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A STUDY OF THE ADMINISTRATIVE PRACTICES USED IN
THE OPERATION OF THIRTY SELECTED PART-TIME
SCHOOL CAMP PROGRAMS IN MICHIGAN

presented by

Thomas W. Walton

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of the requirements for**

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A STUDY OF THE ADMINISTRATIVE PRACTICES USED IN THE
OPERATION OF THIRTY SELECTED PART-TIME
SCHOOL CAMP PROGRAMS IN MICHIGAN

By

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A THESIS

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ABSTRACT

I. STATEMENT OF THE PROBLEM

This study was undertaken to: (1) determine the administrative practices used in thirty selected part-time school camps in Michigan; (2) analyze these practices in relation to current literature on camping, records and materials used in specific programs, and observation of programs; and (3) systematize and present these practices in a form which would be useful to school administrators.

II. METHODOLOGY OF THE STUDY

A review of the literature on organized camping revealed that camp administrative practices could generally be classified under four major divisions: (1) Facilities, (2) Personnel, (3) Program, and (4) School Camp-Community Relations. As a result these four divisional headings became the categories under which the administrative practices discussed in this thesis were treated. Problems common to directors of organized camps were discovered from the literature and from interviews with camp leaders. A list of these problems was developed and presented to six Michigan school camp leaders for additions and corrections. From these corrected lists an

interview schedule was developed and tested on three Michigan part-time school camp programs. As a result of these trial interviews a further revision of the interview schedule was made.

Selection of the thirty programs used in this study was made from the seventy-nine part-time school camp programs operating in Michigan as of October, 1953. This selection was made through use of a set of criteria developed by the writer for this thesis.

Once the selection was made, letters were sent to the directors of selected programs requesting an interview date. All directors responded and interview appointments were confirmed. The research interview technique was used and responses were recorded directly on the interview schedule. The responses were transferred to a master frequency chart from which Chapters IV, V, VI, VII, and VIII were developed.

III. SUMMARY OF MAJOR FINDINGS

Facilities

1. All but three part-time school camp programs used group camps owned by the Michigan Conservation Department. Maintenance and insurance were the responsibility of ownership.
2. Camp distance from school and emergency services was not generally a factor in camp site selection.
3. Infirmaries were maintained in over half of the camps studied.

4. Recreational facilities for staff, craft workshops, museums, and lounges were generally provided in camp programs studied.
5. Financial assistance was received by a majority of the part-time programs.

Personnel

1. The mean number of campers attending one session was 70.1; the grade level ranged from grades 4 through 12 with the sixth grade being the most frequent.
2. The average cost to campers in all programs was \$8.23. Less than half the camper groups earned money to defray camper fees.
3. The hiring of substitute teachers was the most frequently used solution to the problem of providing instruction to those children who were unable to attend camp with their group.
4. Staff participation was voluntary in over 85 percent of the programs.
5. Part-time school camp staffs were composed of school personnel, nonschool personnel, and parents.
6. In 95 percent of the programs the duties of the camp director were performed in addition to other major teaching or administrative responsibilities.

Program

1. Part-time school camp programs were planned with the assistance of children in all programs. The majority of programs were planned in considerable detail before leaving for camp.
2. Teacher visitation to the camp site before planning was the technique most frequently used to aid children in precamp planning.
3. Precamp orientation was provided for school staff in over 75 percent of the programs studied, but was provided for nonschool staff in less than 50 percent of the programs.

4. The only criterion used to select campers for attendance at camp was freedom from communicable disease.
5. Evaluations of part-time school camp programs were received from four sources: (1) campers, (2) teachers, (3) parents, (4) other community sources.
6. Objective, semiobjective, and nonobjective types of evaluation were used in the school camp programs studied. Nonobjective techniques were the type most frequently used.

School Camp-Community Relations

1. Community precamp planning committees were reported by over one-half of the programs.
2. All camp directors indicated some form of public relations techniques should be used to interpret school camp activities to the community.
3. Few school camp groups had contact with professional camp personnel or organizations.
4. Few school camp groups utilized any techniques to develop sound relationships with the camp community.

Troy L. Stearns

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CHAPTER I

THE PROBLEM: ITS NATURE AND IMPORTANCE

Since the beginning of school-sponsored camping, generally credited to the public schools of Chicago, Illinois, in 1919,¹ many variations of program types have developed. These variations have grown out of continued experimentation seeking to determine the particular type of program, in terms of local needs, available resources, and interests, which might be suitable for specific school situations.

Since 1945, Michigan has been the scene of a rapidly developing part-time camping program. This variation has developed in response to the schools' desire for camp programs, and their financial inability to operate school-owned facilities or to employ trained camp staffs for their operation.

Since the development of this variation in 1945, there has accumulated a considerable body of procedures and practices which are being used in the operation of these camps. Until now no attempt has been made to identify these practices or to collect and

¹ Maria M. Ready, Camps and Public Schools, Office of Education Circular No. 74 (Washington, D. C.: United States Department of the Interior, 1933), p. 1.

systematize them. The writer feels that such a collection and systemization would be valuable.

I. STATEMENT OF THE PROBLEM

This study was undertaken to: (1) determine the administrative procedures used in Michigan camp programs; (2) analyze these procedures in relation to current literature on camping, records and related materials used in specific programs, and observation of programs; and (3) systematize and present these procedures in a manner which could be useful to school administrators desiring to establish such programs.

II. IMPORTANCE OF THE STUDY

Within the last thirty years American educators have become increasingly aware of the educational opportunities present in school camping. Such groups as the National Resources Planning Board, the American Association of School Administrators, The Association for Health, Physical Education and Recreation have stated the desirability of incorporating this type of experience into the public school curriculum.²

² Helen K. Mackintosh, Camping and Outdoor Experiences, Office of Education Bulletin No. 4 (Washington, D. C.: United States Government Printing Office, 1947), p. iv.

Such leaders in education as William H. Kilpatrick,³ Ernest O. Melby,⁴ Charles W. Elliott,⁵ and John W. Studebaker⁶ have expressed similar favorable opinions on the value of school camping and its potential for enrichment of the school's program.

This widespread acceptance of school camping has prompted educators to seek information concerning the establishment of school-sponsored camping.⁷ School administrators desiring to establish camping programs as a part of the curriculum have, in recent years, been faced with a serious financial problem. The phenomenal rise in numbers of children enrolled in the public schools⁸ and the attendant problems of providing instructional facilities for this growing

³ William H. Kilpatrick, "The Role of Camping in Education Today," Camping Magazine, 14:14-15, February, 1942.

⁴ Ernest O. Melby, "The Place of Outdoor Education and Camping in American Education," Bulletin of the National Association of Secondary School Principals, 31:109, May, 1947.

⁵ Charles W. Elliott, "The Role of Camping in Social Life in a Changing World," Camping Magazine, 14:20, February, 1942.

⁶ John W. Studebaker, "Why Not a Year-Around Educational Program," Journal of Secondary Education, 23:109, February, 1948.

⁷ John S. Carroll, "A Platform for Camping Education," California Journal of Secondary Education, 23:109, February, 1948.

⁸ John F. Thaden and C. L. Taylor, "Potential Michigan Public School Enrollments," Quarterly Bulletin of the Michigan State Agricultural Experiment Station, 34:457, May, 1952.

population, have all but eliminated the possibility of purchasing or building camping facilities and engaging special staff to operate them.⁹ Recognizing this problem, certain camping authorities have indicated that camping programs for schools can be developed through the rental of private, agency, or government-owned camps at a relatively low cost, and that regular school staff can adequately direct such a program, thus eliminating the necessity for hiring additional staff.¹⁰

Although there are many programs of this nature now operating in Michigan, up to this time no attempt has been made to collect, analyze, and systematize the procedures necessary for the establishment and operation of such programs. This thesis proposes to study these administrative procedures because the writer feels the information would be valuable for two reasons: (1) it could act as a guide for camps now in operation, and (2) it could aid administrators in the establishment and operation of new programs.

⁹ Roy Sorenson, "Community Planning for Camping," Camping Magazine, 20:21, May, 1948.

¹⁰ For elaboration of this point of view, see: Arthur W. Silverstone, "Cooperative Aspects of School Camping," Journal of Educational Sociology, 23:551, May, 1950; and George Donaldson, "Living and Learning Out of Doors," School Executive, 64:44, February, 1953.

III. SCOPE AND LIMITATIONS OF THE STUDY

The American Association for Health, Physical Education, and Recreation issued a listing of school camps operating in the United States as of October, 1953.¹¹ This listing indicated that there were 134 such camps in the country with ninety of those programs listed as operating in Michigan, including both part-time and year-around programs.

For this thesis, selected administrative procedures used in thirty of these part-time school camp programs in Michigan, which conformed to criteria previously developed,¹² were chosen for study, using the normative-survey method and utilizing a research interview technique. It should be noted that the writer recognizes certain inherent limitations in this technique as indicated by Young: (1) The interviewee may suffer from faulty memory, (2) there exists often a lack of common points of view or definition of terms between the interviewer and the interviewee, and (3) the interviewer may fail to

¹¹ "School Camping Programs" (mimeographed listing), American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D. C., October, 1953, p. 6.

¹² See Chapter III for a more complete discussion of selection criteria.

detect the difference between his personal goals and those of the interviewee.¹³

Further, the writer purposely has not attempted to establish an extent of desirability of practice, because of the lack of criteria against which to measure the success of a part-time school camp program.

IV. DEFINITION OF TERMS

"Camping": The term "camping" as used throughout this thesis refers to organized camping, and is defined as:

An educational enterprise, located in an out-of-doors environment, which provides children with the opportunity to: 1) live, work, and play in a group situation; 2) obtain experience and insight into many of the basic processes of life; and 3) receive guidance from a mature counselor who observes and influences the camper twenty-four hours per day over an extended period.¹⁴

"Outdoor education": "Outdoor education" is an inclusive term which is used to describe school-sponsored activities utilizing the out-of-doors as a source of information, material, and experience. It is further defined as an activity which supplements the instructional program provided through the regular school curriculum.

¹³ Pauline V. Young, Scientific Social Surveys and Research (New York: Prentice-Hall, Inc., 1949), p. 246.

¹⁴ Frank L. Irwin, The Theory of Camping (New York: A. S. Barnes and Company, 1950), p. 2.

"School camping": "School camping" will be considered to be any activity which meets Irwin's definition of camping quoted above, and which receives sponsorship from the public schools. In addition, school camping is conceived as having its major activities supplemental to the school curriculum.

"Part-time school camping": The part-time school camp program utilizes private, agency, or government-owned camp facilities, generally, and is staffed by teachers, administrators, and non-school personnel.

"Year-around school camping": "Year-around school camping" is a program which utilizes a camping facility owned by the participating school system or by a cooperating school system and which is operated by a permanent camping staff.

V. ORGANIZATION OF THE STUDY

This study is presented in eight chapters. Chapter I includes a statement of the problem and other related information pertinent to an understanding of the study. Chapter II presents a brief historical background of school camping, concepts on the function of camping as a part of the school's program, and a review of the research in the field. Chapter III explains the methodology by which the study was developed. The data are presented and analyzed in Chapters IV

through VII according to the following major organizational divisions: Facilities, Personnel, Program, and School Camp-Community Relations. The final chapter, Chapter VIII, includes the summary of the findings, implications of the findings, and recommendations as they relate to the major organizational divisions listed above.

CHAPTER II

BACKGROUND OF THE STUDY

As was pointed out in Chapter I, school camping as an integral part of the program of the public schools in the United States is becoming increasingly a part of the educational scene.

In order that the reader might have a more complete orientation to the field in general, and specifically to this study, the writer feels certain background information should be presented here.

This chapter is divided into three sections. The first treats the historical development of school camping, the second presents a brief discussion of the functions which camping serves as a part of the school's curriculum, and the third reviews research dealing with the various aspects of the school camping field.

I. HISTORY OF SCHOOL CAMPING

A recent book edited by Gerald P. Burns states that at the present time organized camping in America has four types of sponsorship: private, agency, church, and public. The most recently

developed type of sponsorship is public camping, of which school camping is one variation.¹

Because school camps are a variation of public camping, and writers² in the field have indicated a commonality of origin, methods, and objectives among the four types, one can assume that school camps, too, share this commonality. The writer accepts this position of common origin, methods, and objectives, and as a consequence feels that a history of school camping must include a brief description of the development of the organized camp movement in order to place school camping in its proper relation to the total movement in the United States.

This section will present a brief history, in two parts, of the organized camp. The first treats organized camping in general under three main headings: motivations, development of program variations, and types of sponsorship; the second part discusses the school camp,

¹ Gerald P. Burns et al., Program of the Modern Camp (New York: Prentice-Hall, Inc., 1954), p. 278.

² This position is held by the following writers in the field of private, agency, and public camping: Ibid., p. 6; Frank L. Irwin, The Theory of Camping (New York: A. S. Barnes and Co., 1950), p. 178; L. B. Sharp, "Role of Camping, Our American Heritage," Camping Magazine, 14:33, February, 1942; H. W. Gibson, "The History of Organized Camping," Camping Magazine, 8:13, January, 1936; and George W. Donaldson, School Camping (New York: Association Press, 1950), p. 6.

a specialized form of public camping, as it has developed in Michigan.

Development of Organized Camping

Motivations

Motivations for the initiation of early camp programs in the United States can be classified in two categories, general and specific.

The general motivations indicated in the literature are (1) reaction to urban life, (2) the desire on the part of educators to work with children for a twenty-four hour period, (3) the desire of educators to have freedom from a rigid curriculum, and (4) a recognition that the urban school was unable to supply experiences which children previously gained from living in a rural environment.

Common among the many specific motivations are the desire to: (1) promote better health, (2) provide children a more constructive summer vacation, (3) develop character and religious concepts through a study of nature, and (4) develop a more comprehensive knowledge or skill in a particular subject matter area.

Writers describing early camp programs do not connect a general motivation with the establishment of a particular camp, but indicate only a probable relationship with the total movement. It is

conceivable that all of the general motivations listed are a part of a reaction to the problems rising out of urbanization, but because such a connection cannot be established from the literature, they will be discussed as separate motivating factors. Specific motivations, on the other hand, can be more clearly established with the initiation of particular camps and will be discussed in connection with the development of program variation.

The reaction to urbanization. The reaction to the problems of urbanization as a motivation for early camps can be found repeatedly in the literature. In 1873, J. G. Holland described what is conceded to be the first camp program established in the United States.³ This was the camp initiated by Frederick W. Gunn in 1861 at the Gunnery School for Boys in Washington, Connecticut.

Although the first motivation for the initial camping trip at the Gunnery School was the desire to sleep in the out-of-doors and to learn marching as a preparation for service in the Civil War,⁴ this was apparently not the reason the camp was perpetuated until 1879. In his book, Holland indicates that one of the main goals of

³ J. G. Holland, Arthur Bonnicastle (New York: Charles Scribner's Sons, 1937), pp. 388-92.

⁴ Gibson, loc. cit.

the experience was to give boys a "love of nature and the healthful, simple pleasures" which should act as a guard against the "seductive influences of an artificial society."⁵ The reference which Holland made in 1873 to an artificial society seems to bear out other statements found in the literature that the organized camping movement was initiated and developed as a reaction to urbanization and its attendant problems.

The Playground and Recreation Association of America, in 1924, writing on camping history, indicated that the vast shift in population which took place from the rural areas of our country to urban centers after 1820 created great sociological and psychological problems. The Association went on to say that from living and working in conditions of relative harmony in the rural areas, this vast population found itself, in a comparatively short time, in a society which was "confining, highly specialized, and more or less artificial" and that the revolt which ensued was one back to the open country.⁶

Dimock, writing in 1948, re-emphasized the factor of urbanization as a major cause for the development of the organized camping movement. He said:

⁵ Holland, op. cit., p. 389.

⁶ Playground and Recreation Association of America, Camping Out (New York: The Macmillan Co., 1927), p. 2.

The forces and influences that have generated the organized camp, stimulated its development and brought it to its present dimension and status in American life are numerous. Foremost probably are the industrialization and urbanization of our society, which have tended to deprive persons of a sense of kinship with the natural world.⁷

Although the literature indicates urbanization was a major factor in motivating the organized camp movement, the exact relationship between urbanization and the initiation of a specific camp program is difficult to establish. It may be, as Holland implied, that particular camps were organized to solve problems deriving from urbanization, but such is not explicit in the writings of camping authorities. On the basis of this fact, it is possible to say only that urbanization appears to be a motivating factor in the rise of organized camping.

Working with children for twenty-four hour periods. The desire on the part of educators to work with children for a twenty-four hour period appears to be another factor proposed to explain the development of summer camping.

Dr. Hanford Henderson, reminiscing on his experiences as a camp leader during the early period, said at the first Camp Conference

⁷ Hedley S. Dimock, Administration of the Modern Camp (New York: Association Press, 1948), p. 22.

in Boston, in 1903, "Beginners in the movement went into it with very different ideas and with very different aims to carry out." He went on to say that some were attracted by the opportunity of having a child twenty-four hours a day.⁸

The desire of educators to have freedom from a rigid curriculum. The schools of America, around the middle of the nineteenth century, were rigid and highly mechanical in their approach to curriculum. Good says that gradually during this period there was a protest against the lock step, the rigid grading system, and the fixed curriculum.⁹ Henderson indicates that it was this dissatisfaction against the rigidity of the school curriculum which was expressed in the development of early summer camp programs. He said that directors felt the freedom of the camp would provide an opportunity to achieve objectives not possible under the rigid curriculum of the schools.¹⁰

⁸ H. W. Gibson, "The History of Organized Camping," Camping Magazine, 8:18, April, 1936.

⁹ H. A. Good, A History of Western Education (New York: The Macmillan Company, 1950), p. 455.

¹⁰ H. W. Gibson, "The History of Organized Camping," Camping Magazine, 8:19, April, 1936.

Inability of the urban school to provide basic experiences for children. With the growth of urban communities, the schools failed to develop a curriculum which provided opportunities for children to share certain primary experiences available to them in the rural environment. Olsen describes these as "elementary experiences of humanity" and indicates their loss deprived children of the opportunity of maturing emotionally, developing personal character, and attaching their emerging loyalties to personalized human values.¹¹

In addition to the failure to provide experiences which might compensate for these losses, the schools increased the length of the school year from three or four months to nine. The problems arising from these long, inactive months at school, plus poorly planned summers with little opportunity for recreation, began to be recognized by educational, religious, and welfare agencies, according to Irwin, and as a result experimentation in organized camping was begun.¹²

Origin of Program Variations

Although directors of the early programs were in general agreement on the basic purposes and methods of camping, they,

¹¹ Edward G. Olsen, School and Community (New York: Prentice-Hall, Inc., 1945), pp. 4-5.

¹² Irwin, op. cit., p. 4.

nevertheless, began to develop, from the very beginning, certain areas of emphasis which were directly related to specific motivations.

The earliest programs of which there is a record attempted to reach the general aims of developing character, improving health, promoting appreciation for work, and similar aims, but tended to emphasize the special interest or goals of their founders. A brief discussion of some of these programs may suffice for illustration.

The first recorded example of a camp begun primarily for health purposes was that established by Dr. Joseph T. Rothrock in 1876 at North Mountain, Luzern County, Pennsylvania. It was called the North Mountain School of Physical Culture, and was begun for the purpose of taking "weakly" boys out into the woods in summer for the pursuit of health and the acquisition of practical information.¹³

An early camp established for the purpose of developing religious experience was organized at Gardner's Island near Wakefield, Rhode Island, by the Reverend Mr. George W. Hinckley. In 1880 Mr. Hinckley took a group of his parish boys on a camping trip and initiated what was to become later the Good Will Camp. This camp

¹³ H. W. Gibson, "The History of Organized Camping," Camping Magazine, 8:15, January, 1936.

boasted "sane and sensible religious periods," as well as a sound educational program.¹⁴

One of the most famous camps started during this early period was Camp Chocorua. The founder, Mr. Ernest Balch, conceived of the camp after observing the "miserable condition" of boys spending idle summers at hotels with their parents.¹⁵ In McClures magazine for August, 1893, a description of Balch's camp indicates its primary purpose was to provide a place "where boys could have plenty of outdoor sport, a reasonable amount of work, and abundant opportunity to enjoy themselves in their own way."¹⁶ This camp was the first designed primarily to provide for boys a constructive summer vacation.

Camp Algonquin, established in 1886, was an example of a camp started to develop in children a more comprehensive understanding of a particular subject. Dr. Edwin DeMerritte, a specialist in the natural sciences, felt a camp should be educational. An article in Camping Magazine, describing this camp, said, "Dr. DeMerritte

¹⁴ Ibid., p. 26.

¹⁵ H. W. Gibson, "The History of Organized Camping," Camping Magazine, 8:19, February, 1936.

¹⁶ H. W. Gibson, "The History of Organized Camping," Camping Magazine, 8:13, January, 1936.

established high standards in nature appreciation and Camp Algonquin was characterized by its emphasis upon the study of nature."¹⁷

The practice of providing special emphasis in particular program areas has continued into today's camps. At the present time, camps can be found which specialize in such areas as riding, music, dancing, sailing, and writing. Examples of such specialization include: Camp Viking, at Orleans, Massachusetts, a camp aimed at developing seamanship; Valley Ranch, Valley Ranch, Wyoming, primarily a riding camp; and National Music Camp, at Interlochen, Michigan, devoted to the study of music.

Types of Sponsorship

Camping programs which are found in the United States at the present time not only are classified according to the area of emphasis or specialization, but are also classified according to the sponsorship which they receive.

As has been indicated previously, there are four basic types of sponsorship for organized camps: private, agency, church, and public. In general, all types attempt to achieve the same objectives, but are organized to reach a group of people not served by any other.

¹⁷ Ibid., p. 27.

Private camps. The first camp programs initiated in the United States were private. Gibson's definition helps to clarify this type of sponsorship. He says a private camp is "conducted by an individual or a group of individuals as a private project . . . having no organic relationship with any institution or organization. . . ." ¹⁸

Examples of early private camps are those discussed previously as being initiated by W. F. Gunn in 1861, J. T. Rothrock in 1876, and Ernest Balch in 1881.

Until the late nineteenth century, private camps were conducted for boys only, but Dr. and Mrs. Luther Gulick established a program for girls in the summer of 1888, which set the pattern for a rapid development of girls' camps.

The privately sponsored camp is still one of the most prominent types in the United States today. Burns indicates that in 1951 there were 2,400 such camps in America enrolling approximately 330,000 children. ¹⁹

Agency camps. As the apparent advantages of camping for children became recognized during the latter half of the nineteenth

¹⁸ H. W. Gibson, "The History of Organized Camping," Camping Magazine, 8:18, April, 1936.

¹⁹ Burns, op. cit., p. 8.

century, social agencies became interested in programs of a similar nature for those who could not afford to attend the private camps. As a result, these agencies began experimenting with their own programs.

The first agency camp was that developed by the Children's Aid Society of New York in 1872. Later, in 1887, this same activity came under the direction of Life's Fresh Air Fund.²⁰

In the summer of 1885 Mr. Sumner F. Dudley conducted a camping activity which was to be the forerunner of the vast program operated at present by the Young Men's Christian Association.²¹

After 1900 agency camping grew rapidly. It was during this period that the first Boys Club encampment took place. The Boy Scouts of America held their first camp at Whitehall, Michigan, in 1912. This same year witnessed the origin of the Camp Fire Girls and the Girl Scout camp programs.²²

Camping is now sponsored by many agencies including the following: Community Chests, Salvation Army, local settlement houses,

²⁰ H. W. Gibson, "The History of Organized Camping," Camping Magazine, 8:19, March, 1936.

²¹ Playground and Recreation Association of America, op. cit., p. 6.

²² Ibid., p. 7.

Four-H Clubs, and crippled children's organizations. Agency camping programs served 2,750,000 campers in 1951.²³

Church camps. The program developed by the Reverend George W. Hinckley is the first record of a church-sponsored camp in America. This first outing, held in 1880, was actually a private activity not officially sponsored by the church. It did provide, however, a model for a later program which was church sponsored.²⁴

The first Catholic-sponsored program was established for boys in 1892 by the Marist Brothers of St. Johns Academy of New York.²⁵

The tradition of church-sponsored camps has continued to the present time with many denominations sponsoring such programs. The Playground and Recreation Association of America indicates that the Methodist, Baptist, and Christian denominations are most prominent in such activities. The Brotherhood of St. Andrew camps of the Protestant Episcopal Church and the Catholic adult camps in the

²³ Burns, op. cit., p. 8.

²⁴ H. W. Gibson, "The History of Organized Camping," Camping Magazine, 8:26, January, 1936.

²⁵ H. W. Gibson, "The History of Organized Camping," Camping Magazine, 8:19, April, 1936.

Allegheny State Park of New York are examples of programs designed for older youth and adults under church sponsorship.²⁶

Church-sponsored camps in the United States in 1951 served approximately 200,000 people.²⁷

Public camps. Public sponsorship of camping is a relatively recent venture. Such programs are conducted with public monies through such agencies as city recreation commissions, state health departments, and boards of education.

The earliest report of a public-supported camp was that organized by the Visiting Nurse Association of Dubuque, Iowa, with the cooperation of the Dubuque Board of Education in 1912. This was a specialized program for crippled children, and operated as a summer camp on a pattern developed by social agency camps.²⁸

In 1915 the city of Detroit, Michigan, began a summer activity at Brighton, Michigan. This camp was sponsored by the public, and was under the direction of the city recreation department.

²⁶ Playground and Recreation Association of America, op. cit., p. 9.

²⁷ Burns, op. cit., p. 8.

²⁸ Maria M. Ready, Camps and Public Schools, Office of Education Circular No. 74 (Washington, D. C.: U. S. Department of the Interior, 1933), p. 1.

Since that date, public-sponsored camping has increased rapidly and perhaps most rapid has been that type of program sponsored by public schools.

The first public school camp program financed by a board of education and organized as a part of the school's program was that established in 1919 in Chicago, Illinois. This camp was operated in winter and summer at Arden Shores on Lake Michigan.²⁹

A slightly different type of program was operated six years later, in 1925, by the public schools of Los Angeles. This was a forestry camp sponsored jointly by the school board and the United States Forestry Service.³⁰

In 1934, a very significant camping venture was undertaken in New York City by the Works Project Administration, the New York City Park Department, and the New York Board of Education. This was a day camping project which was so successful that it eventually led to the Lindloff Camp Committee and ultimately to the New York Experiment in 1947.³¹

²⁹ Loc. cit.

³⁰ California State Department of Education, "Camping and Outdoor Education in California," Bulletin of California State Department of Education 21:iii, March, 1952.

³¹ Board of Education of New York City, Extending Education Through Camping (New York: Life Camps, Inc., 1948), p. 130.

The pattern of incorporating school camping into the school program began to appear in many parts of the country by the late 1930's. The following listing by Helen Mackintosh³² of some of these programs may be of interest: "Central Washington College of Education has had a short term camping program for fifth, sixth, seventh, and eighth grade children since 1930; The North Carolina Congress of Colored Parents and Teachers at Rural Life School in Bricks, North Carolina, which has operated since 1939; and the Atlanta, Georgia, public schools and social service agencies sponsored jointly a program which has operated since 1938 during May and October." During the same period Mackintosh indicated that the Parker School District of Greenville, South Carolina,³³ and the George Peabody College for Teachers³⁴ were experimenting with programs which have since become established, permanent activities of the schools.

From 1945 to the present time many of the well-known year-around school camp programs had their beginning. For example,

³² Mackintosh, op. cit., pp. 14-15.

³³ Wilton Pruitt, "Secondary School Camping at Parker," Journal of the National Education Association, 34:6, May, 1947.

³⁴ R. T. DeWitt and Gilbert M. Wilson, School Camping at Peabody (Nashville: George Peabody College for Teachers, 1952), p. 1.

San Diego, California, set up its camp at Camp Cuyamaca in 1945;³⁵ Long Beach, California, began sending children to La Canada in the spring of 1948;³⁶ and Tyler, Texas, began its program in the autumn of 1949.³⁷

So far a discussion of Michigan school camp programs has been purposely avoided in order to emphasize the part the general school camp movement has played in the total development and history of organized camping. School camp programs in Michigan have played a prominent part in providing leadership for this activity in all areas of the country.³⁸ The development of Michigan school camps will be discussed in the following section.

