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## A study of administrative factors in establishing an outdoor education program for Mill Valley

William Edward Lovvorn  
*University of the Pacific*

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A STUDY OF ADMINISTRATIVE FACTORS IN ESTABLISHING  
AN OUTDOOR EDUCATION PROGRAM FOR MILL VALLEY

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A Thesis  
Presented to  
the Faculty of the School of Education  
The College of Pacific

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

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by  
William Edward Lovvorn  
July 1958

## PREFACE

The writer's interest in outdoor education is based on a college major in Physical Education, two years as director of a day camp in the Los Angeles area, and ten years of experience as a school administrator. During this time, interest developed in the possibilities of outdoor education as a means of providing many direct learning experiences not possible in the regular classroom. The writer thus becomes especially interested in the possibility of providing a program that would more nearly meet the needs of young people than is possible through traditional classroom procedures. Extending learning to the out-of-doors through a well-planned and directed outdoor education program seemed to offer many opportunities for enriching the school curriculum.

The more realistic schools become in their attempt to equip individuals for life, the more they realize the inadequacy of the traditional school environment. Many limitations imposed by tradition are being removed through revised procedures and methods of instruction. There remains certain limitations, however, of the school environment itself, such as lack of direct contact with nature and lack of opportunities for certain types of human relationships which are more nearly possible through group living.

Modern educators believe that many of these limitations may be removed by extending education to an out-of-door environment by making camping experiences a part of the regular school curriculum.

The conclusion was reached that one of the important reasons for the delay in acceptance of outdoor education as a part of the regular school program was due to the fact that administrators, who sooner or later must assume the responsibility for initiating new programs in education, need more information concerning methods of getting an outdoor education program started. Such administrative factors as financing, selecting a staff, planning a program, providing for health and safety, selecting a camp site, and others, are real problems that must be faced by those who are contemplating the establishment of an outdoor education program.

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## CHAPTER I

### INTRODUCTION

As society has become more complex, so has the educative process. The demands on schools have increased manifold. As a result of new demands on education, it has been necessary for schools to re-examine the purposes and program of education.

The traditional view that knowledge is the chief end of education is no longer acceptable to the modern educator. While it is true that knowledge is important, there are other factors of equal importance if adequate consideration is to be given to the modern concept of the learning process. Unfortunately the traditional view still holds its deeply rooted place in practice.

It is contended that the school as now organized is basically a reading, writing, talking and listening institution.<sup>1</sup> It is not prepared or organized to do the job that it should undertake. Modern education must take into account the need for a type of program that will train the growing citizen in such ways that he is capable of meeting the demands

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<sup>1</sup>American Association for Health, Physical Education, and Recreation, Interpretation of Outdoor Education, A Report Published by (American Association for Health, Physical Education, and Recreation, March, 1956), pp. 5-6.

of a modern world.<sup>2</sup> There must be practical teaching as well as formal instruction.<sup>3</sup> There are far too few opportunities in the average school for direct learning experience.

For generations Americans have accepted the great out-of-doors as a part of their experience of growing up.<sup>4</sup> The physical heritage has been preserved to the extent that every American may have an opportunity to live in the out-of-doors, yet only a few are able to take advantage of the privilege.<sup>5</sup> More success has been achieved in preserving our wilderness than perpetuating the custom of enjoying it.<sup>6</sup>

It is contended that all youth need the opportunity of outdoor education. Boys and girls need the experience of the cook-out, playing the role of the pioneer by roughing it on an overnight trip, of group living under trained teacher-counselors. They deserve the opportunity to share chores of group living which camp life creates but which cannot be provided in the typical child's school or home environment of

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<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

<sup>4</sup>State Department of Natural Resources, Status of Conservation Education in California Schools, (California Department of Natural Resources, June, 1955), pp. 6-11.

<sup>5</sup>Ibid.

