college students cleaned the camp and put up a temporary roof for the dining hall, which had been damaged by heavy winter snow.

These preparations and the camping program of 1958 have served as a model and guide for the three subsequent camps. The first three were so convincingly successful and rewarding that a four-day venture was planned and accomplished in 1961, the year of this study.

CHAPTER II

DEVELOPMENT OF THE STUDY

I. PROCEDURE

The underlying purpose of this study was to learn more about the effects of school camping from a teacher's point of view, but since the writer was not teaching at the time of the camping experience, she did not know the children involved well enough to gauge any change. It was decided that the most effective approach would be to observe the behavior and to test where possible the knowledge and attitudes of several specific children. The method of research was to be a modified case study, utilizing interviews, examination of records, observations, sociometric studies, and written tests of knowledge and attitudes.

The first contact was with Mr. Alan Bergstrom, the fifth grade classroom teacher. He consented to the observation of the class, as well as of several children to be chosen from the group, for the purpose of discovering the merit of their camping venture in May, 1961. Names of the children in the class, their parents' names, and addresses were obtained from the school office, and the names of two boys and two girls were selected. This was not a completely random selection because many of the pupils were children of

college instructors. It was decided that a typical representation should not consist of more than two from this group since it might constitute a fairly uniform social, intellectual, and economic stratum. Except for this qualification, the names of four children were selected by chance without previous acquaintance with any of them as individuals. More spectacular results might have been observed had students at the low rungs of the "social ladder" of the group or those with pronounced problems been chosen, but as typical a selection as possible was desired.

Before beginning the study of the children, telephone appointments for interviews with three of the mothers were made--after brief explanations of the purpose of the project. The fourth mother was approached during her office hours at the college. One of the children selected was replaced by another after her mother decided it would be impossible for her and a brother in the sixth grade to attend the camping session because of economic reasons. Later this family was informed that funds were available to make it possible for every child to go, inasmuch as this was a part of the regular college program. Both children were delighted to be able to participate.

Since some of the information is confidential, designation of the subjects will be symbolic--G-1 and G-2 for the

girls and B-1 and B-2 for the boys.

II. CASE STUDY OF FOUR FIFTH GRADERS AND THEIR SCHOOL CAMPING EXPERIENCE

Parent Interviews

At each parent interview, conducted early in April, 1961, the purposes of the study were clarified and specific questions were asked of each mother. These get-acquainted sessions were valued as such, since all available knowledge about these youngsters and their background and development would be useful.

Girl 1. The first child selected for observation was G-1, the second child and oldest daughter in a family of five children. Her father is a college instructor and her mother a housewife. She is in excellent health, with no physical or emotional problems which might cause concern during the camping experience. When asked whether or not G-1 is expected to assume any definite responsibilities in the home, her mother stated that she probably has more responsibilities than she should for her age but that she accepts them well, helping to care for the baby, teaching her younger sister to make her own bed, and helping with the other work in their large home and yard.

Although G-1's family has gone on camping trips since

she was very young, her only previous experience in an organized camp was as a Bluebird at a Camp Fire Girls' camp during the summer after the second grade. During subsequent summers she has been busy with other activities such as traveling to visit relatives in the Eastern United States.

G-1 has no very well-defined special interest just now. She likes sports activities, reading, and music, but thus far her enthusiasm for other projects, such as sewing last year, has been sporadic.

Girl 2. G-2 is the oldest of three children in her family. Her father is unemployed at present and since her mother cooks in a restaurant, the interview was scheduled for her day at home during the week. G-2 is in very good health and is accustomed to accepting responsibilities. During the school week, helping with the dishes is her only definite chore. On weekends she cleans her room and helps with other household tasks. In the summer when she has more free time, she irons and bakes for her mother.

G-2's family has never gone on a camping trip, but her mother said that they hope to in the future and that they do enjoy picnicking together. School camping will not be a "first time away from home" experience; as a Brownie in the Girl Scout program she went on a camping "in the rough" trip. Her parents foresee no difficulties for her in adjusting to

camp life. Her mother says she is eagerly anticipating the days at Camp Illahee; parental enthusiasm for the program was evident during the interview too. The wish was expressed that the experience could be offered to the children of all the schools in Ellensburg instead of just to College Elementary School pupils.

Special interests occupy much of G-2's time. Her favorite sport is swimming, and one night a week she practices with her water ballet group. Scout meeting requires one afternoon a week after school; she plays the flute in the school band and sings in the junior choir at church.

One particular reason for G-2's looking forward to camp is her interest in plant study. The students in Mr. Bergstrom's room are encouraged to do research in areas of interest in their spare time. She has used this time to learn about many plants native to this area. Now she hopes to find and identify some of these in the Illahee environment.

Boy 1. B-1 is the older of two sons of a college instructor. His father was killed in an accident during his early childhood, and his mother has been concerned about his lack of adult masculine companionship. His health and general physical condition have been very good until recently. A sinusitis attack apparently has affected his hearing. The

school nurse notified his mother that there was a noticeable hearing loss, but added that further testing should be delayed until after he has thoroughly recuperated from the infection. He has also had some eye inflammation, diagnosed as pinkeye, which has not responded very well to treatment. It was not likely that these difficulties would cause any anxiety at camp time.

B-1 has several definite chores to do at home. His mother said she thought he probably should have more to do but that he does do a good job of making his bed, vacuums the floor, and has been very faithful at times in other tasks such as washing dishes. During the summer he and his brother visit their grandmother in the country and share many jobs with their cousins there.

Although B-1 hasn't been camping with his family, a college faculty couple once took him and two other boys out with them on a family-type overnight outing. He has attended Cub Scout camp twice for brief periods--not as long as he will spend at school camp.

The sports activities most attractive to B-1 are of an individual nature, such as fishing and swimming. He has never been fond of team sports. Musical activities include taking music lessons and playing several instruments.

Boy 2. The interview with B-2's mother revealed that

he is very eager to go camping and has looked forward to the experience since his friends in the fifth and sixth grades last year returned with enthusiastic reports. He is the second of three children in his family, with an older brother in high school and a three-year-old sister. His stepfather is a truck driver and his mother a housewife.

B-2's health has been excellent, and he enjoys baseball, rock hunting, and particularly fishing. He likes to sing and to listen to music; he was given a ticket to the community concerts this year and enjoyed attending them but hasn't expressed any desire to take music lessons since taking beginning violin instruction for one school year.

B-2 has gone on Gra-Y camp-outs overnight, and his parents are confident that he will be at ease in the away-from-home situation. His family has done no camping as a group, partly because of the complicated time schedules imposed by his father's work as a truck driver, but they do spend much time together fishing and picnicking every summer.

Since B-2's home is situated on about an acre of land, the boys are able to keep calves even though it isn't a rural location. The care of his calf is B-2's main responsibility; he is supposed to make his own bed every morning too, but doesn't always manage this. Otherwise he has no specific chores. His mother finds it more effective to ask the

children to help with a task at the time it is to be done than to schedule particular jobs for each child to do regularly.

At the close of this first series of parent interviews, several hypotheses were made concerning the group of four subjects. All four have had some type of organized camping experience and will probably not respond to the stimuli of the situation as would children to whom it was entirely new.

All the children have some definite work responsibilities at home. The assigned duties during four days of camping probably will be executed well, and there may be little change in willingness to help with home tasks afterward.

As all four children enjoy some sports and are in generally good health, the physical activity at camp probably will not be too strenuous for them and will add to their pleasure. They are looking forward to camp eagerly, and the program has the parents' hearty approval.

Information from Records

Girl 1. G-1 was born in July, 1950, and entered the Ellensburg schools (grade four) in August, 1959. Her parents are Episcopalian. She has had measles, German measles, scarlet fever, mumps, chicken pox, and tonsillitis. She is

61.25 inches tall and weighs 93.5 pounds.

G-1's scores on Iowa Tests of Basic Skills and Gates reading tests show ratings of three to five and one-half grade levels above actual placement. During the current school year, the results of the California Test of Mental Maturity listed G-1 with an intelligence quotient of 145 in language data and 134 in non-language data, or an average of 140 in total data. After participating in the Gates Reading Survey in April, 1961, she was rated in the percentile of 95-plus in speed, comprehension, and vocabulary. Her average grade score was 10.9, her average age score 16.3, and average percentile 95-plus. Her accuracy rating was Very High.

On G-1's pupil profile chart showing results of the Iowa Every Pupil Tests of Basic Skills, her very high ranking in the language skills area is shown graphically. Lowest on her chart is the area of arithmetic concepts.

At the chronological age of nine years and seven months, G-1 was rated by the Revised Stanford-Binet Scale as having a mental age of fourteen years and four months and an intelligence quotient of 150. Her classification was gifted, and the examiner commented that she was very friendly toward him and rapport was easily established, but she seemed to be a little bored with and somewhat aloof from her classmates. He stated that she had well above average intelligence and

seemed to be quite mature in her ideas, attitudes, and opinions.

Comments throughout G-1's records indicate that she has been steady and independent in her work habits, seeming to enjoy all her subjects. The reports from her former school indicated that she was very able and cooperative and well-liked by her classmates--an alert, warm personality. During her fourth grade term, her mother was distressed because she hadn't been readily accepted in her new school group. G-1 apparently felt that others in the class disliked her because she had deposed a very popular classmate as the "smartest" one. She did not feel smarter, according to her teacher, but she did feel that the other girls in the class were "silly" and often acted babyish.

G-1 is quiet, intellectual, slightly withdrawn, and well able to work independently, according to the latest comment in her permanent records.

Girl 2. G-2, born in June, 1950, has attended the College Elementary School since kindergarten. The church preference of her family is Methodist. She has always been in good health and has usually been one of the largest children in her group. Her tonsils and adenoids were removed before she entered school, and she had chicken pox in 1958. She is 61.5 inches tall and weighs 127.5 pounds. Her vision

and hearing are normal.

G-2's scores in the Gates reading tests and Iowa tests have consistently indicated ability about one school grade above actual placement. Her Iowa Basic Skills Test in the fourth grade indicated she was most capable in reading comprehension and lowest in the work study skills, but still in the next higher grade level. In the fifth grade, her profile showed greatest competency in language usage and lowest in punctuation. Her spelling growth hasn't kept pace with her progress in other areas, nor has her arithmetic problem solving.

Results of the California Test of Mental Maturity given during this school year gave G-2 an intelligence quotient of 114 in language data, 108 in non-language data, and 111 as an average I.Q. Her scores in the Gates Reading Survey given this spring placed her in the eighty-fifth percentile in speed, the fiftieth percentile in comprehension, and the seventieth in vocabulary. Her grade score average was 6.9, age score average 12.1, and percentile average 68. Her accuracy rating was Very High.

All the parent-teacher conference comments in G-2's record file are most favorable and indicate that her parents are happy with her school work and feel she is developing independence. At kindergarten age she was shy, quiet, slow to make friends, but friendly when acquainted. All her

teachers from first grade through fourth commented on such qualities as her friendliness, sweetness, maturity, good work in her studies and effective use of the library, alertness, and acceptance of responsibility. One teacher noted that she wrote beautiful creative stories. G-2 is so neat and handles herself so well that her size seems not even noticed. By the fourth grade, however, tumbling activities were becoming difficult because of her weight, and the teacher commented on her need to develop her arm muscles. She is fortunate in having a mother who is extremely interested in her development, helps her whenever possible, and has fun with her.

