

Extending Education

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OUTDOOR AND CAMPING EDUCATION

Our American schools today are faced with the tremendous task of improving the quality of our citizenship. Emphasis needs to be placed increasingly upon basic experiences and understanding of food, shelter, care of self, work, the practice of conservation, development of resourcefulness and self-reliance, healthful living, racial and religious understanding, individual and group cooperation and a wholesome respect for and love of country. The trend is toward more realism—realism meaning more learning through direct experience.

Outdoor Education is all of that learning which can best go on through direct experience outside the classroom. The out-of-doors begins immediately outside the classroom and continues in an ever widening circle—the finest

classroom ever devised.

Camping Education is that part of outdoor learning which can best go on in a favorable camp environment. The range of experience of most school youth is so limited they cannot comprehend what they read in their books. School camping brings to life a vast part of the curriculum and provides experiences in group living, cooperation and basic understandings. School camps are rapidly becoming a definite part of the total school curriculum.

A most significant project in camping education, subjected to scientific examination is reported in this issue of **EXTENDING EDUCATION** as well as a brief summary of the growth of the Outdoor Education movement in the United States.

EXTENDING EDUCATION THROUGH CAMPING

*(An abstract of the Full Report)**



Does some learning take place more quickly and effectively from direct experience outside the classroom than it does from the traditional classroom textbook procedure?

Leading educators for some years have believed so, but lacked proof. If this were true, our present curriculum, sent through the prism of this truth, would be refracted in two leading directions: indoor textbook and outdoor experience learning. Within each would come the varicolored areas of where and how the parts can best be learned. The outcome would indicate then, if the truth of their belief were established, that school time in camp should become an unquestioned part of education for youth.

*The full report of this experiment was published in book form under the title of **EXTENDING EDUCATION THROUGH CAMPING**. It is available through Life Camps, Inc., 369 Lexington Avenue, New York 17, New York.

A color motion picture story, 16 mm sound was made of this experiment. It is a March of Time film, produced in cooperation with the Board of Education and Life Camps. This film is available for purchase for \$135 and rental at \$6.00 through Life Camps, Inc.

New York City has been pioneering for some years in the area of camping as an integral part of the education of the child. In 1934 Parental School boys were sent to Life Camps for one summer month. So successful was this undertaking directed by Dr. L. B. Sharp that one of the "bad" boys at the end of the time asked, "Do I have to get committed again to the Parental School next year to come back to camp?" In 1935, and in 1937 plans for camping submitted by School Board members George H. Chatfield and the Hon. Johanna M. Lindlof respectively were voted down. But beginning in 1939 and running for 3 years, Mrs. Lindlof, through funds privately donated, sent 110 children from seven New York City schools to Life Camps during summer vacations. Work was done by school personnel, after school and at night.

The findings were published by the Lindlof Camp Committee for Public School Children, 10 Park Avenue, New York City, as "Adventures in Camping."

One of that report's recommendations was that the Board of Education conduct an experiment in which several classes would be sent to camp during June or September.

In June 1947 an experiment was conducted at Life Camps, fully authorized by the Board of Education of New York City. This was run on school time to discover if some learning actually did take place faster outside the schoolroom in a camp situation where children must solve on their own the problems of living. Two complete classes went—a 5th and a 7th grade, barring no child of any particular race or religion found in the class. Their teachers accompanied the children and became one of their counselors at camp. The children did *not* take their textbooks. *No classes were held.*

Testing for the experiment was set up by the Board of Education under Dr. J. Wayne Wrightstone. The personnel of Life Camps, who were running the camp program, knew nothing of the tests. Comparable control groups were selected at school well in advance. Tests were given before and after the children went to camp.

At camp the 62 children were divided into eight groups—four of boys and four of girls—seven or eight children in each group. They lived in eight small camps in various types of open canvas shelters such as tepees, round-to's, covered wagons and sleds, where they were given opportunity to meet and solve their real problems of living in an environment which stimulated resourcefulness and ingenuity. Each camp planned its own program which included cooking on the average of two meals a day in their camps over outdoor stoves. They planned these meals and shopped for their food at the camp store, figuring their food costs and learning the meaning of balanced meals.