<sup>6</sup>Ibid.

today.<sup>7</sup>

An increasing number of educators believe outdoor education experiences should be available to all children. The public school is the logical agency for offering these experiences. The objectives of outdoor education are primarily educational and therefore, fall within the responsibilities of the board of education.<sup>8</sup>

Realizing more fully the importance of the educational implications of the outdoor education movement, the American Association for Health, Physical Education and Recreation adopted a resolution at their 1947 convention, held in Seattle, Washington, recommending that a national survey be made of outstanding outdoor education programs.<sup>9</sup>

John S. Carroll, former superintendent of schools of San Diego County, California, emphasizes the need for more information regarding the outdoor education movement.<sup>10</sup> Surveys

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<sup>7</sup>United States Department of Agriculture, Conservation in Camping, (Washington: Government Printing Office, March, 1952), pp. 1-2.

<sup>8</sup>Jackson R. Sharman, "Camping, A School Responsibility," Phi Delta Kappan, (December, 1938), pp. 116-117.

<sup>9</sup>American Association for Health, Physical Education and Recreation, "Recommendations from Seattle Convention," Journal of Health and Physical Education, (September, 1947), p. 557.

<sup>10</sup>John S. Carroll, "A Platform for Camping Education," California Journal of Secondary Education, (February, 1948), p. 109.

of best practices in some particular phase of the curriculum are among the most helpful of the contributions to the field of curriculum development. The writer also feels that a nation-wide documentation of best practices in administering outdoor education would be of value to those considering the initiation of such programs.<sup>11</sup>

## I. THE PROBLEM

Statement of the problem. The purpose in this investigation is to analyze and to appraise the administrative policies and practices concerned with the establishment of an outdoor education program.

The main problem is treated under three headings as follows:

1. The growth of the outdoor education movement, and the evolving administrative policies and practices.
2. Identification of the administrative problems involved in establishing outdoor education programs.
3. Developing a workable set of administrative policies and practices for outdoor education programs.

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<sup>11</sup>Ibid.

## II. DEFINITIONS OF TERMS USED

For the purposes of this study, terms are defined as follows:

The outdoor and camping education program represents a comparatively new movement in public education which seeks to make outdoor education an integral part of the public school curriculum. It would utilize the out-of-doors in providing educational experiences that could best take place in such an environment.

Policies and practices refer in this study to those factors concerned with establishing outdoor education programs. A policy is a principle to guide action. A practice is application of the principle in a course of action.

Appraise and analyze is in effect to separate into natural parts and set a value as to the worth of a part.

Curriculum is defined as the "total set of experiences provided by the school for students in order that they might learn."<sup>12</sup>

Needs of pupils for purposes of this study are construed as "everything necessary to insure the optimum

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<sup>12</sup>Learning the Ways of Democracy, Educational Policies Commission, National Education Association, p. 44.

development of the potential abilities of a pupil, (physical, moral, intellectual, emotional, and social) both in relation to his present interests, abilities, and level of achievement and in relation to the probably future demands of the individual and society."<sup>13</sup>

Basic considerations refer to certain basic requirements that are essential if worthwhile outdoor education is to be put into effect.

Learning experiences are those experiences defined as "any interaction of the individual with his environment such that desirable changes are brought about in him in the direction of higher development, the desirability of such changes being determined by his needs and by the social and educational standards of the culture to which he belongs."<sup>14</sup>

Outdoor educational experiences are all of those activities which take place in an outdoor education environment.

#### DELIMITATIONS

There are numerous factors that merit special consideration in a study of outdoor education. Some of those factors

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<sup>13</sup>Carter V. Good, Dictionary of Educational Research, (New York: The Macmillan Company, 1941), p. 1130.

<sup>14</sup>Ibid., p. 87.

are coordination of state and local departments, evaluating the program, training leaders, and others. This study, however, is confined to the administrative factors involved in establishing or initiating a program of outdoor education. Likewise there are many different kinds of organized camps such as scout camps, private camps, and others. Only administrative policies and practices of selected public outdoor education programs and school camps will be considered in this study.

Significance of the study. Many school systems are seeking information regarding the outdoor education movement. They want to know how to make a beginning. They are concerned about problems that confront a school which is considering the opening of an outdoor education program such as organization, planning a program, obtaining a site, selecting a staff, meeting legal requirements, financing, and others.

