

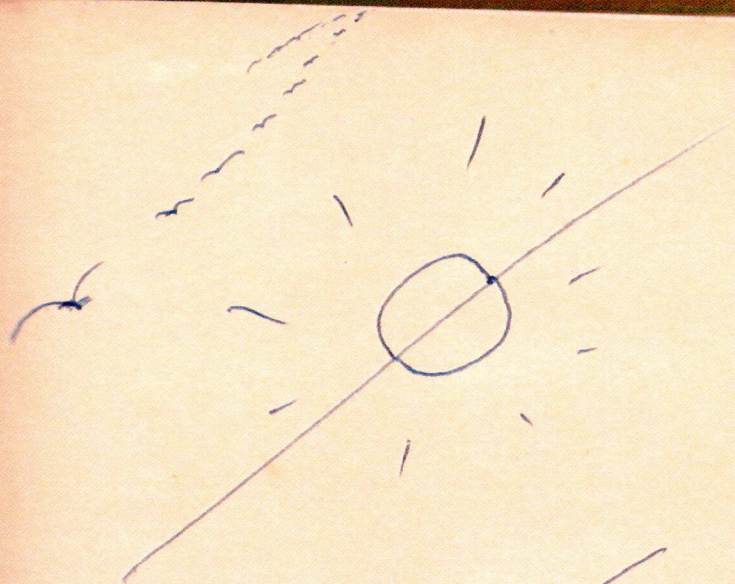
*Extending Education*

*through*

**CAMPING**

---





o Cliff

(June 62 - Aug 25 63)  
Assistant

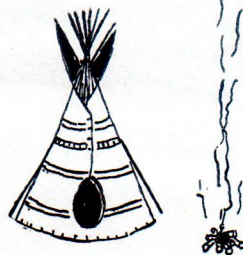
This year 1962-63  
you were serving as graduate  
in outdoor education at 800 S 2nd Ave  
you have left goat foot & finger prints the  
I am grateful to you - who spent the  
outdoor trails & leaving & widening experience  
will keep spreading and deepening for you -  
Keep your Moroccan lace tight -  
and to Sam & Barb Hoya  
grad assistance - how  
could you have made  
it without them

Barb  
8/14/63



# *Extending Education through* **CAMPING**

Report of  
THE SCHOOL CAMP EXPERIMENT



*Authorized by*  
THE BOARD OF EDUCATION of the CITY OF NEW YORK  
conducted in cooperation with LIFE CAMPS, INC.

OUTDOOR EDUCATION ASSOCIATION Inc.  
369 Lexington Avenue, New York 17, New York



## *Publications Committee*

### Representing the Board of Education

FRANCIS A. CARROLL  
GEORGE FORLANO  
HARRY B. GILBERT  
WILLIAM JANSEN

EUGENE A. NIFENECKER  
JULIET S. SAUNDERS  
STELLA SWEETING  
TRUDA T. WEIL

J. WAYNE WRIGHTSTONE  
FRANK GUNNELL—*Photography*

### Representing Life Camps

WILLIAM L. GUNN

LOIS GOODRICH

L. B. SHARP

RALPH MORSE

### Photographers

JEAN SPEISER

Copyright, 1948, by Life Camps, Inc.

Published by Life Camps, Inc.  
369 Lexington Ave.  
New York 17, New York

Printed in U.S.A.

OUTDOOR EDUCATION ASSOCIATION Inc.  
369 Lexington Avenue, New York 17, New York



# Participating Groups

## BOARD OF EDUCATION

ANDREW G. CLAUSON, JR., *President*  
JOSEPH D. FACKENTHAL, *Vice-President*  
ANTHONY CAMPAGNA  
HAROLD C. DEAN  
JAMES MARSHALL  
MAXIMILIAN MOSS  
GEORGE A. TIMONE

## BOARD OF SUPERINTENDENTS

WILLIAM JANSEN  
*Superintendent of Schools*  
STEPHEN F. BAYNE  
*Deputy and Associate Superintendent*  
REGINA C. M. BURKE  
FREDERIC ERNST  
JACOB GREENBERG  
ELIAS LIEBERMAN  
FRANK J. O'BRIEN, M.D.  
GEORGE F. PIGOTT, JR.