Boy 1. B-1 was born in June, 1950, and has attended College Elementary School beginning with part of a year of kindergarten. His family's church preference is Presbyterian. His health has been very good with the exception of the eye and ear difficulties mentioned in the account of the parent interview. There has been gradual, steady gain in height and weight, and he now is 55.5 inches tall and weighs 93 pounds.

B-1's profile chart for the Iowa Basic Skills tests shows the lowest proficiency in capitalization and highest in vocabulary, and indicates consistent growth in all areas in the past year. After taking the California Test of Mental Maturity during the current school year, his intelligence

quotient rating in the language data was 130, in non-language data 106, and in total data 118. Most of the standardized test results rate him consistently one to two grades above his actual level.

The Gates Reading Survey classed B-1 in the sixty-fifth percentile in speed, ninety-fifth plus in comprehension, ninety-fifth in vocabulary, and gave these averages: a grade score of 8.3, age score of 13.7, and percentile score of 85. His accuracy rating was Medium.

Comments in B-1's folder reveal a very cooperative and understanding mother who does everything possible to help him. The death of his father and the accompanying adjustments are mentioned as contributing to a feeling of insecurity and shyness in his first school years. He was always alert and interested but seldom expressed himself, even though he had a wealth of experiences to draw from. His shyness with adults and at the beginnings of school years was noted often, but so was his courtesy, good school work, popularity, and response to praise. According to his fourth grade record, B-1 still seldom volunteered in classroom situations. He could do good work although he didn't always work up to capacity. He used good language and expressed himself nicely, but often would rather not, and didn't always finish and hand in work.

Boy 2. B-2 was born in March, 1950, and has attended the College Elementary School since beginning in kindergarten. His mother and father were divorced and his mother remarried before he started school. The family church preference is the Assembly of God. His health card notes good vision and hearing, an appendectomy, mumps, and a present height of 64.25 inches and a weight of 115 pounds.

B-2's pupil profile chart shows least ability in spelling and most in vocabulary. Next highest on the graph are language usage and knowledge and use of reference materials. His rating, according to the California Test of Mental Maturity in October, 1960, was an intelligence quotient of 105 in language data, 92 in non-language data, and 98 in total data. The Gates Reading Survey this spring showed his speed to be in the seventieth percentile, vocabulary in the thirty-third, and comprehension in the seventy-fifth. His grade score average is 6.2, age score average 11.6, and percentile average of 59. His accuracy rating is Very High.

The permanent records of B-2 contain the notation that his mother is very cooperative and interested. From the beginning of kindergarten he was usually the tallest child in his class and was handsome and well-developed, often being mistaken for an older boy. He played and worked well with his classmates in each grade, and was sensitive, thoughtful,

and cooperative. At first he was very insecure in the first grade, but soon gained self assurance and made many friends. He had many reversal tendencies to combat in the first grade, too; he wrote upside down and backwards. He was considered a good thinker, though, and liked social studies and science. B-2 has always been anxious to please, and although reading difficulties and the mechanics of composition have troubled him, he has done well with poetry, enjoying both reading and composing it, and has remained a determined student. The fourth grade teacher wrote that B-2 was slightly insecure and sometimes afraid of being "blamed" for something in spite of being popular with his peers. He has real creative ability and enjoys music and art. Being well coordinated physically in spite of being larger than most, he enjoys physical activity in sports. B-2 particularly likes to work on special projects and works slowly but rather well up to capacity.

The records of these four children indicate that they vary widely in intelligence quotients and social acceptance, but they are all capable of doing good fifth grade work and do not present behavior problems. It was theorized that each one could become a desirable camper and the camping experience would be profitable for each because of an extensive range of activities and new relationships.

Pre-camp Activities

Observations. Preparations in the classroom began in earnest two weeks before camping, but there was evidence of pertinent activity previous to this. Bulletin board displays included a large poster showing different types of forest trees and their locations, and individual children had studied soils and plants in their spare time research.

Beginning on Tuesday, April 18, daily observations were made, mostly during the periods of camp preparation but also at some other times to provide a wider base of knowledge of the four subjects of the study. This observation period was brief in terms of the usual case study but was intensive for the four weeks of April 18 to May 12, the time of outdoor education emphasis. Notations from this introductory time are recorded briefly here to add to the reader's acquaintance with the various personalities involved.

The classroom teacher privately told the observer where the four subjects were sitting, and the first observations were made before introductions or explanations to them so they would be at ease and react more naturally than they might if they felt that they were objects of scrutiny. The whole group was very much accustomed to observation by college students and showed no self-consciousness in the presence of a visitor.

Physical appearances were noted in the light of the knowledge gained by interview and examination of records. G-1 is tall, slender, and attractive, with long braids of light brown hair. G-2 is a tall, chubby, neatly dressed girl who smiles most of the time and has short, wavy, light brown hair. B-1 is rather short and plump and has very fair skin and blond crew-cut hair, while B-2 is tall and solid-looking but fairly slender and has brown curly hair, cut short.

On April 18 the class was preparing to give some miscellaneous reports for a college class observation, and the initial discussion concerned reporting techniques and audience responsibility. G-1, G-2, B-1, and B-2 were all attentive and well-mannered. Soliciting comments from the class, the teacher asked what they would do if they couldn't hear well when listening to something like a television program, over which they would have some control. G-2 said she would get disgusted and do something else. Later B-1 had nothing to say when asked for an opinion; he appeared to be interested but thought the subject had been covered. G-1 volunteered a comment recalling praise of a classmate's speaking techniques during a previous reporting session. G-2 showed thoughtfulness when she immediately checked to see if those behind her could still see when she stepped into the aisle to get a better view of pictures being displayed. During a

report on human anatomy and physiology, G-1 was very attentive and asked if people's bones really break or if they are just called broken when they're hurt. This led to explanation of simple and compound fractures, and G-2 mentioned reading an article in a recent newspaper about a baby with brittle bones. During another phase of discussion, G-1 admitted that she becomes very involved in what she reads, and it takes a shout sometimes to arouse her.

Showing poise before the group, G-2 gave a brief report on the first man into space, a subject of vital interest just now. B-2 was very attentive and pointed out a discrepancy in the account.

Following the reports there was an evaluation of the audience participation, and a girl mentioned that B-2 had been putting staples into G-1's sweater. B-2 was embarrassed but not particularly upset by the rebuke.

Later on April 18, the fifth and sixth grade classes held a joint meeting to discuss plans for camp. Their teachers, Alan Bergstrom and Mervin Johnson, asked for suggestions from the group about projects which could be carried out by the various camp living groups. It was explained that some class time would be devoted to work on these projects before camp and that there would be a time allotted for them in the camp schedule also. Topics for study were suggested both by

students and teachers and included the following: trees and shrubs, flowers and grasses, soils (suggested by B-2) and soil conservation, identification of animals by their tracks and dens, survival and safety in the woods, first aid, geology and rock identification, requirements for establishing a camp, improvements for Camp Illahee, and the use of a compass and trail signs. The period of forty-five minutes before lunch every day was announced as camp planning time.

On April 19 Mrs. McCabe, the camp director, gave an introductory talk to the combined fifth and sixth grades and introduced the ten counselors. Several of these college students are musically talented, and they promoted an enthusiastic spirit immediately by teaching two camp songs. One was a "fun" song and the other a grace to be sung before meals, and since some of the campers-to-be already knew both of them, only a short time was required for everyone to learn the words and tunes.

The children were divided into their living groups at this planning session so that they would have as much time as possible to become familiar with one another and their counselors. The grouping was entirely by chance, with each pupil drawing a slip of paper with a cabin or part of a cabin designated by number. There were six cabins for the children's use. The ten counselors were assigned to them--one to each

of two cabins and two to the others, but each living group was to be an entity in the shared cabins. G-1 drew cabin 6B with Nancy Berkovitz as counselor, G-2 drew 5B with Sylvia Campbell, B-1 was to be in cabin 8 with counselor Bill Morrison, and B-2 chose 7A with Jim Geelhart. Other counselors were Mary Jo Baretich, Sylvia Finley, Virginia Uusitalo, Lee Tredo, George Nelson, and Henry Turik. Each of these staff members chose a project topic from the list suggested the previous day, considering his own particular abilities and fields of interest. He would be responsible for guiding his group in the pursuit of information and preparation of a final report and notebook.

After the group was excused, B-1, usually quite undemonstrative, ran up to a friend and embraced him happily because they had drawn the same counselor and living group.

On April 20, the fifth grade was observed during their afternoon play period, which began with warm-up exercises. G-1, B-1, and B-2 obviously enjoyed the physical activity, but G-2 stopped trying to do one exercise which was difficult for her. Teams were chosen for a softball game, and B-2 was the first player selected. B-1 was fourth on one team, and G-1 was one of the first girls chosen. G-2 was third from the last and at first was confused about where her team was supposed to be.

B-2 did a good job as pitcher, showing the results of his Little League training. When he went up to bat, two strikes were called and then his fly ball was caught. When B-1 was up to bat, the pitcher failed to put him out. He just walked to first base, but he acted confident and seemed to enjoy playing. As shortstop, he fumbled once but got the ball to first base quickly, and another time threw quickly and accurately enough to put a player out.

G-2 was happy throughout the play period but did not participate very much. G-1 obviously enjoyed being up to bat and was confident; she struck out but was a good sport about it. When G-2 was walked to first base, she was pleased and relieved; later as a fielder she managed to get the ball to first base but was too late.

On April 21, each child went directly to his counselor at a designated spot in one of several rooms available (both double classrooms, the museum, the library, and the science room) after a brief explanation of what the groups should try to accomplish that day. Camp council representatives were elected, names were chosen, and planning was begun for the skits to be given on Thursday night at camp. The director and teachers hoped that this much advance preparation would make possible more creative, well-thought-out skits than had been presented in previous years.

G-1's group named itself El Camatena--using the first two letters of each girl's name; G-2 and the other girls in her group named themselves the Pine Combers; B-1 became one of the Bold Eagles; and B-2 and the rest of the boys working on the geology and rocks project chose the name of Flintstones (a name familiar because of a television program). Other cabin group names were La Daila, Bumbly Bears, Bouncing Bunnies, Beavers, Seven Antlers, and Five Muk-a-luks and One Old Shoe.

During the group meeting of the Flintstones, B-2 conscientiously tried to present his idea for a skit which could be funny but would be appropriate, using a forestry theme. His idea was voted down in favor of more stereotyped humor.

On April 24 the songs presented previously were more thoroughly learned and others were introduced. All four of the study subjects participated happily, and the girls were especially absorbed in singing. "Miss Virginia" explained the operation of the camp canteen and chose the canteen committee by letting those who wanted to help with it draw lots. Arrangements were made for this group to buy oranges, apples, raisins, candy bars, and nuts, and to serve in operation of the store at camp. Living groups met as quickly as possible to work on skits and projects, since the counselors were able to be with them only every other day during the period of

their regular school camping class.

On Tuesday, April 25, the children gathered in their cabin groups and worked independently on skits and projects. Some groups devoted much time to practicing several humorous skits instead of doing research. G-1's group developed ideas for a "bird walk" skit, and she became impatient at times with the other girls but liked any activity of which she was an important part.