School Camping in Michigan

In an article in the Journal of Educational Psychology for May, 1950, Julian W. Smith described an early experiment in school

³⁵ James M. Clarke, Public School Camping (Stanford, California: Stanford University Press, 1951), p. 6.

³⁶ California State Department of Education, op. cit., p. 25.

³⁷ Donaldson, op. cit., p. 11.

³⁸ Julian W. Smith, "The Michigan Story of Camping and Outdoor Education," Journal of Educational Psychology, 23:508, May, 1950.

camping, sponsored by the W. K. Kellogg Foundation in cooperation with the public schools of Lakeview (Battle Creek), Decatur, and Otsego, Michigan. This experiment, Mr. Smith indicates, was "undoubtedly the first extensive program on a year around basis with camping as an integral part of the curriculum of the participating schools." Smith indicates, further, that this program provided the pattern for the development of similar programs in other parts of the country.³⁹

The purpose of this section of the chapter is to trace briefly the development of school camping in Michigan and to discuss certain possible reasons for the direction which such programs have taken.

The first camping project in Michigan which was sponsored by a public school board was that developed by the Fordson School of Dearborn. In strict terms this was not a true school camping program, since it was undertaken in cooperation with the Boy Scouts of America and was open only to scout members. This activity began in 1929, but there appears to be no record as to whether it was extended beyond that year.⁴⁰

³⁹ Loc. cit.

⁴⁰ Ready, op. cit., p. 2.

Soon after this initial camp, several school boards in Michigan communities organized and sponsored similar programs. These programs were developed out of the schools' programs and drew campers from the classrooms. Examples of these early school camps include: Tappan Junior High School of Ann Arbor, the Cadillac Board of Education, and Melvindale Public School. All of these programs were established prior to 1932. Actually, at first they were not camping activities of any extended time, but rather took the form of excursions and field trips.⁴¹

During the middle 1930's, an important development took place which helped point the direction for school camping practices. This event was the establishment of the Michigan Community Health Project by the W. K. Kellogg Foundation with the cooperation of seven Michigan counties. The project required the construction of two camps for its purposes. One was built at Pine Lake, near Delton, Michigan, and the other was erected at Clear Lake, near Dowling, Michigan. The purposes of the experiment and its results are not pertinent to this discussion except to point out the development of an appreciation of the general values of camping for children

⁴¹ Smith, loc. cit.

on the part of officials of the Kellogg Foundation.⁴² Masters, then director of the Education Division of the W. K. Kellogg Foundation, indicated that the foundation, recognizing the value of camping for children and realizing that existing camp programs were meeting the needs of a relatively small number of the country's youth, became instrumental in developing experiments in school camping.⁴³

Following the completion of the health experiments, these two camps were made available to Michigan schools for testing of school camp programs. The Clear Lake camp and staff were made available to the schools of Lakeview (Battle Creek), Otsego, and Decatur, as has been indicated previously. It was this program which Smith said established the pattern for school camping in many sections of the country.⁴⁴

With the beginning of the Second World War, the growth of school camping began to be curtailed. Schools became busy with gardening projects, fat collecting, and war stamp drives. Many of the facilities which had been used for school camp programs were

⁴² Loc. cit.

⁴³ Hugh B. Masters, "A Community School Camp," Elementary School Journal, 41:736, June, 1941.

⁴⁴ Smith, loc. cit.

turned over to the government for use in the war effort. Hugh Masters wrote that, with the outbreak of the war, the Kellogg Foundation camps such as St. Mary's Lake and Clear Lake, which were in experimental process of testing school camping, entered into contract with the United States Coast Guard in June, 1942, to turn over the facilities as a training base. These remained under the administration of the Coast Guard until 1944, when they were returned to the Kellogg Foundation.⁴⁵

At about the time the camps were being returned to the Kellogg Foundation, another significant event in the development of Michigan school camping took place. The regular session of the Michigan legislature in 1945 passed Act 170, which amended Chapter V of part II of the School Code. The three amendments, sections 33, 34, and 35, authorized all school districts, except primary districts, to purchase, equip, and maintain camps to carry out educational and recreational programs. This act further authorized these school districts to collect fees from resident and nonresident pupils in attendance in order to cover operational and maintenance cost so long as the camps were operated without profit. Further, the legislation

⁴⁵ Hugh B. Masters, "Camping in Michigan," Camping Magazine, 18:11, April, 1946.

allowed these camps to be outside the territorial limits of the school district and gave permission to use state or federal lands provided proper consent was obtained.⁴⁶

Soon after this enabling legislation was passed, the Department of Public Instruction organized a new division known as the Health, Physical Education, Recreation, School Camping, and Outdoor Education Project.⁴⁷ This division has subsequently provided leadership and leadership training opportunities on a broad scale for groups interested in school camping.

Another important event which was taking place rapidly in the middle 1940's was the state acquisition of tax-delinquent lands in Michigan which were desirable as recreation areas. The availability of this property, the enabling legislation permitting school districts use of the property, and the leadership afforded through the Department of Public Instruction and other state agencies, combined to speed the development of school camping in Michigan.

It should be noted that until the late 1940's most of the school camp programs in Michigan were developed at the elementary level.

⁴⁶ Michigan Statutes Annotated, Vol. 11, Title 15, secs. 15.467 (3), (4), (5), as added by Public Acts 1945, No. 170.

⁴⁷ Eugene B. Elliott and Julian W. Smith, "The Michigan Program in Action," Bulletin of the National Association of Secondary School Principals, 31:65, May, 1947.

However, a significant event which helped spread the opportunity for school camping into the secondary schools was the enactment of legislation in 1949 which set aside \$10,000 in the state school aid bill for distribution to high schools in Michigan participating in school camping. The money was apportioned to schools on the basis of the number of campers who had been at camp a week or more participating in a program which was part of the school curriculum.⁴⁸

During this period of development of school camping in Michigan several projects were initiated which helped to set the pattern by which school systems could establish part-time programs using state-owned, privately owned, or agency-owned facilities. Such programs also showed the possibility of using teachers and parents as staff, thus eliminating the cost of procuring permanent camp personnel. Examples of such projects were the Huron County camp at Sleeper State Park, Allegan Public School camp in Yankee Springs Recreation Area, and the Menominee County program at Wells State Park, all using state-owned facilities; the Niles school camp using agency-owned property, and the Jackson and Flint programs using private foundation facilities.

⁴⁸ Smith, op. cit., p. 509.

Although Elliott and Smith indicated in 1947, the greatest possibility for extending camping to large numbers of youth will be through the use of state-owned facilities, they stated clearly that the approach to school camping in Michigan has never been to recommend one type of administrative program over any other.⁴⁹ It would seem from this interpretation that if school camping would grow and contribute its maximum value to education, it must remain free of any rigid standard of operational procedure, and must develop in relation to the needs and resources of particular communities.

II. FUNCTION OF SCHOOL CAMPING

The inclusion of school camping in the regular program of the public schools is based upon a recognition that such an activity can supply to children certain desirable experiences which are not possible through the regular school curriculum.⁵⁰

This acceptance of the value of school camping is in turn based upon at least three different conceptions of the function of

⁴⁹ Elliott and Smith, op. cit., pp. 68-70.

⁵⁰ Helen K. Mackintosh, Camping and Outdoor Experiences, Office of Education Bulletin No. 4 (Washington, D. C.: United States Government Printing Office, 1947), p. 5.

camping as it relates to the school. These are: (1) Camping experience is valuable for the majority of American children, and because the existing camping agencies can not provide such experience for more than a small portion of our population, the schools should augment them. (2) School camping provides an expression of the activity concept as developed by Dewey and as a consequence can aid in the revitalization of the school's program. (3) School camping can assist the school in reaching its objectives by supplementing the present curriculum.

Since some or all of these conceptions of the function of school camping in education are held by exponents of this activity, it would seem valuable to examine briefly these respective positions.

The Acceptance of the Value of Camping for American Children

The values of camping as an educational experience for children has long been recognized, although few studies have scientifically determined the exact nature of the growth accruing from this activity.⁵¹

⁵¹ William C. Morse, "Some Problems of Therapeutic Camping," The Nervous Child, 6:2 1, April, 1947.

Dimock's presentation of these values, perhaps the most succinct which can be found in the literature, is as follows:

1. Greater health and physical well-being; bodily vigor, a capacity for play and relaxation, resistance to disease, and motor coordination.

2. Self development and personal growth; a more adequate personality; interests and skills for their enjoyment; abilities which enable people to create, to imitate, to plan, to be critical minded, to make choices with judgment, to determine with a sense of proportion that which is suitable, to be self-directing because of inner controls.

3. Social behavior and attitudes; satisfactory group relations and skills; social-mindedness, sense of communal responsibility and concern for human need.

4. Appreciations, ideals, and philosophy; aesthetic life, or values of faith.⁵²

Although educators and camp authorities have urged the provision of camping experience for all children in the United States,⁵³ the problem involved in making such provision is not a simple one as indicated by Sharp and Partridge in their discussion of the development of organized camping. They stated that organized camping developed in America in two general directions, private and agency;

⁵² Hedley S. Dimock et al., Character Education in the Summer Camp (New York: Association Press, 1935), p. 26.

⁵³ For a more complete expression of this point, see: John W. Studebaker, "The Role of the School in Camping," Camping Magazine, 20:10, May, 1948; and Ray Johns, "Better Camping for More Children," Camping Magazine, 20:11, January, 1948.

and since the former provided camp experiences for the wealthy, and the latter met the needs of the indigent, the children of the vast middle class were thus excluded.⁵⁴ The development of such programs as the Boy Scouts, Camp Fire Girls, and others have helped to relieve the situation somewhat, but these programs have not solved this problem. Estimates, in 1948, indicated that existing camping organizations were, at that time, serving between 3 per cent and 17 per cent of the nation's youth who were of camping age.⁵⁵

This failure of the existing camp organizations to provide camping experience for the majority of children has caused educators to search for some instrumentality by which such experience could be provided. Since the public school touches all strata of society and is a tax-supported institution, Oxley felt that it should serve as the agency through which the camp program could be extended to include greater numbers of children.⁵⁶

⁵⁴ L. B. Sharp and E. DeAlton Partridge, "Some Historical Backgrounds of Camping," Bulletin of the National Association of Secondary School Principals, 31:17, May, 1947.

⁵⁵ Johns, op. cit., p. 11.

⁵⁶ Howard Oxley, "The Role of Camping in Government," Camping Magazine, 15:45, February, 1942.

The Acceptance of Camping as an Expression
of the Activity Concept

In addition to the acceptance of camping as a desirable activity for children, those educators who embraced the psychology of learning introduced by James and developed by Dewey⁵⁷ saw in camping an opportunity to establish more realistically the true conditions of learning.⁵⁸ These educators recognized that schools, highly oriented toward academic teaching techniques and materials, failed to provide a complete and changing environment with which children could interact.⁵⁹ As a result, they felt that camp could revitalize the school's program through its more informal atmosphere and through activities based largely upon needs and interests developing out of the children's group-living in close contact with the natural environment.

⁵⁷ W. H. Kilpatrick, "The Role of Camping in Education Today," Camping Magazine, 15:14-15, February, 1942.

⁵⁸ Lois C. Mossman, The Activity Concept (New York: The Macmillan Company, 1938), p. 51.

⁵⁹ Fritz Redl, "The Role of Camping in Education," Camping Magazine, 15:41, February, 1942.

The Acceptance of Camping as a Supplement
to the School Curriculum

Certain of the educators urging the acceptance of school camping as a part of the program of the school did not view the role of this activity as one providing a totally new approach to education, as did Bristol,⁶⁰ but rather they saw camping as a means of supplementing the regular curriculum.⁶¹ For example, Redl said that many schools, providing a flexible program and attempting to meet the nonacademic needs of children, failed to furnish an environment which allowed a close contact with the basic processes of life and that camping could help to supply this contact.⁶²

Donaldson saw school camping as a laboratory for the testing of learnings developed through the classroom situation. He said that the school camp should not teach those things which a school

⁶⁰ Esther Bristol, "Classes that Camp Out," National Parent Teachers, 44:24, May, 1950.

⁶¹ Lawrence H. Conrad, "The Teacher Out-of-Doors," Bulletin of the National Association of Secondary School Principals, 31:40, May, 1947.

⁶² Redl, loc. cit.

can teach better, but rather that camping should seek to provide an extension of the curriculum.⁶³

Perhaps the most succinct expression of this concept of the function of the camp in education is that made by Sharp when he said:

That which can best be learned inside the classroom should be learned there; that which can best be learned through direct experience outside the classroom, in contact with native materials and life situations, should there be learned.⁶⁴

From the foregoing discussion, it can be seen that there are three basically different concepts of the functions which school camping serves through its inclusion in the regular curriculum of the school. It is important to note, however, that each of these concepts has merit for those attempting to establish camp programs, and indeed, it is to be hoped that the school camp serves all of these functions.

III. REVIEW OF RESEARCH

Numerous studies have been completed treating various aspects of the general field of organized camping, but relatively few

⁶³ George W. Donaldson, "Living and Learning Out of Doors," School Executive, 54:44, February, 1945.

⁶⁴ L. B. Sharp, "Outside the Classroom," The Educational Forum, 7:361-68, May, 1943.

have been concerned with the more specific area of school camping. Those studies which have been devoted to school-sponsored camping have investigated administrative procedure, camping legislation, school camp programing, personnel selection, and camp standards.

Although all of these studies have been related to the camp as a part of public education, none has treated specifically the administrative practices which are peculiar to the establishment and operation of part-time programs. Nevertheless, the writer has included a review of them to provide a more complete orientation to the field of school camping.

Studies Appraising the Value of School Camping

One of the major problems confronting the expansion of school camping in the United States is that of convincing school administrators, as well as taxpayers, that camp experiences as a part of the school program have value for children.⁶⁵ This was made clear in a study by McCall⁶⁶ in 1943. Using the opinions

⁶⁵ Helen Manley and M. F. Drury, Education Through School Camping (St. Louis: The C. V. Mosby Company, 1952), p. 16.

⁶⁶ Margaret A. McCall, "The Organization and Administration of Camps Conducted by Departments of Physical Education in Colleges, Teacher Training Institutions, and Universities in the United States" (unpublished Doctor's dissertation, New York University, 1943), 158 pp.

of a selected panel of experts and surveying administrative procedures of ten college- and university-operated camps, she found that the extent to which camps would become a complement to the school system and be supported by the taxpayers, would depend upon the extent to which school administrators and the public were convinced of the value of camping as an integral part of the entire school system.⁶⁷ As a result of this attitude, several studies have been developed to appraise the value of camping as a part of the school program.

An early study designed to appraise the value of school camping for children was that made by Moore, in 1943.⁶⁸ This study has importance since it was one of the first designed to measure objectively camper growth as a result of camp experience. The areas examined in this research were: (1) the mental level of the camper; (2) growth resulting from camp attendance; (3) effectiveness of camps in correcting personal habits; and (4) the environmental status.

⁶⁷ Ibid., p. 150.

⁶⁸ Harriet B. Moore, "A Plan for the Organization of Camps as an Integrated Part of the Public School System of the City of New York" (unpublished Doctor's dissertation, Teachers College, Columbia University, New York, 1943), p. 177.

The study showed that growth was made in the areas of home-making, games, camp living, woods lore, and arts and crafts.⁶⁹ Further conclusions indicated that the camp experience resulted in habit changes in three main areas: mental health, physical health, and social adjustment.⁷⁰

Another experiment conducted to determine the extent of camper development as a result of school camp experiences was that sponsored by the New York City Board of Education in 1947.⁷¹ This experiment compared groups of children matched according to sex, I.Q., and age. One group attended camp and the other remained at school. A number of tests were administered to both groups before and after camp. Included in these tests were the following: achievement tests in arithmetic, science, health, and nature study; vocabulary; and an interest inventory. In addition to these more objective instruments, information on campers' growth was obtained from physical measurements, written expression, drawings, sociograms, "Guess Who" tests, counselor and psychologist observations, and questionnaires.

⁶⁹ Ibid., p. 72.

⁷⁰ Ibid., p. 120.

⁷¹ Board of Education of New York City, Extending Education Through Camping (New York: Life Camps, Inc., 1948), 130 pp.

The results of the experiment indicated that: (1) Gains made in the experimental group (camping group) were statistically significant in interest inventory and vocabulary.⁷² (2) The experimental group made gains in language arts. (3) The experimental group evidenced more enriched concepts in artistic expression. (4) Sociometric data tended to favor controls. (5) There were no significant changes noted in children's roles as indicated from results on "Guess Who." (6) Counselors' records indicated a growth in insight about children. (7) Observers commented favorably on the growth in personal-social relationships among children as a result of camping. (8) Parents, teachers, and pupils were unanimous in their approval of the camping experience.⁷³ The over-all conclusion as a result of this study was that the experimental groups benefited to an extent not possible in the usual school program.⁷⁴

In 1953, Cragg⁷⁵ made a study evaluating the program of the Long Beach, California, school camp, which was similar in nature

⁷² Ibid., p. 98.

⁷³ Ibid., p. 99.

⁷⁴ Ibid., p. 100.

⁷⁵ Nadine Cragg, "An Evaluation of the Year-Around School Camp of Long Beach, California" (unpublished Doctor's dissertation, University of Michigan, Ann Arbor, Michigan, 1953), 341 pp.

to those undertaken by Moore and the New York Board of Education. The main purposes of this research were to: (1) determine if children with a one-week camping experience show greater improvement in certain aspects of development than do those who do not have this experience; and (2) appraise the camp program in terms of formulated objectives of the school.

Cragg used matched pairs of fifty sixth graders, one group going to camp and the other remaining in the classroom situation. Several types of measuring techniques were used including the following: (1) check lists, (2) rating scales, (3) sociograms, (4) "Guess Who," (5) interview, (6) wire recordings, and (7) questionnaires.

The general conclusions of the study indicate that in spite of the shortness of the period, school camping at Long Beach, California, made contributions to educational development. In addition, the experience was unique to many children, but the response was enthusiastic, individualistic, and varied. Cragg finally concluded that the research techniques must be refined if more accurate appraisal was to be made.⁷⁶

⁷⁶ Ibid., p. 317.

Studies in School Camp Administration

One of the most significant studies developed on the administration of camps was that made by the Committee on Standards of the American Camping Association in 1940.⁷⁷ This study was co-sponsored by the W. K. Kellogg Foundation, and was published as a monograph under the title Marks of Good Camping. It is important to the area of school camping because it synthesized the many statements on administrative standards used in camps throughout the country and, in effect, set a level of operation at which school camps could aim. The major divisions of the study were: (1) desirable practices in program; (2) desirable practices in selection, supervision, and organization of staff; (3) desirable practices in administration; and (4) desirable practices in health, safety, and sanitation.

Although it is not possible, because of the length of the report, to indicate more than a selected number of the desirable practices developed by this committee, it will perhaps be valuable to list some of those which have importance for school camping. The following may be considered as having implications for the operation of school camp programs:

⁷⁷ American Camping Association, Marks of Good Camping (New York: Association Press, 1941), 86 pp.

1. It is desirable that the staff participate actively in the formulation of the camp objectives.
2. The planning of the camp program should be a cooperative experience of directors, campers, and counselors, each contributing in relation to his experience and ability.
3. The yearly evaluation should be made by the camp itself and should include appraisal by directors, counselors, campers, parents, and agency camp committee.
4. Each camp should have a functioning committee representing the public to help determine the operating policies of the camp.
5. Provision should be made for adequate legal and insurance protection.
6. The camp site should have at least one acre or more per camper.
7. Living units should be decentralized.
8. There should be a room that affords staff members seclusion from campers and other persons for relaxation.
9. There should be separate quarters suitable to serve as an infirmary where ill or injured campers can be cared for.
10. Each camp should have a registered nurse in attendance.

It is significant to note that the standards developed through this study were viewed as "highly tentative" and were not intended as absolute or complete.⁷⁸

A study which has significant implications for the topic of the thesis being undertaken here is that made by Eloise McKnight⁷⁹ in 1953. McKnight examined school camps, opinions of camp authorities, and camping literature to determine the contributions and potentialities of this type of educational experience. The advantages of school camping which she listed were: (1) increased opportunity for the teacher to study children, group dynamics, and techniques of guidance; (2) improved pupil-teacher relationships; (3) reduced group tension; (4) additional opportunity for individual child growth and development; (5) greater parent-teacher and school-community cooperation and understanding; and (4) personal and professional growth for teachers.

Among the general recommendations growing out of the study were:

⁷⁸ Ibid., p. 10.

⁷⁹ Eloise McKnight, "Contributions and Potentialities of School Camping" (unpublished Doctor's dissertation, Teachers College, Columbia University, New York, 1953), 260 pp.

1. Assuming sanction of the school board, the responsibility of developing a camp program is chiefly the responsibility of the administration and teaching staff in situations where there is no established camp or regular camp staff provided.

2. The principle of cooperative policy making should be observed and this should involve all the administration and instructional staff of the school, the parents, and the children.⁸⁰

3. The school camp should not be regarded as a project of any one department, but rather it should be considered as a service unit similar to any other school facility.⁸¹

The subject of administrative factors in developing school camp programs was also discussed by Gilliland.⁸² Gilliland studied camping administrative procedure by personal observation of programs in four sections of the United States. His conclusions were that: (1) Staff members and laymen, as well as administrators should be included in planning the camp. (2) School administrators should accept responsibility for developing a camping program as a regular part of the school curriculum. (3) School camps should be established by utilizing available facilities. (4) The support of conservationists, private and agency personnel, recreational leaders, and others is highly desirable in initiating school camping.

⁸⁰ Ibid., p. 216.

⁸¹ Ibid., p. 217.

⁸² John W. Gilliland, "A Study of Administrative Factors in Establishing a Program of School Camping" (unpublished Doctor's dissertation, New York University, New York, 1949), 268 pp.

Brimm's study,⁸³ made about the same time as the Gilliland research, in 1949, resulted in similar recommendations for the establishment and operation of school camp programs. Brimm surveyed the administrative practices of thirty-nine public and private school camps. The recommendations for the establishment and operation of school-sponsored camping were as follows:

1. States should pass permissive legislation for the establishment of school camps.
2. Small school districts should pool resources to establish camping programs.
3. Schools should seek assistance from other agencies.
4. Schools should own camp facilities, but should use facilities owned by other agencies if necessary.
5. Objectives of camp should be based on areas in which the camp is best able to make contributions.
6. Program planning should be based on: site, curriculum, interests of children, and needs of the community.⁸⁴

A considerable body of related literature is available, but much of it is largely theoretical and untested except by very subjective techniques. The results of the studies reported tend to agree

⁸³ Robert P. Brimm, "A Study of Certain Problems in the Organization and Administration of School Camps" (unpublished Doctor's dissertation, University of Missouri, 1948), 317 pp.

⁸⁴ Ibid., p. 274.

with the general feeling that school camping can make a valuable contribution to education.

CHAPTER III

METHODOLOGY OF THE STUDY

The purpose of this thesis is to study the administrative procedures now in use in thirty selected part-time school camping programs in Michigan as a source of data for the identification of common practices appearing to be desirable for the successful operation of such programs.

In order to compile these data, it seemed necessary first to identify a number of major organizational classifications into which these common practices might be placed. A study of the available literature on the administrative procedures of camping in America revealed many different organizational classifications which are in use, but certain ones, though not always stated in exactly the same way, appeared consistently and seemed to be common to all statements. It seemed advisable, therefore, to use the following categories of administrative procedure as the major organizational divisions of this thesis:

1. Facilities and Equipment.
2. Personnel.
3. Program.

4. Community Relations.

Other areas of administrative procedures appearing often in the literature and which seem important to camp administration were those of finance, legal requirements, and health practices. Even though recognizing the importance of these factors to the successful operation of school camping programs, the writer did not feel that they warranted treatment as separate categories in this study, because each will be discussed as it relates to the organizational divisions.

Under the classification of Facilities, which includes buildings and ground, significant problems treated are:

1. Procurement of camp site.
2. Maintenance and management of camp site.
3. Nature of camp facilities.
4. Environment of camp site.

Under the classification of Personnel, two categories are discussed: campers and staff, the latter being considered in three main groups:

1. School staff personnel who were regularly employed by the school.
2. Nonschool staff personnel, some of whom were employed by the school for the camping period only and others who were not employed by the school.

3. Parents of children in the camping program who cooperated in various ways on a volunteer basis.

A fourth category, college students, will be discussed incidentally since they did not form a separate group in all programs.

In addition, the aspects of staff procurement and function under the classification of Personnel is explained.

The third major division of the data treats the characteristics of the camp program itself. The following factors are identified as significant for study:

1. Precamp planning.
2. Program activities.
3. Evaluation.

Since the accuracy of the data would be difficult to determine, the writer has eliminated a discussion of postcamp carry-over. However, certain activities which developed in the classroom or community as a result of the camping experience are included under the heading of evaluation.

The final classification used in the organization of the data is School Camp-Community Relations, divided for discussion into the following sections:

1. Community participation in school camp planning.
2. Community participation in school camp activities.

3. Interpretation of school camp activities to the community.
4. Evaluation of school camp activities by the community.
5. Relations with other camp agency personnel.
6. Relations with camp neighbors.

When the major problem was identified and the areas of investigation determined, it seemed advisable to use a quantitative treatment of the data. Study of the various research techniques adaptable to the normative survey indicated that the research interview technique might be the most successful in terms of quantity and quality of response for several reasons. First, as Young suggests, the interviewer has the advantage of personal contact which often results in the revelation of attitudes or information not obtainable through the questionnaire.¹ Second, the nature of the study necessitated the obtaining of many factual details as well as opinions. The quantity of the data which the writer sought would have resulted in a questionnaire of such formidable length as to cause the number of responses to it to drop significantly. On the other hand, even though the writer requested an hour and a half for the interview, no director of a selected program refused the request. As a result, data were secured from 100 per cent of the selected programs.

¹ Pauline V. Young, Scientific Social Surveys and Research (New York: Prentice-Hall, Inc., 1949), p. 245.

Third, this personal contact with the directors of the camping projects allowed for inspection of records, observation of some programs, and collection of much miscellaneous material such as samples of programs, evaluation logs, letters from parents, and similar material which could not have been obtained through the more limited questionnaire approach.

To determine the items to be used in the interview the writer collected statements on administrative procedures, buildings and equipment, health practices, personnel practices, program activities, public relations techniques, and evaluative procedures found in the current literature on school, private, and agency camping. These statements were arranged in a list of 179 items classified under four major investigation areas: facilities, personnel, program, and community relations. In some cases the items were judged significant to all areas, and were included in each. These statements were then given to selected leaders who had had experience in the field of school camping in Michigan for their appraisal, corrections, and additions. Leaders consulted were: Mr. Leslie Clark, Director of Camp Sargent, Boston University, Peterborough, New Hampshire; Mr. Julian W. Smith, Associate Professor, Department of Administrative and Educational Services, School of Education, Michigan State College; Dr. Donald Randall, Director, Clear Lake Camp, Dowling, Michigan;

Mr. Donald Hammerman, Program Director, Loredo Taft Field Campus, Northern Illinois State Teachers College, DeKalb, Illinois; Mr. Archie Potter, formerly Assistant Director, Camp Tyler, Tyler, Texas; Miss Barbara Holland, Coordinator in Camping, Dearborn Public Schools, Dearborn, Michigan.

From the suggestions made by these school camping leaders, a tentative interview schedule was developed following the procedures described by Young.² The tentative interview schedule was then submitted to the guidance committee for this thesis for comment, additions, or modifications. From these suggestions a schedule was developed which was used in a pretest by directors of three school camp programs: Mr. Hartger Winter, Allegan High School, Allegan, Michigan; Miss Mertie Frost, Grand Ledge Public Schools, Grand Ledge, Michigan; and Mr. Robert Wall, Superintendent of Schools, Dimondale, Michigan. As a result of this pretesting, further corrections and modifications were made. (The schedule as used in the gathering of the data is presented in the Appendix.)

Once the instrument was refined, selection was made of the camping programs to be investigated on the basis of the following criteria:

² Ibid., p. 226.