Problems of estimation and calculation became real when, for example, a group of boys, having invited a group of girls to supper, discussed and eventually solved the problem of making 50 hamburgers out of six pounds of ground meat. They learned to build fires, keep wood-piles with an eye to conservation of natural resources, to build tables and kitchen conveniences and sleep comfortably in the out-of-doors coping with spring weather

changes and rain. They fished and swam, hiked and explored, often taking covered wagon or donkey pack trips overnight.

Space here does not permit a full description of the program and the experiences these children had which those in school missed. Some of these experiences, described in the full report of the experiment, can here only be listed: riding, harnessing, hitching, and driving donkeys; milking cows; collecting eggs; studying bee hives; learning about pigs, the smoke house, the saw mill, the ice house; making ice cream and popping corn; following a map; using a compass; using wood for building, carving, and fire-making; hiking; boating; fishing; planning, buying, cooking meals; sleeping on the ground; observing and learning about flowers, trees, birds, fish, insects and

WHAT OTHERS SAY ABOUT "EXTENDING

"I have read with interest your recent book, EXTENDING EDUCATION THROUGH CAMPING. It is in my judgment an interesting and challenging revelation of the possibilities of vitalizing, enriching, and adding to the education obtained in a private or public school."

—HENRY HILL, President, George Peabody College for Teachers.

"EXTENDING EDUCATION THROUGH CAMPING should be read and appraised by every teacher and forester in the United States. This report points the way to a new and vast use of the nation's forests. When millions of our city children discover the meaning of conservation through actual experience in the outdoors, rather than by the study of books alone, they will not only know the importance of using our resources wisely, but will also discover each for himself the priceless heritage of every American child . . ."

—WILLIAM M. HARLOW, Associate Professor of Wood Technology, N. Y. State College of Forestry.

"EXTENDING EDUCATION THROUGH CAMPING is a very excellent publication . . . of great interest and real help to school systems which are contemplating the development of a program of outdoor education."

—WALTER D. COCKING, Chairman, Board of Editors, The American School Publishing Corp.

"EXTENDING EDUCATION THROUGH CAMPING marks a milestone in the field of school camping. For the first time a sincere effort has been made to measure and appraise the values of the school camping experience. All evidence points to the increased learnings and improved attitudes on the part of the children who participated in the experiment."

—REYNOLD E. CARLSON, Assistant Professor of Recreation, Indiana University.

"Character and citizenship building through outdoor education has been persistently advancing. The New England Primer (1690), Rousseau's "Emile" (1762), McGuffey's Readers (1830), and Agassiz's "Study Nature, not Books" (1872) are some of the mile-

weather; and the ever present "give and take" of living, eating, playing, resting and working together.

They met the more subtle problems involved in group living connected with the unselfish and unbiased consideration of others—problems concerning fears and prejudices. Their groups were made up of the various backgrounds typically found in New York City, and lessons in democracy did not have to be instigated and assigned by the teacher.

Teachers' opportunities for knowing their pupils were vastly multiplied. In camp they saw the child's plans and interests when totally free of books, bells and schedules; they observed the child as he faced new experiences constantly. Teacher and pupil were drawn together and all barriers broken down because together they shared so

EDUCATION THROUGH CAMPING"

stones in the movement. The earlier efforts presented the wonders of creation through stories about nature. The year 1948 witnessed a new milestone entitled, "EXTENDING EDUCATION THROUGH CAMPING". Unlike the earlier classics this latest plan substantiates the claim that camping provides the vital objectives of education. The main elements of this new culture are surprisingly similar to education derived through family chores on the farm. Public school camping has been proven to be a specific factor in the growth of the American way in education. Thanks to the report of the New York City School Camp Experiment, in cooperation with Life Camps, Inc., the dawn of a new outdoor era is available in book form. The progressively minded educator who would keep abreast of scientific discovery will study the data and act accordingly."—WILLIAM G. VINAL (CAP'N. BILL), Professor of Nature Education, University of Massachusetts.