On Wednesday the opening minutes of the combined classes were spent in singing several songs, and there was a demonstration by Henry Turik showing essential equipment for survival in the woods. The children were all interested as he showed them his compass, waterproof match container, and pocketknife, and were alert in spotting intentional mistakes in knife handling and use. They especially enjoyed his telling of experiences as a timber cruiser in the forests of British Columbia.

When the living groups met with their counselors, B-1 and his fellow "Bold Eagles" were spending their time discussing their skit, and B-1 urged, "Let's do a funny one!" These boys, with their project on trees, had spent some time making a diagram of a tree cross-section with the use of an opaque projector.

On Thursday the boys and girls still could apportion

their time as they wished, and many were working on their projects. Because G-2 and the other "Pine Combers" had decided to divide research about some of the best known wild flowers, they began individual reading.

On Friday, with camp time very near, enthusiasm was high during planning period. After singing several songs from song sheets, reproduced so that each child could have a copy, cabin groups met to continue working on their projects.

A thoughtful comment was made by one of the fifth graders during a discussion period: "We shouldn't complain about what cabin or counselor we have, because we're really lucky to get to go at all." Actually, there was little discontent or complaining among any of the students. At one point G-1 was disturbed when she thought they couldn't take any books along, but they were instructed to place any library books they wished to have for reference in a box so that they could all be taken up together and put in a central "library" location in the dining hall.

B-2 and the other "Flintstones" worked on identifying rock specimens lent to them by Mr. Johnson. They used books on the subject, and their counselor had some background in geology, but they were having difficulty in deciding just what to use for a notebook or report.

On Monday, May 1, final instructions were given to the children about when and where to meet the next morning, and

there was a demonstration by George Nelson on the correct assembling of a bedroll. Mrs. McCabe answered the last minute questions which always arise, and she chose a group of two fifth graders (including B-2) and two sixth graders to pose for a picture illustrating preparations for school camping. This picture appeared the next day in The Ellensburg Daily Record, accompanying an explanatory article describing the outdoor education program.

All the students were examined by a doctor and pronounced well and free from contagious diseases, and their health cards were prepared for the information of the camp nurse, Mrs. Roberta Scholl. Since she was unable to attend camp for the first day and night, the services of Mrs. Joseph Haruda, a registered nurse, were secured.

Sociograms. In an effort to establish a basis for measurement of the social adjustment of the four subjects before and after camp, sociometric studies were made one week before, one day before, and three days after camp. The children completed a simple form which requested in the order of preference the names of the three children in the fifth or sixth grade with whom they most liked to work and play. The results of the pre-camp studies are shown diagrammatically in Figure 1 and Figure 2.

The first sociogram indicates that G-1 chose no one in

the fifth or sixth grade as a close friend and a fifth grader as a third choice. She was indicated as a second choice by this girl and as a third choice by another. G-2 is shown as a popular child, being the first choice of three girls and the second choice of another. Her first choice forms a mutual tie, and she chose two other fifth graders.

B-1 is well-liked, as evidenced by his selection as a first choice by two boys and second choice by three. His three choices form loose mutual ties--each child choosing the other but rating him in a different position. The arrangement in this case approaches an island or clique but is not a true example of one, especially as B-1 is chosen by others also. B-2 is very well liked, being indicated as first choice by one boy, second choice by three, and third choice by three. His choices, like B-1's, form loose mutual ties.

The second sociometric study produced different results, as is expected at this age level, but the general pattern is very similar in respect to these four children and requires no comment here.

Interviews. In attempting to learn something of the attitudes of each of the subjects regarding camp, individual interviews were arranged and similar questions were asked of each child.

G-1 said she was "kind-of" anxious to go to camp but

KEY:

- - FIRST CHOICE
- - - - SECOND CHOICE
- - - - THIRD CHOICE

- - FIFTH GRADER
- ⊖ - SIXTH GRADER

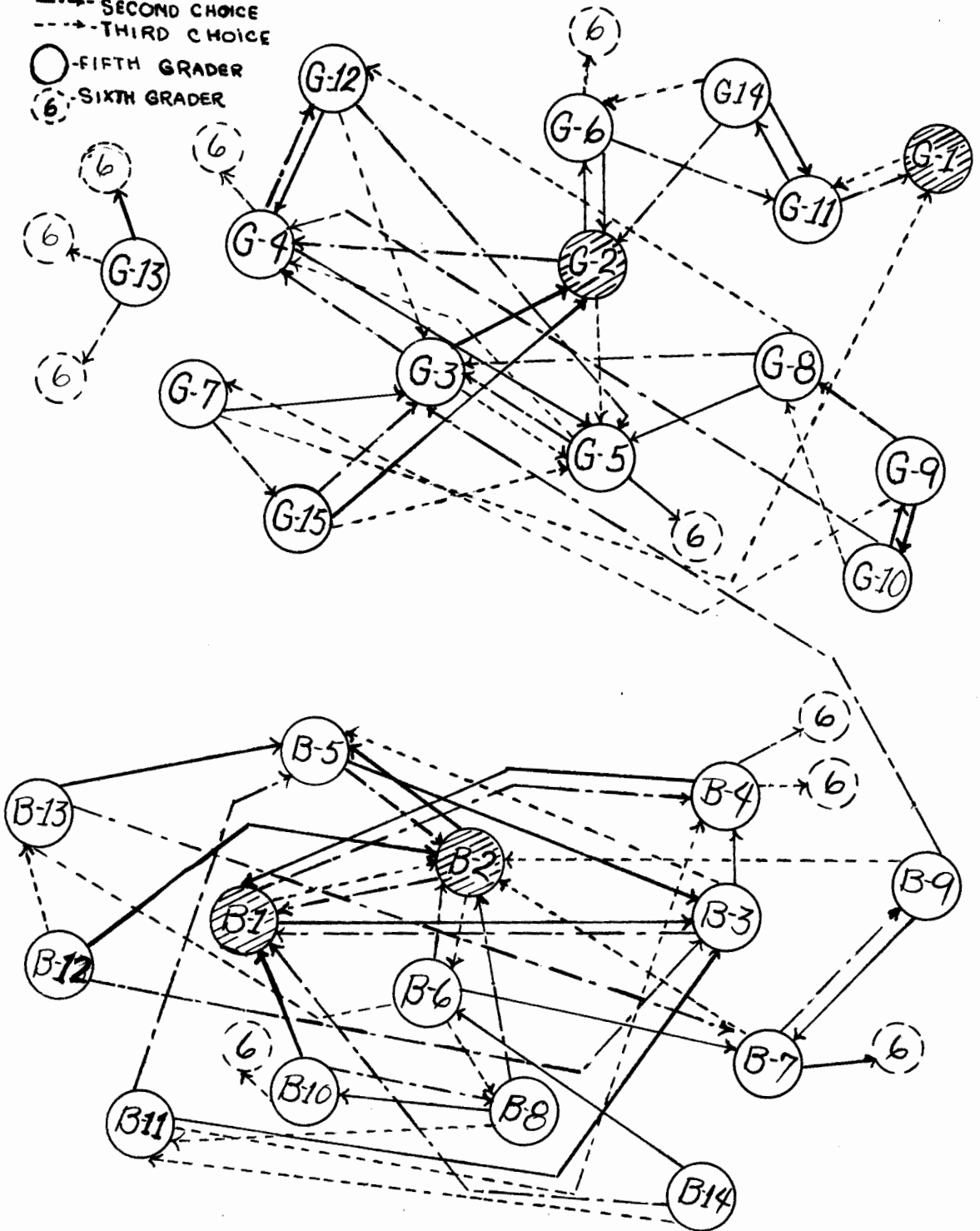


FIGURE 1
SOCIOGRAM ONE WEEK BEFORE CAMP

KEY:

- >— FIRST CHOICE
- - ->- SECOND CHOICE
- · ->- THIRD CHOICE

○ - FIFTH GRADER

⊖ - SIXTH GRADER

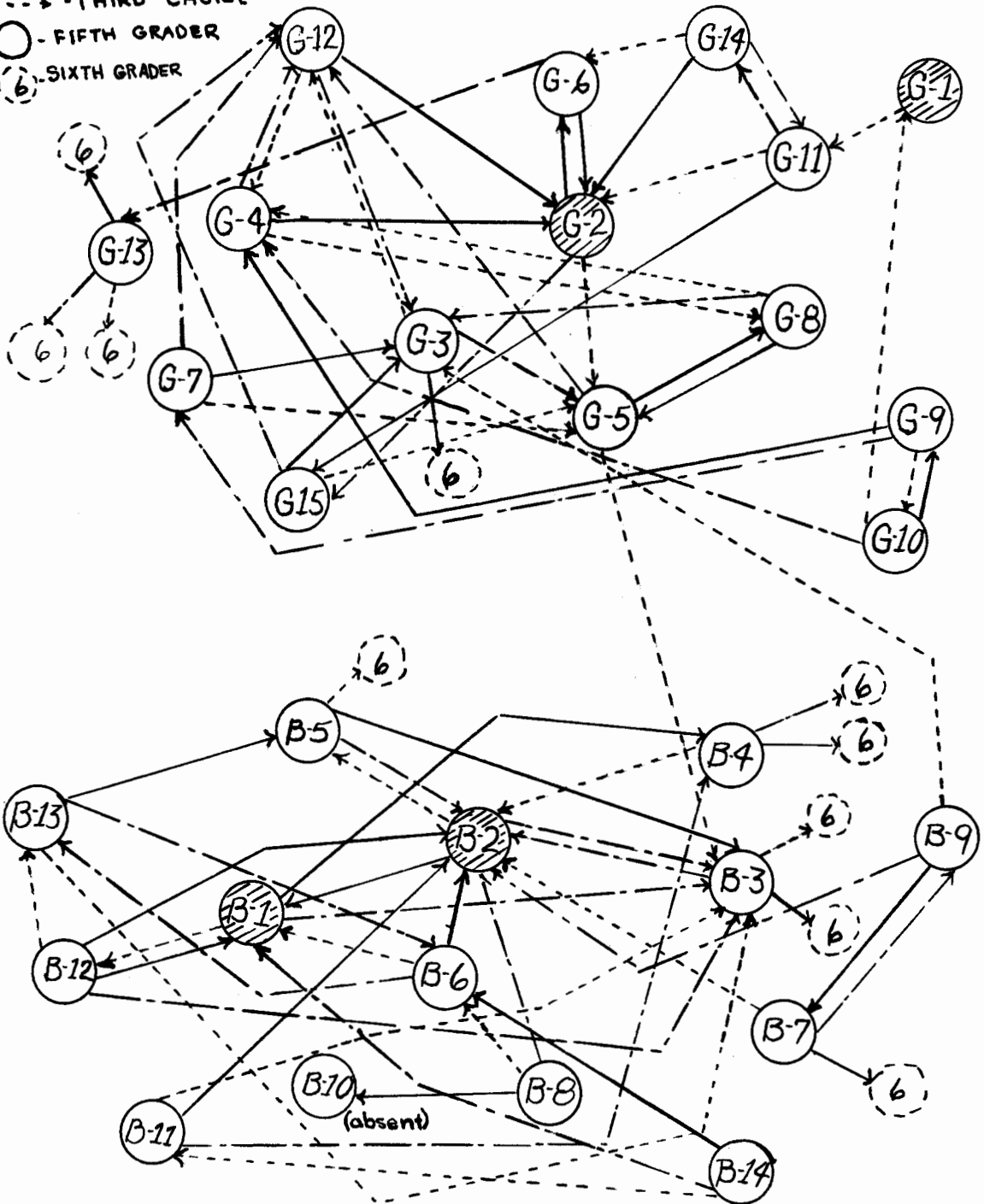


FIGURE 2

SOCIOGRAM ONE DAY BEFORE CAMP

didn't like to spend so much time in preparation. Her brother was in the sixth grade last year and went to camp then, and although she guessed he liked it, he didn't really talk much about it. She thought free time or lunch time would be the most fun for her. She would have liked to play baseball during free time and was sorry she wouldn't get to. (All recreational activities were to be those which would not require equipment, since there is so much in the natural environment for children to enjoy and explore). G-1 thought there would be too much emphasis on science and said she would like the hiking but not the note-taking involved. She was afraid there would be some kinds of food she wouldn't like, such as spinach, prunes, and marmalade. The subject of birds interested her, and she hoped to learn more about them. Her part of her group's project report was to be on snake and insect bites and the first aid involved. G-1 said she was "pretty happy" with her living group, and her counselor was "just fine," but she wished she weren't with a sixth grader. She would rather have been the council representative instead of this girl and decided she just didn't understand sixth graders yet. G-1 said she hadn't contributed many ideas to her group because she wanted to be sure she had a good thought first instead of regretting it when a "not-so-good" idea is used. She was eager to learn new skills in crafts activities and displayed a mature attitude

toward conservation of natural resources and care of the forest.