1. Selected program must have had a staff composed of members of the regular teaching or administrative force of the school participating in the camping program.
2. Selected program must have been in operation during the school year.
3. Selected program must have been in operation as of October, 1953.
4. Selected program must have been in operation at least five consecutive school days during its camping period.
5. Selected program must have been considered a regular part of the school's instructional program. (Programs were considered a regular part of the instructional program if they had been in operation at least two years and there were no plans for discontinuing them.)
6. Selected program must have been coeducational and non-selective in membership in terms of race, religion, or nationality.
7. Selected program must have had acceptance of the school board as evidenced by their willingness to underwrite the cost of all or part of the program.

It seemed advisable to limit the study to the Michigan programs since on the basis of information issued by the American Association for Health, Physical Education, and Recreation, 67.2

per cent of all school camps operating in the United States were operating in Michigan as of October, 1953.³ Of the ninety programs operating in Michigan, seventy-nine, or 88.8 per cent, were of the type classified as part-time school camps. This also means that the seventy-nine part-time school camping programs in Michigan were 58.4 per cent of the total number operating in the United States. Furthermore, these Michigan camps were widely enough distributed to provide a sufficient variation of program organization, type of community, and geographical environment; and the length of time these programs had been operating in Michigan gave an opportunity to observe practices which had been tested and established.

The list of school camps published by the Department of Health, Physical Education, and Recreation of the National Education Association, referred to previously, showing the school camps in operation as of October, 1953, was checked against records of the Michigan Department of Public Instruction and personal files of a member of the faculty at Michigan State College. Of the ninety programs listed, eleven were participating in the year-around program at Clear Lake Camp and therefore were not considered

³ "School Camping Programs" (mimeographed listing by the American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D. C.), 6 pp.

part-time programs according to criterion number one. Twenty-one other programs were classified as summer programs only and were therefore eliminated because of criteria 1, 2, 3, and 7. Fifteen additional school camps were eliminated because they were not in operation during the school year 1953-54. Application of criterion 4 ruled out three more programs because they had operated on week ends or during the week for less than five consecutive days. Another six programs were considered ineligible as sources of data because they did not meet the requirements established in criterion 5. No programs were eliminated under criterion 6 because they were selective on a racial, religious, or nationality basis. However, three were omitted because they were not coeducational. No programs were declared ineligible as a result of application of criterion 7, since all the remaining programs had operated on school time and thus in effect were in part financially underwritten by the school board. This left a total of thirty-one school camps to be studied. Of that group, one additional program was excluded because it had a common director with one of the other programs selected. It was felt that there was a possibility of more uniqueness in operational procedures to be studied if there was no duplication in directorship of the selected programs. Finally a total of thirty school camp programs were selected to be

studied. This number represents 20.3 per cent of all programs operating in the United States--a percentage considered to be statistically adequate for a sampling.

An attempt was made to select an equal number of elementary and secondary school camp programs, but this was not possible since in many cases the programs were not pure in terms of this classification. For example, some of the schools took only elementary children to camp, some took only secondary children, and others took both. In many instances elementary children from grade six were in camp with children from the ninth grade. In other cases where elementary and secondary children attended camp on successive weeks it was reported as one program. Table I indicates the process of selection of programs as the criteria were applied to the total number available for selection. Numbers in the first column of the table refer to the criteria presented. Numbers appearing in the second column are diminished by the number failing to meet the previous criterion. Columns three and four indicate the number meeting that particular criterion and the number not meeting that particular criterion, respectively. Columns six and seven indicate the percentages meeting and not meeting a particular criterion. Of the total number to which the criteria were applied, 37.5 per cent met all the criteria, while 62.5 per cent failed to meet all of them.

TABLE I
SELECTION PROCESS USED TO OBTAIN SAMPLE

Criteria ¹	No. to Which Criterion was Applied	No. Meeting Criterion	No. Not Meeting Criterion	Pct. Meeting Criterion	Pct. Not Meeting Criterion	Total Pct.
1. Camp staff regular school personnel	90	79	11	85.5	14.5	100
2. In operation during regular school year	79	58	21	74.7	25.3	100
3. In operation as of June, 1954	58	43	15	74.1	25.9	100
4. Operated at least five consecutive days	43	40	3	93.0	7.0	100
5. Must have operated at least two years	40	34	6	85.0	15.0	100
6. Must be non-selective on basis of sex, race, religion, or nationality	34	31	3	91.2	8.8	100
7. Must have acceptance of school board	31	31	0	100.0	0.0	100

¹ For a more complete statement of criteria, see page 57.

Chapters IV, V, VI, and VII analyze the data relating to the four administrative categories chosen as major divisions for the study (Facilities, Personnel, Program, and Community Relations). No identification will be made between the particular school camp and the data pertinent to it. This reservation was made at the beginning of each interview to facilitate responses and to allow for a higher degree of honesty than might otherwise have been possible.

Once the selection of the school camps to be investigated was made, letters were sent stating the nature of the study and requesting interview appointments. Samples of these letters and the information sheet which was enclosed for response will be found in the Appendix. All interviews were conducted at the place and time appointed by the interviewee. The interview schedule was reproduced with a spirit duplicator and the responses were written down as they were given. At the beginning of Section A of the interview schedule a copy of the activities was given to the subject to facilitate response. This procedure worked satisfactorily.

Once the data were received, they were tabulated and a frequency chart was developed. This chart was used as the basis for developing Chapters IV, V, VI, and VII.

CHAPTER IV

PRESENTATION AND ANALYSIS OF FINDINGS

RELATED TO CAMP FACILITIES

The director of a part-time school camping program is faced with many problems relating to the acquisition and use of camp facilities not generally confronted by directors of more traditional and established camping programs. In established camps the facility is either designed or rebuilt to fit the needs of the program. These needs become rather firmly established over a period of years and in general little change is required in the physical facility once these needs are established. On the other hand, part-time school camping programs cannot design or adapt the camping facilities they use, but rather, must often adapt the program to fit the facilities. Faced with the desire to provide the essential buildings, equipment, and land area for a safe, healthy, and instructional camp period, but forced to use facilities designed for another purpose or program, the directors and staff of part-time school camps in Michigan have devised a range of administrative practices to help solve these problems. These practices appear to vary from school to school, yet they possess a commonality which makes their collection valuable

to administrative personnel seeking to establish part-time school camps. This chapter describes the commonality of these practices as well as the variations which have developed. It is true that successful programs have been operated using a wide range of practices, but it is difficult to appraise these practices as adequate or inadequate in reference to the success of the programs. Therefore, these practices will be described in terms of maximum and minimum conditions which exist, rather than as being adequate or inadequate.

This chapter is organized under four headings:

1. Procurement of camp site.
2. Maintenance and management of the camp site.
3. Nature of camp facilities.
4. Environment of camp site.

I. PROCUREMENT OF CAMP SITE

The data gathered from the thirty schools used in this study show that of the programs investigated 96.7 per cent indicated they obtained the camp site which they used through rental or lease. Only one, or 3.3 per cent, owned their own camp. Another fact revealed was that of the twenty-nine schools represented in this study, 86.7 per cent, or twenty-six, obtained the camp from the Michigan Department of Conservation on a rental basis, at a cost

of \$1.75 per week per camper. Figure 1, in the Appendix, shows the location of the camps which were used by the schools in this study. One of the three schools which did not obtain camping facilities from the Michigan Department of Conservation secured its camp from the Boy Scouts of America. The others leased a camp from local foundations. Although no school indicated that it was using property belonging to private camping organizations at the time of this study, several directors indicated that in the early stage of their program use was made of such agency facilities. The data would seem to indicate that Michigan provides an ample source of available sites for carrying on school camp programs if use is made of camps which are idle during the fall, winter, and spring, as were those used by the thirty schools in this study.

Winter Use of Camps

Some difficulty might be seen in the wintertime use of camps built only for summer programs. The fact that buildings were not winterized does not appear to be significant since in the present study 50 per cent of the buildings used were not winterized. Data also reveal that although part-time school camp programs were operated in every month of the school year, 76.6 per cent of the camping periods were held during winter months when some method

of heating was needed in the buildings. Several methods were used in heating these buildings. Table II indicates the type of heating methods used and the number of school camps using these methods.

Distance of Camp from Key Services

Table III reveals the distances the camps used in this study were located from schools and key services which appear essential to the school camp. A publication by the Michigan Department of Public Instruction states:

A school camp should be reasonably accessible to the school or schools that are to utilize it. . . . It is generally conceded that a camp should be located within sixty miles of the school it is to serve.¹

This publication further states that since a camp infirmary or first aid medical staff can probably provide only a minimum of medical service, it is well to consider the distance necessary to travel to medical aid such as a hospital or a doctor.

A study of the data collected from the thirty part-time school camps in Michigan reveals that the mean distance traveled from the school to the camp site was 51.8 miles. The greatest distance

¹ "Community School Camps," bulletin published by Michigan Department of Public Instruction, Lansing, Michigan; prepared by Michigan Camp Facilities Committee under direction of Lee M. Thurston.

TABLE II
METHODS USED IN HEATING CAMP BUILDINGS IN THIRTY
PART-TIME SCHOOL CAMP PROGRAMS

Methods Used	No. of Schools Using Method	Pct. of Schools Using Method
Oil stoves	23	76.7
Central furnace	4	13.3
Fireplace	5	16.7
Wood or coal stoves	1	3.3

TABLE III

DISTANCE REQUIRED TO TRAVEL FROM SCHOOL CAMP
TO CERTAIN KEY SERVICES
(in miles)

Camp	Distance Required from Camp to:				
	School	Hospital	Doctor	Fire Station	Highway
1	25	15	6	2	4.0
2	20	20	2	2	0.5
3	35	10	10	1	0.5
4	40	40	10	5	0.5
5	45	15	3	3	1.0
6	125	15	15	5	0.5
7	108	15	6	5	0.5
8	40	12	2	8	2.0
9	4	19	4	4	1.0
10	60	15	3	3	4.0
11	56	12	9	8	8.0
12	80	7	7	7	0.5
13	60	5	5	5	1.0
14	19	6	4	8	0.0
15	30	15	10	10	5.0
16	50	12	9	8	8.0
17	40	5	5	8	1.0
18	45	45	16	20	0.0
19	10	10	10	5	0.5
20	50	6	6	5	5.0
21	10	10	5	5	0.0
22	5	12	5	10	0.0
23	38	6	6	16	3.0
24	120	9	5	5	0.5
25	30	10	6	6	2.0
26	40	4	4	4	1.0
27	105	12	12	5	0.5
28	55	8	8	10	0.0
29	150	10	5	5	0.5
30	60	15	4	2	1.0
Mean distance	51.8	13.2	6.9	6.0	1.7

traveled was 150 miles, while the least distance traveled was 4 miles. Programs which included only elementary children tended to select camp facilities nearer to school than did those schools including secondary students only.

Although the mean distance required to travel to the hospital was 13.2 miles for all programs, some programs were located as far as 45 miles from a hospital. It would normally require approximately one hour to travel this distance in case of emergency. As has been indicated, the distance required to travel to a hospital would not be so important if other medical assistance were available at camp or in the near vicinity. Most other programs were located within a reasonably safe distance from qualified medical aid. The mean distance to a doctor for all programs was 6.9 miles.

Again the distance required for a mobile fire fighting unit to reach camp would appear to be an important consideration in choosing a camp. Reports from the thirty programs investigated in this study show that the mean distance from camp to the nearest mobile fire fighting unit (in most cases civil fire departments) was 6.0 miles. One program reported that it was located 20 miles from a fire station. The additional factor of hazardous driving conditions which predominate in the section of the state where the reporting program is located makes such a distance even more of a problem in terms

of adequate protection. Interviews with personnel from fire departments and fire insurance companies indicate there is no distance from an organized mobile fire fighting unit recommended as the maximum distance for adequate fire protection. However, it was stated that a fire in a wood frame building could burn sufficiently in from ten to fifteen minutes to insure almost complete loss of the structure.²

Change of Facilities

In an effort to determine some of the factors which would cause a school to transfer its operation from one camp facility to another, it was found that of the twenty-five programs to which such a consideration was applicable, 84.0 per cent did not contemplate change. The following problems were given by the remaining 16.0 per cent as reasons for desiring to change from the camp site last used:

1. "We have used the same group camp for five years and feel the children should explore a new environment." The group camp used by this school is located on the shore of Lake Michigan and is approximately five miles from the school.

² Statement based on interview with personnel from Lansing, Michigan, and East Lansing, Michigan, fire departments, and Michigan Insurance Department, October 20, 1954.

2. "The distance from the school to our present camp is too great." In this case elementary school children traveled over 100 miles to the camp site which was used. Transporting children of this age in buses was difficult from the point of fatigue alone, but there were other problems involved. This particular school was a college laboratory school which did not have a school bus at its disposal and the hiring of buses and drivers was expensive for such a trip.

3. "Our present camp cannot accommodate the increasing numbers we are taking to camp." It would appear that as camping groups increase in size a larger facility must be selected or a greater number of camping weeks must be obtained at the facility in use.

4. "We cannot get consecutive periods at the camp we use at present, so we must transport equipment and go through the process of checking in and out twice instead of once as we might do if we could get consecutive periods." It would appear that for schools having more campers than can be accommodated in one week consecutive camping periods would be most desirable.

5. "We cannot get the dates we want, because too many schools use the facilities we use." Here again the necessity to provide adequate facilities, plus the problem of providing those facilities at an appropriate time would appear to be major

considerations in the operation of part-time school camps. As has been indicated, Michigan does have an abundance of camp sites, not normally used in winter, which could supply the solution to such problems as overcrowding and inability to obtain desired camping periods.

II. MAINTENANCE AND MANAGEMENT OF THE CAMP SITE

Maintenance

The necessity for providing building and road maintenance is a crucial one to camp directors. In a situation where there are so many people using the equipment, buildings, and roads, many problems arise which demand the services of maintenance personnel. In camps which are owned by a school system, these services are of two main types--maintenance and repair and janitorial service. In camps which have been rented or leased, the maintenance and repair services are generally supplied by the agency offering the facility for rent. Of the thirty programs investigated in this study, 90 per cent procured the facility from the Michigan Department of Conservation. As a consequence, schools did not furnish building or road maintenance personnel for these camps. All general repair work was the responsibility of the Department of Conservation.

Custodial services were the responsibility of the groups occupying the camp. School camp groups performed such duties as building fires, sweeping and mopping floors, raking the grounds, washing windows, and many other tasks generally associated with custodial services. Those which leased or rented camps from other agencies, 6.7 per cent of the total, reported similarly that the agencies from which the camp was rented or leased furnished maintenance personnel, except for janitorial service. The one camp which was owned by a school system reported that all general maintenance was supplied by volunteer parents of school children. These men worked on week ends without pay, making the necessary repairs, but the daily custodial services were supplied by the school camp groups.

Insurance

Another problem generally faced by operators of agency camps is that of providing adequate protection for buildings and equipment. School camp directors as a whole were not faced with this consideration, if renting other agency camp sites. Since 90 per cent of the schools used state camp facilities, they were not required to furnish insurance coverage. The remaining 10 per cent did carry some kind of insurance on the facilities they used, although they did not all carry complete coverage. Costs of insurance coverage or the amount

of the coverage was not ascertained, since it varied in relation to the value of the property and the type of coverage desired. In general, school camps using facilities other than state-owned property carried insurance which might cover costs of damage incurred as a result of their occupancy.

Adequate equipment for fire protection through hand-operated fire extinguishers, axes, shovels, hoses, and sand buckets, as well as mobile fire fighting equipment, is an important consideration in procuring a camp. In general, these provisions were made by the agency supplying the camp, but in some cases the equipment available was declared inadequate by school camp directors interviewed. Table IV shows the kinds of fire fighting equipment at the thirty school camps studied. Department of Conservation personnel reported that in general state-owned mobile fire fighting equipment was not provided in state camps, but that civil fire fighting equipment was the main source of fire protection for such facilities. Table III, previously referred to, indicates the distance the camp sites were from the nearest fire departments.

TABLE IV

TYPES OF HAND-OPERATED FIRE FIGHTING EQUIPMENT
AVAILABLE IN THIRTY PART-TIME SCHOOL CAMPS

Type of Equipment	No. of Schools Possessing	Pct. of Schools Possessing
Fire extinguishers	28	93.3
Hose	5	16.7
Automatic sprinkler system . . .	0	0.0
Fire water supply other than lake or river	7	23.3
Axes	10	30.0
Shovels	12	40.0
Sand buckets	4	13.3

III. NATURE OF CAMP FACILITIES

Types of Building Arrangements Used

Camps are generally built along three basic organizational schemes: (1) the centralized plan, which provides in one building all the necessary facilities, such as counselor and camper sleeping quarters, lounge, dining and kitchen facilities, recreation or activity rooms, administrative offices, and infirmary; (2) the decentralized plan, which provides individual sleeping quarters, toilet and shower, and lounge facilities for one classroom group in small units built around a lodge containing activity rooms, dining and kitchen facilities, and the infirmary; and (3) the modified decentralized plan, which is a combination of the first two. This last arrangement has a main lodge housing the activity rooms, dining and kitchen facilities, and lounge. Campers and counselors sleep in cabins, and toilet and shower facilities are in a separate building.³ For purposes of this study these organizational plans will be designated as Type I, Type II, and Type III. Table V indicates the type of arrangements used

³ For more detailed description of organization plan, see: Lee M. Thurston, "Community School Camps, A Guide for Development" (Lansing, Michigan: Department of Public Instruction), pp. 32-33.

TABLE V

TYPES OF BUILDING ARRANGEMENT IN CAMPS USED BY
THIRTY PART-TIME SCHOOL CAMP GROUPS

Types of Building Arrangement	No. Using Type	Pct. Using Type
Type I (centralized)	2	6.7
Type II (decentralized)	1	3.3
Type III (modified decen- tralized)	27	90.0
Total	30	100.0

in the camps occupied by the thirty school camps investigated in this study.

No attempt is made here to evaluate the various types of arrangements in terms of which seems best for school camps. Number of classroom groups in camp at one time, grade level of camper groups, and general purposes for which the camp is used will determine generally the best type of building arrangement.

As can be seen in Table V, most school systems used camps organized on the Type III plan. It must be noted that this does not necessarily mean that this type is most desirable for school camping, since the fact of availability and location of the camp were considered important in selection. Also, twenty-seven of the thirty programs studied used camps built by the Michigan Department of Conservation for general camping purposes, and not with the specific needs of school camping in mind.

Table VI indicates the number of buildings used in each camping program. The particular type of decentralization described as Type III demanded that campers leave the sleeping cabins to go to dining room and toilet facilities. In many cases the distance necessary to walk to toilet facilities was great, and was especially unsatisfactory at night, particularly during cold weather. For

TABLE VI

NUMBER OF BUILDINGS USED IN THIRTY PART-TIME
SCHOOL CAMP PROGRAMS

Camp	No. Used for Sleeping	No. Used for Other Purposes	Total No. Used
1	11	4	15
2	8	4	12
3	2	3	5
4	8	4	12
5	8	4	12
6	4	3	7
7	12	3	15
8	6	4	10
9	5	4	9
10	17	4	21
11	8	4	12
12	7	4	11
13	10	4	14
14	8	4	12
15	3	3	6
16	10	4	14
17	8	4	12
18	2	1	3
19	1	1	1 ^a
20	7	3	10
21	0	2	2 ^b
22	2	2	4
23	4	3	7
24	6	3	9
25	3	3	6
26	12	3	15
27	9	3	12
28	2	2	4
29	11	3	14
30	7	3	10
Mean	6.7	3.2	9.9

^a All activities in one building.^b Campers slept in tents.

example, one school camp reported some campers had to walk five hundred yards to toilet and shower facilities. It appears, however, that although distances were relatively great, this did not seem to be a significant factor in the selection or continued use of the facility.

Another factor which had to be considered by directors of programs using camp buildings distributed on the Type III plan was that of the increased number of personnel to provide adequate night supervision. When groups of campers were housed in several cabins, this meant a greater number of supervisory personnel for rest and sleeping periods. In the larger dormitory type of sleeping accommodations, it was possible for one counselor to supervise as many as thirty campers during rest period. It was reported that in cabins it often took as many as three to accomplish this task. As a rule, sufficient staff was provided to give such adequate supervision as was required in cabins, but the necessity of so many being on duty at one time limited the possibility of off-duty time for counselors.

Campers' Sleeping Quarters

Attendant to the discussion of arrangement of buildings is the problem of quartering children in a safe and healthy manner. Of the thirty programs studied, 83.4 per cent indicated children slept in separate cabins, 10.0 per cent indicated two main dormitory buildings

were used, 3.3 per cent reported children were housed in the main lodge, and 3.3 per cent reported children slept in tents. The program reporting children quartered in tents, received serious parental criticism and has discontinued operation until better camping facilities can be obtained.

In provision of sleeping quarters for camp groups the problem of overcrowding must be considered. Although there is little objective evidence that overcrowding and spread of disease have significant correlation, it is strongly believed, because of the history of airborne infections, that overcrowding leads to the spread of such infections.⁴ All children's camps in the state of Michigan require a license for operation which is issued upon examination by the Michigan Department of Health and the Department of Social Welfare. This examination includes the inspection of sleeping quarters and fixes the number of beds allowed in the space allotted as sleeping quarters.

Data from this study indicated that from four to fifty children were assigned to the same room for sleeping. These figures included those assigned to large dormitory type buildings as well as

⁴ American Camping Association, Marks of Good Camping (New York: Association Press, 1941), p. 85.

to separate cabins. It would appear that the public health laws were observed in these situations, since the programs were operated at camps which had been designated as children's camps for longer than one year, and because the licensing of these camps is renewed each year. In addition, 90 per cent of the camps used by schools in this investigation were built by the Michigan Department of Conservation according to specifications set forth in the Revised Code of the National Park Service, which sets the number of beds assigned to space designated as sleeping quarters.

Counselors' Sleeping Quarters

Counselors were quartered in rooms with children, in buildings with children, but in separate rooms, or in separate buildings. In general, it was found that there was little difference in the arrangement of counselor sleeping accommodations among those programs which were operated by secondary schools and elementary programs. Table VII indicates the kind of accommodations provided for counselors and the number of schools providing these accommodations.

There is a lack of any concrete evidence to show that a counselor sleeping in the same room with the children is more educationally valuable than if he is in a room separate from the children.

TABLE VII

LIVING ACCOMMODATIONS PROVIDED COUNSELORS IN
THIRTY PART-TIME SCHOOL CAMP PROGRAMS

Types of Accommodations	No. of Camps Providing Accommodations	Pct. of Camps Providing Accommodations
Living in room or cabin with children	21	70.0
In building with children but in separate room . . .	9	30.0
In separate building	10	33.3

It was the opinion of all directors interviewed that children should not be left without an adult being responsible for them or being in the area where children know where to find him if necessary.

Provision of a Camp Infirmary

Of the thirty directors interviewed as sources of data for this thesis, 60.0 per cent felt that the establishment of an infirmary was an important addition to the camping facility. The remaining 40.0 per cent felt that either an infirmary was not essential to the program because the camp was located close enough to home or a hospital, or that the limited space at camp was too valuable to justify its use for an infirmary. In the opinion of many directors, however, the establishment of an infirmary had some advantages for a school camp program, even though children could be transported to a hospital or home quickly. The possibility of spreading an infectious disease before the child is removed was one reason given to justify the availability of at least a room which could be used for temporary isolation. The establishment of a room which had a supply of first-aid equipment, clean water, and a bed for relaxation, and which would be available for use at any time of the day or night was another reason given for providing an infirmary. Table VIII indicates the

TABLE VIII
FACILITIES PROVIDED IN INFIRMARIES REPORTED
IN SCHOOL CAMP PROGRAMS

Facilities	No. Having Facilities	Pct. Having Facilities
Facilities for separation by sex	9	50
Beds for temporary isolation	12	66.7
Equipment for minor injuries	14	77.8
Nurses' quarters	8	44.4

kind of accommodations available in infirmaries reported by school camp directors in this study.

It seems important to notice that 66.7 per cent of the schools reporting indicated they provided beds for temporary isolation, a fact which shows that camp directors felt that such isolation was advisable when children reported they were ill. The data indicate that less than half of the school camps reporting the establishment of infirmaries provided nurses' quarters in the infirmary itself. It was indicated that it was not a matter of choice in most situations but rather lack of space, which prohibited the provision of nurses' quarters or the lack of a resident nurse in the program, which made such provision not necessary. When asked why they felt it desirable to establish such quarters for nurses, the following reasons were given: (1) An infirmary provides the nurse with opportunity to check frequently on the condition of the child without going out of doors in inclement weather. (2) Such an arrangement allows the child to be isolated from the main camper group overnight and to be adequately supervised. (3) It frees the nurse from the necessity of moving from her quarters whenever a child is isolated because of sickness.

Off-Duty Facilities for Camp Staff

A facility which is often assumed by camping leaders to be necessary to the efficient functioning of the staff is a room for off-duty recreation or relaxation. The presence of such facilities was not found in all school camps in this study, although directors of programs not having such facilities indicated that they would have liked to provide such an arrangement because of the exhaustive nature of camp staff duties, but no space was available or else the staff had little time off. Of the thirty programs studied, 56.7 per cent reported they had no such facilities for staff recreation. In cases where there were no such facilities it was reported that counselors gathered in the kitchen for coffee after the children were in bed. It was also indicated that counselors left camp and went into town on time off.

Several types of arrangements were utilized by the 43.3 per cent which reported provision had been made for counselor off-duty recreational facilities. Table IX shows the type of provision made. Most of the directors indicated that these facilities were improvised since the camp itself did not provide special places for staff recreation. The data further indicate that the majority of those reporting staff recreational facilities provided special rooms for counselors

TABLE IX
CAMP STAFF RECREATIONAL FACILITIES PROVIDED BY
THIRTEEN PART-TIME SCHOOL CAMPS

Type of Facility	No. of Camps Providing Facility	Pct. of Camps Providing Facility
Lounge	9	69.2
Rooms for rest	6	46.2
Game room	1	3.3

to rest and relax. As has been shown, all of the directors stated that they felt such recreation important to staff morale, since twenty-four hours' duty with so many children was extremely exhausting.

One reason given by many school camp directors for not providing staff off-duty facilities was that the staff had little or no opportunity to be away from children. The data indicate that this was true in 63.3 per cent of the cases. In at least two programs, 6.6 per cent of the total number, provision was made even though there was little opportunity for such relief from supervisory duties.

Table X indicates the camper-counselor ratio for thirty part-time school camps used in this study. This table shows that only two programs had a greater ratio than one counselor to fifteen campers, as stated desirable by the Michigan Department of Public Instruction.⁵

Other Program Facilities

Table XI indicates the number of programs making provision for craft work, nature study, and library work. In camps which were procured from the Michigan Department of Conservation it was found that provision for these activities was made by converting

⁵ "Community School Camps," op. cit., p. 13.

TABLE X

RATIO OF CAMPERS TO STAFF IN THIRTY PART-TIME
SCHOOL CAMP PROGRAMS

Camp	No. of Campers	No. of Staff (including director, counselors)	Ratio of Campers to Staff
1	90	12	7.5 to 1
2	65	7	9.2 to 1
3	60	5	12 to 1
4	75	5	15 to 1
5	75	6	12.5 to 1
6	45	9	5.0 to 1
7	90	24	3.8 to 1
8	100	14	7.1 to 1
9	24	3	8.0 to 1
10	75	8	9.3 to 1
11	45	3	15 to 1
12	80	5	16 to 1
13	75	10	7.5 to 1
14	65	5	13.0 to 1
15	60	9	6.4 to 1
16	105	9	11.5 to 1
17	100	10	10.0 to 1
18	50	4	12.5 to 1
19	35	4	8.8 to 1
20	80	9	8.8 to 1
21	80	9	8.8 to 1
22	70	12	5.0 to 1
23	75	6	12.5 to 1
24	65	7	9.3 to 1
25	50	5	10.0 to 1
26	120	7	17.1 to 1
27	55	4	13.7 to 1
28	70	6	11.4 to 1
29	60	10	6.0 to 1
30	65	14	4.7 to 1
Mean	70.1	8.0	8.8 to 1

TABLE XI
PROGRAM FACILITIES AVAILABLE IN THIRTY
PART-TIME SCHOOL CAMP PROGRAMS

Type of Facilities	No. of Camps Providing Facilities	Pct. of Camps Providing Facilities
Craft room	23	76.7
Library	25	83.3
Museum	21	70.0
Lounge	16	53.3
Guest rooms	8	26.7
Administrative office	14	46.7

space originally designated for some other purpose. Although such space was not as desirable as space originally designed for these activities, still it proved adequate.