## CAMP COMMITTEE OF THE BOARD OF SUPERINTENDENTS

ELIAS LIEBERMAN  
*Chairman*  
WILLIAM JANSEN  
L. B. SHARP  
MARK MCCLOSKEY

## LIFE CAMPS, INC.

C. D. JACKSON  
*Chairman, Board of Directors*  
L. B. SHARP  
*Executive Director*  
F. D. PRATT  
*President*

## JOHANNA M. LINDLOF CAMP COMMITTEE FOR PUBLIC SCHOOL CHILDREN

JOHANNA M. LINDLOF  
*Chairman*  
TRUDA T. WEIL  
*Secretary*  
CHARLES GILMAN  
*Treasurer*

## COMMITTEE REPRESENTING THE TWO PARTICIPATING SCHOOLS

For Junior High School 118 Manhattan  
BENJAMIN B. GREENBERG, *Assistant Superintendent*  
STELLA SWEETING, *Principal*  
DORA HERSHON, *Teacher*

For Public School 147 Queens  
LUCILLE NICOL, *Assistant Superintendent*  
FRANCIS A. CARROLL, *Principal*  
VERA ORPHEUS, *Teacher*

## TABLE

Chapter

FOREWORD

BACKGROUND AND HISTORY  
NEW YORK CITY S

The Story of Camping  
How Can City Children  
Should the School Pro  
Camping Education

Day Camping  
Long-Term Camping a  
New York City Begins  
Outdoor Education

The States of Michigan  
Teacher Preparation fo  
New York City E

Camping Resolution Pr  
Board of Education  
A Review of the Project  
A Review of the Project

Preparation for the Ch  
The Departure for Cam  
LIVING AND LEARNING

Visitors Approach Cam  
Decentralized Organiza  
A Covered Wagon Trip  
Campers Explore



## Groups

### CATION

President

Vice-President

JAMES MARSHALL  
MAXIMILIAN MOSS

ONE

### TENDENTS

EN  
Schools

INE  
Superintendent

ELIAS LIEBERMAN  
FRANK J. O'BRIEN, M.D.  
GEORGE F. PIGOTT, JR.

### THE BOARD OF ENTS

ON

MARK MCCLOSKEY

NC.

F. D. PRATT  
President

### P COMMITTEE FOR HILDREN

LOS

CHARLES GILMAN  
Treasurer

### ING THE TWO CHOOOLS

18 Manhattan

ions Superintendent

7 Queens

udent

## TABLE OF CONTENTS

Chapter	Page
FOREWORD .....	9
William Jansen	
BACKGROUND AND HISTORY OF THE NEW YORK CITY SCHOOL CAMP EXPERIMENT.....	11
Francis A. Carroll Stella Sweeting Truda T. Weil	
The Story of Camping in the United States.....	11
How Can City Children Learn Best about the Out-of-Doors?..	11
Should the School Program Include Outdoor and Camping Education? .....	12
Day Camping .....	13
Long-Term Camping and Outdoor Education.....	13
New York City Begins to Pioneer in Long-Term Outdoor Education .....	14
The States of Michigan and New York Help to Point the Way	15
Teacher Preparation for a Proposed Small-Scale New York City Experiment.....	16
Camping Resolution Presented and Approved by Board of Education.....	17
A Review of the Project at Public School 147 Queens.....	18
A Review of the Project at Junior High School 118 Manhattan	19
Preparation for the Children's Arrival at Camp.....	21
The Departure for Camp.....	22
LIVING AND LEARNING AT CAMP.....	23
Lois Goodrich William L. Gunn L. B. Sharp	
Visitors Approach Camp.....	23
Decentralized Organization .....	25
A Covered Wagon Trip.....	25
Campers Explore .....	25