G-2 was eager to go to school camp because she had never attended one and had heard much about it from the campers of the previous year. She thought giving the skits on Thursday night at the campfire program to which their parents had been invited would be most fun and said she wasn't worried or afraid about anything concerning camping. G-2 said there was nothing she expected to dislike about it, since "Nobody's said any bad things about it." She hoped to learn most about nature facts--what animals and plants are to be found around Camp Illahee. When asked if she had learned very much while working on her group project, G-2 said they spent most of their time deciding who was to take each part of the report. Her particular subject was to be the various kinds of violets to be found in Washington. She was pleased with her counselor and living group and said their name--the Pine Combers--was her father's idea. In her opinion, their skit was mainly one sixth grader's invention, but everyone would take part in it. G-2 was eager to learn to make things in crafts, use a knife, and build a fire for a cook-out. She expressed the view that everyone has a responsibility to keep nature beautiful for everyone else to enjoy; her manner was friendly and cooperative.

B-1 was reticent during the interview, never being impolite or sullen but just having little wish to talk. He said he wanted to go to camp, but he hadn't heard much about it last year. The preparations in the classroom had interested him, but his attitude in this situation was one of only mild interest. He thought hiking would be the most fun of all the activities and said there was nothing he was worried about. Since he likes almost all foods, he was looking forward to the meals. The only thing he was quite sure he wouldn't like was having to stay within stated boundaries. The subject he wanted most to learn about was wildlife, and he felt he had learned quite a bit about trees while working on the group project. He was happy about being one of the Bold Eagles living group and liked his counselor. Their skit was the counselor's idea, he said, and everyone in the group, plus some unsuspecting members of the audience, would be in it. B-1 wanted to learn to identify animal tracks, build fires, and participate in crafts that were new to him. He expressed a vague wish that people would keep the woods clean and be careful not to harm them.

B-2 said he was really eager to go to camp, that he had felt cheated last year when the lucky fifth and sixth graders left school for three days. He thought the most interesting part of the planning sessions was "Mr. Hank's"

story of his experience in the Canadian woods. He expected the hikes with the resource people to be the most fun, along with play time. Liking all kinds of foods and having slept out in the woods before, he had no mental reservations about enjoying the experience. He didn't expect to like being in a skit or singing, and he was afraid he would have to take naps. B-2 had heard that campers would have to take showers, too, and he wasn't looking forward to that. He hoped to learn more about animals, trees, and geological formation of the area, as well as some crafts skills, since he said he wasn't very imaginative. B-2 liked his counselor but not some of the boys in his group, expressing a dislike for one sixth grader especially. His experiences in Gra-Y activities had impressed him with the need to be careful and considerate in the out-of-doors.

Nature quiz. To provide some indication of factual knowledge before and after camp, a twenty-question quiz on forestry and game was constructed and administered just before and just after the experience. This test is included in Appendix A. It was not possible to assure a completely valid instrument because there was no way of knowing exactly what each resource person would say in the field. The information on game, outlined by Mr. Thompson for use in the classroom by the teachers before camp, is included in

Appendix B. This outline formed a basis for the questions in this area. The validity of the test may be questioned also because some questions in such a short quiz would be remembered and would focus attention on certain subjects during the learning situation. Nevertheless, it was considered worthwhile to make some attempt at evaluation of factual knowledge.

Results of the test before camp were as follows:
G-1--57.5 per cent correct, G-2-- 25 per cent, B-1--67.5 per cent, and B-2--47.5 per cent.

Observations during the Camping Experience

By 8:30 A.M. on Tuesday, May 2, 1961, the campers were all ready and waiting at the entrance of the College Elementary School; the buses left promptly at 9:00 A.M., just as soon as the baggage could be loaded. The counselors in the bus in which the writer rode led the children in singing, and B-2 and G-2 participated spontaneously. It took G-1 longer to start, but she enjoyed singing after getting started. B-1 was riding on the other bus.

After arrival near Camp Illahee, the boys and girls claimed their luggage, joined their counselors, and walked the short distance to their cabins in groups. The morning was spent in unpacking, camp orientation, and living groups' planning.

Mr. Bill Ranniger, director of the elementary school, spent a part of the first day at camp with the children and staff, helping with the arrangement of books and equipment.

The Flintstones (B-2's group) were soon at work chopping wood for the evening campfire. The counselors were responsible for their groups' performance of camp duties, and B-2's leader saw their assigned task as an excellent way to use some of the boys' abundant energy. The boys were cautioned on safety and axmanship as they learned something of the use of a small hatchet.

G-1 and G-2 were observed enjoying a game of tag with their groups and counselors in the play area after getting settled in their cabins.

Bountiful, delicious meals were prepared by the cook, Mrs. McKinstry of Thorp, and her helper. The campers ate enthusiastically and sang after every meal.

After lunch and a short period for buying snacks at the canteen, there were two hours of crafts activities in the recreation hall, where tables and supplies had been prepared earlier. Five activities were planned--making totem poles from egg cartons; name tags from twigs and bark; "sit-upons" (woven paper mats); nature plazues from paper plates and bits of moss, cones, needles, and other natural materials; and learning about the use of cameras and some principles of good

picture-taking. All the children were urged to participate in all these projects, and they worked happily and absorbedly at first, but G-1 and G-2 were not very pleased with their finished products and wished they had had more time to devote to some of them.

There were two hours scheduled for group study periods and recreation before dinner. This time was used by most of the children to hike, explore the area, and visit the library corner with their counselors.

After dinner Tuesday evening, G-1, who had not expected to enjoy the meals particularly, was observed singing wholeheartedly, with happiness very evident. G-2 was one of the dining hall sweepers after dinner; she worked very responsibly and efficiently.

G-1 was first in line for the evening program, a "radio quiz show," planned and performed by the counselors. They had written out questions in many categories of outdoor education, and the children were the "contestants," selected by chance and vying for prizes of play money. The campers "went along with" the pretense and were excited participants. When G-2 was called upon, she chose the category of flowers but missed her question. She was disappointed but not unduly so.

On Wednesday G-1's group had charge of the flag-raising ceremonies along with another group and performed the

patriotic ritual reverently and well. All the cabin divisions had the responsibility of raising or lowering the flag once and previously had been taught the correct procedure for folding it. G-1 and her cabin mates also had the task of gathering wood for the evening campfire on Wednesday; they spent some of their spare time that day in going into the woods with their counselor and bringing back wood for burning.

B-2's living group was on kitchen police duty after breakfast, and he joined them in cheerfully though rather clumsily accomplishing the task of washing and drying the dishes, which the boys obviously hadn't done very often.

The resource study activity began on Wednesday morning, and the writer accompanied the group attended by B-1, which went with Mr. Thompson, the federal trapper, to learn about the animals of the area. He showed them a coyote pup which he had caught about two weeks before and kept in a cage for the children to see. From his jeep he also took a dead woodchuck or groundhog to show the rodent characteristics, and a raw badger hide. The tanned bobcat hide he exhibited helped them to understand just what tanning accomplishes in the treatment of animal skins.

Mr. Thompson had previously scouted the area and had chosen a region along another fork of the Teanaway River as

a promising spot for animal tracks. This proved to be a good prediction, because he was able to show the campers tracks of a chipmunk, deer, raccoon, beaver, bobcat, coyote, skunk, and mink. As they examined them, he explained the distinguishing characteristics of each track and place occupied by the animal in the natural scheme of existence. Mr. Thompson told of his work for the United States Fish and Wildlife Service and explained what animals were considered predators. He showed the boys and girls examples of buckbrush and other deer browse, told about the amusing enmity between owls and crows, and pointed out signs of porcupine damage to many of the pine trees. The children took notes avidly and compared them to be sure they were getting the names of all the animals.

G-2's group was on latrine duty on Wednesday. Each cabin section appeared happy and energetic in its performance of duties; it apparently was fun to work together, no matter what the task was.

On Wednesday afternoon G-2 and B-2 were observed during the hike and talk led by Mr. Swier of the Soil Conservation Service. He drew the children into his discussion to ascertain how much they already knew about soil, always personalizing the questions by calling the students by their names as written on their name tags. This technique helped to establish rapport and to make each child feel important.

G-2 and B-2 were both taking notes while Mr. Swier explained the composition and water retention of soils and the importance of legumes. During a part of the time, B-2 was looking through borrowed field glasses at the surrounding forest. Mr. Swier spotted one of the few remaining snow banks in the area, and the campers were impressed, too, by a bear track sighted on this hike.

During their study period on Wednesday afternoon, G-1 and G-2 both used the camp library under their counselors' guidance. B-1 was in a group of boys fascinated by their find of leaf fossils near the river, and B-2 and his cabin group were looking for rocks for their project while on a hike to Cheese Rock, an interesting sandstone formation high on the hill above the camp.

During dinner that evening, B-2 blew a drinking-straw wrapper across the table, and the counselor at his table told him to get up and walk around the dining hall as a reprimand for poor manners. B-2 seldom gets into any trouble and was very embarrassed at being made an example, but it wasn't too distressing an experience because at every meal the children tried to spot manners-violators and sang to them until they had marched around the hall.

After dinner B-1 was on K.P. duty and was observed singing with the other boys as they worked. They were

trying to do a good job while working as quickly as possible in anticipation of the evening program.

Wednesday evening Dr. Kaatz of the college geography department arrived with his family to speak at the campfire program about the formation of the Teanaway region. B-2 was especially interested during the presentation and during the question and answer period asked if water was very important in changing sand to sandstone. Dr. Kaatz then explained the action of water in carrying salts which could act as cementing agents.