It seems apparent from Table XI that provision of guest rooms, administrative offices, and a lounge either were not considered so essential as space for craft, museum, and library in the operation of the program, or space was not available for such purposes. In general, directors of school camp programs felt that lounges were desirable for campers and staff, but that administrative offices were not a necessity unless the program was large or was operated over a period of two or more consecutive weeks.

The availability of guest rooms was dependent upon the length of time the resource people stayed in camp and the space which could be allotted for such purposes. In general nonschool resource people did not remain overnight; often if they were requested for two consecutive days, they procured commercial accommodations.

Program and Personal Equipment

Most programs renting or leasing other agencies' facilities were faced with the necessity of furnishing some items of equipment which would allow a wider educational use of the camping experience. Table XII shows the type of equipment furnished by the school systems

TABLE XII

PROGRAM EQUIPMENT FURNISHED BY THIRTY SCHOOL
SYSTEMS OPERATING PART-TIME
SCHOOL CAMP PROGRAMS

Type of Equipment	No. of School Systems Furnishing Equipment	Pct. of School Systems Furnishing Equipment
Kitchen equipment	13	43.3
General library books	26	86.7
Play equipment . .	26	86.7
Work tools	17	56.7
Craft materials .	24	80.0
Other	13	43.3

for the operation of the program. Although there were many other items furnished by the school system or staff members not indicated in the table, such items were found to be necessary to a limited number of programs.

The following is a list of items not included in Table XII, but reported as furnished by several school systems:

1. Motion picture projectors, speakers, and screens.
2. Public address systems.
3. Record players and records.
4. Tape recorders.
5. Slide projectors.
6. Microscopes.
7. First-aid equipment.
8. Maps and compasses.
9. Photographic laboratory equipment and cameras.

It can be seen from Table XII that relatively little kitchen equipment was furnished by the school system and those items which were furnished were minor items of equipment which were not absolutely essential, but which made the cooking and clean-up easier. In general, the camps furnished few tools for work projects. This was due in part to the kinds of work projects planned. Two schools

did not bring work tools to camp because work projects were not a part of their planned activities.

In the majority of cases the agencies from which the camps were obtained furnished most of the equipment which was essential, while schools brought material which reflected the particular emphasis they desired their program to have.

Few programs furnished personal equipment such as bedding, since such a practice would have involved a good deal of initial expense to equip the camp with additional amounts for laundry and replacement. Some programs offered blankets for use by those children from homes where there were insufficient blankets to spare for a camping period. In cases where other items of bedding could not be furnished by the home, additional sources were used to provide them. Table XIII shows the types of personal articles furnished by various camps.

The school system which owned its own camp furnished all bedding to its campers. In some cases supplies of sweaters, mittens, and overshoes were also available for children who arrived at camp without sufficient clothing for extended outdoor activities.

TABLE XIII

NUMBER OF SCHOOL SYSTEMS FURNISHING BEDDING
AND TOWELS TO CAMPERS AND STAFF

Type Furnished	No. of School Systems Furnish- ing to Staff	Pct. of School Systems Furnish- ing to Staff	No. of School Systems Furnish- ing to Campers	Pct. of School Systems Furnish- ing to Campers
Towels	1	3.3	0	0.0
Sheets	2	6.7	1	3.3
Pillows	1	3.3	1	3.3
Pillow cases	2	6.7	1	3.3
Blankets	4	13.3	4	13.3

Provision of Other Camp Equipment

In addition to the provision of personal and program equipment, consideration was given in this study to certain conveniences provided by the camp such as electricity, hot water showers, flush toilets, and refrigeration. Table XIV indicates the number of camps providing these conveniences, but there was no indication these conveniences were necessary to the operation of the program.

Telephones were reported available in most of the camps, but directors of part-time school camps reported that telephones in state-owned facilities had to be connected upon the request of the renting group.

IV. ENVIRONMENT OF CAMP SITE

In a school camp program, as in regular classroom study, the initiative, interests, and needs of the classroom group will often determine the use made of available resources. Directors interviewed felt that the presence of certain environmental features would increase the instructional scope of the program; therefore, attention should be directed to such features. It was further felt by these directors that the seemingly most insignificant features of camp environments can provide a myriad of study possibilities to the alert and resourceful

TABLE XIV
CONVENIENCES FURNISHED BY CAMPS TO THIRTY
PART-TIME SCHOOL CAMP PROGRAMS

Convenience	No. of Camps Providing Convenience	Pct. of Camps Providing Convenience
Telephone	26	86.7
Electricity	30	100.0
Hot water showers	29	96.7
Flush toilets . . .	30	100.0
Refrigeration . . .	29	96.7

camp group. Such features as tree stumps, hillside erosion, or stagnant water in a drainage ditch can be significant resources for study.

The features mentioned in Table XV do not in any way attempt to illustrate the possibilities in any environment but rather are listed to identify the presence of certain more outstanding features. The following features, other than those indicated in Table XV, were described as present in camp areas used by the thirty programs in this study, but their presence did not mean that they were used.

1. Historical cemeteries.
2. Great Lakes.
3. Lumber mill.
4. Indian village sites.
5. Indian burial grounds.
6. Fish hatcheries.
7. Gravel pits.
8. Eagle's nest.
9. Historical settlement sites.
10. Abandoned farm.
11. Lighthouse.
12. Village destroyed by fire.
13. Deer sanctuary.
14. Fishing village.

TABLE XV

SPECIAL ENVIRONMENTAL FEATURES FOUND NEAR CAMPS
USED BY THIRTY PART-TIME SCHOOL CAMPS

Environmental Features	No. of Camps Possessing Features	Pct. of Camps Possessing Features
Marshland	26	86.7
Lake	28	93.3
River	16	53.3
Forest	30	100.0
Meadow	24	60.0
Plain	13	43.3
Dunes	12	40.0
Indian trails	9	30.0
Mines	1	3.3
Quarries	15	50.0

15. Glacial formations and deposits.

16. Cascades.

Use was made of these special environmental features in various ways and a more thorough discussion of their use in the camp program will follow in Chapter V.

Of the thirty programs investigated, several utilized Waterloo Recreation Area, which has 14,367 acres. One used a camp facility which had only three acres. The American Camping Association recommends as desirable a minimum of one acre of land per child attending camp.

In summary it might be said that the program facilities used by the thirty part-time school camps studied were adequate for successful camping, even though much improvisation was necessary. The significant conclusion which can be drawn is that although facilities varied from camp to camp certain basic requirements of space and equipment were necessary for these programs in general.

CHAPTER V

PRESENTATION AND ANALYSIS OF FINDINGS

RELATED TO PERSONNEL

This chapter deals with the personnel practices which have been developed through the operation of part-time school camp programs, and will treat camp personnel under the following headings:

1. Campers.
2. Staff.
 - a. Regularly employed staff.
 - b. Nonschool staff. Those people assisting in the program for the camping period only and including both compensated and noncompensated personnel.
 - c. Parents.
 - d. College students. Some college students participated in part-time school camp programs under a special arrangement with a teacher training institution and received special credit for such assistance.

I. CAMPERS

Numbers of Campers

The data revealed in Table X indicate that, although camper groups varied in size from 120 campers to 24, the mean was 70.1 campers, which was slightly over two classroom groups of thirty each. The largest number of children attending a school camp from any one school during the entire camping period was 1,900.

This meant that 25.3 camp weeks were necessary to provide this experience for the entire group. For the most part, these were consecutive weeks with breaks occurring in the succession due to vacations. The total number of children attending the thirty part-time school camping programs investigated in this study was 5,861. This represented a total of 83.7 camping weeks, assuming seventy children to one camping week.

Grade Levels of Campers

Children from grades four through twelve were served through the thirty camping programs. Table XVI indicates the grade levels participating in the thirty camping programs studied. From the data it can be seen that the sixth grade is the level most commonly served by the school camping programs. No attempt was made to discover

TABLE XVI

NUMBER AND PER CENT OF SCHOOL CAMPS SERVING
GRADES FOUR THROUGH TWELVE

Grade Served	No. of School Camps Serving	Pct. of School Camps Serving
4	2	6.7
5	7	23.3
6	13	43.3
7	6	20.0
8	7	23.3
9	6	20.0
10	9	30.0
11	5	16.7
12	8	26.7

reasons why this was so. We may infer from other data revealed in this study certain factors which may explain this situation. In examining the five programs which have discontinued operation since October, 1953, it was found that all were secondary programs serving children from the seventh through the twelfth grades. One program reported discontinuing because the camp program was in competition with such activities as football and basketball games, and spring band festivals. Other directors felt that the problems of supervision increased as the children approached and reached adolescence.

Another factor which may have influenced the grade level most frequently chosen for school camping was the organization by classroom groups which is present at the elementary level and not usually present at the secondary level. The classroom grouping at the elementary level facilitates planning and also allows for a continuity of study, before, during, and after the camping period, which may not be possible where no common study program exists for high school campers.

But the indication that sixth grade is the most popular level for part-time school camping is surprising when one considers that high school programs receive reimbursements from state funds on the basis of the number of campers that have a week or more of

camping as an integral part of the school curriculum, but elementary grades receive no such reimbursement.¹

Only 6.7 per cent of the schools made provision for inclusion of the fourth grade in their program. It was indicated by many directors that they felt this grade level was too low to make camping as educationally valuable as it might be for higher grade levels. Those programs which included fourth graders, however, indicated that this experience was valuable and that inclusion of children at this grade level would be continued.

Camper Fees

One of the basic functions of school-sponsored camping is making the experience available to all children.² A major problem facing those administrators attempting to realize this objective is involved in making the cost of the camp period low enough to permit any child desiring camping to have it. This has been done to a considerable degree by practices developed in part-time school

¹ "Community School Camping," bulletin published by Michigan Department of Public Instruction, Lansing, Michigan; prepared by Michigan Camp Facilities Committee under the direction of Lee M. Thurston.

² John W. Studebaker, "The Role of the School in Camping," Camping Magazine, 20:10, May, 1948.

camp programs. However, the general tradition of the school retaining the responsibility for furnishing instruction and the home furnishing the cost of maintenance of the child has been preserved. In most school camp programs the cost of instruction, including teachers' salaries, instructional materials, and similar items, is borne by the school budget, while costs associated with living, such as food, clothing, personal equipment, and items of this nature are borne by the parent. Despite the fact that camper fees are relatively low, there are still many children who cannot afford to attend camp without receiving assistance.

In cases where parents are not able to supply this camp fee, or cannot afford to supply items of equipment necessary to healthy camp living, funds are usually made available through other sources so that no child is prohibited from attendance at camp because of his inability to pay.

In the thirty programs studied, it was found that the mean cost to campers was \$8.23. This figure included food primarily, but in some cases may have included a transportation fee. The greatest amount charged any camper was \$13.00, while the least charged was \$7.00.

In 46.7 per cent of the schools studied, it was reported that children earned money as a classroom or camp group to help defray

expenses for the camp period. Many techniques were used, and are shown in Table XVII. Paper sales seemed to be the most frequently used method for this fund raising.

In addition to the fund-raising activities shown in Table XVII, the following projects were used:

1. Candy and popcorn concession at football and basketball games.
2. Sponsorship of a lecture.
3. Selling Christmas cards.
4. Selling seeds.
5. Selling magazine subscriptions.
6. Selling school sweaters.
7. Shoveling snow.
8. Collecting and selling scrap metal.

In some cases, despite the use of several fund-raising techniques, the total sum necessary to send all of the group to camp was not raised. In these cases the remainder of the required amount was contributed through sources indicated in Table XVIII.

In the 53.3 per cent of the schools which did not carry on activities to assist in the financing of the school camp programs, not every child was able to pay his own way. In these cases other sources were enlisted to aid these children. Table XVIII shows

TABLE XVII
ACTIVITIES USED TO RAISE MONEY TO
FINANCE CAMPING TRIP

Activities Used to Raise Money to Finance Trip	No. of School Camps Using These Activities	Pct. of School Camps Using These Activities
Paper sales	11	36.7
Plays	5	16.7
Movies	5	16.7
Candy sales	8	26.7
Rummage sales	2	6.7
Bakery sales	11	36.7
Carnivals or fairs	3	10.0
Dances	6	20.0

TABLE XVIII
SOURCES OF CAMPERS' FEES FOR
CAMPERS NOT ABLE TO PAY

Sources	No. of School Camps Reporting Sources	Pct. of School Camps Reporting Sources
School	5	16.7
Social service agency	3	10.0
Class	5	16.7
Private individuals .	4	13.3
Service clubs	7	23.3
Parent Teacher Association	4	13.3

the sources which were used to provide financial assistance to those children who could not afford the camp fees. The indication that schools provided money in 16.7 per cent of the cases meant that some fund in a particular school was used, but that such a policy was not necessarily a school board policy. In general, it should be noted that local service clubs assumed these financial obligations most frequently. It was indicated in the interviews that no child was ever left out of a school camping program because of inability to pay. This may be a misleading statement since many children did not attend camps for reasons which may not have appeared financial, but which in effect were based upon lack of finances. An example might be the lack of sufficient bedding in cases where children slept together at home and only one child belonged to the group going to camp. Reasons might have been given by the camper which did not reveal the inability to furnish blankets for another bed. It would be a more accurate statement to say that no child was excluded from participation in a camping program for known financial reasons. Another example of such inadvertant exclusion was revealed in one of the programs which discontinued operation. In this program it was reported that no child was prohibited from attending school camp because of inability to pay, yet later in the interview it was stated that membership for camp was selected from volunteers. It would

appear difficult to imagine a child volunteering to attend camp without being certain that he could get the money to pay the fee. In a sense, this was a selection technique which tended to exclude those who could not afford to pay. It was indicated by the director, however, that if a child could benefit from camp and he did not volunteer, the child was assured that money would be made available if he desired to attend and could not afford it.

Financial Assistance in Meeting Instructional Costs

Although the instructional costs of the school camp program, a subject more thoroughly treated in Chapter IV, are not directly related to camper fees, it was felt important to include a statement here concerning the assistance schools received in meeting these instructional costs, since such assistance in some cases reduced camper fees. A comparison between Table XVIII and XIX indicates that few of the agencies assisting with payment of camper fees also assisted the school in meeting the operational costs of the program. This would indicate that the necessary operational costs of part-time school camping were not prohibitive in terms of the regular school budget. In general the instructional costs of the school camp program were met by the school budget. In no case did the school board fail to assume the cost of some part of the program.

TABLE XIX

SOURCES OF FINANCIAL ASSISTANCE TO SCHOOLS OPERATING
PART-TIME SCHOOL CAMP PROGRAMS

Sources	No. of Schools Using Sources	Pct. of Schools Using Sources
School budget	21	70.0
Foundations	1	3.3
Private organizations	0	0.0
Social service agencies	0	0.0
State reimbursement	17	56.7
Other	3	10.0

However, the total cost of operating the school camp was met by the school budget in only 26.7 per cent of the cases. The remaining 73.3 per cent received some financial assistance. At least 56.7 per cent received reimbursement from the state, while the remaining 16.6 per cent received some financial aid from such sources as private individuals, school class funds, and the Parent Teacher Associations. It can be said that the cost of the camp week to campers was reduced considerably by the financial assistance given through state aid and contributions from local agencies and individuals.

Provisions Made for Children Not Attending Camp

Since not all children were able to attend the camping program in which their class was participating, it was necessary for the school to make some provision for the instruction of these children. The data indicate that 50 per cent of the schools studied hired substitute teachers to provide instruction for those children who did not participate in the camp program. In cases where too few children from a particular classroom group remained behind to make the hiring of a substitute practical, these children were attached to another classroom for the camp period. This was true for 36.7 per cent of the groups reporting. In 10 per cent of the school systems it was reported that when secondary groups went to camp,

those children left behind were so few that they were absorbed into the regular program of the school without special accommodation. During the period when they would normally meet with the children who were at camp, they went to the library or a study hall. One school system, associated with a teachers college, used student teachers to work with those pupils who did not attend camp.

II. STAFF

Important to the operation of any school camp is the provision of adequate leadership. If the experience is to be valuable to children, it would appear necessary to recruit leadership in sympathy with the program, and leaders who see the possibilities of school camping as a supplementary method which can aid in reaching educational objectives. It would seem, also, that a primary condition of recruitment of such leadership must be that participation in the school camping program is voluntary. Data collected in this study indicate that teacher participation was voluntary in 86.7 per cent of the cases. It is interesting to note that in only one of the schools which has discontinued school camping was the participation required as a part of the teaching duties for the participating grade. It seems important to note, too, that in asking the directors to indicate the necessary conditions which must be met for an adequate

school camping program, 53.3 per cent made positive statements indicating that the program must be voluntary for staff and that the staff must be interested. This does not suggest that the 46.7 per cent did not believe these conditions should exist. It may have been that this condition did not occur to them at the time of the interview.

Participation of the remainder of the staff--that is, nonschool or parents--was voluntary, or was a part of the duties for which they were hired.

Positions Occupied by Regular School Personnel

Table XX shows the positions regular school staff members occupied in the part-time school camp programs studied. As can be seen on examination of the table, the greatest number of school staff was used in the position of counselor. This position was most frequently held by classroom teachers and, in fact, was the main responsibility of classroom teachers in the program. It is interesting to note, too, that in the program of Camp Seven there were three directors instead of one. This actually was a directing staff of three classroom teachers who directed the program and supervised the counselors who were student teachers from an associated teacher training institution. The highest number of school staff people

TABLE XX
POSITIONS IN CAMPING PROGRAM OCCUPIED BY
REGULAR SCHOOL STAFF

Camp	Di- rec- tor	Coun- selor	Re- source Per- son	Main- te- nance Work- er	Cook	Die- ti- tion	Nurse	Total No. Used in One Pro- gram
1	1	4	0	0	1	0	0	5
2	1	5	0	0	0	0	0	6
3	1	4	0	0	0	0	0	5
4	1	4	5	1	0	0	0	11
5	1	4	0	0	1	0	0	6
6	1	3	0	0	0	0	0	4
7	3	0	0	0	1	0	0	4
8	1	5	0	0	0	0	0	6
9	1	2	0	0	0	0	0	3
10	1	2	0	1	1	0	0	5
11	1	2	0	1	0	0	0	4
12	1	4	0	0	0	1	0	6
13	1	2	0	0	1	0	0	4
14	1	4	0	0	2	0	0	7
15	1	4	0	0	0	0	1	6
16	1	4	2	0	1	0	0	8
17	1	10	10	1	2	1	0	25
18	1	3	0	1	1	0	0	6
19	1	3	2	0	0	0	0	6
20	1	8	0	0	0	0	0	9
21	1	3	0	0	0	0	1	5
22	1	2	1	0	0	0	0	4
23	1	2	3	0	2	0	0	8
24	1	6	0	0	0	0	0	7
25	1	4	1	0	0	0	0	6
26	1	5	6	0	0	1	1	14
27	1	3	0	0	1	0	0	5
28	1	5	0	0	1	0	0	7
29	1	3	0	0	0	0	0	4
30	1	5	0	0	1	1	0	8
Total	32	115	30	5	15	4	3	204

involved in any one program was twenty-five. This appears to be an inordinate number from one school system at one time, compared with the number of children, when one examines the counselor-camper ratio indicated as desirable by the Michigan Department of Public Instruction.³ Some directors, when interviewed, indicated as an essential condition for the successful operation of a camp, adequate supervision even to the extent of overstaffing.

Although resource people were listed in a separate column in Table XX, the number of school staff resource people used in the program was not accurately indicated by the totals in that column. This was true because many school staff listed as counselors were also resource people and were used with another group on a loan basis for an activity which required the presence of a resource person. Those people who were reported as resource people in Table XX acted as resource people only, and did not perform the duties of counselor. Generally they were not present throughout the entire camping week, but arrived for the day when their particular specialties were needed.

³ "Community School Camping," op. cit., p. 13.

Positions Occupied by Nonschool Personnel

Table XXI indicates the positions occupied by nonschool staff in the thirty part-time school camping programs. The table shows that the greatest number of nonschool staff was used as resource people. The next-largest category involving nonschool staff personnel was that of counselor. For the most part these counselors were student teachers from teacher training institutions, although high school students acted as counselor assistants in two programs. It was reported that no nonschool personnel ever had the sole responsibility for children, but that all activities of children were under the direction of school staff. At times the responsible school staff person was not actually with the children, but he was in the immediate area, and the nonschool staff person was acting under the direction of a school staff member.

Positions Occupied by Parents

Table XXII indicates the positions parents of campers occupied in the thirty school camp programs. As the table shows, parents were used primarily as counselors. Their responsibilities were generally as counselor assistants rather than counselors who directed the activities of campers. Usually parents

TABLE XXI
POSITIONS IN CAMPING PROGRAM OCCUPIED BY
NONSCHOOL STAFF

Camp	Di- rec- tor	Coun- selor	Re- source Per- son	Main- te- nance Work- er	Cook	Die- ti- tion	Nurse	Total No. Used in One Pro- gram
1	0	0	4	0	0	0	0	4
2	0	1	10	0	1	0	0	12
3	0	0	2	0	0	0	0	2
4	0	0	2	0	1	0	0	3
5	0	1	12	0	0	0	0	13
6	0	0	4	1	0	0	0	5
7	0	0	3	0	0	0	1	4
8	0	0	3	0	3	0	0	6
9	0	0	2	0	0	0	0	2
10	0	7	2	0	0	0	0	9
11	0	0	12	0	1	0	0	13
12	0	0	8	0	1	0	0	9
13	0	0	2	0	0	0	0	2
14	0	0	8	0	0	0	0	8
15	0	4	6	0	2	0	0	12
16	0	4	2	0	1	0	1	8
17	0	0	2	0	0	0	0	2
18	0	0	2	0	0	0	0	2
19	0	0	4	0	2	0	0	6
20	0	0	4	0	1	0	0	5
21	0	5	4	1	2	0	0	12
22	0	8	4	0	2	0	0	14
23	0	0	4	0	2	0	0	6
24	0	0	1	0	1	0	0	2
25	0	0	6	0	2	0	0	8
26	0	0	6	0	0	0	0	6
27	0	0	2	0	0	0	0	2
28	0	0	4	0	0	0	0	4
29	0	0	7	0	0	0	0	7
30	0	0	4	0	1	0	0	5
Total	0	30	136	2	23	0	2	193

TABLE XXII

POSITIONS IN CAMPING PROGRAM OCCUPIED BY
PARENTS OF CAMPERS

Camp	Di- rec- tor	Coun- selor	Re- source Per- son	Main- te- nance Work- er	Cook	Die- ti- tion	Nurse	Total No. Used in One Pro- gram
1	0	6	0	0	0	0	0	6
2	0	0	0	0	0	0	0	0
3	0	0	0	0	2	0	0	2
4	0	0	0	0	0	0	1	1
5	0	0	2	0	0	0	0	2
6	0	5	0	0	0	0	0	5
7	0	1	0	0	1	0	0	2
8	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0
13	0	10	2	0	0	0	0	12
14	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	0	0
17	0	0	0	0	0	0	0	0
18	0	0	12	0	0	0	0	12
19	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0
21	0	0	0	0	0	0	0	0
22	0	1	0	0	0	0	0	1
23	0	0	0	0	2	0	0	2
24	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0	0
26	0	2	2	0	6	0	0	10
27	0	0	0	0	0	0	0	0
28	0	0	0	0	0	0	0	0
29	0	0	0	0	0	0	1	1
30	0	0	0	0	0	0	0	0
Total	0	25	18	0	11	0	2	56

helped to supervise during the bedtime preparation or rest period and they provided assistance on hikes and cookouts when the ratio between teacher-counselor and campers needed to be reduced. In four of the thirty school camps studied, parents performed duties as cooks or cooks' helpers. Several directors indicated their program might not have operated had it not been for parents' willingness to assume these responsibilities.

Table XXIII shows the number and percentage of schools using the three categories of staff in the various positions necessary to the operation of part-time school camping programs. It seems apparent that provision of supervision was the chief responsibility of the regular school personnel. Only eight, or 26.7 per cent of the schools, provided their own resource people.

Table XXIII shows further that schools hired 50 per cent of the personnel used as cooks. It seems noteworthy that in only 13.3 per cent of the programs was the assistance of a dietitian reported. In many cases either the cooks planned the meals or the class, with the help of the home economics teacher, prepared the menus at school before the camp period.

Twelve parent maintenance workers were involved in repair and construction of the facilities at one camp. This camp was owned by the school system and these parents offered their assistance free

TABLE XXIII

SCHOOLS USING REGULAR SCHOOL STAFF, NONSCHOOL STAFF,
AND PARENTS IN POSITIONS IN THIRTY SCHOOL CAMP
PROGRAMS BY NUMBER AND PERCENTAGE

Position	Regular School Staff		Nonschool Staff		Parents	
	No.	Pct.	No.	Pct.	No.	Pct.
Director	30	100.0	0	0.0	0	0.0
Counselor	30	100.0	7	23.0	6	20.0
Resource person	8	26.7	30	100.0	3	10.0
Maintenance worker .	5	16.6	2	6.7	12	40.0
Cook	11	36.7	15	50.0	4	13.3
Dietitian	4	13.3	0	0.0	0	0.0
Nurse	3	10.0	2	6.7	2	6.7

of charge. Normally no maintenance workers were required in any programs using the facilities of another agency. One school brought a camp guard who is reported in the 16.6 per cent of schools which indicated that they furnish maintenance workers.

It appears from this table that nonschool personnel were the most frequently used source of supplementary staff, although in several programs the assistance of parents was very important to the program.

Role of the Teacher in Part-Time School Camping

Teachers performed many duties in the part-time school camp program. In most cases they directed the precamp planning, helped in the selection and preparation of the camping group, helped make arrangements for resource personnel, directed activities of children at camp, supervised rest period, and performed a myriad of other tasks vital to the successful operation of the program. As Fox says,

The classroom teacher is the important link between the camp and the schools. She is the key person in integrating the values of the camp with the program at school.⁴

⁴ Denver C. Fox, "The Outdoor Education Curriculum at Elementary School Level," Journal of Educational Sociology, 23:535, May, 1950.

Table XXIV shows certain of the main responsibilities assumed by teachers in the thirty programs which provided the data for this study. As has been indicated previously, this tabulation in no way attempts to indicate all of the responsibilities of teachers in school camping programs, but attempts to indicate those thought to be most important by the writer. As can be seen from the table, activities which require positive direction of children were most frequently the responsibilities of teachers. Those activities such as rest period supervision, or sleeping in cabins with children were often performed by other personnel. It can be seen from this table that, in activities which involve the participation of children, the teacher played a major role.