*Table of Contents, Continued*

Chapter	Page
Campers' Home in the Woods.....	27
How Campers Live Together.....	30
Functioning of the Whole Camp Community.....	32
Evening Powwow in a Small Camp.....	35
Report on a Small Camp Program.....	38
Experiences and Adjustments of Pupils and Teachers.....	45
Chart of Learning Situations at Camp as They Relate to the Objectives of Education.....	47
APPRAISING THE EXPERIMENT.....	54
Harry B. Gilbert	
Juliet S. Saunders	
J. Wayne Wrightstone	
Problems of Appraisal in a Camping Experiment.....	54
Criteria for Selection of Appraisal Techniques.....	54
Procedure in Gathering Data.....	55
Results.....	59
Objective Data.....	59
Tests and Interest Inventory.....	59
Physical Measurements.....	68
Semi-Objective and Clinical Data.....	68
Language Arts.....	68
Artistic Representation.....	72
Sociometric Data.....	75
"Guess Who" or "Who's Who".....	77
Summary of Counselors' Records.....	78
On-the-Spot Observations by the School Supervisor..	83
On-the-Spot Observations by the Psychologist.....	88
Surveys of Opinions.....	93
Pupils' Questionnaires and Interviews.....	93
Parents' Questionnaires.....	94
Supervisors' and Teachers' Opinions.....	96

*Table of Contents, Continued*

Chapter
Summary of Results.....
Conclusions.....
Suggestions for Further.....
RECOMMENDATIONS.....
BIBLIOGRAPHY.....
APPENDIX.....
New York City Resolutions.....
for the Experiment.....
Excerpts from Tests.....
Pupil Post-Camp Questionnaires.....
Treatment of Sociometric.....
Preliminary Questions.....
Queens.....
Life Camps' Registration.....
Aims and Objectives.....
Counselors' Report of.....
Financial Statement.....
June School Camp Summary.....



*Table of Contents, Continued*

	Page
.....	27
.....	30
Community .....	32
.....	35
.....	38
s and Teachers .....	45
as They Relate to the .....	47
.....	54
.....	
.....	
.....	
.....	
Experiment .....	54
Techniques .....	54
.....	55
.....	59
.....	59
.....	59
.....	68
.....	68
.....	68
.....	72
.....	75
.....	77
.....	77
.....	78
the School Supervisor ..	83
the Psychologist .....	88
.....	93
Interviews .....	93
.....	94
.....	96

*Table of Contents, Continued*

Chapter	Page
Summary of Results .....	98
Conclusions .....	99
Suggestions for Further Study and Research .....	101
RECOMMENDATIONS TO THE BOARD OF EDUCATION ..	102
BIBLIOGRAPHY .....	103
APPENDIX .....	104
New York City Resolution and Supporting Data for the Experiment .....	104
Excerpts from Tests .....	113
Pupil Post-Camp Questionnaire .....	116
Treatment of Sociometric Data .....	117
Preliminary Questionnaire to Parents of Public School 147 Queens .....	118
Life Camps' Registration Report and Health Form .....	119
Aims and Objectives of Fern Hill Farm .....	121
Counselors' Report of a Camper .....	124
Financial Statement .....	127
June School Camp Staff .....	129



## *Foreword*

Proponents of camping education maintain that camping provides a vital means of meeting many of the objectives of education. It is their contention that the achievement of these objectives is a function of the meaningful situations in which learning at camp takes place, situations in which learning and doing are one. They also claim that the values of practical democracy can be acquired by our growing citizens more realistically and dynamically in a camping background. Such important claims constitute a challenge to educators. Several school systems in the United States have incorporated camping into their programs. Experts like John W. Studebaker, U. S. Commissioner of Education, and Bess Goodykontz, Director of Elementary Education Division, the U. S. Office of Education, forecast a major trend in camping education.

In view of this trend in camping education, the scientifically minded educator seeks proof of the values of outdoor education as a part of the regular school program. Possibly because of the many intangible factors involved, such as measurement of interpersonal relationships, this kind of experimental research is conspicuous by its absence. In fact, one searches in vain for a body of evidence to substantiate the claims of school camping enthusiasts. The school administrator is therefore confronted with the necessity of initiating research in an attempt to answer such provocative questions as the following:

Is educational camping an effective medium for meeting the objectives of education?

Is educational camping a unique medium for extending pupils' experiences in living together democratically?

Should camping education be integrated into the school program?

The study which follows describes an experiment undertaken by the Board of Education of the City of New York in cooperation with Life Camps, and with the aid of the Lindlof Camp Committee for Public School Children. It is hoped that within the pages of this report will be found answers helpful in guiding the thinking and action of school administrators.

—WILLIAM JANSEN