On Thursday morning, G-1 was observed as she attended the forestry resource class. Mr. Ed Susich of the U. S. Forest Service led this group in a discussion and demonstration session. He told the campers of the three forest enemies: pests, fire, and disease. He showed his axe, shovel, and water pail and explained their uses as the essential pieces of equipment to take along in the woods. The correct method of extinguishing a campfire was demonstrated, and G-1 took notes with serious interest. She asked if it was necessary to stir the fuel and dirt together and said her family had always poured water on their fires and then covered them with dirt.

Mr. Susich led the children on a tree identification hike, showing the different characteristics of Ponderosa pine, white fir, lodgepole pine, Douglas fir, and Western

larch. He also pointed out diseased trees and insect and porcupine damage. A short written quiz ended the study of trees, and G-1 was delighted that her answers were all correct. The sixth graders in the group had participated in tree planting last year; all the children were taken to see how the trees had grown.

At lunch after this forestry trip, G-1 was very enthusiastic and said she was really hungry.

On Thursday afternoon each group went to the resource activity it hadn't yet attended (the fourth was a special hike to collect designated specimens of flora). Following the resource period, the living groups had individual cook-outs. Sites had been chosen previously for each fire, and boxes packed during the afternoon with all the necessary food and utensils were taken to the campfire spots. There each camper prepared his own meal consisting of Brownie stew, carrot and celery sticks, biscuits, butter, jelly, s'mores, and fruit punch. The children had varying success (and failure) with their meals, but most were pleased with the results.

On Thursday evening, Parents' Night, approximately sixty visitors came to Camp Illahee. There were songs, a welcoming talk by Mrs. McCabe, and a skit given by each group. B-1 enjoyed his participation because it was active and didn't involve responsibility or speaking; G-2 did her

part happily as usual and didn't talk much; B-2 couldn't remember his part but grinned and went on anyway; and G-1 participated very actively, doing much of the speaking and enjoying it. The evening was concluded with an impressive candle-lighting ceremony in front of the fireplace.

The schedule on Friday included a talk on birds of the region by Dr. Baepler of the college science department and compass study led by Henry Turik. Camp cleanup was concluded and the group arrived back at school before three o'clock on Friday afternoon.

Post-camp Activities

During the week following the camping experience, the principal emphasis throughout the College Elementary School was on the annual Science Fair, and most of the fifth and sixth graders were very much involved in preparing and setting up exhibits. Some of the nature specimens collected at camp were used to make up one display in the fair, but otherwise there was little carry-over shown because of the rushed schedule of the week.

Some class time was allowed for work on camp living group projects. On Wednesday oral reports were given by one member of each group. G-2's written article on violets was included in the report given by another member of her group. B-2 gave the presentation of his group's information but

hadn't realized he would be giving it alone and was not well prepared; G-1 reported very briefly on first aid for the El Camatena group. The Bold Eagles were represented by a sixth grader; there was no evidence of B-1's part in the research involved. Some groups worked efficiently in their spare time and turned in creditable notebooks on Friday, but others were still not finished. G-2 burned the lettering and flower design into the plywood cover of the Pine Combers' book, and G-1's written article was included in her group's project.

Sociogram. The sociometric study after camp, shown in Figure 3, showed decentralization as far as the popularity of the two boy subjects was concerned. B-2 was now the first choice of no one but was the second choice of two fifth graders and two sixth graders and the third choice of one fifth grader and one sixth grader. His first choice indicated a loose mutual tie with a sixth grader, and his second and third choices were fifth graders. It may be significant that although the sixth grader he chose as best friend was not in his living group, he was in the same cabin at camp. B-1 was first choice of two fifth graders and second choice of one, and his choices indicated no mutual ties this time. G-1 chose no one in the fifth or sixth grade at all (she wrote "myself" as third choice) but was named a first choice by two girls. G-2 remained extremely popular, being the first

KEY:

- - FIRST CHOICE
- - - SECOND CHOICE
- - - THIRD CHOICE
- - FIFTH GRADER
- ⊖ - SIXTH GRADER

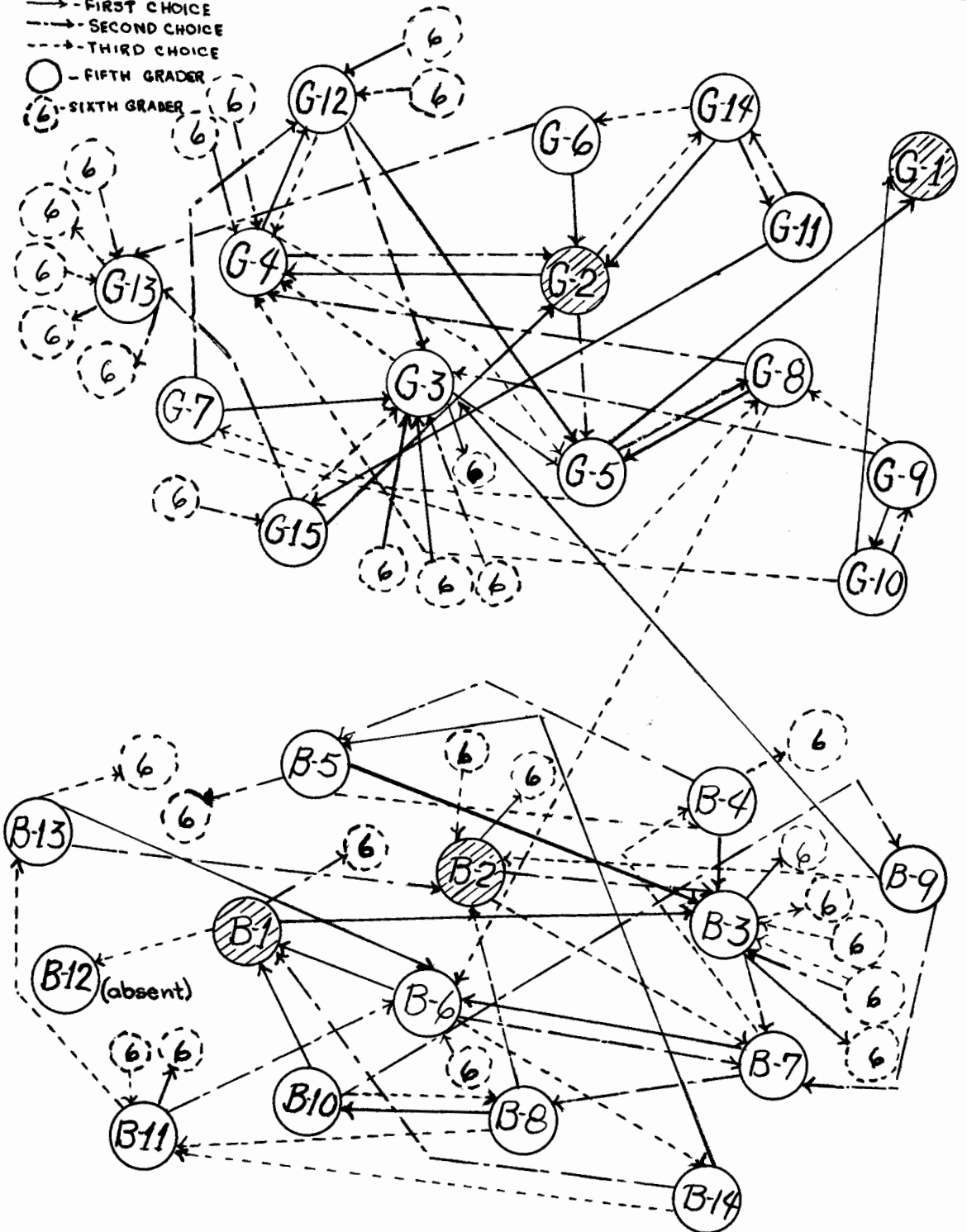


FIGURE 3
SOCIOGRAM THREE DAYS AFTER CAMP

choice of three girls and second choice of one. It was significant that in the class as a whole, both pre-camp sociograms indicated at least one child with no friendliness shown toward him, while post-camp inquiries revealed that every child was chosen as a friend by at least one other. Sociogram questionnaires were completed by sixth graders after camp only, since none of this group was mentioned in the pre-camp selections of the four study subjects.

Nature quiz. When the quiz on forestry and game was given for the second time--on Monday after camp, there was a rise in all scores. G-1 had a rating of 90 per cent, an improvement of 32.5 per cent. G-2's score was 60 per cent, a rise of 35 per cent. B-1 had a score of 80 per cent, an improvement of 12.5 per cent, and B-2 answered 65 per cent correctly, bettering his score by 17.5 per cent. Considering the limitations of the instrument, the short time between testings, and the fact that no control group was used, these results are not valid bases for conclusions in this area.

Parent evaluations. After each school camp session, letters are sent home to the parents requesting their cooperation in filling out a questionnaire to evaluate the program. Table I is a compilation of the questionnaire results from the four homes involved. The actual letters are sent back to school unsigned, since it is hoped to obtain more candid and

PARENT EVALUATIONS

Question:	G-1	G-2	B-1	B-2
1. Camp time well spent?	Yes	Yes	Yes	Yes
2. No. of days desirable:	3-5	4	4	4
3. Spring or fall better?	Weather bet- 'ter in fall; 'more advan- 'tages in 'spring.	'Spring	'Spring	
4. Changes desired:	'Doesn't know 'enough of 'situation to 'judge.	'She 'liked 'every- 'thing.	'Should know 'more about 'program.	'Wished his 'living 'group had 'done more 'together.
5. Was charge right?	'Yes--if it 'covered ex- 'penses.	'Yes	'Yes--wonder 'if it was 'enough.	Yes
6. Any changes in areas listed?	'Not a com- 'pletely new 'experience; 'no notice- 'able change.	'More en- 'thusiasm! 'Always a 'good re- 'lational- 'ship to 'teacher.	'Little	No
7. Part of ex- perience most valu- able:	'Resource 'people, liv- 'ing away 'from home.	'Resource 'talks, 'living 'with 'girls.	'Living with 'group of 'boys.	'Living with 'a group 'other than 'family.
8. Did child comment favorably? Unfavorably? How?	'Yes; fun 'with teacher, 'interesting 'resource 'talks.	'Yes; 'just 'didn't 'like 'ticks.	'Yes; liked 'counselor.	'Was thrilled 'with every- 'thing.
9. Any sugges- tions?	No	No	No	'Doesn't feel 'qualified to 'make any 'suggestions.
10. Comments:	'Good for 'children to 'see learning 'situations 'outside 'classroom.	'Stimula- 'ted in- 'terest 'in con- 'serva- 'tion.	'Very in- 'terested in 'conserva- 'tion.	'Enjoyed tre- 'mendously.

frank answers to questions if names are omitted; therefore, the replies on this table were results of personal interviews with the mothers. Additional comments from all four indicated that the camping program had met with their expectations and that they would recommend that the outdoor education program become a permanent part of the regular school plan. They all felt that their children's health and safety had been adequately assured. In the table, questions were abbreviated to facilitate tabulation, but the letter and questionnaire as sent out by the school are in Appendix A.

Camper evaluations. Upon return to school, the campers filled out evaluation sheets. These forms also were unsigned. The four subjects of this study gave their opinions in brief interviews in order that they might be used as a part of this report. A tabulation of their replies, Table II, contains shortened forms. The original evaluation sheet is a part of Appendix A. It is noteworthy that every child enjoyed camping, and that the experience was beneficial for each in a unique way. G-1 liked the intimate social relationships which were difficult for her to maintain in other surroundings; G-2 was able to extend her nature study research; B-1 had one of his few opportunities for a close association with a man, and B-2 was able to learn important facts from sources understood more easily than printed words.