Role of the Director in Part-Time School Camping

One of the most responsible positions in the operation of part-time school camp programs is that of the director. His task is that of general coordinator of the program, including the many duties associated with such a position. In all of the thirty programs studied except one, the duties of the director were part-time duties which were shared with other major teaching or administrative responsibilities. Table XXV indicates the regular duties for which the part-time directors were responsible when not actually involved with

TABLE XXIV
CAMP-CONNECTED DUTIES OF TEACHERS IN
THIRTY SCHOOL CAMP PROGRAMS

Duties	No. Performing Duties	Pct. Performing Duties
Accompanies classroom groups to camp	29	96.7
Directs activities of children at camp	29	96.7
Is member of school camp committee	13	43.3
Supervises rest period	28	93.3
Sleeps with children	23	76.7

TABLE XXV

DUTIES PART-TIME SCHOOL CAMP DIRECTORS PERFORMED
WHEN NOT ENGAGED IN CAMPING ACTIVITIES

Duties	No.	Pct.
Superintendent of schools	0	0.0
Principal of high school	2	6.8
Teacher in high school	16	55.2
Principal of junior high school	0	0.0
Teacher in junior high school	0	0.0
Principal of elementary school	2	6.8
Teacher in elementary school	6	20.7
Other	3	10.3
Total	29	100.0

camp duties. It seems important to note that 55.2 per cent of the part-time camp directors were high school teachers. With the addition of the high school principals, the Director of Athletics, Chairman of Girls' Physical Education, and Head of Pupil Personnel, high school personnel acted as directors of 72.3 per cent of the programs studied. This meant that 27.7 per cent of the elementary school camping programs were directed by elementary school personnel. The elementary programs which were directed by high school personnel seemed to function as well as those directed by elementary school personnel.⁵

The majority of part-time school camp directors were high school teachers of science or physical education. The practice of using such teachers is based upon an assumption that school camping lends itself to these two specialties, particularly. Considerable controversy exists in relation to the validity of this opinion. It is not the intent of this paper to discuss the controversy, nor to take sides in it. It has been stated that school camping offers the

⁵ This statement is based upon the fact that several elementary programs are at present directed by secondary school personnel and have the support of the school board, parents, and teachers. In addition, these programs have operated with such leadership for several consecutive years and show no indications of discontinuing because of inadequate leadership.

opportunity for the development of skills in many phases of education and that it would be difficult to prove the value of domination by any one field.⁶

Table XXV shows that the majority of part-time directors in the programs studied were teaching personnel on the elementary and secondary level. In no case was a superintendent a director of a camp. It was indicated, however, that in one case at least the superintendent was the real motivating force behind the program. This particular superintendent had been a director of a school camp program as a high school principal.

As in the case of teachers, directors performed many tasks which were beyond the scope of this paper to tabulate or evaluate. It was necessary to reduce the number of director responsibilities to a few of the most significant ones. Table XXVI shows those duties which were performed by the thirty school camp directors interviewed. It appears from the table that most directors directed these activities at about the same incidence of frequency. In two

⁶ Hugh B. Masters, "Policies and Procedures of Operating the Community School Camps," Bulletin of the National Association of Secondary School Principals, 31:50, May, 1947.

TABLE XXVI

DUTIES PERFORMED BY PART-TIME SCHOOL CAMP DIRECTOR

Duties	No. Performing Duties	Pct. Performing Duties
Directs development of adminis- trative policies for school camp	28	93.3
Directs precamp training program . .	27	90.0
Directs community relations program	27	90.0
Directs school camp evaluation program	28	93.3
Supervises precamp planning	28	93.3
Serves on school camp planning committee	16	53.3

cases, the director reported that he did not direct the development of the administrative policies. In one case this was performed by a camp steering committee and in the other situation it was done by the superintendent.

In only 53.3 per cent of the programs studied was the camp director a member of the school camp committee. In the other schools reporting, no such camp committee existed. Four of the thirty school camp programs, indicating a school camp committee, also stated that there was a community camp committee as well which functioned in cooperation with the school camp committee. In all cases the director of the camp program held joint membership on the two committees.

In several of the duties--viz., direction of the precamp training sessions or community relations program--other personnel assumed the actual direction. Generally, the superintendent of schools directed the community relations program, even though the director was involved in the camping phase of the program and supplied the material. Individual teachers often assumed the responsibility of evaluating the school camp, and reporting the findings to the director.

The following is a list of additional duties which were reported performed by directors of part-time camping programs. Not all

directors reported these duties, but the frequency of their mention was felt sufficient to warrant inclusion here.

1. Procuring dates for camp site.
2. Arranging for attendance of resource people.
3. Making provision for transportation.
4. Coordinating plans for groups going to camp.
5. Coordinating purchase of supplies and equipment.
6. Making financial arrangements.

In general it was felt that the director of the program bore the major administrative responsibilities for the school camps reported.

Role of the Nonschool Resource Person

in Part-Time Camping

Nonschool resource personnel seemed to be a valuable addition to the school camp programs reported in this study. Table XXI indicates that a total of 136 nonschool resource personnel were used in the thirty school camps investigated. For the most part, these resource personnel acted as consultants for special activities. In 20 per cent of the cases studied it was stated that these nonschool resource personnel directed general activities as well. In

no case did this group sleep in cabins with children or supervise the rest period.

Nonschool resource personnel were procured from many different sources, as is shown in Table XXVII. As the table indicates, this group came most frequently from the Michigan Department of Conservation. The next group most frequently used in the program were men from the Soils Division of the United States Department of Agriculture. The data seem to indicate that although these two governmental agencies were called to serve the school camp programs most frequently, a great deal of use was made of local agency personnel and local private citizens.

TABLE XXVII
SOURCES FROM WHICH NONSCHOOL RESOURCE
PERSONNEL WERE PROCURED

Sources	No. of Schools Using These Agencies	Pct. of Schools Using These Agencies
Michigan Department of Con- servation	26	86.7
Soils Division, USDA	13	43.3
Department of Public Instruction	3	10.0
County agricultural agent	4	13.3
Michigan State Police	2	6.7
Colleges or universities	7	23.3
Boy Scouts of America	1	3.3
4-H Clubs	2	6.7
Private industries and businesses	2	6.7
Audubon Society	3	10.0
Local clubs	7	23.3
Other school camps	1	3.3
Private individuals	3	10.0

CHAPTER VI

PRESENTATION AND ANALYSIS OF FINDINGS

RELATED TO THE ACTIVITY PROGRAM

The three basic administrative phases relative to the activity program of part-time school camping are precamp planning, program activities, and program evaluation.

I. PRECAMP PLANNING

The philosophy related to precamp planning as reported by the thirty directors interviewed was varied. Despite such variation, however, it was evident that the directors' points of view fell largely within one of three categories: (1) detailed precamp planning, (2) precamp planning of basic activities only, and (3) generalized precamp planning.

Detailed Precamp Planning

Those accepting this point of view held that planning for school camp experiences should be completed in great detail before children go to camp so that time spent in camp would provide maximum outdoor experience. This planning should take the form of

complete daily schedules, including the actual times for activities, committee responsibilities, the resources and equipment to be used, and camp policies with respect to health, safety, and behavior.

Precamp Planning of Basic Activities Only

The proponents of this philosophy felt that a general schedule of activities for the camping week should be established before the beginning of the camping period, including the resource persons desired. They did not, however, believe that specific time schedules, committee responsibilities, or equipment needs should be planned in advance.

Generalized Precamp Planning

Those persons who advocated this point of view emphasized that the daily schedule of activities should develop as the program operates, and that precamp planning should be confined to establishing the general objectives of the camping period. Thus, they precluded the need for considering in advance the daily schedule, particular committee responsibilities, specifically needed resource personnel or equipment.

When the directors of the thirty school camps investigated were asked to indicate which of the above categories most closely

resembled the conditions of their groups' precamp planning, the majority stated that they believed it was important for children to do detailed planning before going to camp. The number of schools favoring each of the three types of precamp planning can be found in Table XXVIII.

Techniques Used to Aid Children in Precamp Planning

It was felt that careful and successful planning ought to utilize experiences of other camping groups as well as the combined maturity and judgment of the planners. Thus certain specific techniques were devised for the planning phase which would provide a means for accumulating some of this past experience so that judgments and plans would be more meaningful. Table XXIX indicates some of the techniques used to aid campers in planning. Seen from the table it appears the most frequently used technique was having teachers visit camps prior to the children's going.

Several techniques were reported which were not included in Table XXIX. Among them were the following:

1. Use of pictures and slides of former camping groups.
2. Use of maps of camp area.
3. Short hikes and field trips from school.

TABLE XXVIII

EXTENT OF PRECAMP PLANNING IN THIRTY
PART-TIME SCHOOL CAMP GROUPS

Extent of Planning	No. of Camps	Pct. of Camps
Precamp planning in detail	18	60.0
Precamp planning of basic activities only . . .	10	33.3
Precamp planning of generalized nature	2	6.7
Total	30	100.0

TABLE XXIX

TECHNIQUES USED TO ASSIST CHILDREN IN PRECAMP
PLANNING IN THIRTY PART-TIME
CAMP PROGRAMS

Technique	No. of Schools Using Technique	Pct. of Schools Using Technique
Committee of children visiting camp	10	33.3
Committee of former campers helping	18	60.0
Teachers visiting camp	21	70.0
Movies of previous camping periods	4	13.3

4. Visit from Michigan Conservation Department personnel.
5. Children visiting camp site with parents.

Techniques Used to Aid Teachers in Planning

When discussing the techniques used to aid children in planning, it was indicated that one technique used was to take teachers into the camp situation for a week end period or overnight to give them an opportunity to know what program possibilities were present in the environment, as well as to give teachers, new to camping, an opportunity to gain experience and security in the out of doors before taking children to camp. This was one of a number of techniques used for the purpose of providing precamp training for school personnel. This precamp training was not used only for helping the children plan, although it was definitely beneficial for this purpose, but also it was used to prepare teachers for the kinds of situations which might be met when they were with the children at camp. The types of precamp preparation for teachers which were used in the thirty programs studied are indicated in Table XXX. From the table it can be seen that meetings and discussions were the most universally used method to provide this precamp orientation. This method varied from school to school, but usually involved a talk to the staff by the director of the program, or by some school camp leader

TABLE XXX

TECHNIQUES USED IN PRECAMP ORIENTATION OF TEACHER
COUNSELORS IN THIRTY SCHOOLS OPERATING
PART-TIME SCHOOL CAMPS

Techniques	No. of Schools Using Techniques	Pct. of Schools Using Techniques
Visiting camp	6	20.0
Spending week end or several days at camp . . .	5	16.7
Attending school camp conference	6	20.0
General training in camping techniques	3	10.0
Observing other school camps in operation	1	3.3
Attending camp committee meetings	18	60.0
None	7	23.3

from another camp, and a general discussion covering the essential objectives of the camping period, program possibilities, camp policies, essential equipment, and similar topics. At such meetings evaluative material, samples of programs, or movies of previous school camp activities often were presented. Occasionally, specific techniques of working with children in the out-of-doors was presented as a part of this orientation.

Another aspect of staff orientation and training seems to be that of preparation given to nonschool staff and parents. It was reported that 60.0 per cent of the school camps studied provided no precamp orientation or training for their nonschool personnel or parents. The remaining 40 per cent held general discussion meetings to orient the staff to purposes, camp policies, and similar subjects. No specific reaction from staff was available in reference to the value of such preparation.

Techniques Used in Camper Selection

The general practices in reference to camper selection and requirements for attendance were found to be few. No criteria for the selection of a particular grade to attend camp was established, although, as indicated in Chapter V, it was felt that sixth grade was a grade well suited to the camping program.

In all programs, once a grade level or a particular group at that grade level was selected for attendance, the child's participation in the camping program was voluntary. No qualifications were required except freedom from communicable disease or physical defects which might be aggravated by the camp situation. Of the thirty school camps, 43.3 per cent reported that a physical examination was a requirement for attendance. Many of the schools indicating that a physical examination was not a requirement stated that a school nurse checked children for colds, sore throats, or temperatures, and referred those with abnormal findings to a doctor. Similarly, requests were made to parents of the children with histories of certain diseases, such as heart trouble or diabetes, to furnish a doctor's written permission.

The particular physical condition for attendance at school camp appeared to be about the same as for attendance at school. Special notification was made when a child had a physical condition or defect such as an allergy, frequent nose bleeds, fainting spells, heart ailments, diabetes and similar disabilities. Generally the doctor's signature was required to permit such children's attendance. The special conditions of the child's participation were noted on the permission form signed by the parent or examining physician. In several programs a child was not excluded because of a disability,

but notation was made of his problem and an adaptation was made in the program for that child. It was felt by directors that such children often needed the kind of experience which camping can give and that with adequate supervision they could safely participate in a school camping program.

All schools investigated in this study reported that signed permission from parents was required for a child's participation in the school camp program. In 6.7 per cent of the cases, parents reserved the right to limit children to specific activities in deference to religious beliefs.

II. PROGRAM ACTIVITIES

This section of Chapter VI presents the various kinds of experiences which were available to children who participated in the thirty part-time school camp programs used in this study. No attempt was made to discover the extent to which these activities were pursued or to evaluate the learnings which accrued as a result of their inclusion in the program.

Mere frequency of choice of particular activities would appear almost meaningless since so many factors would be present to influence choice. Among the factors which might decide the choosing of particular activities are: (1) group interest and need, (2) availability

of equipment, (3) availability of trained leadership, (4) presence of environmental factors, (5) available transportation, and (6) season of year in which camping was done. A record of incidence of selection cannot determine the educational value of specific activities for a particular age group or even the popularity of activities for certain age groups, without consideration of the influencing factors indicated. With these considerations made, however, it was still felt that such data of incidence of participation in program activities should be included as an indication of the types of activities possible in a school camp situation.

Classification of Programs

Classification of program activities has been approached from many viewpoints. One group has used anticipated learnings as a frame of reference for categorization, while another has used the subject matter approach to classification. Either would seem to be inadequate because of the overlapping of school camp activities into several subject matter fields or the variety of learnings possible from a single activity. Perhaps the most widely used system of classification is that proposed by the Michigan Department of Public

Instruction.¹ This classification system characterizes the school camp program activities as follows:

1. Social living.
2. Healthful living.
3. Purposeful work activities.
4. Recreational and outdoor living.
5. Outdoor education.

Such a system of classification of activities poses several problems. One, that the nature of an activity such as a cookout would seem to defy a meaningful categorization which would at the same time differentiate it from another category. In other words, one might say that a cookout is an experience in social living; it is and should be an experience in healthful living; it involves purposeful work experience; it has definite recreational value; and it has the potentiality to be educative of the out-of-doors. Therefore, to include a cookout in all categories would seem to defeat the purpose of classification and yet there does not appear to be a single category which is meaningful in terms of all aspects of the activity.

Another problem of classification is suggested when one attempts to analyze the elements which comprise a particular activity.

¹ "Community School Camps," op. cit., p. 9.

One activity may be the result of several other activities or may be a compound of several activities engaged in at a particular time. For purposes of illustration one may again cite the cookout as an example. The following activities could be a part of a typical cookout: the building of fires, selection of cookout site, wood chopping and sawing, hiking, weather study, recognition of poisonous plants, and others. Each of these subactivities could in turn be classified under the scheme used by the Department of Public Instruction noted previously. This is in no way a criticism of that system of classification, but the example is used to illustrate the difficulty of classifying school camp activities.

For purposes of this study it was not found advantageous to attempt the establishment of an elaborate system of classification or to use those which have been previously developed. The activities which are reported here are grouped simply by name:

1. Camping skills.
2. Crafts.
3. Recreational activities.
4. Work projects.
5. Visits or trips.
6. Other.

It is recognized that overlapping may exist in this scheme as in the others, but this factor appeared to be unimportant for purposes of this study.

Camp Skill Activities

Table XXXI indicates the number and percentage of the thirty school camps which carried on certain camping skill activities. Such activities were conducted both as special activities in themselves and as components of other activities. The table indicates that the cook-out was the camp skill activity most frequently carried out. There was no indication of the frequency of cookouts by any one group, but every group had at least one meal per week in the out-of-doors.

Next in frequency of choice were planning cookout menus and learning use of maps and compasses both of which were engaged in by 93.3 per cent of the camps studied.

It is interesting to note the low incidence of activities involving camping out for several days or sleeping out of doors.

The table shows that many traditional activities of camping, such as hiking, setting up shelters, camping out, back-packing, and similar activities were not participated in as frequently as those described above.

TABLE XXXI
CAMP SKILL ACTIVITIES CHOSEN BY THIRTY
PART-TIME SCHOOL CAMPS

Activities	No. of Camps Choosing	Pct. of Camps Choosing
Setting up shelters	3	10.0
Building fires	26	86.7
Selecting camp sites	9	30.0
Cookouts	30	100.0
Planning cookout menus	28	93.3
Hiking	8	23.3
Sleeping out of doors	3	10.0
Developing camp site	23	76.7
Fishing	6	20.0
Making fishing equipment of native materials	17	56.7
Locating natural bait for fishing	6	20.0
Learning to identify and prepare native wild foods . .	1	3.3
Camping out for several days . .	3	10.0
Preservation of food in out of doors	13	43.3
Using different types of fires . .	19	63.3
Learning use of maps and compass	28	93.3
Learning use of ax, saw, and knife	4	13.3
Learning safe use of boats and canoes	20	66.7
Learning use of native crafts . .	4	13.3
Learning to make and use rope	1	3.3
Lashing	4	13.3
Back-packing	15	50.0
Blanket-rolling	1	3.3

Camp Craft Activities

The data revealed in Table XXXII indicate, in general, a lack of participation in many aspects of the camp craft area. Of the thirty programs studied, 16.7 per cent indicated they had no craft activities in their program. Directors frequently indicated that their programs were weak in crafts because of the lack of adequately trained personnel, lack of available materials and equipment, and lack of sufficient time in five days to start and complete extensive craft projects. These reasons for weak craft programs also may account for the popularity of whittling as a craft activity, since it requires only simple materials and may be carried on while engaged in other phases of the camp program. It is interesting to note that 40 per cent of the camp groups engaged in collecting and processing native materials for crafts. This is especially noteworthy when one considers that most materials must be processed over a relatively long period before they can be used. Directors indicated that these materials were often left for use by groups coming to camp later in the season.

In addition to the activities listed in Table XXXII, the following activities were reported under the heading of crafts:

1. Arrow making.
2. Oil and water color painting.

TABLE XXXII

PARTICIPATION IN CRAFT ACTIVITIES BY CHILDREN IN
THIRTY PART-TIME SCHOOL CAMPING PROGRAMS

Activity	No. of Camps Participating	Pct. of Camps Participating
Basketry	2	6.7
Weaving	7	23.3
Rope making	2	6.7
Making camp utensils of native materials	10	33.3
Making soap	1	3.3
Collecting and preparing native materials and crafts	12	40.0
Making candles	1	3.3
Collecting native dyes	1	3.3
Whittling	18	60.0
Ceramics from native clay . . .	10	33.3
Sketching	18	60.0
Tin can craft	7	23.3

3. Making wax fire wicks.
4. Making acorn toys.
5. Making camp furniture.
6. Leather braiding.
7. Tooling leather.

Recreational Activities

Of the recreational activities reported in Table XXXIII, it can be seen that a fairly wide variety of activities were popular. Camp singing, evening campfires, and stunt night were most popular. Generally camp singing was not an organized activity but was engaged in spontaneously.

Although swimming was an activity in 43.3 per cent of the programs, no camp reported a water carnival. It can be seen that in general those activities which required considerable planning and execution time were chosen less frequently than the more spontaneous activities.

Work Activities

Participation in work activities by children in the thirty camping programs can be seen in Table XXXIV. The highest incidence of participation in any of these activities was in the so-called "housekeeping" duties. All groups set tables and served food, all

TABLE XXXIII

PARTICIPATION IN RECREATION ACTIVITIES BY CHILDREN OF
THIRTY PART-TIME SCHOOL CAMP PROGRAMS

Activities	No. of Camps Participating	Pct. of Camps Participating
Square dancing	26	86.7
Camp singing	30	100.0
Evening campfires	30	100.0
Choral reading	9	30.0
Pageants	8	26.7
Plays	16	53.3
Parties	25	83.3
Stunt night	30	100.0
Dramatics	20	66.7
Story telling	24	80.0
Library activities	13	43.3
Pioneer trading night	1	3.3
Game night	28	93.3
Outdoor pioneer games	14	46.7
Swimming	13	43.3
Boating	6	20.0
Water carnivals	0	0.0

TABLE XXXIV

PARTICIPATION IN WORK ACTIVITIES BY CHILDREN IN
THIRTY PART-TIME SCHOOL CAMPS

Activities	No. of Camps Participating	Pct. of Camps Participating
Maintaining roads	5	16.7
Building shelters	3	10.0
Repairing buildings	9	30.0
Planting trees	19	63.3
Clearing underbrush	19	63.3
Making game shelters	15	50.0
Cleaning beach	12	40.0
Building boat docks	2	6.7
Clearing trails	17	56.7
Repairing eroded spots	4	13.3
Cutting out dead trees	17	56.7
Repairing equipment	9	30.0
Cleaning living areas	29	96.7
Setting tables	30	100.0
Serving food	30	100.0
Washing dishes	28	93.3
Cutting and storing ice	0	0.0
Taking logs to sawmill	1	3.3
Staging logs	2	6.7
Cleaning up old camp sites . . .	9	30.0
Developing council ring	18	60.0
Developing chapel site	1	3.3
Developing rifle range	6	20.0
Developing archery range	12	40.0
Developing tree nursery	1	3.3
Digging well	0	0.0
Eradicating poisonous plants . .	1	3.3
Building dams	2	6.7
Maintaining wood supply	15	50.0
Draining swamp areas	0	0.0

groups except one cleaned their living areas, and all but two washed dishes. Two camps indicated they did no work projects except the housekeeping activities. These were elementary groups and the directors felt children of this age should not participate in work projects. The data indicate that this was not true for the majority of elementary schools used in this study.

It would appear that, although school camping offers a real opportunity for valuable work experience,² there were only eleven work activities participated in by more than half the groups studied. Several reasons given by directors accounted for this. One reason was that any one project chosen could have conceivably occupied the group for the entire camping period and campers were not willing to use their time in this way. Another reason given was that the period of the year in which the group camped influenced the selection of certain types of work projects. Since 90 per cent of the programs studied rented camp facilities from the Department of Conservation, the availability of work tools and the opportunity to engage in certain types of work projects might have been limited. Another factor given as influencing the selection of work projects

² Fritz Redl, "The Role of Camping in Education," Camping Magazine, 14:42, February, 1942.

was the short period of time in camp and lack of succeeding groups to continue a long-term project. Finally, use of leased facilities would seem to limit work projects unless they were especially sanctioned by the agency owning the camp facility.

Visits or Trips

Table XXXV indicates the number of schools in which children participated in visits or trips from the school camp. These were made by car or bus as well as on foot. Again these activities were used as a means of providing information for general study or they were taken as activities in and of themselves.

Of the trips reported, exploration and examination of local historical sites seemed to be the most frequently chosen. Generally a local citizen or an area park man acted as a resource person, attempting to reconstruct the historical events surrounding a particular site. Since the major part of the school camps were operated on state property which had been purchased as delinquent tax lands, there was ample opportunity for children to explore abandoned farms and homes.

The choice of trips made was dependent upon several factors: whether the group could get permission to visit certain property, the problems which the group was attempting to solve during the camping

TABLE XXXV

VISITS OR TRIPS MADE BY CHILDREN IN THIRTY
PART-TIME SCHOOL CAMPS

Visit or Trip	No. of School Camps Making Visit	Pct. of School Camps Making Visit
Abandoned farm	19	63.3
Farmer's woodlot	9	30.0
Game sanctuary	17	56.7
Fish hatchery	9	30.0
Dairy farm	4	13.3
Historical sites	24	80.0
Mines or gravel pits	18	60.0
Sawmills	2	6.7
Local industries	4	13.3
Blacksmith shop	0	0.0
Rural service center	5	16.7
Old Indian camp sites	8	26.7
Rural school	1	3.3

week, the weather conditions prevailing during a typical camping week, and others of this nature.

It would appear, in general, that a relatively small number of trips and visitations were made by camping groups.

Other Activities

Table XXXVI shows a group of activities which could not be classified under the headings presented to this point. In several cases they were not activities in which the whole group participated, but they nevertheless could be considered important to the whole group. For example, the camp newspaper staff received stories or news items from cabin representatives or teachers and spent part of the day editing, writing, and mimeographing a daily paper for the whole camp. Activities of a similar nature were operating the camp bank, organizing and issuing camping equipment, maintaining and issuing work tools, and developing a camp log.

Conducting wildlife surveys and helping to stock streams and lakes were other activities which could not be listed as work, camp craft, camping skills, or trip activities, yet did often involve the whole camp group and so are listed as miscellaneous activities.

Of this list of miscellaneous activities, publishing a camp newspaper and writing a camp log seem to be the two activities

TABLE XXXVI

MISCELLANEOUS ACTIVITIES PARTICIPATED IN BY CHILDREN
IN THIRTY PART-TIME SCHOOL CAMP PROGRAMS

Activities	No. of Camps Participating	Pct. of Camps Participating
Conducting game surveys	13	43.3
Stocking of streams and lakes .	6	20.0
Operating of camp bank	7	23.3
Organizing and issuing camping equipment	13	43.3
Maintaining and issuing tools . .	15	50.0
Publishing of camp newspaper .	23	76.7
Writing camp log	20	66.7

most frequently chosen. Whether the groups participated in the remaining activities depended primarily upon the nature of the program. For example, in many camping programs a camp store was not necessary since nothing was sold at camp. If a group, for example, planned no work periods there was no need for the issuance of work tools.

In general, we may say that the incidence of choice of miscellaneous activities cannot be considered an evaluation of the activities, but rather a statement of frequency of participation only, depending upon other circumstances.

The final group of activities engaged in is shown in Table XXXVII. This table shows the incidence of participation in study of camp community services. Data from this table indicate that few groups undertook a study of all or any services upon which a camp community would appear to depend for operation. Again, the nature of the camp program, which presumably reflected the interests and needs of children, accounted for the relatively few groups participating in such studies.

III. PROGRAM EVALUATION

In the thirty part-time school camp programs used in this study all reported an evaluation program. The instruments and

TABLE XXXVII
SCHOOL CAMP GROUPS STUDYING CERTAIN
CAMP COMMUNITY SERVICES

Services	No.	Pct.
Water supply	5	16.7
Food storage and handling	4	13.3
Refrigeration	4	13.3
Waste disposal	6	20.0
Buildings and grounds maintenance	6	20.0
Mail service	2	6.7
Electricity supply	2	6.7
Cooking gas supply	4	13.7
Telephone service	2	6.7

techniques included both objective and subjective types and the evaluation involved participation by campers, teachers, and parents. In several cases other agencies, such as the Michigan Department of Conservation, participated in the evaluation. In certain schools, evaluations were received by agencies of the community from which the campers came, but on the whole these evaluations were highly subjective and were usually in the form of letters, telephone calls, or personal statements.

Techniques for Obtaining Evaluations from Campers

Table XXXVIII indicates the types of evaluative techniques used with the campers to measure the effects of the camp program. In cases where objective and semiobjective instruments were used, such as achievement tests or sociograms, one form was administered before the children left school and another upon the group's return from camp. In general it appeared there was little concern with establishment of highly scientific techniques in the construction or administration of these tests. The results of these tests were not requested since they were not felt to be pertinent to this study.

The data revealed in Table XXXVIII, however, show the panel discussion as the most widely used evaluative technique. The next

TABLE XXXVIII

EVALUATION TECHNIQUES USED WITH CAMPERS OF THIRTY
PART-TIME SCHOOL CAMP PROGRAMS

Techniques	No. of Camps Using Technique	Pct. of Camps Using Technique
Achievement tests	1	3.3
Who's Who	2	6.7
Sociograms	8	26.7
Interest inventory	17	56.7
Observation	19	60.0
Interviewing	11	36.7
Anecdotal records	15	50.0
Panel discussions	19	63.3
Skill demonstrations	9	30.0
Assembly programs	15	50.0

most frequently used technique was the observation method. In general, the observation technique used in the school camp programs was not of the objective type, but rather a kind of casual anecdotal record of the camp group as a whole.

The technique most infrequently used for evaluating the growth of children at camp was the achievement test. This may be understood, perhaps, when consideration is given to the nature of the camp program. Very often the content or subject matter covered in a school camp situation was not through formal presentation, but rather through a more informal use approach when the total group was involved in several different activities.

Several other evaluation techniques were reported which did not appear in Table XXXVIII. Among them are: (1) questionnaires to campers, (2) written reports from campers, (3) letters from campers, (4) tape recordings, and (5) daily evaluation and planning meetings.

In general, it can be seen that evaluation of camper growth, as a result of the school camp experience, was attempted by all programs studied, but that the techniques are highly subjective.

Techniques for Obtaining Evaluations from Teachers

Three types of evaluation methods were used to determine teachers' opinions of the school camp program and methods for improving it. These three techniques were the interview, the questionnaire, and group discussion. In some programs, teacher-counselors were asked to submit a written report as a type of evaluation. In addition to these more formal approaches to the problem of evaluation, daily informal discussions were held at camp by the staff in all thirty of the school camps studied.