"The volume EXTENDING EDUCATION THROUGH CAMPING is a most significant contribution to educational thinking and programming in this country. In our present concern for making education a vital factor in the preservation of our democracy, we must remember that education of the emotions is as important as the education of the mind. Outdoor education gives us new opportunities to emphasize moral and spiritual values and to provide effective education in human relations."—ERNEST O. MELBY, Dean of New York University School of Education.

"... Further experiments must be tried by every school system which has the opportunity. For as the report says, page 101, 'The gains are such that one is impatient for further development of school camping programs with continuing evaluation'."—WILLIAM JANSEN, Supt. of Schools, New York City.

"I am finding at this distance that I believe it to be the foremost educational effort of which I know."—MELISSA FOURATTE, United States Exchange Teacher in Scotland in 1948-1949.

many experiences and problems of daily living which they would never have had opportunity to share in the classroom: bedmaking, showers, tooth brushing, change of clothing, washing clothing; settling questions of bed time, rising time, daily naps, homesickness, sleep walking, bed-wetting, dark, and night noises, all kinds of weather; thrills of discovering natural phenomena, adventures of overnight trips and sleeping on the ground and the breath-taking new vistas and scenes surrounding them.

For most of the children this was their first experience in living in the country. All were curious about their woods surroundings. One little girl had thought all birds were Phobes and one boy had believed there were only two kinds of trees, for example, and all of the children were surprised to discover three states all of the same color without actual lines drawn to separate them.

These children saw vistas, fields, rivers—wide horizons—exposures which should stand them in good stead—experiences which were rightfully theirs and every child's.

Tests were constructed in Nature Study, Science and Health Education, Vocabulary and Arithmetic. An Interest Inventory was also adapted for use in this investigation. Children's drawings and letters were analyzed. Questionnaires for the pupils and the parents of the camper group were devised. A school supervisor and a psychologist were assigned to observe the pupils at camp. The records maintained by the counselors of the campers in their groups were analyzed. Each of the campers was interviewed individually by a psychologist after the children returned to school. And finally, all of the school staff involved—the teachers, principals and assistant superintendents—were polled for their opinions regarding the values of the school camping program. These measurement techniques are described in detail in the full report of the experiment and can only be alluded to here.

The opinions of the pupils, themselves, their teachers and their parents are an overwhelming indorsement of the experiment with unanimous agreement on its extension to all school children. Some of the comments of the children, reported verbatim from the interviews, reveal growth of major importance in the development of democratic attitudes. For example, one child told the psychologist she was initially opposed to living with another child of a different race. However, after living with her, she learned that her prejudice was baseless and came home great friends with the object of her previous antipathy. Such growth is of maximum importance especially since educators are seeking methods of teaching democracy effectively.

The conclusions and recommendations are of major importance in the historical development of school camping. For the first time there is evidence to support the mass of opinion that school camping is worthwhile. For the first time, educational administrators have proof that school camping can provide a rich extension of the school program. To ignore such findings means, simply, that school children will be deprived of a program known to be better than the present school-in-schoolhouse program. Must there be a lag between scientific knowledge and adoption by school authorities?



AROUND THE UNITED STATES WITH OUTDOOR EDUCATION AND SCHOOL CAMPING

NOTE: This is only a *partial* list of places where things are happening: If there are omissions or corrections we invite our readers to report them. A corrected and enlarged list will be published later.

CALIFORNIA

San Diego County — Camp Cuyamaca is in its third year with nearly 12,000 elementary and high school youth having attended. It operates throughout the school year, mostly for sixth grade children. They also have established a camp

for high school youth, tax supported with school youth paying food costs.

Long Beach — Camp is City owned and operated by Board of Education — has a year-round program — is tax supported and children paying food costs.

Pasadena — Conducting curriculum study on outdoor education and school camping and is making plans to start their school camp soon.

Los Angeles, Oakland and many other California cities are in the process of making plans.

MINNESOTA

Minneapolis—Has school and camp committee with various sub-committees studying curriculum, site, camp management and so forth. Their first school camp project is scheduled for the spring of 1949.

MICHIGAN

A state-wide program is in operation. A State Director of Outdoor and Camping Education has been employed by State Department of Public Instruction. The State owns 4,000,000 acres of land and the Federal Government another 2,000,000. It is a natural for outdoor education in connection with schools.