Professional groups such as the California Association of School Administrators, the California Association of Secondary School Administrators, the California Elementary School Administrators Association, the California School Supervisors Association, the California Association for Health, Physical Education, and Recreation, and the Outdoor Education Association recommend that the outdoor education program be developed as an integral part of the public school system.<sup>15</sup> Dr. John

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<sup>15</sup>State Department of Natural Resources, Status of Conservation Education in California Schools, (California Department of Natural Resources, June, 1955), p. 15.

W. Studebaker, former United States Commissioner of Education, suggested that one-fourth of the money to be spent on new school construction might well be used in establishing and operating a school camp as part of the curriculum.<sup>16</sup>

Camping trips of two weeks or more a year are part of the year-around educational program in 'Columbia' (public school of the future). The camps, staffed by teachers, are designed particularly to develop self-reliance, co-operation, and other skills needed in democratic living. Here young people can live a twenty-four hour day experience in working and playing together...These camps are considered a regular part of the school program rather than a summer time auxiliary.<sup>17</sup>

The National Resources Planning Board recommends that organized outdoor education under school auspices is one of the best means of achieving the desirable extension of the school term beyond the conventional nine months.<sup>18</sup>

Some educational leaders declare that the proposal to develop the school outdoor education curriculum as an integral part of the modern school is not feasible. They point out that there are more pressing problems at hand. However, quite a number of administrators believe that the time is now, and that this matter cannot wait. A number of schools are now operating

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<sup>16</sup>John W. Studebaker, New York Herald Tribune, April 4, 1946.

<sup>17</sup>Educational Policies Commission, "Teach Them All," A summary of Educational for All American Children, National Educational Association, 1948, pp. 15-16.

<sup>18</sup>National Resources Planning Board, Report for 1943: Part 1, Post War Plan and Progress, United States Government Printing Office, Washington, D. C. (January, 1943).



outdoor education programs. Many others are planning to do so.<sup>19</sup>

The outdoor education program provides an excellent setting for acquiring direct experiences. While the outdoor education plan does not provide a laboratory for gaining all the direct experiences necessary for learning, it is possible to extend education in some areas now neglected and to make learning more effective in others.<sup>20</sup>

The important question is, where can learning best progress? That which can best be learned inside the classroom should be learned there; and that which can best be learned through direct experience outside the classroom, dealing directly with native materials and life situations, should there be learned.<sup>21</sup> This is a basic thesis for outdoor education. Sharp contends that by no means should all learning be conducted out-of-doors. However, he does contend that the outdoor education program does provide a laboratory that is essential if the modern school is to serve youth effectively.

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<sup>19</sup>State Department of Education, Camping and Outdoor Education in California, (Sacramento: California State Department of Education, March, 1952), pp. 12-13.

<sup>20</sup>Ibid.

<sup>21</sup>L. B. Sharp, "Basic Considerations in Outdoor Education," National Association of Secondary School Principals, The Bulletin, XXXI, (1947), p. 43.

The gains in learning from outdoor education can be made available for all children through the schools.<sup>22</sup> Cocking further states some boards of education have already been far-sighted enough to provide outdoor education as a part of the school. He states whether the outdoor education site is used weekends or throughout the year, it provides a place for learning by doing as one carries out the daily responsibilities of life.

An investigation of the outdoor education movement with the purpose in mind of finding out the desirable administrative policies and practices should result in a contribution toward the development of a program of education that will more nearly meet the needs of children and youth.

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<sup>22</sup>Walter D. Cocking, School Executives, Editorial, (February, 1945).