The data indicate that 43.3 per cent of the studied school camps used the questionnaire for postcamp evaluation, and 43.3 per cent used the interview method. In 26.7 per cent of the camps, group discussion was felt to be a desirable method of evaluation. In evaluation procedures with teacher-counselors, as with campers, the sincerity of response would seem to be related, at least in part, with anonymity of response. Directors indicated that criticisms which did not arise in open discussion meetings often appeared in questionnaires or written reports, when the identity of the individual responding was not revealed.

Techniques for Obtaining Evaluations from Parents

In parent evaluation procedures, the four main techniques used were the questionnaire, the interview, letters, and teacher-parent discussions.

Of the total number of programs investigated, seven, or 23.3 per cent, indicated no parent evaluation was sought, but that occasional visits or telephone calls by parents helped reveal their opinions of the program. The data indicated that 46.7 per cent used the interview. This form of interview was most frequently a nondirective type in which the interviewer did little or no structuring. Letters to parents were used as a part of the evaluation program in 26.7 per cent of the cases studied. These letters were written to parents asking them to give their opinions on what camp did for their child, or how the camping program could be improved. In this case again the identification of the respondee would appear to bring suspicion upon the sincerity of the reply. In 16.7 per cent of the schools studied, parent-teacher discussions were held in attempts to evaluate the camp program. In many cases these discussions were held at Parent Teacher Association meetings and thus included parents of children who were not participants at camp that year. As a result the discussions were general and had limited value for evaluation of a particular camp session, in the opinion of some directors interviewed.

Other Sources of Evaluation

In response to a question concerning other sources of evaluation of the school camp program, 56.7 per cent indicated there were no such evaluations. Of the remaining 43.3 per cent, most frequently the Michigan Department of Conservation was reported as sending a written report. It appears that this report was specifically requested in those cases reporting, since it is not an operational policy of the Department of Conservation. Other sources of evaluation were local newspaper articles, reports from the board of education, and reports on damaged property from the owners of camp property. Some programs considered the report of damaged property a good evaluation of the success of the program.

CHAPTER VII

PRESENTATION AND ANALYSIS OF FINDINGS RELATED TO SCHOOL CAMP-COMMUNITY RELATIONS

This chapter presents data dealing with school camp-community relations as revealed through investigation of thirty part-time school camp programs. The material is presented in six sections:

1. Community participation in school camp planning.
2. Community participation in school camp activities.
3. Interpretation of school camp activities to the community.
4. Evaluation of school camp activities by the community.
5. Relations with other camp agency personnel.
6. Relations with camp neighbors.

I. COMMUNITY PARTICIPATION IN SCHOOL CAMP PLANNING

The data reveal that structuring of school camp community committees to include representatives of social service agencies, labor and religious groups, business organizations, and others was not generally evident in the schools participating in this study. Of the thirty programs, seventeen, or 56.7 per cent, indicated they had a community precamp planning group which included only parents

of campers and educators. Four schools indicated they met with parents of campers and other members of the community to discuss the plans which had been developed. Two programs, which reported no community planning committee in existence at the time of the interview, indicated that such a committee functioned when the programs first began but was eliminated after several successful seasons of camping.

In those programs where a community planning committee was reported, the planning committees performed a number of functions. Besides acting as an administrative body to the school camp program, deciding general camp policies and procedures, they also acted as the agency for promoting community relations through newspapers, meetings with local agencies, and radio programs. In addition, committees helped raise money from social service clubs, private individuals, and foundations. It was not reported to what extent these committees helped determine program activities, but it was felt they had little to do with this phase of the program, because of the program planning procedures used in these school camps (Chapter VI).

A majority of the school camp directors interviewed felt that community sanction was essential. It seems important to note here that although 63.3 per cent of the directors stated that

community sanction was essential to school camp operation, inference should not be made that the remaining 36.7 per cent did not have similar feelings. The question asked directors in the interview was structured so as not to induce any particular answer relating to community sanction, but merely to elicit those factors which a director felt to be most important to the establishment and continuous operation of school camps.

II. COMMUNITY PARTICIPATION IN SCHOOL CAMP ACTIVITIES

The Michigan Department of Public Instruction has indicated that schools planning to build school camp facilities should make provision for use of facilities by community adult groups.¹

In cases where the school system owned the school camp facility, there was evidence that adult groups used the school camp for conferences, dances, week-end camping, and similar activities. Since twenty-seven of the thirty programs studied did not own their own facilities, but rented the camp used from the Michigan Department of Conservation, it was felt that investigation into this area of activity would not be pertinent. All nonprofit groups have the privilege

¹ "Community School Camps," op. cit., p. 14.

of renting state-owned facilities for certain educational activities. More pertinent to the problem of community participation in school camp activities was the inclusion of community groups in activities at camp while children were present. Of the total number of school camps studied, nine, or 30.0 per cent, indicated community groups were thus included. In most cases, however, these activities were a part of the regular parents' visiting night. In four programs the following nonparent groups visited and participated in school camp activities with children.

1. Community Conservation Council.
2. Board of Education.
3. Local newspaper groups.
4. Boy Scouts of America.

It would appear that in the school camp programs studied, community groups participated relatively little. However, it is important to note that again the number of schools having parents participate in school camp activities with children does not necessarily indicate the number of school camp administrators or community members who appreciate the worth of such activity.

III. INTERPRETATION OF SCHOOL CAMP ACTIVITIES TO THE COMMUNITY

Of the thirty school camp programs studied in this investigation, all reported that interpretation to the community was important. Table XXXIX indicates that the methods used for such interpretation were varied, although one or two methods appeared to be chosen by most groups. Newspaper articles were chosen by 96.7 per cent of the total group of camps studied. The nature of the newspaper coverage was not known, but it ranged from feature articles in metropolitan papers to small reminder notices in small-town weeklies. The next most frequently used method of informing communities was through Parent Teacher Association meetings, a method used by 73.3 per cent of the schools reporting.

Camp visitations by individuals or groups from the community were methods for interpreting school camp programs to the community in 70 per cent of the programs. The data are not complete enough here since they do not include the kind of groups visiting or the number of individuals from these groups, nor their purpose in visiting. For many school camp programs, community group visiting was highly impractical since the camp site used was in some cases as far as 120 miles from the local community. In

TABLE XXXIX

TECHNIQUES USED BY THIRTY SCHOOLS TO INTERPRET PART-
TIME SCHOOL CAMPING PROGRAMS TO THE COMMUNITIES

Techniques	No. of Camps Using Technique	Pct. of Camps Using Technique
Newspaper articles	29	96.7
PTA programs	22	73.3
Talks to service clubs	12	40.0
Movies of camp	16	53.3
Radio programs	5	16.7
Displays in community	1	3.3
Camp visitations from community members	21	70.0
Slides and pictures	5	16.7

this practice as in many others included in this study mere frequency of choice can not be inferred to indicate the value attached to a particular activity, because so many other factors may have influenced the frequency of participation.

It would seem worth noting that displays of camp craft materials and photographs of previous school camp activities were used in only one of the thirty programs as a public relations technique.

The relatively limited use of radio and the absence of television programs on school camping can be explained by the lack of facilities and by the necessary expense unless free time is given.

IV. EVALUATION OF SCHOOL CAMP ACTIVITIES BY THE COMMUNITY

Thirteen, or 43.3 per cent, gave the general community as a source of evaluation of school camp activities. Of the thirteen which indicated that community evaluation was a part of the total camp evaluation procedure, eight, or 26.7 per cent of the total, stated that these evaluations were incidental and unsolicited. In three instances letters, telephone calls, and casual comments from people who had visited camp were involved.

Of the programs indicating there was a systematic approach to evaluation of the school camp by the community, five utilized the

nondirective interview method, and seven used the questionnaire technique. No particular sampling procedure was used, but rather, all parents were asked to give their opinions. Samples of types of questionnaires used to elicit parent evaluations are included in the Appendix.

The data indicate that community interest in school camping and the degree of participation in the evaluation of that program by community members do not bear a very positive relationship to each other. All directors indicated that their programs had the support of the community, yet only 43.3 per cent indicated they utilized community opinion as a part of the evaluation procedure.

V. RELATIONS WITH OTHER CAMPING ORGANIZATIONS

An area of school camp-community relations which is not often touched upon in the school camp literature, except by an occasional allusion, is that of the relationship between school camping and agency or private camping.

In recent years regional and national conventions of the American Camping Association have included sections on school camping and have invited nationally known leaders of school camping as speakers and panel members. The Camping Magazine, an official publication of the American Camping Association, has carried many

articles on the subject of school camping and its relation to public education. In 1948 a resolution was passed by the American Camping Association urging the use of available resources to further the development of school camping in the United States, since such action ultimately furthered the aims of the American Camping Association.²

Despite this apparent cooperation at higher levels and despite the similarity in objectives and practices, the data revealed by this study do not indicate close cooperation between the camping agencies and schools sponsoring camping. In response to a question asking what demonstrations of friendliness have agencies and private camp leaders shown to school camp people, three, or 10 per cent of the school camps, indicate they had such a contact. Such contacts were reported as follows. One of these directors said, "A local camp owner asked for recommendations for possible summer counselor." Another director stated, "A church camp helped us locate our first facility." The director of the third camp said, "We rented a Boy Scout Camp and received advice on camping problems, loan of special equipment, and received visits from Scout leaders to assist in our program." When the school camp directors were asked what techniques

² American Camping Association, "The Role of Camping in Education," Camping Magazine, 18:26, February, 1948.

local school camp people used to encourage friendliness and interest of private and agency camp personnel, the responses indicated that few had been used.

Of the thirty directors interviewed, one stated that private and agency camp personnel were asked to visit the school camp, one indicated that professional camping people were used in planning the school camp program, one indicated that a general welcome was offered to the private and agency camp personnel in the area, and one indicated that there was general cooperation in all phases of the camping program. This information indicates that in 86.7 per cent of the school camps used in this study, no interchange of camping knowledge between school camp people and private or agency camp people was carried out.

VI. RELATIONS WITH CAMP NEIGHBORS

Another area of school camp-community relations which would appear to be important to the operation of school camps is that of the relations with the neighbors of the school camp facility. All of the thirty school camp groups studied indicated they took trips off camp property to study or visit some environmental feature of interest. In many cases this meant securing special permission to cross private property, securing permission to examine interesting

historical sites, requesting farmers to explain some farm operation, or some similar contact with camp neighbors.

Table XL indicates the techniques used to establish friendly relationships with the neighbors in the camp community and the number of school camps using these techniques. The data indicate a relatively low number of school camp programs using any techniques to establish sound community relations with the camp. The most frequently used method, reported by 33.3 per cent of the camps, was trading in the local community service center. Another method used by 13.3 per cent of the school camps studied was that of inviting camp neighbors to visit. In 13.3 per cent of the cases it was indicated that restriction of children from private property until permission was granted resulted in the development and maintenance of good community relations. The low incidence of this technique may have been due to the fact that 90 per cent of the groups were using state-owned land which included, generally, thousands of acres of unrestricted land for use by campers.

In discussing the use of noncamp property, it must be noted that the low frequency of association with camp neighbors is due in large part to the location of the state-owned groups used in twenty-seven of the programs studied. In many cases the camp facility was located many miles from any farm or village. In such situations

TABLE XL

COMMUNITY RELATIONS TECHNIQUES USED IN THE CAMP
COMMUNITY BY THIRTY PART-TIME SCHOOL CAMPS

Techniques	No. Using Techniques	Pct. Using Techniques
Invitation to visit camp	4	13.3
Invitation to meal	1	3.3
Invitation to use facilities	0	0.0
Use of private property only on permission	5	16.7
Visits to local people by camp staff	4	13.3
Trading in local service center	10	33.3

the opportunity for contact with camp neighbors was small and therefore campers or camp staff had little opportunity for developing good community relations.

CHAPTER VIII

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

In the preceding chapters data were presented relative to the administrative procedures used in Michigan part-time school camps and findings were described which should carry significant implications for those responsible for the development of part-time camping programs. An analysis and systematization of the findings should be of value to boards of education, school administrators, teachers, and workers in outdoor education in the United States in establishing and operating a part-time camping program sponsored by schools.

Following is a summary of the major findings, implications, and recommendations presented according to the basic organizational divisions used throughout the thesis--facilities, personnel, program, and community relations.

I. FACILITIES

Findings Related to Facilities

1. Private, agency, and government-owned camp facilities were used by 97.7 per cent of the programs studied.

2. Camping facilities owned by the Michigan Department of Conservation were used by twenty-six, or 86.6 per cent, of the programs studied.

3. Camp buildings used by thirty school camps were winterized in 50 per cent of the cases.

4. Camp facilities used by programs in this study were located at varying distances from the schools using these camps. While the mean distance a particular camp was located from the school utilizing that facility was 51.8 miles, the distance ranged from 4 to 120 miles.

5. The study indicates that the mean distances at which camps were located from key services were as follows: a hospital, 13.2 miles; a doctor, 6.9 miles; a fire station, 6.0 miles; and a maintained highway, 1.7 miles.

6. Maintenance and repairs on camp property rented by the schools in this study were furnished by property owners. Daily custodial services were performed by campers.

7. Liability and property damage insurance was carried on property rented from private or agency camp organizations. No insurance was carried by schools using state-owned property.

8. Three basic camp buildings arrangements--centralized, decentralized, and modified decentralized (see Chapter IV)--were

used by part-time school camp groups. The largest number of camps used were of the modified decentralized type.

10. Counselors slept in rooms with children in 70 per cent of the programs. In 30 per cent of the cases counselors slept in the same building with campers, but in separate rooms, and in 33.3 per cent of the camps they slept in separate buildings.

11. Infirmaries were established in 60 per cent of all the camps studied. Over 65 per cent of those camps which reported infirmaries indicated that they provided beds for temporary isolation. Quarters for nurses were established in the infirmary in 44.4 per cent of the cases indicating that infirmaries were established.

12. It was reported by 56.7 per cent of the directors interviewed that recreational facilities were not provided for counselors off duty. The facilities which were available in the remaining 43.3 per cent of the camps included game rooms, lounges, and special rooms for relaxation.

13. The majority of the programs studied provided space for craft activities, a museum, a library, and a lounge. Provision for an administrative office was made in 46.7 per cent of the cases and for guest rooms in 26.7 per cent of the camps.

14. Necessary equipment for operating a school camp program was furnished at the rented camp site in all cases, but

personal items such as bedding and towels were furnished by the campers. Special equipment required in the instructional program such as books, craft materials, or work tools were in general furnished by the schools.

15. The total instructional cost of the school camp program was met by the school budget in 26.7 per cent of the schools studied. In 73.3 per cent of the cases financial assistance was provided from other sources.

Implications of Findings Related to Facilities

The data presented in this study indicate that the thirty part-time school camps investigated utilized twelve different camps which were owned either by the school system or by agency and public camping organizations. At the time of the interview twenty-six of the schools were using eight of the seventeen state-owned group camps. This means that over half of the facilities available from the Michigan Department of Conservation were not utilized by these school camp groups.

Several directors of existing school camps were dissatisfied with the dates available at the state-owned camps they were using at the time of the interview, or they indicated that too many schools were using the same camp facility. This fact implies that use of

all state-owned facilities would increase the opportunity for the development of new school camping programs and would decrease the overuse of certain facilities making a wider selection of dates available.

In addition to the camp facilities available through the Department of Conservation, there are five camps maintained by the United States Forestry Service and available to school groups at low cost for school-sponsored camping. Use of these facilities would further increase the opportunities for schools to choose dates and facilities which meet their particular needs.

The data further indicate that of the thirty camps studied, only three made use of agency camps (including two sponsored by private foundations), and none made use of either church or private camp facilities. The Michigan Department of Social Welfare has issued a listing of 396 camps owned by private, church, and agency camping organizations which have been licensed to operate in Michigan (see Appendix). Since the Michigan Camp Advisory Committee has indicated the desirability of extending the use of private and agency camps by school groups and since the American Camping Association has urged the cooperation of its members in the development of school camping,¹ it is implied that here is a vast potential

¹ American Camping Association, "The Role of Camping in Education," Camping Magazine, 18:26, February, 1948.

source of camp sites which might be made available to school camps desiring to establish such programs.

The wintertime use of noninsulated facilities designed primarily for summer camping does not seem to pose problems of sufficient difficulty to warrant nonwinterized camps being rejected as a source of facilities for school camping. This fact is apparent from the data which show that half of the camps used by the programs investigated possessed buildings which were not winterized. In addition, no camp director interviewed in this study indicated the site of his camping program was to be moved due to the lack of winterized camp facilities.

The data from this study indicate that the distance a camp is located from a particular school is not generally a significant factor in the selection of a school camp facility, although it is considered a significant factor for some schools. The following appear from the data to be factors used in selection of camp sites: (1) distance camp is located from school, (2) availability of desirable dates, (3) environmental features influencing the achievement of camp objectives, and (4) size of the facility. From this, distance appears to be only one factor considered in camp selection.

Distance at which camps are located from key services such as a hospital, a doctor, a fire station, and a maintained highway are

not significant selection factors as implied by the data from this study. The data further imply that if certain considerations are made for the safety of staff and campers at camp, distance from such established services have reduced importance. For example, the distance a camp is located from a doctor or a hospital is important if there is no medical assistance available at camp; however, if there is a camp nurse or doctor in attendance the importance of such distance is lessened. In a similar manner, the distance a camp is located from a fire station is not considered significant in the licensing of a camp provided ample protection is provided through availability of hand-operated fire fighting equipment.²

Another selection factor which might be considered is that of camp building arrangement. The data imply that the modified decentralized plan is preferred because it was selected most frequently. This could be an erroneous implication since it might have been that only camps with the modified decentralized plan of arrangement were available or secured by the school camps studied. Personal observation of school camp programs using all three types of building arrangements indicates that all three types have advantages depending upon the objectives of the camping period, time of

² Statement by personnel of Michigan Department of Social Welfare, Lansing, Michigan, June 15, 1955.

year in which program is operated, and availability of sufficient qualified staff.

The fact that school camps quartered counselors in rooms with children, in the same building but in separate rooms, and in separate buildings has implications for school camp programs. It is apparent from the data that, provided counselors are quartered near campers and provided campers know where to reach the counselor should they need him, it is not necessary for counselors to sleep in cabins with children. This fact makes possible a reduced supervisory staff since one counselor can be housed in a cabin between two camper cabins and at the same time adequately control and supervise them. This does not imply that it is not valuable for counselors to sleep in the same room with campers, but rather suggests the possibility of operating a program in a situation where such sleeping arrangements can not be provided. It is not known whether the grade level or sex of the campers are influencing factors in whether counselors must sleep in rooms with children or what particular advantage such arrangements might have for the total program.

The data presented in this study concerning the advisability of providing an infirmary are not conclusive. Over half the schools studied indicated that infirmaries were a part of the program. It is

implied that school camps can operate without an infirmary being provided for sick and injured campers and staff. This would be true particularly where medical service is available from the local community or where the camp is located near enough to home to remove the sick or injured person. Further implications of the data indicate that the provision of a nurse as a part of the staff is not necessary if, as was indicated above, some arrangements are made for medical service in a nearby community.

The American Camping Association has indicated that recreational facilities away from children should be provided for counselors who are not on duty.³ The data imply that such provision of facilities for counselors is not necessary to school camps operating for five days, although directors did indicate it was desirable. Directors of programs indicated that staff did not have sufficient time off to warrant such facilities or that there was insufficient space to provide such counselor recreational accommodations.

The number of programs of the thirty studied providing space for crafts, a library, and a museum imply that such activities are important to the school camp program and that directors procuring

³ American Camping Association, Marks of Good Camping (New York: Association Press, 1941).

facilities for school-sponsored camping should consider the availability of space for such activities. In addition it is apparent that a lounge is not as necessary to the program as the facilities named above, but is desirable wherever possible. The data imply that guest rooms and an administrative office are not facilities necessary to the school camp operating for five days. In programs running continuously for several months as some part-time school camps do, an administrative office is considered desirable. Normally guests do not stay overnight, but if they do, they are quartered with campers. As a consequence the provision of special rooms for guests is not necessary.

Equipment necessary to the operation of school camping programs, with the exception of equipment which reflects the particular emphasis of the program, is furnished by the camp owners. As a result the schools can be relieved of the responsibility of furnishing dishes, silverware, cooking utensils, and similar equipment. Some equipment to facilitate meal preparation was furnished by the schools and implies that careful investigation should be made of the program equipment furnished by the camp before the group goes to the camp site.

The fact that the total cost, with the exception of camper fees, was paid by slightly more than one-fourth of the schools implies that

even at the low cost of part-time school camping, many schools require financial assistance from community sources.

Recommendations Related to Facilities

1. Investigation should be made into the possibility of utilizing the additional state-owned group camps, group camps owned by the United States Forestry Department, and camps owned by private, agency, church, and public camping organizations not now used by school camp groups.

2. Consideration should be given to the effect which distance of a camp from a school has on such elements of the school camp program as: (a) pupil attendance at school camps, (b) participation of parents in the school camp program, and (c) quality of precamp planning due to ease of camp visitation.

3. School camp directors should make provision for the protection of rented property which might be damaged through abnormal use or vandalism. Members of the school camp party should inspect the property and equipment with the owner or his representative in order to establish the condition of the property before it is engaged.

4. A study should be made to determine the maximum distance a camp can be safely located from medical services, fire protection service, and a maintained highway.

5. Daily custodial tasks which are necessary in the operation of a school camp should become a part of the duties of campers in all part-time school camp programs.

6. Provision should be made for adequate recreation facilities for use by camp staff when not on duty with children.

8. School camp authorities should make provision for space which can be used for craft work, library activities, and nature study collections. Whenever possible a lounge should be provided for campers.

9. In cases where programs operate over an extended period at the same camp and considerable administrative work must be done at camp, space should be provided for an administrative office.

10. A careful check should be made of the equipment furnished by the camp owner. Such a check should concern kitchen equipment, dining equipment, books, work tools, craft materials, and other equipment which might be needed in the instructional program. Such a check of equipment should be made during the precamp planning period.

II. PERSONNEL

Findings Related to Personnel

1. The mean number of campers participating in the thirty programs studied was 70.1, while the total number of campers participating in one program ranged from 24 to 120. In the thirty programs investigated in this study a total of 5,861 campers participated in school camp activities in 1953-54. The greatest number of children participating in one program for the year was 1,900.

2. Grade six was the grade most frequently participating in the thirty school camp programs studied. Over 43 per cent of the schools took sixth graders to camp. The next most frequently participating, 30 per cent of the cases, was the tenth grade, while the fourth grade was selected for camp experience by only 6.6 per cent of the schools studied.

3. The average cost of the five-day camp period to campers was \$8.23. The costs of the camp period to campers in all schools studied ranged from \$7.00 to \$13.00.

4. Children earned part or all of the camper fees as school groups in 46.7 per cent of the cases studied.

5. Substitute teachers were hired to continue the instructional program of children who did not attend camp with their class in 50

per cent of the cases. The remaining 50 per cent attached children to other classrooms or used student teachers as instructors for the camping week.

6. Staff participation in school camp activities was voluntary in 86.7 per cent of the studied programs. Over one-half of the directors felt that staff support was necessary for the successful operation of the program.

7. School staff personnel performed duties as directors, counselors, nurses, resource people, cooks, dietitians, and maintenance workers. The largest number of school staff personnel used in any position was that of teacher-counselor, while the smallest number was that of nurse. The total number of school personnel participating in the school camp programs studied was 204.

8. Nonschool staff performed duties as counselors, resource persons, maintenance workers, cooks, and nurses. The greatest number of nonschool staff was used as resource persons and the least number was used as maintenance workers and nurses. The total number of nonschool personnel participating in the thirty school camp programs was 193.

9. Parents performed duties as counselors, resource persons, maintenance workers, cooks, and nurses. The largest number of parents used in any one position was twenty-five, who acted as

counselors. The smallest number used was two in the position of nurse.

10. The duties of school camp director were performed by high school personnel in 72.3 per cent of the programs studied. This fact meant that high school personnel directed several of the elementary programs.

11. In 97.3 per cent of the cases directors of the school camp programs studied performed other major administrative and teaching duties not related to camp responsibilities.

Implications of Findings Related to Personnel

The data do not indicate a most desirable size of camper group for participation in school camp programs, although they do show that a majority of camps had an enrollment of between sixty and eighty campers, or roughly two classroom groups during one camp week. There are no clear reasons which account for the frequency of this number of campers, but the findings in this study imply that the number of campers who participate in any one program is influenced by many factors. Among the more important ones are: (1) the capacity of the camp facility to be used, (2) the availability of qualified and interested staff, (3) the cost of the camp experience to parents of participating children, (4) the weather,

(5) valued extra class activities, and (6) the extent of community sanction and support. Listed in the Appendix are reasons for not attending camp by children from one school.

The fact that the sixth grade is the grade level most frequently chosen to participate in school camping does not necessarily imply that this level is the most desirable or the most valuable for children. Here again many factors may be operating to influence the particular grade from a particular school which participates in the program. The data imply that the following factors might influence the grade level participating: (1) the interest and qualification of staff members at a particular grade level, (2) the extent or support of parents of children at a particular grade level, (3) the organizational structure of a particular grade level which might facilitate or impede planning in-camp activities and postcamp carry-over, and (4) the presence of valued extra class activities.

The fact that the average cost to campers for the five-day camp period was \$8.23 and that the camp fees paid by all campers of the thirty programs investigated ranged between \$7.00 and \$13.00 indicate that the cost is low compared with the cost of attending most private, agency, or church camps. A listing issued by the Michigan Department of Social Welfare for the camping season 1954 shows the

cost to campers of 396 private, agency, and church camps.⁴ The average cost of attending these camps was \$22.50.

In addition to the relatively low camper fee for school camping, the data indicate that nearly 50 per cent of the school groups in this study earned all or part of the camp fee through class activities. For those groups not earning a sufficient amount to cover the camp fees for the whole class, assistance was provided from other sources. The implication is that no child desiring a camp experience need be denied such an experience because of his inability to pay the fee.

Certain implications can be drawn from the data relative to the participation of school staff in the school camp program. Participation in school camping by either administrator or teacher should be voluntary unless at the time of appointment such duty was indicated as a part of the responsibilities of the position. In addition, the opinion that staff support is necessary to the successful operation of the program implies support by nonparticipating staff as well as participating staff. The lack of such staff solidarity can cause a failure to utilize all the school's facilities for planning and developing a rich school camp program. For example, the dietitian,

⁴ See the Appendix.

maintenance man, industrial arts, music, fine arts, physical education, and science teachers can all contribute a vast amount to the planning and development of a worth-while school camp program.

The utilization of school staff, nonschool staff, and parents as camp personnel in the operation of school camp programs would appear to have important implications for school-sponsored camping. One of the premises upon which school camping is based is that it is a method by which the values of school camping experience can be provided to children more economically than the year-around school camp program. In terms of staff, this appears to be so, particularly for the small school. The utilization of school staff in such positions as director, counselor, cook, dietitian, and nurse relieves the school board of the problem of hiring additional help. If cooks, dietitians, and nurses are not available from school staff, and are needed, additional help may be hired or parent assistance may be sought. Of thirty school camp programs studied, eighteen did not utilize the assistance of parents, yet a number of them hired nonschool staff personnel for the duties which parents performed in other programs. It would seem, assuming parents approved of the program and were willing and capable of performing school camp duties, that use of parents would be a valuable and inexpensive source of school camp personnel.

The data imply that secondary school personnel can perform the duties of a director of an elementary school camp as successfully as can elementary school personnel. This seems to indicate that the administrative responsibilities of the elementary and secondary director are not materially different.

The data from thirty programs suggest that in general the duties of the school camp director can be performed in addition to other major teaching or administrative responsibilities. In all cases, except one, this was true. In this case where the director of the program had no other major responsibility, 1,900 boys and girls participated in the school camp program during the camping year. When this number of campers is compared with 135, which was the average number of campers participating in the other twenty-nine camping programs during the entire camping period, it is possible to imply that in large programs sharing the directorship with another teaching or administrative responsibility would be very undesirable.