The State Conservation Department is working hand in glove with the State Department of Public Instruction in this program; each implements the other.

There are at least nineteen cities and counties in Michigan where the school camping program is well under way or beginning:

Battle Creek—Board of Education operates year-round school camp (camp owned by W. K. Kellogg Foundation). Other schools cooperating are East Lansing, Allegan and other schools of Calhoun County.

Tappan—Tappan Junior High School—school camp during spring fall months.

Cadillac—Camp owned and operated by Board of Education.

Saginaw County—A county wide program of school camping during school time and summer.

Menominee County—County wide program conducted at Wells State Park during school time and summer.

Iron County—Stevens Public School.

Indian Lake County—A county wide project—elementary school children—six communities participating—day camp in spring and fall and all summer—three-tenths of a mill levy voted for financing.

Dowagiac—Board of Education operates day camping in school time.

Flint—Mott Foundation operates a school camp in summer for boys.

Muskegon—Starting day camp program now and planning on the elementary and secondary school going to camp during school time.

Detroit—40,000 acres of land adjacent to the city has been acquired by the State and a large section is available for school youth—one high school youth camp project of one week will be conducted this spring.

Melvindale—Board of Education operates school camp during summer.

Van Dyke—Board of Education operates school camp during summer.

Center Line—Board of Education operates school camp during summer.

Sturgis—Board of Education operates school camp during summer, fall and spring.

State Department of Public Instruction—Fall of 1948 sixty-four high school boys and girls, with their teachers, spent a week in outdoor experiences related to the high school curriculum at Yankee Springs State Camp.

Four other similar projects, stemming from the Yankee Springs demonstration will be conducted this spring and next fall. This may well be a pattern of high school camping in other places.

High School Camp Projects of one week or more are being conducted this spring and fall in school time at State Conservation Department Group Camps by:

Lakeview School District and East Lansing;

Dearborn, Ann Arbor, Highland Park;

Center Line;

Bay City and Midland;

Lake Orion;

Niles High School;

Flint High School at Mott Camp.

Teacher Training—Northern State Teachers College operates camp for teacher education in camping education.

Central State Teachers College camp for teacher preparation in camping education; also operates four for youth as a training program for teachers—teachers are staff members and college credit in camping education may be obtained.

Marquette State Teachers College owns and operates a camp for teacher preparation in camping education—nine weeks session.

Western College of Education, Central State Teachers College and Michigan State Normal joined with State Conservation Dept. in a two weeks' field course in conservation and outdoor education.

ILLINOIS

Midlothian—School operates a day camp.

IDAHO

Lewiston—North Idaho College of Education owns Black Pine Camp. They operate a children's camp as a part of their laboratory school and teachers receive training in outdoor education there—enlarged plans for 1949.

FLORIDA

Alachua County—Has established a school camping program.

Myakka State Park and Hillsborough State Park—School camping programs are being conducted. Children, with their teachers, are brought to the park in school buses and they spend the entire day studying things first hand which they try to learn from books.

Plans are underway in both parks to house these school children for several days at a time. Other state parks are developing plans for school camping.

Teacher training institutions are being planned as teachers are not generally equipped to teach in the out-of-doors.

INDIANA

Connersville—Conducted a three-day project in school time last spring.

Columbus—Has had a school camp for many years.

New Castle—Started a school camp in the fall of 1948.

Columbia City—Has conducted a school camp for several years.

Other places where there is immediate interest and plans being made for school camping are: Green Castle, Evansville, Richmond, Short Ridge and Glencoe.

MISSOURI

St. Louis—In 1948 they had their first school camp project. Three classes of sixth grade children spent a week each in camp. This spring six classes of children will go to camp in school time.

Butler has started a school camp for high school students — Afton has a school camp project using Sherwood Forest Camp — University City has a school camp.

OHIO

Cleveland Heights—Three elementary school groups attended camp a week each in the spring of 1948. This spring the time will be extended to nine weeks and a camp has been made available for their use. Cleveland Heights is planning to purchase a farm nearby so that they will have their own camp site for camping education purposes.