## CHAPTER II

### HISTORICAL DEVELOPMENT OF OUTDOOR EDUCATION IN CALIFORNIA

California is one of the states of the nation having an abundance of outdoor education facilities. More than one thousand miles of tidelands that provide excellent marine laboratories, wooded areas in the mountains and on the foothills, extensive agricultural fields, rivers and streams, and vast desert areas all combine to provide a wide range of opportunity for outdoor education experiences to capture the interest and challenge the imagination of any group of children and youth. In many parts of the state the climate allows comfortable outdoor living all through the year.<sup>1</sup>

The California development in this area of education began in San Diego with group planning in 1942 and 1943, which culminated in the San Diego City-County Camp Commission. Their efforts were rewarded by what could be almost a permanent lease of facilities when the State Park Commission in 1944 leased the Camp Cuyamaca facilities, later extending leases which run until 1974. The Kellogg Foundation Workshop at Camp Palomar in San Diego County in 1950 was important in launching a rapid

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<sup>1</sup>State Department of Education, Camping and Outdoor Education in California (Sacramento: California State Department of Education, March, 1952), p. 2.

succession of other school camping projects over the state.<sup>2</sup>

Outdoor education has grown from the pilot San Diego project to the present state-wide program, involving well over 29,000 elementary school children from 746 classes, and representing 361 schools and 79 districts.<sup>3</sup>

The California State Department of Education has been providing leadership and encouragement to the movement since its inception. In May, 1950, the Bureau of Health Education, Physical Education, and Recreation compiled and distributed a status report, "School Camping in California."<sup>4</sup> In 1951, to help encourage outdoor education programs, the outdoor science and conservation education law was enacted. This law permits the governing board of any school district to do the following:

- "1. Conduct programs and classes in outdoor science education and conservation education within or without the boundaries of the school district and for that purpose employ instructors, supervisors, and other personnel and provide necessary equipment

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<sup>2</sup>Ibid.

<sup>3</sup>State Department of Education, Camping and Outdoor Education in California (Sacramento: California State Department of Education, March, 1952), p. 2.

<sup>4</sup>Los Angeles County Schools, Outdoor Education Handbook for School Districts, (Office of the County Superintendent of Schools, Los Angeles, March, 1952), p. 5.

and supplies.

2. Acquire and maintain real or personal property needed for outdoor science education and conservation education programs and classes either within or without the boundaries of the school district either by purchase, rental, lease, gift, or other means in the same manner as if the property were within the boundaries of the school district.
3. Contract with the United States, the State of California, any city, county, city and county or school district therein, or any combination thereof for the joint operation and maintenance of such programs and classes in outdoor science education and conservation education or for assistance in their operation and maintenance.
4. Transport or arrange transportation of pupils, instructors, supervisors, or other personnel to or from places where such programs and classes are being conducted, whether within or without the district; provided, such transportation is within the state and not in excess of a radius of 180 miles

from the school or schools of the district."<sup>5</sup>

With this authorization, school districts may proceed with plans involving the expenditure of school district funds for facilities within or without the district in conducting experimental programs in outdoor science and conservation education.

Two other publications published by the State Department of Education that have also given valuable support and assistance to schools initiating outdoor education programs are "Camping and Outdoor Education in California,"<sup>6</sup> and "Conservation Education Through School Camping in California Elementary Schools."<sup>7</sup> The Bureaus of Elementary Education and Secondary Education of the California Department of Education have also given valuable leadership to the program, and other bureaus are ready when needed. The Division of Public School Administration has looked with favor upon the program as a vital part of the state school system as related to state-aid allocations.

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<sup>5</sup>Enacted as Assembly Bill 3389, September 22, 1951, and now embodied in the Education Code of California as Section 10056.

<sup>6</sup>State Department of Education, Camping and Outdoor Education in California (Sacramento: California State Department of Education, March, 1952).

<sup>7</sup>State Department of Education, Conservation Education Through School Camping in California Elementary Schools (Sacramento: California State Department of Education, 1955.)

The California State Department of Natural Resources is another department of government with a sustained interest in outdoor education through camping. Their publication of 1955<sup>8</sup> titled, "Status of Conservation Education in California Schools," was an outgrowth of the work of the State Interdepartmental Conservation Education Committee. Other departments of state government have manifested cooperative interest in the program, such as the State Department of Fish and Game.