Recommendations Related to Personnel

1. It is recommended that investigation be made relative to the most desirable number of campers who could effectively participate in a school camp program at one time.

2. A study should be made to determine the influence of the following factors on the extent of pupil participation in school camp programs: (a) quality and amount of adult leadership, (b) cost of camp period to camper, (c) distance the camp is located from the school, (d) season of the year in which camp is operated, and (e) degree of community sanction and support.

3. Investigation should be made of the factors which operate to influence the selection of particular grades for participation in school camp activities.

4. School groups desiring to have school camp experience should investigate the possibilities of earning the camper fees as class projects. Such projects might also help defray the cost of instruction and as a consequence reduce the amount of school expenditures necessary to support school camping.

5. School staff, nonschool staff, and parents should be given precamp orientation in order that the objectives of the camp period be understood and accepted by the entire participating staff.

6. Special techniques and methods of working with children in the out-of-doors should be discussed and demonstrated in order that teachers and others new to camping can develop security and proficiency as school camp counselors.

7. Participation in school camping should be voluntary for school staff, unless such participation is described as a part of the duties for which staff is hired.

8. Effort should be made to orient the entire teaching and administrative staff of the school operating a school camp program in order to develop common understandings and appreciations for the objectives of the school. It is urged that the entire school staff be involved in the planning and preparation which is necessary to a successful school camp program.

9. Consideration should be given to the use of parents as an economic source of valuable supplementary staff whenever a school desires to establish a school camp program but lacks the necessary funds to hire needed supplementary staff.

10. Investigation should be made to determine the techniques used to secure and constructively use parents as staff members in part-time school camping programs.

11. It is recommended that school systems establish a position of camp director wherever school camping is a major activity of the school program.

III. PROGRAM

Findings Related to Program

1. All schools reported children were involved in precamp planning. Children did not have a voice in formulating any camp policies in 16.7 per cent of the cases studied.

2. The majority, 60 per cent, of the schools planned in considerable detail before going to camp. Ten of the schools planned the basic activities of the camp week, but included little detail. Two schools planned only the general objectives.

3. Teachers' visitations to the camp site prior to the children's precamp planning was the most frequent technique used to aid the children in precamp planning.

4. Teacher precamp orientation was provided in 76.7 per cent of the camps studied. Several methods were utilized to provide precamp orientation for teachers. Discussion meetings were the most frequently used technique.

5. In 60 per cent of the cases nonschool personnel were given no precamp orientation. General discussion was the main technique used to provide this orientation for the remaining 40 per cent.

6. Freedom from communicable disease was the only selective criterion for the attendance of individual children at camp. The majority of schools required an examination by a school nurse, while 43.3 per cent required a doctor's examination.

7. Signed permission by parents was required as part of the registration procedure for all camps studied. This signed statement by parents gave general permission for the child's participation in all phases of the program except in cases of physical disabilities or where activities were in opposition to religious beliefs. Such limitations due to religious beliefs were found in 6.7 per cent of the programs studied.

8. Participation in the traditional activities of camping such as native crafts, hiking, living in the out-of-doors, learning the use of axe, saw, and knife, and setting up shelters was relatively infrequent as indicated by the fact that less than 15 per cent of the groups studied chose such activities. The data show that planning cookout menus, cooking out, building fires, developing a camp site, and learning the use of maps and compasses were chosen as activities by over 75 per cent of the children in camps investigated.

9. Camp crafts was an area of the activity program considered by directors to be generally weak. Over 16 per cent of the camps had no craft program of any kind. Only two activities,

sketching and whittling, were chosen by more than 50 per cent of the camps reporting they had craft activities.

10. Campfires, camp singing, and stunt night were recreational activities chosen by all of the school camps participating in this study. Certain other activities were chosen for recreation by a large percentage of the participating groups. These activities and the percentage of the camps choosing them for recreation were: game night, 93.3 per cent; square dancing, 86.7 per cent; parties, 83.3 per cent; and story telling, 80 per cent. Generally activities requiring extensive planning, rehearsing, or equipment were chosen less frequently.

11. Housekeeping duties such as cleaning the living areas, and duties connected with serving and cleaning up after meals were work activities engaged in by more than 90 per cent of all groups studied. All groups performed some work activity, although 6.7 per cent did no work in addition to housekeeping duties.

12. Trips and visits to historical sights were made by campers in 80 per cent of the investigated camps. Trips to abandoned farms, game sanctuaries, and mines or gravel pits were taken by more than 50 per cent of the groups.

13. Three miscellaneous activities were chosen by at least 50 per cent of the thirty part-time programs. Of the three, writing

and publishing a camp newspaper was an activity engaged in by 76.7 per cent of all the camps. Maintaining and issuing tools and writing a camp log were the other activities frequently chosen.

14. Relatively few groups chose to study camp community services. The study of waste disposal techniques and buildings and grounds maintenance were chosen by 20 per cent of the school camps used in the investigation.

15. The thirty school camps used various sources from which to gain an evaluation of their programs. Campers were a source of evaluation in all the programs, teachers were a source of evaluation in 96.7 per cent of the camps, parents were used to appraise the program in 76.3 per cent of the cases, and other community members were used in 43.3 per cent of the camp programs studied.

16. Objective, semiobjective, and nonobjective techniques were used in camper evaluation. The panel discussion was most frequently chosen, being employed by 63.3 per cent of the camps, while the achievement test was used by one, or 3.3 per cent, of the camps. In general nonobjective techniques such as the camper log, panel discussion, letters, and questionnaires were used more frequently than objective techniques for school camp evaluation.

17. Teacher's appraisal of the school camp program was gained through the use of interviews, questionnaires, and discussion.

Questionnaires and interviews were used in 43.3 per cent of the schools studied.

18. Four techniques were used to gain parent evaluation of school camping: interview, questionnaire, letter, and discussion meeting. The most frequently indicated was the interview, used in 46.7 per cent of the camps investigated.

Implications of Findings Related to Program

The data imply that participation in precamp planning by children is an accepted and desirable part of school camping in the thirty programs studied. Such an implication is relatively meaningless unless some indication of the type of precamp planning or the extent of precamp planning is presented. The data reveal that the majority of the program directors believed that planning in detail was important and valuable. Based on this belief several implications are possible. Since the purpose in going to camp is to help obtain certain educational objectives by means of camp experiences, detailed precamp planning would seem to be important and valuable because such planning can provide a greater utilization of the camp environment than if much of the planning is postponed until the group arrives in camp. Further, to delay the major portion of the planning until the group arrives at camp would tend to reduce the value of

the camp environment as an additional facility for enriching the school program since there would be no way to establish the particular experiences which a particular camp could provide. Pre-camp planning in considerable detail does not mean that plans resulting will be inflexible. Such plans should be designed to utilize every opportunity for an educational experience and as such would be capable of adjustment or abandonment if a more desirable activity arises.

The data indicate that 16.7 per cent of the programs studied did not provide the opportunity for campers to establish any of the camp policies. This implies one or all of the following: (1) that no new policies need be considered with a new group of children, (2) that children's participation in the establishment of camp policies is not of sufficient importance to warrant such planning by children, and/or (3) that the establishment of camp policies is the function of the administration alone.

The data on techniques used to aid children in precamp planning indicate that various techniques were used. The type most frequently used was that of having teachers visit camp before the children appeared. This implies that the teacher played the major role in guiding the children's plans for the camp period. It might also imply that the teacher dominated the precamp planning in which the

children were involved. It would appear that if children were to make a real contribution to the preplanning, it would be well for a committee of them to visit the camp before the camp period began. Such a visit would make the planning of the camp period more meaningful.

Precamp orientation of the teachers is a part of the preparation of staff in 76.7 per cent of the programs. The implication appears to be that in the remaining 23.3 per cent of the cases precamp orientation is not needed due to the number of times the teachers have previously participated in the camp program or that such orientation is of little value to the teachers. Actually, neither implication is correct since a further examination of the data shows that all programs engaged in some precamp planning at the staff level, and as a consequence participated in precamp orientation to some degree. The general camping literature on counselor precamp orientation shows agreement among authorities that such preparation is considered valuable and important to camp programs, and generally includes both discussion and demonstration in the various activities which will form the core of the program.

Related to the provision of precamp orientation for school staff personnel is the provision of similar preparation for nonschool staff and parents. Although such personnel ordinarily do not direct

any camp activities involving children, they nevertheless have intimate contact with campers in many phases of the program. As a result, nonschool staff should have a general understanding of the major objectives and purposes of the program. Over one-half of the programs provided no such precamp orientation in a formal way, but it is possible that a more casual preparation was given to nonschool staff through conversation or other contact with school personnel. The value of such orientation would be to unite the total staff as to the purposes of the program and develop a more consistent effort toward the achievement of these purposes.

The only criteria used to select campers for participation in the school camp program was grade level and freedom from a communicable disease or its related symptoms. The majority of the schools provided this examination through use of the school nurse, while the rest required a doctor's examination. This implies that every child in the selected group or grade level not having an infection or disease was eligible for camp. In spite of the fact that data indicate that no child was excluded due to inability to pay camp fees, financial reasons were a factor in causing children not to attend (see the Appendix).

In general, a signed statement by parents giving the child freedom to participate fully in the program, or according to specific

limitations noted, enabled the school camps to operate within the protection provided by school law. In certain cases where children have specific limitations according to family religious belief or physical disability, special adaptation can be made in the program in consideration of these conditions.

The indication from the data that traditional activities of camping are infrequently chosen in school camp programs can not be accepted as an indication of the value or the desirability of such activities. The relatively infrequent choosing of these activities can be explained in part by the fact that twenty-nine of the thirty programs studied used rented property which would tend to restrict the use of saws and axes and the constructing of special shelters. In addition, the time of the year during which most school camps were in session tended to restrict activities which are associated with sleeping and living out of doors for several consecutive days. It is difficult to understand the low incidence of hiking, on the other hand, since normal fall, winter, or spring weather would not restrict hiking.

The weakness of crafts in the school camping programs studied suggests that there is a lack of qualified leadership, a lack of suitable materials available, or a lack of sufficient time to complete craft projects.

The data indicating the type of recreational activities chosen by the children in thirty part-time school camps reveal that such activities are selected in terms of: (1) the ease of planning and execution, (2) the facilities available, and (3) the appropriateness to the season of the year.

Campers from all grade levels of all camps reported in this study participated in work activities. This implies that work experience in some form was felt desirable and of value for all campers who participate in school camping. Although some directors of elementary programs felt that work activities in addition to the house-keeping duties were too much for children of this age, others reported that elementary school children participated in such activities with little or no difficulty. It may be granted that certain activities are too difficult for most elementary children, but the alert counselor will guide children in planning work activities which are not beyond the limits of safety and health.

The data reveal that trips and visitations were utilized as an activity relatively infrequently, although certain trips were made by a large majority of groups. The implications which can be drawn from this fact are that on the whole either the area did not offer opportunities for certain kinds of visits or that the groups were not studying types of subject matter which necessitated trips or visits as

supplemental learning techniques. It may be implied by the frequency with which camps chose some types of trips that this was not necessarily evidence of curriculum-school camp integration, but such trips might have been in the nature of exploration or sight-seeing. Whether this was a waste of time would depend upon the purposes established and the skill which the leader possessed.

The general implication which can be seen from the data on program activities is that the frequency with which certain program activities are chosen depend upon several factors: (1) the availability of qualified leadership, (2) the availability of equipment, (3) the season of the year in which the camp operates, (4) the weather during the camp week, (5) the time allotted for certain types of activities, (6) the presence of certain environmental features, (7) the interests and needs of children, and (8) the ownership of camp property and the established rules for its use. The incidence of choice therefore, should not be considered as desirability, necessarily, since other activities not chosen might have been chosen had not a given set of circumstances prevailed.

In general the data indicate that evaluation of the school camp program was thought desirable and important in a majority of the programs. In addition, a major part of the thirty programs studied implied that teachers, parents, and campers should be a part of the

evaluation procedure. The group included in the evaluation least often was the community. This reflected the general lack of community participation which was shown in Chapter VI of this thesis. Since a majority of school camp directors felt that community sanction was a necessity it would seem advisable for some measure of community opinion on school camping to be taken frequently. The results of such an opinionnaire could help to suggest the type and intensity of interpretation of the school camp program to the community.

The indication from this study is that evaluation techniques used were most frequently subjective or semiobjective types. In addition, there was little attempt made to develop a scientific approach to the use of such instruments. The nature of the camp program with its informality and the lack of the total group working on one subject, together with the shortness of the camp period make accurate isolation of learning factors difficult. It will be relatively impossible to discover the exact nature of behavioral change and the factors in the camp program which lead to that change unless some validity and reliability can be established for the instruments used.

Recommendations Related to Program

1. Schools should plan camping programs in considerable detail before the camping period. Such planning should involve school staff, parents, campers, and representatives of community groups.

2. Participating teachers and camper committees should make visits to the camp site before the camping period begins in order that precamp planning be more effective. When such visits are not possible it is recommended that talks by previous campers, movies and slides, copies of plans, activities, evaluations, and logs of previous camp periods be used to aid in the planning.

3. Health requirements should be more clearly established for children who attend camp. Notations indicating specific disabilities or limitations to participation should be a part of the registration procedure in order that proper adaptation of the program could be made for persons with such disabilities or limitations.

4. The curriculum offerings of local schools should be an important factor in determining program activities of the school camp. The influence of the following factors should be considered in the selection of specific activities used in the school camp program: (a) availability of equipment, (b) availability of qualified leadership, (c) environmental features of the camp, (d) season of the year, and (e) safety and health.

5. Effort should be made to enlist the aid of staff members who have special skills in the training of personnel participating in school camping. Use of the industrial or fine arts person in selecting and discussing the use of craft materials at camp would be a valuable aid in strengthening the camp craft program. Such use of specialists could improve many aspects of the school camp activity program.

6. It is basic that teachers, children, parents, and other community representatives be involved in the evaluation procedures of the school camp.

7. Instruments for evaluating school camp should be made more objective than those which are used at present. In addition standardization of evaluating procedure should be developed in order that the evaluation which is done at present be more meaningful.

IV. SCHOOL CAMP-COMMUNITY RELATIONS

Findings Related to School Camp-Community Relations

1. Community precamp planning committees were indicated as a part of the school camp program in 56.7 per cent of the camps studied.

2. Of the thirty directors interviewed in this study, 63.3 per cent indicated that community support was essential to a school camp program.

3. Community-camp committees performed the following functions in the school camp program: (a) they acted as the administrative body of the camp, (b) they assisted in developing a community relations program, and (c) they assisted in securing financial assistance for the program.

4. Community groups participated in school camp activities with children in 30 per cent of the programs studied. Such participation was in general a part of visiting night.

5. All of the thirty part-time school camp directors of the programs investigated felt that some techniques should be used to aid in the interpretation of school camping to the community. The most frequently utilized technique for such interpretation was newspaper articles, which were used by 96.7 per cent of the programs studied. Camp visitations and Parent Teacher Association meetings were techniques used for interpreting the school camp program in at least 70 per cent of the school camps. School camp displays in the community was the most infrequently utilized technique, a method used by 3.3 per cent of the cases studied.

6. The school received an evaluation of the school camp from the community in 43.3 per cent of the thirty school camps studied. The majority of these evaluations were unsolicited and were in the form of letters, telephone calls, or personal statements. Those schools using a systematic approach to obtain community reaction used both the interview and the questionnaire.

7. Contacts with private, agency, church, or public camping organization with the view toward developing better relations between professional camping and school camping were made in 10 per cent of the school camps studied.

8. In general few school camp programs utilized techniques to develop friendly relations with the camp community. The most frequently utilized technique was trading in the local service center. This technique was used by 33.3 per cent of the camps studied. No camp invited any camp neighbors to visit camp while the program was in operation.

Implications of Findings Related to School Camp-

Community Relations

Although slightly more than half, 56.7 per cent, of the schools studied indicated that they had a community precamp planning committee, 63.3 per cent indicated that community sanction was essential.

This would tend to imply that slightly over half of the schools operating school camp programs recognized the importance of community backing. This implication would be unjustified since many directors implied the importance of community support though they did not state it implicitly. This fact can be seen by the data on financial support of school programs shown in Chapter V of this thesis or in the data on techniques used to interpret the plans and activities of school camping to the community in Chapter VII. The significant implication of this fact is that school camps generally desiring community support have not included representatives of the major social organizations of the community. The failure to utilize such groups in the determination of policies and the general administrative procedures of the school camp program is a vital loss to the school program in general.

The fact that all school camp directors of the thirty programs studied indicated that community relations techniques should be used to aid in interpreting the school camp program to the community is further evidence that school camp programs are in need of community sanction and support.

The low incidence of contacts between professional camp organizations and school camp programs implies a failure on the part of the schools and the professional camping organizations to benefit

mutually from the experience gained in working with children in the respective fields. Further, it is implied that if the schools are to open the great number of private, agency, church, and public camps as a source of camp sites for part-time school camping programs such mutual understandings and appreciations must be developed.

School camps investigated in this study have had little opportunity to develop community camp relations since twenty-six of the thirty programs have operated on large tracts of state-owned land generally at a considerable distance from private farms or local villages. Nevertheless, school camp groups often trade in the local communities or must request permission from a camp neighbor to visit a historical site on his property. If sound community relations are not established the educational environment of a school camp can be limited considerably. Such development of community relations need not be considered expedient for the purposes of the school since the general interaction of school and community groups can serve to enrich the community as well.

Recommendations Related to School Camp-

Community Relations

1. Use should be made of tested public relations techniques for developing community understanding, sanction, and support. In

addition the schools should make effort to devise new methods to interpret school camping to the local community.

2. School camps should devise methods to increase the amount of community participation in school camp activities with children as a means of developing a deeper understanding of the camping program and of the total purposes of the school.

3. Authorities of school-sponsored camping should consider the possibility of utilizing representatives of labor, religious, business, professional, and social service organizations as a source of enriched planning and as a means of interpreting the purposes of the school camp to the total community.

4. Closer professional relations should be developed with professional camping organizations at the local level in order that knowledge, techniques, and materials developed in each area of camping be of mutual benefit.

5. School camp personnel should make an effort to establish sound relations with members of the community in which the camp is located to help the local people understand the nature of school camping and its purposes.

6. Shared experiences by members of the school camp community and the school camp should be developed and explored as a

possible source for enriching the school camp program and community living.

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APPENDIX

1. Michigan schools from which data were received.
2. Figure 1, showing location of camps.
3. List of Michigan camps used by thirty schools.
4. Sample letter to camp directors.
5. Interview calendar.
6. Interview schedule.
7. List of camp facilities maintained by Michigan Department of Conservation.
8. Reasons campers did not attend camp.
9. Sample questionnaire.
10. Sample part-time school camp program.

MICHIGAN SCHOOLS FROM WHICH DATA WERE RECEIVED

<u>School System</u>	<u>Program Level</u>	<u>Person Interviewed</u>
Allegan, Michigan	Secondary	Mr. Hartger Winter
Ann Arbor, Michigan	Elementary	Miss L. Ritsema
Battle Creek, Michigan (Lakeview)	Secondary	Mr. Karl Randels
*Bay City, Michigan	Secondary	Mr. Paul Briggs
*Brighton, Michigan	Secondary	Mr. H. Hawkins
Centerline, Michigan	Secondary	Mr. Elmer Mass
Central Michigan College of Education (dem. school)	Elementary	Miss Ethel Praeger
Charlotte, Michigan	Elementary	Miss Leora Weymouth
Dearborn, Michigan	Elementary	Miss Barbara Holland
Dimondale, Michigan	Secondary	Mr. Robert Wall
East Detroit, Michigan . . .	Elementary	Mr. Robert Christiansen
Ferndale, Michigan	Elementary	Miss Faith Alway
*Flint, Michigan	Secondary	Mr. Lester Erbright
Fremont, Michigan	Elementary	Miss Julia Timmer
Grand Ledge, Michigan . . .	Elementary	Miss Mertie Frost
Highland Park, Michigan . .	Secondary	Mr. Ross Smith
Iron Mountain, Michigan . .	Elementary	Mr. T. J. Barry
Jackson, Michigan	Elementary	Mr. Larry Wilcox
Lake Orion, Michigan	Secondary	Mr. A. A. Reed
*Niles, Michigan	Secondary	Mr. Paul Winger
North Muskegon, Michigan . .	Elementary	Mrs. Cecile Scott
Plymouth, Michigan	Elementary	Mr. Arnold Pylkes
Pontiac, Michigan	Secondary	Mr. Victor Lindquist
River Rouge, Michigan . . .	Secondary	Mr. Robert Cameron
Royal Oak, Michigan	Elementary	Mr. Ebaugh
Rochester, Michigan	Secondary	Mr. Harlan Johnson
Rockford, Michigan	Secondary	Mr. Fred Schultz
St. Clair Shores, Michigan .	Secondary	Mr. Robert Schaublin
Wyandotte, Michigan	Secondary	Mr. Marc Betwee
*Chelsea, Michigan	Secondary	Mr. Joseph Fischer

* Programs not operating at time of interview.

MICHIGAN CAMPS USED BY THIRTY SCHOOL SYSTEMS
OPERATING PART-TIME SCHOOL CAMP PROGRAMS

<u>School System</u>	<u>Camp No.</u>	<u>Camp</u>
Allegan	6	Allegan Group Camp, Allegan State Forest
Ann Arbor	3	Cedar Lake Camp, Waterloo Recreation Area
Battle Creek (Lakeview)	7	Chief Noonday Lake Camp, Yankee Springs Recreation Area
Bay City	11	Sleeper Group Camp, Sleeper State Park
Brighton	3	Cedar Lake Camp, Waterloo Recreation Area
Centerline	11	Sleeper Group Camp, Sleeper State Park
Central Michigan College of Ed- ucation	11	Sleeper Group Camp, Sleeper State Park
Charlotte	7	Chief Noonday Lake Camp, Yankee Springs Recreation Area
Chelsea	3	Cedar Lake Camp, Waterloo Recreation Area
Dearborn	4	Mill Lake Camp, Waterloo Recreation Area
Dimondale	8	Long Lake Camp, Yankee Springs Recre- ation Area
East Detroit	3	Cedar Lake Camp, Waterloo Recreation Area
Ferndale	3	Cedar Lake Camp, Waterloo Recreation Area
Flint	9	Mott Boys Camp, Pero Lake

<u>School System</u>	<u>Camp No.</u>	<u>Camp</u>
Fremont	10	Muskegon Group Camp, Muskegon State Park
Grand Ledge	7	Chief Noonday Camp, Yankee Springs Recreation Area
Highland Park	7	Chief Noonday Camp, Yankee Springs Recreation Area
Iron Mountain	12	Dickinson Education Camp, Dickinson County
Jackson	2	Jackson Memorial Camp, Crispell Lake
Lake Orion	5	Island Lake Group Camp, Island Lake Recreation Area
Niles	1	Camp Madron (Boy Scouts), Berrien County
North Muskegon	10	Muskegon Group Camp, Muskegon State Park
Plymouth	5	Island Lake Group Camp, Island Lake Recreation Area
Pontiac	11	Sleeper Group Camp, Sleeper State Park
River Rouge	3	Cedar Lake Camp, Waterloo Recreation Area
Royal Oak	5	Island Lake Group Camp, Island Lake Recreation Area
Rochester	11	Sleeper Group Camp, Sleeper State Park
Rockford	10	Muskegon Group Camp, Muskegon State Park

<u>School System</u>	<u>Camp No.</u>	<u>Camp</u>
St. Clair Shores	11	Sleeper Group Camp, Sleeper State Park
Wyandotte	3	Cedar Lake Camp, Waterloo Recreation Area

SAMPLE LETTER WRITTEN TO SCHOOL CAMP DIRECTORS

June 25, 1954

Mr. Larry Wilcox
Director of Outdoor Education
Jackson Public Schools
Jackson, Michigan

Dear Mr. Wilcox:

I am gathering data for a doctoral dissertation on the organizational and operational procedures of part-time school camping programs.

Mr. Julian Smith has advised me that your program is one which will yield valuable data for this study and suggested that I contact you for an interview.

I am wondering if you would be willing to meet me at a location of your choosing for such an interview.

I am planning to spend the summer gathering these data and therefore I can meet you at your convenience any time during the next two months. I am hoping to complete the study early in the coming year.

Enclosed is a calendar for the months of July and August. Would you please indicate upon it the three most convenient dates that I might visit you? Also would you indicate at the bottom the address at which you would like the interview to take place and the approximate time the interview might begin? I have enclosed a self-addressed stamped envelope for your convenience.

Trial interviews have indicated that the interview will not require more than one and one-half hours.

I sincerely thank you for your cooperation in this study.

Yours truly,

Thomas W. Walton

INTERVIEW CALENDAR

Interview dates will be confirmed by telephone or mail.

Circle three dates most convenient for interview.

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
<u>June</u>						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
<u>July</u>						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
<u>August</u>						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Location of interview _____

Time of interview _____

Name _____

Address _____

Phone _____

INTERVIEW SCHEDULE

Part-Time School Camping Programs

School Camp _____

Date of Interview _____

Name of Person Interviewed _____

Camp Site Used _____

This study is being undertaken in an attempt to develop a set of procedures for the organization and operation of part-time school camping programs.

Part-time school camping is understood to mean camping sponsored by the public schools and operating at a leased or rented camp site using a staff made up of regular school personnel sometimes supplemented by parents and outside resource people.

This interview will deal with four major organizational areas:

1. Facilities: buildings, property, equipment
2. Personnel: school staff, nonschool staff, parents, campers
3. Program: planning, program activities, evaluation
4. Community Relations: planning, participation, publicity, evaluation

Your understanding of the problems involved in operating such a program will be a tremendous benefit in helping to make this

information available to administrators, teachers, and others interested in establishing such a school camping program.

I would like to ask you some questions about the buildings and equipment which you use in your camping program.