TABLE II

CAMPER EVALUATIONS

Question:	G-1	G-2	B-1	B-2
1. Are you happy you could go to camp?	' Yes	' Yes	' Yes	' Yes
2. Would you like to go again?	' Yes	' Yes	' Yes	' Yes
3. Did your group learn to work well together?	'Usually; some fus- 'sing.	'Usually; agreement 'most of the 'time.	' Yes	'Usually; complain- 'ing by 'just one.
4. Was there enough time in activity periods to complete what you wanted to do?	'Usually; not 'enough 'time for 'groups' 'skits and 'projects.'	' Yes	' Yes	'Usually; wanted 'more time 'hiking and 'finding 'rocks with 'own group.
5. Did you enjoy the responsibility of helping to care for your camp?	'Yes; partly 'because 'of flag 'for clean 'cabin.'	'Yes; fun 'because of 'working to- 'gether.'	'Yes; fun 'to work 'with boys 'and coun- 'selor.'	'Yes; not 'too much 'to do.'
6. Camp should be how long?	'5 days	'4 days	'4 days	'5 days
7. Did you make any new friends?	' Yes	' Yes	' Yes	' Yes
8. Do you understand others better now?	' Yes	' Yes	' Yes	' Yes
9. Subjects about which you learned something important at camp?	'Animals 'Trees 'Cooking 'Safety 'Hiking 'Living 'together' 'Geography'	'Animals 'Trees 'Safety 'Hiking 'Soils'	'Animals 'Trees 'Cooking 'Safety 'Hiking 'Living 'together' 'Geography'	'Animals 'Trees 'Cooking 'Safety 'Hiking 'Manners 'Living 'together' 'Geography'
10. Did you have any memorable experiences?	'Yes; climbing 'to Cheese 'Rock.'	' No	'Yes; bouncing 'on old bed 'springs.'	' No

TABLE II (continued)

Question:	G-1	G-2	B-1	B-2
11. Want more preparation in classroom?	'Yes; should decide on skits here but practice at camp and work on projects here.	'Yes; uncertain about how to use time in groups.	'Yes; work on reports here.	'Yes; more project work in classroom.
12. Would you have learned more in regular classroom work?	No.	No.	No.	No.
13. Which meal did you like most?	Wednesday dinner (turkey)	Wednesday dinner	Cook-out	Cook-out
14. Which crafts activity did you enjoy most?	Totem poles	Nature plaques	Nature plaques	Name tags.
15. Which program activity did you enjoy most?	Game talk	Group project on flowers	Game talk	Game talk
16. What did you like most about camp?	Cook-out Store Food Campfires Resource people Skits and stunts Hikes Tree talk Sleeping together Game trip Friends	Everything; liked doing dishes because of taking turns and singing while working.	Cook-out Bus ride Food Resource people Hikes Sleeping together Crafts Game trip Friends	Cook-out Store Campfires Resource people Hikes Crafts Game trip
17. Comments: New skills?	'Learned to whittle, use the compass and trail signs.	'Learned how to make fire correctly and use compass.	'Learned use of compass and trail signs, making trench and teepee fires.	'Learned to identify tracks and use compass.

Teacher evaluation. Since the classroom teacher was in a position to recognize the needs of his pupils and the benefits of an educational venture planned for them, a form was prepared for his use in evaluating the school camping experience. He indicated some opinions but stressed the fact that they were the results of trying to arrive at some composite answers which would consider the physiological, psychological, and sociological aspects of development along with the education process. The tentative conclusions which may be drawn from the answers in Table III are that camping seemed to be a more effective learning experience in the natural resource areas than would have been possible in the classroom, the increased socialization was profitable for them, the physical activity was valuable for G-2 and B-1, and there was no substantial carry-over of enthusiasm for group projects.

Counselor evaluations. Each camp counselor was required to evaluate every camper in his charge. The forms used were standard ones completed annually and placed in the elementary school files. Since these staff members lived with the children very closely for four days and three nights, their evaluations, included in Table IV, are important in the total picture.

Evaluation of conservation attitudes. The measurement

TABLE III
TEACHER EVALUATION

Indicate Yes, No, or Uncertain	G-1	G-2	B-1	B-2
1. Do you feel this camping experience helped your teacher-pupil relationship with - - -	Uncer- tain	Uncer- tain	Uncer- tain	Uncer- tain
2. Did it rate as a more effective learning experience in the natural resource areas than would have been possible in the classroom for -	Yes	Yes	Yes	Yes
3. Did you consider the increased level of socialization in a camping situation profitable for - - - - -	Yes	Yes	Yes	
4. Did you consider that the experience of being directly responsible to an adult other than a parent or teacher was valuable for - - -	Uncer- tain	Uncer- tain	Uncer- tain	Uncer- tain
5. Have you observed substantial carry-over of enthusiasm for group projects in the behavior of - - - - -	No	No	No	No
6. In the light of physical and emotional well-being, was the increased physical activity inherent in camp living profitable for - - - - -	Uncer- tain	Yes	Yes	Uncer- tain
7. Have you observed any increase of respect and concern for public resources which you would attribute to camp instruction in the attitudes of - - - - -	Uncer- tain	Uncer- tain	Uncer- tain	Uncer- tain

TABLE IV
COUNSELOR EVALUATIONS

	G-1	G-2
<u>A. Attitudes toward:</u>		
1. Other campers:	Low average	Understanding
2. Camp and supervision:	Very conscientious	Very conscientious
3. Self:	Overly confident	Modest
4. Consideration of others:	Lacks consideration	Very considerate
5. Care of equipment:	Excellent	Excellent
<u>B. Character traits:</u>		
1. Dependability:	Usually (Unpredictable)	Always
2. Friendliness:	Neutral	Greatly liked
<u>C. Leadership:</u>		
1. Extent:	Respected to some extent	Respected
2. Teaching skill:	(Not indicated)	Effective
3. Organizing skill:	Average	Always tops
4. Ability to adjust to camp living:	Excellent	Excellent
<u>D. Opinion of health:</u>		
1. State:	Robust	Good
<u>COMMENTS BY COUNSELORS:</u>	Although G-1 didn't get along especially well with the other campers, I enjoyed having her in my group very much. She was always in there working and could be depended upon to do any job, although she was too independent to work well with the others. She enjoyed every aspect of camp life and I never heard her complain about anything. She had enough energy and enthusiasm for any two girls.	G-2 is a very jolly person. She smiles all the time. She is always willing to do her share in the group and even more. She shows an interest in her work and tries her best on the projects at hand. She is also a good sport.

TABLE IV (continued)

	B-1	B-2
A. <u>Attitudes toward:</u>		
1. Other campers:	Average	Average
2. Camp and super- vision:	Helpful	Very conscientious
3. Self:	Modest	Effectively confi- dent
4. Consideration of others:	Very considerate	Considerate
5. Care of equip- ment:	Excellent	Good
B. <u>Character Traits:</u>		
1. Dependability:	Always	Always
2. Friendliness:	Greatly liked	Greatly liked
C. <u>Leadership:</u>		
1. Extent:	Respected	Respected
2. Teaching skill:	Mediocre	Fair
3. Organizing skill:	Average	Average
4. Ability to adjust to camp living:	Excellent	Excellent
D. <u>Opinion of health:</u>		
1. State:	Robust	Good (robust)
COMMENTS BY COUNSELORS:	'B-1 seemed to im- 'prove greatly in 'his ability to 'express self. 'Very quiet, but 'willing to take 'leadership, or 'follow orders 'when asked.	'B-2 is very inter- 'ested in what is 'being said, does 'work with care, is 'rather quiet, and 'usually thinks be- 'fore he speaks.

of true attitudes is difficult if not impossible, since when a child can guess what answer is desired, he usually will try to please the examiner rather than to indicate his real feelings. It was desirable to attempt some sort of evaluation of attitudes in the area of conservation of natural resources, however, so the quiz called "How Would You Feel?" included in Appendix A, was constructed and administered. This test was closely associated with that on factual knowledge, and it was realized that lack of some knowledge could be incorrectly interpreted as indicating undesirable attitudes. Evaluation of this sort had not been made prior to the camping period except as part of the camper interviews, and then favorable but very limited and vague attitudes were expressed. On the post-camp quiz both girls scored nine out of ten desirable attitudes, and both boys eight. Thus it was concluded that conservation attitudes were perhaps not more favorable but had become much more concrete than before camping.

CHAPTER III

SUMMARY AND CONCLUSIONS

I. LIMITATIONS

This study was not intended to be an intensive case study of each of the subjects involved. It was not an attempt at complete description of the College Elementary School camping program nor an effort to evaluate the program.

Limitations in the evaluative instruments are recognized, since several purely subjective evaluations are used, and the more objective tests have limitations previously discussed.

II. SUMMARY

Support for outdoor education has been increasing steadily in recent years as many educators have taken the position that some valuable lessons can be taught best in the natural environment. There should be thoughtful consideration of the amount of time and expense justifiable in school activities outside the classroom, since the demands for other types of special education are increasing also.

School camping leaders stress the importance of teaching children the vital nature of our natural resources and the necessity of conserving them for the greatest good of the

greatest number of people. They emphasize, too, the fact that with the advance of automation has come more and more leisure time for recreation. It is therefore deemed a responsibility of education to provide some preparation for the wise and healthful use of this time. Outdoor education utilizes the type of laboratory conducive to such areas of learning.

This study presented a review of the philosophy and history of school camping, the evolution of the outdoor education program at the College Elementary School, and a study of four fifth grade children before, during, and after their first school camping experience. Interviews, observations, written tests, sociograms, examination of records, and standard camp evaluations were utilized.

The purpose of the study was to describe the children and their outdoor group living experience and to attempt to determine whether or not there was any appreciable difference in the understandings, attitudes, skills, and social adjustments of the subjects following their four days at camp.

III. CONCLUSIONS

In the area of factual knowledge, intense interest in the nature studies was evident during resource sessions at camp. The evaluation of specific understandings was inconclusive, and the extent of application in class work was not

notable by the time this study was completed.

Attitudes regarding conservation of natural resources were favorable before camping but had more concrete bases afterward.

Sociograms showed little change in the social adjustment of the four children since fluctuation between the first two studies before camping was comparable to that between the second and the third. One of the girls was the object of more friendliness after camp but declined to name any friends in the group. The post-camp sociogram evidenced the fact that every fifth grader was chosen as a friend by at least one other child. There was more interaction between the fifth and sixth graders after the four days at Camp Illahee. All the forms completed by counselors, parents, campers, and the teacher evaluated the social aspect of group living as one of the most beneficial parts of the experience, regardless of the measurable indications.

New skills developed by the subjects included use of knives and compasses, making different kinds of fires and extinguishing them properly, and outdoor cookery. There was no attempt to measure proficiency, but the use of these outdoor skills was observed.

Some of the values of school camping not measured by any study may well be most important of all. It is

impossible to place a quantitative evaluation on the enthusiasm, joy, and eager participation observed in the campers during their experience. Their alertness and avid curiosity may reap rich dividends of heightened appreciation in future outdoor living. They displayed impressive qualities of seriousness and reverence during solemn moments such as the flag ceremonies, grace before meals, and candle-lighting.