Roy E. Simpson, Superintendent of Public Instruction, appointed a Conservation Education Committee in the State Department of Education in 1948.<sup>9</sup> The purposes of the committee are: (1) to focus attention on the importance of conservation education in the schools of California, (2) to study problems related to conservation education, (3) to initiate state-wide activities to further conservation education, (4) to stimulate the development of conservation education programs at the local level, and (5) to coordinate the activities of various state departmental agencies contributing to conservation education. Jay D. Conner, Associate Superintendent of

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<sup>8</sup>Status of Conservation Education in California Schools, A Report Prepared by Superintendent of Instruction (Sacramento: California Superintendent of Instruction, 1955).

<sup>9</sup>California State Department of Education, Status of Conservation in California Schools, (Sacramento: State Department of Natural Resources, June, 1955), p. 5.

Public Instruction, and Chief of the Division of Instruction, served as chairman. Membership consists of representatives of the Division of Instruction staff.

Since the establishment of the committee, membership has been extended to include the Chief of Conservation Education, State Department of Natural Resources, and Conservation Education Director, State Department of Fish and Game. The committee is now called "The State Interdepartmental Conservation Education Committee." It serves as an important coordination and cooperation device in the development of an effective state-wide program in conservation education.

The committee prepares resource materials and sponsors regional conferences on conservation of natural resources. For the past three years, the State Interdepartmental Committee, with the co-sponsorship of the University of California and the State Department of Education, has conducted annual state-wide conservation education work conferences.

The continuing work of many state professional organizations has been instrumental in the growth of the movement. Among these are the California Association of School Administrators, the California Association of Secondary School Administrators, the California Elementary School Administrators, the California School Supervisors Association, and the Congress of Parents and Teachers. The California Association for Health, Physical Education, and Recreation has always been intimately



associated with the development of camping and outdoor education.<sup>10</sup>

Early in 1955, the Outdoor Education Association<sup>11</sup> was formally organized, an outgrowth of the need of a rapidly expanding group of professional workers in camping and outdoor education to get together frequently to exchange ideas, share experiences and to study ways of improving the educational experiences of children and youth in this program. The organization has quarterly weekend workshop meetings which are held in school camp facilities in various parts of the state. Membership has already expanded to include a large number of school, camping, and conservation people who are dedicated to the improvement and promotion of this way of education. This organization has now affiliated with several other state educational organizations to provide a close cooperative working relationship.

There were seventy-nine school districts providing one-week outdoor education experience through school camping for

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<sup>10</sup>California State Department of Education, Outdoor Education Provides Meaningful Experiences. A Report Prepared by California Education Department (Sacramento: California Superintendent of Instruction, 1956), p. 5.

<sup>11</sup>California State Department of Education, A Progress Report of Natural Science Education Through Camping and Outdoor Education, (Sacramento: State Superintendent of Public Instruction, 1956), p. 5. (Mimeographed)

sixth grade boys and girls during 1955-1956. Over twenty-nine thousand students participated in outdoor education programs.<sup>12</sup>

The California Program of Outdoor Education Moves Ahead

The role of the county superintendent of schools and his staff in the stimulation and development of programs of conservation and outdoor education in California continues to become more clearly defined. The assistance of the county office in helping school districts to launch pilot programs is becoming increasingly apparent. Indeed, many school districts find it most difficult to proceed alone with plans of this type without the assistance of the intermediate unit.<sup>13</sup> County offices of education in Merced, Santa Clara, Monterey, and San Mateo counties were actively engaged in the operation of camp centers.<sup>14</sup> Camp Cuyamaca is operated under the auspices of the San Diego City and County Camp Commission.<sup>15</sup> Los Angeles county schools staff personnel have been a source of constant help to

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<sup>12</sup>California State Department of Education, Outdoor Education Provides Meaningful Experiences, A Report Prepared by California Education Department (Sacramento: California Superintendent of Instruction, 1956), p. 5.

<sup>13</sup>California State Department of Education, A Progress Report of Natural Science Education Through Camping and Outdoor Education, (Sacramento: State Superintendent of Public Instruction, 1956), p. 5. (Mimeographed)

<sup>14</sup>Ibid.