I. FACILITIES

A. Procurement

1. How was the camp site obtained for your use?

rental _____ (1)

loan _____ (2)

purchase _____ (3)

other _____
 _____ (4)

2. From what agency or organization was the camp site obtained?

 _____ (1)

3. How long has the school used the facilities?

 _____ (1)

4. How long do you propose to continue using the facility?

 _____ (1)

5. Do you contemplate changing the camping facility you are now using?

Yes _____ (1)

No _____ (2)

IF YES:

6. What reasons would you give for discontinuing use of your present camp site?

 _____ (1)

B. Maintenance and Management

7. What type of insurance is carried on facilities by school system?

fire _____ (1)
 flood _____ (2)
 windstorm _____ (3)
 explosion _____ (4)
 other _____
 _____ (5)
 none _____ (6)

8. What type of fire fighting equipment is available at camp?

mobile equipment _____ (1)
hand operated
 hand extinguisher _____ (2)
 hose _____ (3)
 sprinkler system _____ (4)
 axes _____ (5)
 shovels _____ (6)
 fire water supply _____ (7)
 other _____ (8)

9. What is the approximate distance from a mobile fire fighting unit?

_____ miles (1)

10. How often are the camp buildings and grounds inspected for fire hazard?

twice a year _____ (1)
 every two years _____ (2)
 every year _____ (3)
 other _____ (4)

11. How are camp roads maintained?

school personnel _____ (1)
 permanent camp personnel _____ (2)
 other _____ (3)

12. How is camp maintenance provided?

school personnel _____ (1)
 permanent camp personnel _____ (2)
 other _____ (3)

13. How many people are engaged in camp maintenance?

_____ (1)

C. Extent of Facility and Equipment

14. How many buildings are used in the camping program?

_____ (1)

15. Is camp used in winter?

_____ (1)

IF YES:

16. During what months?

_____ (1)

17. How are buildings heated?

central furnace _____ (1)
 oil stoves _____ (2)
 fireplaces _____ (3)
 coal stoves _____ (4)
 other _____ (5)

18. What materials are used in building construction?

wood frame _____ (1)
 stone _____ (2)
 brick _____ (3)
 cinder block _____ (4)
 logs _____ (5)
 other _____ (6)

19. Are buildings insulated?

Yes _____ (1)
 No _____ (2)

20. What arrangements does camp have for sleeping the children?

one central building _____ (1)
 in separate cabins _____ (2)
 in classroom units _____ (3)
 other _____ (4)

21. How many children sleep in one room?

_____ (1)

22. How many children sleep in one cabin?

_____ (1)

23. Are toilet and shower facilities in same building where children sleep?

Yes _____ (1)
 No _____ (2)

IF NO:

24. What is the approximate distance children must walk to toilet and shower facilities?

toilets _____ (1)
showers _____ (2)

25. What is the approximate ratio of toilets to children?

_____ (1)

26. What is the approximate ratio of shower heads to children?

_____ (1)

27. Where are counselor quarters?

in rooms with children _____ (1)
in buildings with children
but in separate rooms _____ (2)
in separate buildings _____ (3)
other _____

_____ (4)

28. Does camp have special room for infirmary?

Yes _____ (1)
No _____ (2)

IF YES:

29. Which of the following features does infirmary have?

facilities for separation by sex _____ (1)
equipment to handle minor injuries _____ (2)
beds to handle temporary isolation _____ (3)
nurses' quarters _____ (4)
other _____ (5)

30. Do teachers and resource people have a special place for off-duty hours?

Yes _____ (1)

No _____ (2)

IF YES:

31. What is it?

lounge _____ (1)

private rooms for rest _____ (2)

game room _____ (3)

other _____ (4)

32. Does camp have facilities for:

crafts _____ (1)

library _____ (2)

museum _____ (3)

lounge _____ (4)

guest rooms _____ (5)

administrative office _____ (6)

33. What equipment does school system furnish?

kitchen _____ (1)

books _____ (2)

play equipment _____ (3)

work tools _____ (4)

craft materials _____ (5)

other _____ (6)

34. Which of the following does camp furnish to staff?

towels _____ (1)

sheets _____ (2)

pillows _____ (3)

pillow cases _____ (4)

blankets _____ (5)

none _____ (6)

35. Which of the following does camp furnish to children?

towels	_____	(1)
sheets	_____	(2)
pillows	_____	(3)
pillow cases	_____	(4)
blankets	_____	(5)
none	_____	(6)

36. Which of the following does camp have?

telephone	_____	(1)
electricity	_____	(2)
hot water showers	_____	(3)
flush toilets	_____	(4)
refrigerator	_____	(5)

37. What is the source of drinking water?

camp well	_____	(1)
city or village system	_____	(2)
other	_____	(3)

D. Location of Camp

38. How far is camp located from the following?

school	_____	miles (1)
hospital	_____	miles (2)
doctor	_____	miles (3)
highway	_____	miles (4)

39. What is the acreage of camp property?

_____ (1)

40. How much land is available to camp which is not camp property?

_____ (1)

41. Who owns noncamp property?

county	_____	(1)
state	_____	(2)
federal government	_____	(3)
farmers	_____	(4)
other	_____	
	_____	(5)

42. What special environmental features are located on or near camp property?

mountains	_____	(1)	meadow	_____	(6)
marshland	_____	(2)	plains	_____	(7)
lake	_____	(3)	dunes	_____	(8)
river	_____	(4)	Indian trails	_____	(9)
forest	_____	(5)	mines	_____	(10)
			quarries	_____	(11)
other	_____				
	_____				(12)

II. PERSONNEL

Now I would like to ask you some questions about the people who help to operate the camp as well as the children who attend.

A. Campers

43. What is the total number of campers served during an entire camping period? (one or more weeks)

_____ (1)

44. What is the total number of campers served during one camping week?

_____ (1)

45. What grades are now served at camp?

4 5 6 7 8 9 10 11 12

(1) (2) (3) (4) (5) (6) (7) (8) (9)

46. What is the total cost to campers for camping period?

_____ (1)

47. What is total cost to school system for camping period?

_____ (1)

48. Are campers' fees paid through other sources if children cannot afford to pay them?

Yes _____ (1)

No _____ (2)

IF YES:

49. What are the sources?

school _____ (1)

social service agencies _____ (2)

class _____ (3)

other parents _____ (4)

other _____ (5)

50. Do children as a class earn money for camp?

Yes _____ (1)

No _____ (2)

51. What type of insurance is carried on campers?

_____ (1)

52. What techniques are used to help children earn money for camp?

paper sales _____ (1) rummage sales _____ (5)

plays _____ (2) bakery sales _____ (6)

movies _____ (3) carnivals _____ (7)

candy sales _____ (4) dances _____ (8)

other _____ (9)

53. How are camp operational expenses met?

school budget	_____	(1)
foundations	_____	(2)
private organizations	_____	(3)
social service agencies	_____	(4)
other	_____	
	_____	(5)

B. Staff

54. What type of insurance is carried on the following?

school staff	_____	(1)
nonschool staff	_____	(2)
parents	_____	(3)

55. What is the number of school staff used as:

director	_____	(1)
counselor	_____	(2)
resource person	_____	(3)
maintenance	_____	(4)
cooks	_____	(5)
dietitian	_____	(6)
other	_____	
	_____	(7)

56. What is the number of nonschool staff personnel used as:

director	_____	(1)
counselor	_____	(2)
resource person	_____	(3)
maintenance	_____	(4)
cooks	_____	(5)
dietitian	_____	(6)
other	_____	
	_____	(7)

55. Are parents of campers used in the program?

Yes	_____	(1)
No	_____	(2)

IF YES:

56. What is the number of campers' parents used as:

director	_____	(1)
counselor	_____	(2)
resource person	_____	(3)
maintenance	_____	(4)
cooks	_____	(5)
dietitian	_____	(6)
other	_____	
		(7)

57. From what agencies are nonschool resource persons procured?

_____ (1)

58. Do nonstaff personnel receive compensation from school for duties at camp?

Yes _____ (1)

No _____ (2)

IF YES:

59. How much compensation do the following receive?

director	_____	per week(1)
counselor	_____	(2)
resource person	_____	(3)
maintenance	_____	(4)
cooks	_____	(5)
dietitian	_____	(6)
other	_____	
		(7)

60. Are physical examinations required for nonschool personnel?

Yes _____ (1)

No _____ (2)

C. Staff Function

61. Is camp directorship a part-time or full-time position?

full-time _____ (1)

part-time _____ (2)

IF PART-TIME:

62. What other function does he/she perform?

teaching high school _____ (1)

teaching grade school _____ (2)

principal grade school _____ (3)

principal high school _____ (4)

superintendent _____ (5)

other _____ (6)

63. What are duties of camp director?

directs development of administrative
policies for camping program _____ (1)

directs precamp training program _____ (2)

directs community relations program _____ (3)

directs evaluative program of camp _____ (4)

supervises precamp planning in schools _____ (5)

serves on community planning committee _____ (6)

other _____ (7)

64. What are duties of teachers?

accompanies classroom to camp _____ (1)

directs activities of children at camp _____ (2)

membership on community camp committee _____ (3)

supervises rest period at camp _____ (4)

sleeps with children _____ (5)

other _____ (6)

65. Is teacher participation in camping programs voluntary?

Yes _____ (1)

No _____ (2)

66. What are duties of special resource person?

directs general activities of children _____ (1)

acts as a consultant to special activities _____ (2)

supervises rest period _____ (3)

sleeps with children _____ (4)

other _____ (5)

67. Are children ever sole responsibility of nonschool personnel?

Yes _____ (1)

No _____ (2)

IF YES:

68. In what activities?

sleeping _____ (1)

rest period _____ (2)

activities _____ (3)

transportation during camping activities _____ (4)

other _____ (5)

69. Are children ever the sole responsibility of a minor?

Yes _____ (1)

No _____ (2)

IF YES:

70. In what activities?

sleeping _____ (1)

rest period _____ (2)

transportation during camping activities _____ (3)

other _____ (4)

71. What opportunities does staff have to be away from duties with children during the day?

_____ (1)

72. Does camp have a doctor on call?

Yes _____ (1)

No _____ (2)

IF YES:

73. How far does doctor have to come to reach camp?

_____ miles (1)

74. Does camp have a registered nurse in attendance or on call?

in attendance _____ (1)

on call _____ (2)

IF ON CALL:

75. How far does nurse have to come to camp?

_____ miles (1)

III. PROGRAM

Now I would like to ask you some questions about your program at camp.

A. Precamp Planning

76. Is any planning done by children and teacher before camp period?

Yes _____ (1)

No _____ (2)

IF YES:

77. To what extent is planning done before camp begins?

complete daily schedule _____ (1)
 basic activities only _____ (2)
 objectives only _____ (3)
 other _____ (4)

78. What special precamp training is given to school personnel?

 _____ (1)

79. What special precamping training is given to nonschool personnel?

 _____ (1)

80. Are physical examinations required for children's attendance?

Yes _____ (1)
 No _____ (2)

IF YES:

81. What are the physical requirements necessary for children's attendance at camp?

 _____ (1)

82. Is signed permission from parents required for children's attendance at camp?

Yes _____ (1)
 No _____ (2)

IF YES:

83. Does application contain parents' permission for child's full participation in programs?

Yes _____ (1)

No _____ (2)

84. What techniques are used to aid children in planning before camp begins?

committee of children visit camp _____ (1)

committee of former campers helping _____ (2)

teachers visit camp to aid campers' _____

planning _____ (3)

other _____

_____ (4)

85. Do children formulate any camp policies before going to camp?

Yes _____ (1)

No _____ (2)

IF YES:

86. What are they?

length of rest period _____ (1)

bed time _____ (2)

amount of spending money _____ (3)

candy purchase _____ (4)

equipment list _____ (5)

rest period rules _____ (6)

other _____

_____ (7)

B. Activities (check those in which children engage)

87. Camping skills:

building or setting up shelters _____ (1)

building fires _____ (2)

selecting camp sites _____ (3)

cookouts	(4)
planning cookout menus	(5)
hiking	(6)
sleeping out of doors	(7)
developing a camp site	(8)
fishing	(9)
making fishing equipment of native materials	(10)
locating natural bait for fishing	(11)
learning to identify and prepare native wild foods	(12)
living in open for several consecutive days	(13)
preservation of food in out-of-doors	(14)
using different types of fires	(15)
learning use of maps and compass	(16)
learning use of ax, saw, and knife	(17)
learning safe use of boats and canoes	(18)
learning use of native crafts	(19)
learning to make and use rope	(20)
lashing	(21)
back-packing	(22)
blanket rolling	(23)
others	
	(24)

88. Crafts:

basketry	(1)
weaving	(2)
rope making	(3)
making camp utensils of native materials	(4)
making soap	(5)
collecting and preparing native materials for crafts	(6)
making candles	(7)
collecting native dyes	(8)
whittling	(9)
ceramics from native clay	(10)
sketching	(11)
tin can crafts	(12)

other _____

 _____ (13)

89. Recreational activities:

square dancing	_____ (1)
camp singing	_____ (2)
evening campfires	_____ (3)
choral reading	_____ (4)
pageant	_____ (5)
plays	_____ (6)
parties	_____ (7)
stunt night	_____ (8)
dramatics (impromptu)	_____ (9)
story telling	_____ (10)
library activities	_____ (11)
pioneer trading night	_____ (12)
game night	_____ (13)
outdoor pioneer games	_____ (14)
swimming	_____ (15)
boating	_____ (16)
water carnivals	_____ (17)
other	_____

	_____ (18) _____

90. Work projects:

maintaining roads	_____ (1)
building shelters	_____ (2)
repairing buildings	_____ (3)
planting trees	_____ (4)
clearing underbrush	_____ (5)
making game shelters	_____ (6)
cleaning beach	_____ (7)
building boat docks	_____ (8)
clearing trails	_____ (9)
repairing and preventing erosion	_____ (10)
cutting out dead trees	_____ (11)
repairing equipment	_____ (12)
cleaning living areas	_____ (13)
setting tables	_____ (14)

serving food	(15)
cutting and storing ice	(16)
taking logs to saw mill	(17)
staging logs	(18)
cleaning up old camp sites	(19)
building and maintaining council ring	(20)
developing chapel sites	(21)
washing dishes	(22)
developing rifle range	(23)
developing archery range	(24)
establishing and caring for a tree nursery	(25)
digging well	(26)
draining swamp areas	(27)
eradicating poisonous plants	(28)
building check dams on drain gullies	(29)
developing wood piles	(30)
other	(31)

91. Other activities:

Visits

abandoned farm	(1)
farmer's wood lot	(2)
game sanctuaries	(3)
fish hatcheries	(4)
dairy farm	(5)
old historical sites	(6)
mines or gravel pits	(7)
saw mills	(8)
local industries	(9)
blacksmith shop	(10)
rural service center	(11)
old Indian village or camp site	(12)
rural school	(13)

Miscellaneous

game surveys	(14)
stock streams and lakes	(15)

study community services at camp:	
water supply	_____ (16)
food storage and handling	_____ (17)
refrigeration	_____ (18)
waste disposal	_____ (19)
building maintenance	_____ (20)
mail service	_____ (21)
electricity	_____ (22)
gas	_____ (23)
telephone	_____ (24)
study of local history	_____ (25)
operate camp bank	_____ (26)
operate camp store	_____ (27)
organize and issue camping	
equipment	_____ (28)
maintain and issue tools	_____ (29)
elect camp officers	_____ (30)
operate camp newspaper	_____ (31)
keep camp log	_____ (32)
other	_____
	_____ (33)

C. Evaluation

93. What types of camper evaluation are used in program?

achievement tests	_____ (1)
who's who	_____ (2)
sociograms	_____ (3)
interest inventories	_____ (4)
observation	_____ (5)
interviewing	_____ (6)
anecdotal records	_____ (7)
panels	_____ (8)
demonstration of skills	_____ (9)
assembly programs	_____ (10)
other	_____
	_____ (11)

94. What types of teacher evaluations are used in program?

questionnaire _____ (1)
 interviews _____ (2)
 other _____
 _____ (3)

95. What types of parent evaluation are used in program?

questionnaire _____ (1)
 interview _____ (2)
 letters _____ (3)
 other _____ (4)

96. What evaluation is used from other sources?

 _____ (1)

IV. COMMUNITY RELATIONS

The next area will deal with the acceptance of the school camping program by the community and the techniques which you might use to gain this acceptance.

97. Is there a community precamp planning committee?

Yes _____ (1)
 No _____ (2)

IF YES:

98. What is the make-up of this committee? (give numbers)

teachers _____ (1)
 school administrators _____ (2)
 representatives of social serv. agencies _____ (3)
 representatives of commun. serv. clubs _____ (4)
 representatives of labor groups _____ (5)
 representatives of govt. agencies _____ (6)
 other _____

 _____ (7)

99. How far in advance of camping period does planning begin?

_____ (1)

100. Does committee function as an administrative board during camping period?

Yes _____ (1)

No _____ (2)

101. What function does planning committee fulfill?

_____ (1)

102. Do community groups have access to camp facilities?

Yes _____ (1)

No _____ (2)

IF YES:

103. What community groups have access to camp facilities?

_____ (1)

104. For what types of activities do community groups have access to camp facilities?

picnics _____ (1)

dances _____ (2)

banquets _____ (3)

evening recreation _____ (4)

drama groups _____ (5)

club meetings _____ (6)

extension classes _____ (7)

conferences _____ (8)

week-end camping _____ (9)

other _____

_____ (10)

105. Are community groups' activities ever conducted as joint activities with children?

Yes _____ (1)

No _____ (2)

IF YES:

106. What are these joint activities?

_____ (1)

107. How are school camp activities interpreted to the community?

newspaper articles _____ (1)

PTA programs _____ (2)

talks to clubs by school camp personnel _____ (3)

movies _____ (4)

radio programs _____ (5)

television _____ (6)

parents visiting _____ (7)

other _____ (8)

108. What types of programs are planned for parents' visiting days?

dancing _____ (1) pageants _____ (4)

panels _____ (2) plays _____ (5)

stunts _____ (3) demonstrations _____ (6)

other _____ (7)

109. What evaluative techniques are used to determine community attitude toward camping program?

interview _____ (1) other _____

questionnaire _____ (2) _____ (3)

110. What demonstrations of friendliness have private or agency camp people shown?

professional advice _____ (1)
 loan of equipment _____ (2)
 visits to school camp _____ (3)
 other _____ (4)

111. What techniques have school camp people used to encourage interest and friendliness of private or agency camp people?

invitations to visit _____ (1)
 membership on school camp planning
 committee _____ (2)
 mailing of printed information on
 program _____ (3)
 other _____ (4)

112. What techniques have school camp personnel used to establish and maintain friendly relations with camp neighbors?

invitation to visit camp _____ (1)
 use of facilities _____ (2)
 camp personnel visits to local people _____ (3)
 keeping children away from restricted
 property _____ (4)
 trading in community service center _____ (5)
 other _____ (6)

113. If you were to advise a superintendent who wanted to begin a school camping program, what factors of facilities, personnel, program, or community relations would you feel essential to the successful operation of the program?

_____ (1)

GROUP CAMP FACILITIES

Maintained by

MICHIGAN DEPARTMENT OF CONSERVATION
DIVISION OF PARKS AND RECREATION

Arthur E. Elmer, Chief
H. B. Guillaume, Group Camp Supervisor

The facilities listed are available for year around use. For use of camps in the summer, June 15 to Labor Day, make application to the Division of Parks and Recreation, Michigan Department of Conservation, 412 Stevens T. Mason Building, Lansing 26, Michigan; to resident park manager for fall, winter and spring use. Down wood, where available, is free for cooking and heating. Rates: based upon not less than the rated minimum camper capacity; children \$1.50 per camper per week, adults \$3.50 per camper per week, according to number of campers, no charge for camp help or staff. At camps where dishes and silverware are provided, the rate for children is \$1.75 per camper per week and for adults \$4.00 per camper per week. Special permission must be obtained if rated maximum capacity or camper-staff ratio is to be exceeded. All facilities are equipped with cooking ranges, sinks, cupboards, tables and benches. All facilities except Burns Lodge have electricity.

(*) Asterisk indicates facilities not accommodating mixed sexes.

NAME AND LOCATION OF CAMP FACILITY		CAPACITY			SLEEPING ACCOMMO- DATIONS PROVIDED	DESCRIPTION
		CAMPERS	STAFF AND HELP	TOTAL CAPA- CITY		
1. Bloomer Group Camp Ortonville Recreation Area 1 mile north of Ortonville off M-15	Minimum Maximum	20 28	5 6	25 34	(*) Cots and Mattresses	Rustic lodge, kitchen, dining room, dorm rooms, fireplace, secluded location in 3,000 acre Ortonville Recreation area. No immediate water front.
2. Burns Lodge Waterloo Recreation Area 9 miles west of Chelsea	Minimum Maximum	16 20	4 5	20 25	Cots and Mattresses	Remodeled farm residence, secluded location in 14,000 acre tract. Swimming nearby, dorm rooms, dining room, outdoor latrines. Popular all seasons of the year.
3. Cedar Lake Camp Waterloo Recreation Area		72	18	90	Cots and Mattresses	Insulated and winterized for year around use. Kitchen utensils, dishes and silver provided. Mess hall, central latrine, office, help quarters, craft building, 3 units of sleeping cabins and unit latrines, private water front.
4. Chief Noonday Lake Camp Yankee Springs Recreation Area 12 miles west of Hastings		96	24	120	Cots and Mattresses	Kitchen utensils, dishes and silver provided. Mess hall, central latrine, staff quarters, help quarters, infirmary, craft shop, office, 4 units of cabins and unit lodges, private beach, unit latrines.
5. Hayes Group Camp W. J. Hayes State Park 9 miles west of Clinton on US-112	Minimum Maximum	16 20	4 5	20 25	(*) Cots and Mattresses	Advantageous location, secluded, in 700 acre park; dining room, kitchen, lavatory, staff rooms and loft. Some dishes provided. Swimming, water sports in park.
6. Island Lake Group Camp Island Lake Recreation Area 6 miles southeast of Brighton off US-16	Minimum Maximum	72 110	18 30	90 140	Cots and Mattresses	Secluded location on Huron River. Unit type camp, 4 units; 20 sleeping cabins, central latrine, mess hall, kitchen utensils, dishes and silver provided, help quarters, swimming nearby. Unlimited possibilities for outdoor recreation in the 2,300 acres comprising the area.

NAME AND LOCATION OF CAMP FACILITY		CAPACITY			SLEEPING ACCOMMO- DATIONS PROVIDED	DESCRIPTION
		CAMPERS	STAFF AND HELP	TOTAL CAPA- CITY		
7. Long Lake Camp Yankee Springs Recreation Area		96	24	120	Cots and Mattresses	Similar to Chief Noonday Lake Camp but has no unit lodges. Kitchen utensils, dishes and silver provided. 14,000 acres to utilize for a diverse outdoor program.
8. Ludington Group Camp Ludington State Park 8½ miles north of Ludington on M-116	<i>Note:</i>	Minimum 40 Maximum 50	7 10	47 60	Cots and Mattresses	Rustic mess hall, latrine and laundry buildings, one barracks, utensils, dishes and silver provided. Private location and water front. 3,100 acres of unexcelled natural beauty.
		<i>Permit may be obtained to accommodate 20-30 additional persons by use of tents.</i>				
9. Mill Lake Camp Waterloo Recreation Area		Minimum 96 Maximum 112	24 30	120 142	Cots and Mattresses	Similar to Cedar Lake Camp and in addition has administration building, 4 units of cabins, and 4 unit latrines and infirmary. Insulated and winterized for year around use. Kitchen utensils, dishes and silver provided.
10. Muskegon Group Camp Muskegon State Park 7 miles northwest of Muskegon off M-20		Minimum 60 Maximum 80	12 20	72 100	Cots and Mattresses	Mess hall, kitchen utensils, dishes and silver provided, 2 barracks, staff quarters, help quarters, administration building, central latrine. Swimming, hiking, etc., in 1,350 acre park. Attractive converted CCC camp.
11. Oqueoc Lake Camp Black Lake State Forest 16 miles northwest of Rogers City on US-23		Minimum 50 Maximum 110	8 30	58 140	Cots and Mattresses	Converted CCC camp; mess hall, 3 barracks for dorms, 1 for recreation and craft, infirmary, help quarters, staff quarters, administration building, latrines and showers, private water front.
12. Pickerel Lake Group Camp Highland Recreation Area 1 mile east of Highland		Minimum 16 Maximum 20	4 5	20 25	Cots and Mattresses	Construction completed February, 1951. Large dining room used also for craft work; sleeping in connected dorm rooms. Adjoining modern kitchen. Some dishes provided. Showers. Cook's quarters. Outdoor recreation opportunities in 5,000 acre Highland Recreation Area.
13. Sleeper Group Camp Sleeper State Park 5 miles northeast of Caseville off US-25		Minimum 72 Maximum 96	18 24	90 120	Cots and Mattresses	Unit plan camp; 16 sleeping cabins, central latrine, mess hall, kitchen utensils, dishes and silver provided, help quarters, administration building. Excellent beach on Lake Huron.
14. Warren Dunes Group Camp south of Brjdgm on US-12 14 miles south of Benton Harbor		Minimum 16 Maximum 20	4 5	20 25	Double deck beds and mattresses	T shaped building with partitioned sleeping rooms at either end of mess hall. Connecting kitchen with bottled gas range. Electricity. Outdoor latrines.
15. Wells Group Camp J.W. Wells State Park 25 miles north of Menominee on M-35	<i>Note:</i>	Minimum 30 Maximum 60	6 12	36 72	Cots and Mattresses	Kitchen utensils, dishes and silver provided. Mess hall and outdoor grill is in an enclosed screened veranda, modern latrine, shower and laundry building, 4 sleeping cabins. Separate quarters for staff and help. Private water front, ¾ miles on Green Bay.
		<i>Permit may be obtained to accommodate 20-40 additional persons for tent camping.</i>				

ONE SCHOOL SYSTEM'S STATEMENT CONCERNING REASONS
WHY SOME CHILDREN DID NOT ATTEND CAMP

September 24 to 28:

91 students eligible to go to camp.

65 attended camp, 6 deferred payment, 1 with assistance.

26 remained at school:

2 absent due to illness, would have attended.

2 poor health.

4 parents objected to camping.

1 marching band, would have attended.

4 paper routes or were substituting for campers.

1 had to care for family while parent worked.

1 did not want to go for racial reasons.

6 did not want to go for minor or personal reasons.

1 did not want to go since she was new to community.

1 last-minute withdrawal, no established reason.

3 finance, could not establish suitable financial assistance
due to family pride, or due to the fact that there was no
proof that could be submitted to an organization.

October 1 to 5:

90 students eligible to go to camp.

52 attended camp, 5 with deferred payment, 1 with assistance.

38 remained at school:

1 hospitalized.

3 poor health.

4 out of school at time we left for camp.

2 had to care for a member of the family.

1 paper route.

1 death in the family.

6 parents objected to camping.

1 unsettled family control (court case).

12 did not want to go, poor reasons or no reason.

7 finance: 2 did not want assistance.

3 did not respond to offer.

1 working in cafeteria.

1 could not be reached.

All students who have not attended camp will have the opportunity to attend in the spring. Many have realized their reasons for not going were fear and unjustly founded. Those absent at the time of camping have been on the list of spring campers.

Tracy Stockman handled all the cases needing financial assistance. Only two followed through and accepted partial payment of fees. The others preferred to defer the payment, thereby saving the family pride. Some cases of finance were unfounded as far as receiving assistance from an organization. In those cases we have tried to get the student to save or bank the money throughout the year. Those parents were hostile to the idea of camping and the amount of money so no relationship could be established to approach the subject of partial payment or financial assistance. In general the cases were from broken homes or homes with foster parents, some of which squander the paycheck at bars.

Note: The above material was submitted by one of the directors interviewed.

SAMPLE QUESTIONNAIRE TO CAMPERS

1. Did you have a (good, fair, poor) time at camp?
2. Would you recommend continuing school camping another year?
3. Which work groups did you enjoy most?
4. Which work groups do you think could be improved?
5. How would you improve the organization of:
 - a. Cabins -
 - b. Work groups -
 - c. Dining room groups -
 - d. Cookouts -
 - e. Other improvements -
6. How would you improve "free periods"?
7. How would you rate the entire group on a percentage or fractional basis in these qualities: (Use any in-between figures that show the picture.)

$\frac{1}{4}$ or	$\frac{1}{2}$ or	$\frac{3}{4}$ or	100 or
<u>25%</u>	<u>50%</u>	<u>75%</u>	<u>100%</u>

 - a. Taking responsibility
 - b. Good sportsmanship
 - c. Courteousness
 - d. Kindness to animals
 - e. Protection of natural resources

1/4 or	1/2 or	3/4 or	100 or
<u>25%</u>	<u>50%</u>	<u>75%</u>	<u>100%</u>

f. Friendliness to cabin
and group mates

g. Efficiency while on
kitchen patrol

How would you go about improving these qualities?

8. Any other comments that you think should be mentioned?

9. How would you suggest keeping up on the latest news while at
camp?

Name _____

A SAMPLE PART-TIME SCHOOL CAMP PROGRAM

Day	Wood-chucks	Schmoos	Marsh Rats	Red Wings	Blackfeet
Mon.	Arrival; Housekpg. (supper)	Arrival	Arrival	Arrival	Arrival
Tue.	Housekpg. (brkfst.); Crafts	Hike; Housekpg. (lunch); Housekpg. (supper)	Soil; Archery	Camp project; Hike; Social hour	Brkfst. cookout; Soil
Wed.	Forestry; Archery	Cookout; Social hour	Housekpg. (brkfst.); Housekpg. (lunch); Crafts; Housekpg. (supper)	Cookout; Hike	Archery; Forestry
Thu.	Cookout; Hike	Game Con- servation; Archery	Cookout; Hike; Social hour	Archery; Game Con- servation	Housekpg. (brkfst.); Housekpg. (lunch); Camp project; Housekpg. (supper)
Fri.				Housekpg. (brkfst.); Housekpg. (lunch)	

~~[REDACTED]~~

~~JUL 2 '55~~

~~JUL 16 '55~~

~~AUG 1 '56~~

~~DEC 5 '56~~

~~JAN 7 '57~~

~~JUL 24 '57~~

~~AUG 2 '57~~

~~FEB 13 '58~~

~~APR 4 '58~~

~~JAN 13 1961~~ ~~mag 1/3/61~~

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