

Extending Education

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This issue of *Extending Education* is devoted to a reprint of the Educational Planning section of *The School Executive* for February, 1945—a well-balanced and coordinated series of articles dealing with camping and outdoor education, its philosophy, teacher preparation, curriculum, and living and learning in the out-of-doors as a part of the total educational program. This series of articles in essence constitutes a monograph on Camping and Outdoor Education and is particularly timely now, with many schools and communities planning present and postwar programs.

THE SECTION was headed "The Out-of-Doors Program" and was prefaced with this statement by Walter D. Cocking, Managing Editor:

"The purpose of this issue of the Educational Planning section is to call the attention of educational planners to the possibilities of out-of-doors education, and to present considered points of view and methods of procedure. Interesting experiments in using the out-of-doors as the setting for learning have been conducted for several years now. Somewhat belatedly, it is being recognized that much which students need to learn can best be taught outside of the cold and artificial confines of the school building. Educators are giving increasing attention to programs developed beyond the walls of the schoolroom."

. . .

WE WHO have been working for the development and spread of Out-of-Door Education were naturally pleased at this spotlighting of the subject by the editors of *The School Executive*. To make their exposition available to an even wider audience of educators and others interested in Camping and Outdoor Education, we are reprinting it in its entirety on the following pages. We are grateful to *The School Executive*, 470 Fourth Avenue, New York City, for permission to reprint this material.

The reprint would hardly be complete without the editorial from the same issue of *The School Executive*:

"VALUES OF CAMPING. Thousands of boys and girls who return to school after having enjoyed the refreshing experiences of summer camping compete through the school year with thousands of others who were de-

prived of the privileges of camping, even for a few days. The former have learned to rely upon their own initiative, they have been taught acceptance of responsibility for themselves and others, they have acquired new orientations, and they have strengthened their bodies and reinvigorated their minds. The wholesomeness of living in the open and of learning to understand nature with all its variations carries through many months of the winter.

Many of the less favored group were confined to hot, dusty city areas, to congested streets and crowded playgrounds. Some may not have been permitted to wander far from their restricted home lots, while some unfortunately were required to labor through another vacation of a lost childhood.

The unfairness and even injustice of these differences can be remedied. The gains in learning and in maturation from a summer's camping can be made available for all children through the schools. Some boards of education have already been far-sighted enough to provide a camp on a nearby pond or lake, or situated within an attractive forest area, as an adjunct to the school. The camp, used weekends as well as during the long vacation, provides the place for work projects, for constant renewal of health, and for happy living together.

Let us open to all children the gates of our forests and uplands, our meadows and mountains. Let them all learn to swim in our refreshing waters, wander down America's trails, and live in the out-of-doors. Let schools round out their facilities so that camping will be as inevitable for boys and girls in July as the opening of school building doors in early September."

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