Most of the children who participated in this experience live within busy schedules and are seldom left to their own devices for recreation or meditation. Camp life with wise direction helps children to be observant of nature around them, to find things to do without special equipment, and to develop inner resources for personal enrichment.

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APPENDIX A

Evaluative Instruments

CAMPER EVALUATION RECORD

C.E.S. School Camp
1961

Name _____ Address _____

School last attended _____ Grade _____

Sex _____ Phone _____

A. ATTITUDES TOWARD:

1. Other campers: Understanding ___ Average ___ Negative ___

2. Camp and supervision: Very conscientious ___ Helpful ___
Passive ___ Uncooperative ___

3. Self: Effectively confident ___ Modest ___ Ineffective ___
Feels inferior ___

4. Consideration of others: Very considerate ___
Considerate ___ Lacks consideration ___

5. Care of equipment: Excellent ___ Good ___ Poor ___

B. CHARACTER TRAITS:

1. Dependability: Always ___ Usually ___ Sometimes ___
Unpredictable ___

2. Friendliness: Greatly liked ___ Friendly ___
Neutral ___ Disliked by others ___

C. LEADERSHIP:

1. Inspires others ___ Respected ___ Some ability ___
Neutral ___ Negative ___

2. Teaching skill: Effective ___ Fair ___ Mediocre ___ Poor ___

3. Organizing skill: Tops ___ Average ___ Has little ___

4. Ability to adjust to camp living: Excellent ___ Average ___

D. OPINION OF HEALTH:

Robust ___ Good ___ Not good ___ Weak ___

OTHER REMARKS:

Rated by _____

Date _____

PARENTS' EVALUATION OF CAMP

Dear Parents:

We are desirous of knowing your reactions to our recent camping experiences in the fifth and sixth grades. We hope that you will be very frank in answering the following questions with the hope that we may improve camp wherever possible.

We will appreciate your returning this as soon as convenient. You need not sign your name.

Very truly yours,

-
-
- _____ 1. Do you feel that the four days in camp were well spent by your child?
- _____ 2. This year our camp was 4 days long. Most school camps range in length from 3 to 21 days. Please write the number of days you feel to be right for the length of our camp.
- _____ 3. If we have a choice of spring or fall for school camp, which would you prefer?
- _____ 4. What things about camp do you think should be changed?

-
- _____ 5. Do you believe the charge to campers was right?
- _____ 6. Since camp, have you noticed any changes in your child in his

_____ relationship with others?

_____ relationship to family?

Parents' Evaluation (continued)

- _____ consideration for others?
_____ enthusiasm?
_____ friendliness?
_____ relationship toward teacher?
_____ assistance around home?
_____ care of belongings?
_____ willingness to eat better?

7. What part of the camping experience do you feel was most valuable?
8. Did your child comment favorably on his camping experiences? If so, in what way? If not, in what way?
9. Have you any suggestions for program activities which you feel would be valuable additions to our program?
10. Other Comments:

CAMPER EVALUATION OF C.E.S. SCHOOL CAMP
Camp Illahee, May 2 - 5, 1961

HOW DID YOU LIKE CAMP?

1. Are you glad you had the experience of school camping for 4 days? Yes _____
No _____
2. If there is the opportunity, would you like to go to school camp again next year? Yes _____ No _____ Maybe _____
3. Do you feel that your cabin group worked well together? (Explain your answer.) Yes _____ Usually _____ No _____
Explanation _____
4. Did you have enough time in activity periods to get the things completed that your group wanted to do? If not, explain. Yes _____ Usually _____ No _____
Explanation _____
5. Did you enjoy having the responsibility of helping to take care of your camp? Explain. Yes _____ Usually _____
Too much to do _____
Explanation _____
6. Do you think the length of camp was about right? Yes _____
No _____ It should have lasted _____ days.
7. Did you make any new friends in camp? Yes _____ No _____
8. Do you understand others better because of camping with them? Yes _____ No _____
9. Check each subject about which you learned something of importance while at camp:

Animals _____
Cleanliness _____
Trees _____
Art _____

Cooking _____
Water _____
Foods _____
Safety _____

Hiking _____
Good manners _____
Living together _____
Geography _____

Camper Evaluation (continued)

10. Did you take part in any new experience or adventure that you think you will always remember? Explain. Yes _____
No _____ Don't know _____

Explanation: _____

11. Do you feel that we could have done more in the classroom in preparing for camp? If so, what? Yes _____ No _____

Explanation: _____

12. Do you think you would have learned more if you had been doing regular classroom work? Yes _____ No _____

Explanation: _____

13. What meal in camp did you enjoy most? _____

14. What craft activity on Tuesday afternoon did you enjoy most? _____

15. What activity of the program did you enjoy most?
Forestry _____ Game _____ Soil _____ Individual group
project _____

16. What things did you like most about camp?

Everything _____	Doing dishes _____	The work _____
Cook-out _____	Skits and stunts _____	Singing _____
Bus ride _____	Hikes _____	Crafts _____
Store _____	Tree talk _____	Game trip _____
The food _____	Sleeping together _____	Mealtime _____
Campfires _____	Planning together _____	Friends _____
Resource people _____	Soil talk _____	

Comments:

FORESTRY AND GAME OF THE
CAMP ILLAHEE (TEANAWAY) AREA

Please write YES in the blank before a sentence if it is true, and NO if it is not true.

- _____ 1. A deer is a predatory animal.
- _____ 2. A Western larch tree keeps its needles all year round.
- _____ 3. Disease is one of the worst enemies of trees.
- _____ 4. Pruning trees helps to produce lumber which is clear of knots.
- _____ 5. Coyotes are protected by game laws.
- _____ 6. White-tail deer are found in this area.
- _____ 7. A forested area holds water in the soil better than cut-over land.
- _____ 8. The bears of this area are considered game animals.
- _____ 9. Cougars are plentiful in the Teanaway area.
- _____ 10. A predatory animal feeds on grass and shrubs.

Fill in the blanks:

1. The evergreen tree with longest needles is the _____, the wood of which is valuable for construction.
2. The member of the bear family which preys on small birds and animals, frogs, and crayfish, and which makes tracks shaped like small human hands is the _____.
3. The slow-moving animal which does a great deal of damage to trees by eating their bark is the _____.
4. The destroyer of trees which all of us can help to keep out of the forest is _____.
5. The tree most widely used for Christmas trees is the _____.

Forestry and Game Quiz (continued)

6. The animal which is very helpful in controlling erosion and floods with its dams is the _____.
7. Camp Illahee is situated in the _____ Mountain Range.
8. A small animal which feeds on fish, frogs, small animals, and birds and is important for its fur is the _____.
9. Deer eat some grass, but their main food is browse--the new growth of many _____.
10. The largest member of the cat family in Washington (outside of zoos) is the _____.

HOW WOULD YOU FEEL?

1. If I read that a forest fire had begun because of a care-
less camper's fire, I would
be happy____ be unhappy ____ be angry ____ not care ____
2. If I were in the woods with someone who had a fire permit,
and he started a fire with dead wood after clearing away
all burnable materials, I would
be happy____ be unhappy ____ be angry ____ not care ____
3. If I saw a friend picking armfuls of wild flowers for
bouquets, I would
be happy____ be unhappy ____ be angry ____ not care ____
4. If I saw a porcupine eating up high in a pine tree, I would
be happy____ be unhappy ____ be angry ____ not care ____
5. If I read that the top soil had been eroded by rain after
a fire in a place where I had liked to hike and find
flowers and animal tracks, I would
be happy____ be unhappy ____ be angry ____ not care ____
6. If I saw signs of a beaver working along a creek, I would
be happy____ be unhappy ____ be angry ____ not care ____
7. If I saw weasel tracks in a place where there were many
mice and no nearby farms, I would
be happy____ be unhappy ____ be angry ____ not care ____
8. If I came to a favorite picnic place and found it littered
with cans and papers, I would
be happy____ be unhappy ____ be angry ____ not care ____
9. If I found that all the new growth of tall shrubs had been
eaten by deer after a very snowy winter, I would
be happy____ be unhappy ____ be angry ____ not care ____

How Would You Feel? (continued)

10. If I heard a camper say that he could do whatever he wanted to in the national forests because they belong to him as much as to anyone else, I would

be happy ____ be unhappy ____ be angry ____ not care ____

APPENDIX B

General Information Concerning College Elementary
School Camp, 1961

CAMP ILLAHEE

FISH AND GAME SECTION

Animals to be Studied in Teanaway Area

by Russell Thompson

1. Coyote--Canine Family

Classed as a predator.

Preys on small animals and some kinds of birds, such as grouse.

Also preys on livestock and deer.

Tracks are similar to dog--shows four toes.

2. Bobcat--Feline Family

Classed as a predator.

Preys on small animals and birds, especially rabbits.

Tracks are similar to common house cat--shows four toes.

No claw marks in tracks.

3. Cougar--Feline Family

Classed as a predator.

Preys on deer and other smaller animals.

Weights up to 175 lbs. but is generally not dangerous to man.

Tracks are same as bobcat but much larger.

Cougars are not plentiful now in Teanaway and we probably will not be able to find any tracks.

4. Raccoon--Bear Family

Classed as a predator.

Preys on small birds and animals, also on frogs, crawfish, etc. along streams.

Tracks show five toes, shaped like a small human hand.

5. Porcupine--Rodent Family

Classed as a predator.

Eats bark of living trees, especially pine, and does great damage to our forests.

They are very slow moving and their protection from other predatory animals is their quills which they do not throw. They can move their small, short tails

Animals (continued)

very quickly and injure any attacker with quills in this way.

Bobcats and cougars sometimes kill porcupines by flipping them over with their paws--thrusting quickly under the porcupine and then ripping it open, as the underside is not protected by quills.

Porcupines have a shuffling gait.

Sometimes the quills drag, leaving marks.

6. Snowshoe Rabbit--Hare Family

Eats a great variety of plant life in summer.

In winter gnaws bark of shrubs such as huckleberry, etc. This rabbit changes color from brown in summer to white in winter.

All predatory animals and birds prey on rabbits.

These rabbits have very large hairy feet which enable them to travel in heavy snow.

7. Mink--Weasel Family.

Classed as a furbearing animal.

Feeds on fish, frogs, small animals, and birds.

Mink are fast swimmers and are capable of taking fish in deep water.

They have a valuable fur and are trapped a great deal. Tracks sometimes show four toes, sometimes five.

8. Beaver--Rodent Family

Classed as a furbearer.

Feeds on bark of trees, such as aspen, willow, cottonwood.

They build dams and lodges but live in large holes in the banks.

We call these "bank beavers."

They have a valuable fur, but trapping of beaver is restricted because they are very helpful in controlling floods and erosion with their dams.

Tracks have five toes, and as feet are webbed, they make an odd track.

9. Mule Deer, Blacktail Deer--Deer Family

Classed as game animal.

Animals (continued)

Deer eat or browse on the new growth of many shrubs, such as huckleberry, elderberry, bitterbrush, etc. The new summer growth on these plants is the winter food for deer as it is highest in protein. The amount of new growth these plants are able to put on in summer determines how well the deer will get through the following winter. At times they eat some grass. Deer make heart-shaped tracks.