<sup>15</sup>Ibid.

school districts conducting programs and to other school districts contemplating a beginning.<sup>16</sup>

A pattern has clearly been established in California which suggests the feasibility and economy of several school districts pooling their resources in the establishment and operation of a camp site together. There are some twelve such centers now in operation, and probability is strong that at least three or four more are in the embryo stage at present. Idyllwild is presently shared by four school districts in addition to the Long Beach Unified School District, and a major portion of the camp staff will continue throughout the school year with each district sharing expenses. Camp Paivika is used by Garvey and the UCLA Elementary School. Camp Colby includes Bellflower and Tehachapi. Camp Kennolyn is the scene of all Monterey County activity. La Honda YMCA Camp in the San Francisco Peninsula takes care of all Merced County districts, as well as a portion of the Santa Clara districts. Oil King and Canrue have joined Coalinga and Huron districts in the use of Camp Pinecrest near the ocean in San Luis Obispo County.<sup>17</sup>

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<sup>16</sup>California State Department of Education, A Progress Report of Natural Science Education Through Camping and Outdoor Education (Sacramento: State Superintendent of Public Instruction, 1956), pp. 13-14. (Mimeographed)

<sup>17</sup>Ibid.

One of the most recent developments is taking place in San Luis Obispo County where County Superintendent Alvin Rhodes and Elmer A. Grosshauser, Administrative Consultant, are giving leadership to several elementary school districts in an effort to launch a county-wide pilot project as soon as possible. Several meetings have been scheduled this year, and work is moving forward to procure and develop a camp site in the county.<sup>18</sup>

Earle Johnson, Sacramento County Schools, is working closely with James Cowan, Superintendent of the Arcade Elementary School District, and with other districts of Arden-Carmichael, Elder Creek, Elk Grove, and possibly others in getting the Sacramento County project under way as soon as possible. Arcade has a two-year study under way, with hopes of selecting a camp site in the Sierras east of Sacramento. The Sacramento County office will offer consultant service to any district contemplating an outdoor program. However, this office will not administer a camp under the jurisdiction of the Superintendent of Schools, but will assist other districts in all ways possible in establishing their own camp programs.<sup>19</sup>

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<sup>18</sup>California State Department of Education, A Progress Report of Natural Science Education Through Camping and Outdoor Education (Sacramento: State Superintendent of Public Instruction, 1956), pp. 13-14. (Mimeographed)

<sup>19</sup>Ibid.

Lucille Gansberg,<sup>20</sup> County Superintendent of Schools in Lassen County, is continuing work with Herlong and other elementary school districts in that county in an effort to inaugurate a project in that area. Effort is being made to secure and develop a camp site formerly used by the CCC at Eagle Lake, Lassen County. A positive step has been taken in establishing an accumulative fund for this purpose which will be increased each year and used as needed.

Marin County,<sup>21</sup> with Richard Campion, Supervisor of Instruction of the County Office of Education, providing leadership, may soon be able to show tangible progress.

Plans are rapidly progressing in Sonoma County<sup>22</sup> for outdoor education. County Superintendent DeForest Hamilton, has issued an invitation to all Sonoma County Districts to plan on the use of a beautiful camp in the Redwoods owned by the Santa Rosa YMCA whose general secretary, George Mears, has extended the opportunity. Curriculum study, policy formation, and the in-service training of teachers of the county is already in process. Ted Hucklebridge, Supervisor of Physical Education, Sonoma County Schools, has charge of

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<sup>20</sup>Ibid.

<sup>21</sup>California State Department of Education, A Progress Report of Natural Science Education Through Camping and Outdoor Education (Sacramento: State Superintendent of Public Instruction, 1956), pp. 13-14. (Mimeographed)

<sup>22</sup>Ibid.

general camp program direction. Elwood Mitchell and Wood-bridge Metcalf will serve as special consultants in this pilot program. Initial program efforts will be directed to serving the needs of mentally retarded pupils only. Mrs. Eva Day of the county office will co-ordinate camp business details. An advisory committee is now working with the county staff. Tentative plans suggest a start of actual participation in the spring and summer of 1956.