TENNESSEE

Peabody College—In 1948 the laboratory school had its first school camp program. It was so successful that they are enlarging it for 1949. Here again it is related to teacher training.

PENNSYLVANIA

The Governor has piloted a bill through the legislature appropriating \$600,000 to conduct a two-year summer camp. 2,500 boys to go to Indiantown Gap Military Reservation in 1949 and 4,000 boys and girls, ages 14 to 16, to go in 1950. The camp is for those youth who would not have an opportunity to attend any other camp. The campers are to be selected through public and private schools. The program will be under the joint supervision of State Department of Public Instruction, Department of Health and Military Affairs. An interesting angle of this experiment is to see in what ways a camping program might serve more constructively than a compulsory military training program. The Army has agreed to provide the food.

NEW JERSEY

The New Jersey State Department of Education now has a camp at Stokes State Forest for teacher preparation in outdoor education with special emphasis being given to conservation. This is a most significant development in teacher training on a state basis.

NEW YORK

New York State Teachers College Faculty Institute for outdoor education will be held this June at National Camp. It will be a workshop curriculum development in outdoor education for teacher training.

Plattsburg State Teachers College—Has acquired a 7,000 acre tract of land for the development of outdoor education.

Cortland State Teachers College—Has acquired a large tract of land for teacher training purposes.

Fredonia State Teachers College—Has a school camp and it is being used for both children and college students.

Oneonta State Teachers College—Has several projects underway.

Other colleges have made excellent beginnings.

Ithaca schools operate a day camp. Ardsley has begun a school camp project. Public schools in Westchester County are planning a project. New York State Department of Education has a school camp committee.

SOUTH CAROLINA

Greenville—Parker School district has owned a camp and operated it for educational purposes for a number of years.

York County—Schools operate a summer camp.

GEORGIA

Atlanta—Schools have been conducting camping as a part of the school program.

MARYLAND

Baltimore—Has a school camp committee and is making long range plans—also operates Highland Day Camp.

TEXAS

Tyler—Now building a year-round school camp from the ground up. All new buildings. A Director of Outdoor Education and Camping has just been employed.

Elgin—Conducts special trips as part of outdoor education.

UTAH

Provo—Has camp property and a year-round Director employed.

WASHINGTON

Fife School District—Weekend and overnight trips.

Tacoma—School weekend trips.

Vancouver—Schools have started with weekend camps.

Pillar Rock County project with several schools cooperating at Wilderness Boys' Camp.

Dalhousie School No. 7—A school district project.

Wahkiakum County—School project.

Kelso—School projects.

King County District No. 403 Renton, a school project.

OUTDOOR and CAMPING EDUCATION SUMMER SCHOOL

National Camp: Tenth Season

JULY 7 TO AUGUST 18, 1949

Lake Mashapacong, Sussex, N. J.

To Teachers, Camp Directors, Principals and Superintendents

.....
American Education is accepting outdoor and camping education as a definite part of the school curriculum.

National Camp offers opportunity for study and evaluation of outdoor and camping education, and through field trips and guided experience assists each person to set up a specific plan for establishing the movement in his own community or area.

* For teachers, faculty of teachers colleges, principals, superintendents, camp directors, executives and leaders of youth serving agencies.

* Faculty of nationally known leaders in education and camping.

* Camp located near Sussex, New Jersey, surrounded by 25,000 acres of state park mountain forest.

* 55-acre lake within the 1,000-acre forest camp property, 1,500 feet elevation.

* Six points graduate credit offered through New York University School of Education.

* Excellent food and facilities.

* Fee: \$200 for the entire six weeks' session — \$265 if taken for credit.

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L. B. SHARP Editor
LOIS GOODRICH, WILLIAM GUNN Associate Editors
HARRY B. GILBERT (assisted with this issue)

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Olympia—A school project.

FINANCIAL SUPPORT

In the beginning of the school camp projects in most places, financial support came from private individuals, organizations and small fees. There is a definite trend in financing school camps by taxation; increasingly school funds are used to operate their camps. In some places special levies have been voted for the school camps.

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