10. Elk--Deer Family

Classed as game animal

The elk in our area are the Yellowstone type of elk introduced from the Rocky Mountain area.

Elk eat grass more than deer but also browse on the plants deer eat, especially in the winter. For this reason they compete with deer for food, and where elk populations are large in number, the deer populations tend to drop.

Elk have large tracks similar to domestic cattle and sometimes hard to tell apart.

There are some differences in the tracks which can best be pointed out with actual tracks in the field.

11. Bear--Bear Family

Classed as a game animal.

Eats a varied diet of berries, fruit, meat, insects, fish, etc.

Our Black bear sometimes weighs up to 500 pounds.

The Cinnamon or Brown bear in this area is a color variation of the Black bear. Sometimes you may see a mother bear with one black and one brown cub.

Our bears here are not dangerous if left alone. Be very careful not to get too close or disturb bear cubs.

Bear tracks have five toes showing with long claw marks.

The back foot pad somewhat resembles a human foot track.

MENUS FOR C.E.S. SCHOOL CAMP - 1961
May 2, 3, 4, and 5

Tuesday - May 2

Lunch:

Weiners and Buns
Baked Beans
Carrots, Celery,
Pickles
Cake - Milk - Coffee

Dinner:

Meat Loaf - Tomato Sauce
Browned Potatoes - Corn
Coleslaw - Bread
Ginger Bread with Caramel Sauce
Milk, Coffee

Wednesday - May 3

Breakfast:

Apple Juice
Cereal: Oatmeal
Hotcakes, Butter,
and Syrup
Chocolate, Coffee

Lunch:

Chiliburgers
Waldorf Salad
Pudding and Cookies
Milk, Coffee

Dinner:

Turkey, Dressing
Mashed Potatoes
and Gravy
Green Beans
Bakery Rolls
Tossed Green
Salad
Milk, Coffee

Thursday - May 4

Breakfast:

Tomato Juice
Scrambled Eggs
Sweet Rolls
Cereal: Dry--Varied
Chocolate, Coffee

Lunch:

Spaghetti and
French Bread
Pineapple, Cottage
Cheese Salad
Cake
Milk or Coffee

Dinner: (Cook-out)

Brownie Stew
(Hamburger,
Carrots, Potatoes,
Onions in Foil)
Carrot and Celery
Sticks
Biscuits, Butter,
and Jelly
S'mores - Marshmallows,
Hershey Bar, and
Graham cracker
Concentrated
Juice

Friday - May 5

Breakfast:

Fruit Juice: Apple
or Tomato
Cereal: Ralston or
Oatmeal
French Toast, Butter
and Syrup
Chocolate, Coffee

Lunch:

Macaroni and
Cheese Casserole
Molded Fruit Salad
Bread
Apple Cobbler with
Ice Cream
Milk or Coffee

EQUIPMENT LIST FOR SCHOOL CAMP

AT CAMP ILLAHEE

Please mark all items with name of camper.
Place this list in your bedroll or suitcase.

Necessary Items:	Items Packed for Camp	Items Packed to Take Home
<u>Clothes:</u>		
Sweater		
Waterproof Jacket and Head Covering		
Mittens or Warm Gloves		
2 Pairs of Shoes, Sturdy Leather and Light Tennis		
1 Warm Sport Shirt		
1 Cotton Shirt or Blouse		
3 Pairs of Socks, Warm if Possible		
2 Suits of Underwear		
Pajamas (Flannel if Possible)		
<u>Toilet Articles:</u>		
1 Bath Towel		
1 Face Towel		
2 Wash Cloths		
Tooth Paste		
Tooth Brush		
Soap		
Comb		
1 Package Kleenex		
Pocket Knife		
2 Plastic Bags		
Pencil and Small Notebook		
1 Paper Sack for Soiled Laundry		
<u>Bedding:</u>		
3 Warm Woolen Blankets		
1 Small Pillow (Optional)		
1 Sheet (Cotton Sheet Blanket)		
1 Waterproof Covering		

Equipment List (continued)

Optional:	Items Packed for Camp	Items Packed to Take Home
Sleeping Bag (In Place of Bed Roll)		
Bandana or Scarf		
Bedroom Slippers		
Sewing Kit		
Flashlight		
Camera and Film		
Compass		
Small Mirror		
Field Glasses		
Ukelele, Harmonica, Tonette		

DO NOT BRING:

Candy, Gum, Comic Books,
Cowboy Boots, Cookies, or
Any Edibles.

C.E.S. SCHOOL CAMP - 1961

May 2 to 5

RESOURCE SCHEDULE

Wednesday - May 3FORESTRY - Meet at lodge door.

Mr. Warren Drake,	<u>10:00 A.M.</u>	<u>2:00 P.M.</u>
Mr. Ed Susich,	Seven Antlers	Bold Eagles
of the U. S.	Bouncing Bunnies	Bumbly Bears
Forest Service		

FISH AND GAME - Meet at northwest corner of lodge.

Mr. Russell Thompson,	<u>10:00 A.M.</u>	<u>2:00 P.M.</u>
Federal trapper,	Bold Eagles	El Camatena
U. S. Fish and Wild-	Bumbly Bears	Beavers
life Service		La Daila

SOILS - Meet by incinerators.

Mr. Ben Swier,	<u>10:00 A.M.</u>	<u>2:00 P.M.</u>
U. S. Soil Conser-	Beavers	Fine Combers
vation Service	El Camatena	5 Muk-a-luks
	La Daila	Flintstones

SPECIAL - Meet in dining hall.

Mr. Mervin Johnson,	<u>10:00 A.M.</u>	<u>2:00 P.M.</u>
leader	Pine Combers	7 Antlers
	5 Muk-a-luks	Bouncing
	Flintstones	Bunnies

Thursday - May 4FORESTRY

	<u>10:00 A.M.</u>	<u>2:00 P.M.</u>
Meet at lodge door.	Beavers	Pine Combers
	El Camatena	5 Muk-a-luks
	La Daila	Flintstones

Resource Schedule (continued)

FISH AND GAME10:00 A.M.2:00 P.M.Meet at northwest
corner of lodge.Pine Combers
5 Muk-a-luks
Flintstones7 Antlers
Bouncing
BunniesSOILS10:00 A.M.2:00 P.M.

Meet at incinerators.

7 Antlers
Bouncing BunniesBold Eagles
Bumbly BearsSPECIAL10:00 A.M.2:00 P.M.

Meet in dining hall.

Bold Eagles
Bumbly BearsEl Camatena
Beavers
La DailaFriday - May 5BIRDS - Meet at incinerators.Dr. Donald Baepler,
C.W.C.E. Science
Department9:30 - 10:30 A.M.10:30 - 11:30 A.M.7 Antlers
Bouncing Bunnies
Bold Eagles
Bumbly BearsBeavers
El Camatena
La Daila
Pine Combers
5 Muk-a-luks
FlintstonesCOMPASS

Henry Turik, leader

9:30 - 10:30 A.M.10:30 - 11:30 A.M.Beavers
El Camatena
5 Muk-a-luks
Pine Combers
La Daila
Flintstones7 Antlers
Bouncing Bunnies
Bold Eagles
Bumbly Bears

C.E.S. SCHOOL CAMP - 1961

CAMP DUTIES

	'Flag ' Raise(R) ' Lower(L)	'K. P. ' Break.(B) ' Lunch (L) ' Dinner(D)	'Dining ' Room ' Sweep- ' ers	'Wood ' for ' Fire- ' place	'Wood ' for ' Camp- ' fires	'Gar- ' bage ' dis- ' posal	'Latrine ' Duty, ' Boys', ' Girls'
Tuesday	'Bouncing ' Bunnies ' (L)	'La ' Daila (L) ' Beavers(D)	'Pine ' Comb- ' ers	'5 Muk- ' a- ' luks	'Flint- ' stones	'7 Ant- ' lers	'Bouncing ' Bunnies ' ' 5 Muk-a- ' luks
Wednesday	'El Gama- ' tena, ' Bumbly ' Bears(R) ' 7 Ant- ' lers(L)	'Flint- ' stones(B) ' Bouncing ' Bunnies(L) ' Bold ' Eagles(D)	'La ' Daila	'Bea- ' vers	'El Ca- ' ma- ' tena	'5 Muk- ' a- ' luks	'Pine ' Combers ' ' 7 Ant- ' lers
Thursday	'Beavers ' (R) ' Pine ' Combers, ' La Daila ' (L)	'Bumbly ' Bears(B) ' 7 Antlers ' (L)	'Bold ' Eagles	'Bold ' Eagles	'Pine ' Comb- ' ers	'Bea- ' vers	'La Daila ' ' Flint- ' stones
Friday	'5 Muk-a- ' luks, ' Bold ' Eagles ' (R)	'Pine Comb- ' ers (B) ' 5 Muk-a- ' luks (L)	'7 Ant- ' lers	'7 Ant- ' lers	'Bumbly ' Bears	'Flint- ' stones	'El Gama- ' tena ' ' Bold ' Eagles

C.E.S. SCHOOL CAMP - 1961

DAILY TIME SCHEDULE

7:30 A.M.	Reveille
8:00 -	Flag raising
	K.P. report
8:30 - 9:15	Breakfast
9:15 -10:00	Camp cleanup
10:00 -12:00	Activity Program Fish and Game, Forestry, Soils, Special
12:00 -12:30	K.P. report Council inspection of cabins
12:30 - 1:30	Lunch
1:30 - 1:45	Canteen
2:00 - 4:00	Activity program
4:00 - 5:00	Living group study period
5:00 - 6:00	Recreation (Showers for assigned groups)
6:00 -	K.P. report
6:30 - 7:15	Dinner
7:15 -	Flag lowering
7:30 - 9:00	Evening program
9:30 -	Lights out and taps

"Fifth and Sixth Graders and
Collegians Off to Camp"

(From The Ellensburg Daily Record
of May 2, 1961)

Fifty-one fifth and sixth grade students from the College Elementary School left this morning for Camp Illahee. During the four days at camp, the students, under supervision of twelve counselors, students at CWCE, will have studies and practical experience in forestry, fish and game, soils, outdoor living skills, and conservation.

Preparations with counselors have been going on in the classrooms for the last six weeks.

Students will have special instruction in outdoor cookery, use of the compass, arts and crafts related to the environment of the camp. During free time there will be camp duties, including fire building, cleaning individual living areas, and serving and dishwashing at mealtime.

"This is the fourth year of the school camp, and each succeeding year the counselors as well as the campers have been more enthusiastic. For this reason, the camp period was extended to four days," said Mrs. Helen McCabe, assistant professor of Physical Education and Recreation, who is director of the camp and professor for the college course in school camps. Counselors are upper classmen, and many of them have completed their student teaching.

Consultants and resource people for the camp are: Warren Drake, Ellensburg district ranger, U. S. Forest Service; Russell Thompson, U. S. Fish and Wildlife Service; Ben Swier, U. S. Soil Conservation Service; Dr. Martin Kaatz, geographer, C.W.C.E., and Dr. Don Baepler, ornithologist, C.W.C.E. Also accompanying the group are Mervin Johnson, sixth grade teacher; Alan Bergstrom, fifth grade teacher; Mrs. Joyce Pless, student teacher, and William Ranniger, principal of College Elementary School.