Fenton Lawlor, of the Fresno county<sup>23</sup> superintendent's office, reports continued interest and possible near future growth among elementary school districts in that county. The districts at Coalinga, Huron, Oil King, and Canrva are already operating outdoor education programs. Present emphasis is directed in Fresno County to the selection and development of a camp site which can be used by all participating districts.<sup>24</sup>

Long Beach reports that all sixth graders in the Unified School District will be served for the first time this year at Idyllwild and Camp HI-Hill.<sup>25</sup> Recent expansion at Idyllwild has permitted larger numbers to be served annually.

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<sup>23</sup>Ibid.

<sup>24</sup>California State Department of Education, A Progress Report of Natural Science Education Through Camping and Outdoor Education (Sacramento: State Superintendent of Public Instruction, 1956), pp. 13-14. (Mimeographed)

<sup>25</sup>Ibid.

Elwood Mitchell, in Santa Clara County, reports that plans are being formed this year for a full-time camp director for the first time. Expense of this position and other operating costs will be shared by the participating districts.<sup>26</sup>

#### Other Types of School Camping

While the programs participated in by those school systems during the whole school year represent the broader scope of school camping; there is a far greater number that carry on projects in the late spring or early fall or during the summer months. All of these schools are endeavoring to explore the possibilities of extending education in the out-of-doors with the idea in mind of finally moving to a year around program. Their programs are in the main similar to those in the year around camps with the chief difference being a smaller number of pupils having an opportunity to participate in the outdoor experience. In some instances, the climatic conditions are not conducive to operate the whole year, while in others it is either a shortage of facilities or inability to finance a long term project. Since outdoor education is in its infancy, when considered from the standpoint of the number of pupils that have an opportunity to attend camp, it is only natural that a large number of outdoor education projects are at the beginning

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<sup>26</sup>Ibid.

stage of development. An important factor for consideration at this stage of development is that most schools find it necessary to start on a small scale at the beginning.

It should be pointed out that these outdoor education ventures sponsored by various groups show that there is a variety of ways to establish outdoor education programs. In every situation, the particular resources such as camp sites, funds available, personnel, groups served, and community interest have a great deal to do with the nature and type of program.

#### Summary

The early settlers of our country lived the kind of life that afforded close contact with their natural surroundings. It was out of their pattern of living that the earliest concepts of democracy were developed.

Only in recent years has outdoor education been proposed and projected as a public function. Educators are realizing more and more the educational significance of camping and are making it an integral part of the school program. Since the outdoor education program is largely experience through science and conservation, it undoubtedly will play an increasingly more important role in the future development of the schools.



## CHAPTER III

### VALUES OF OUTDOOR EDUCATION EXPERIENCES

Outdoor education in California as it is generally understood by educators today, has had its development in recent years.<sup>1</sup> Those interested in the movement began to realize that outdoor education presented an opportunity for improving the educational program of the public school.

Educators in many sections of the United States are making greater use of the outdoors to provide direct learning experiences that may be carried on more effectively outside the regular classroom. A growing number believe that certain phases of the pupils' educative experiences can be learned more constructively in an outdoor education environment.<sup>2</sup>

Educators such as Otto<sup>3</sup> are accepting the concept of education that the school, along with the other agencies of the community, shares the responsibility for the development

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<sup>1</sup>State Department of Education, Camping and Outdoor Education in California (Sacramento: California State Department of Education, March, 1952), p. 1.

<sup>2</sup>Interpretation of Outdoor Education Through School Camping, report of the Sub-Committee on Interpretation of Camping and Outdoor Education, (American Association for Health, Physical Education, and Recreation, March, 1956), p. 3.

<sup>3</sup>Henry J. Otto, Elementary School Organization and Administration (New York: Appleton-Century-Crofts Company, 1944), p. 218.

of the child twenty-four hours a day. This concept has brought about a re-examination of the place of the curriculum in meeting the needs of children. Otto<sup>4</sup> defines the elementary school curriculum:

As the sum total of educative experiences of children during their sojourn in the first unit of the educational system. The curriculum may be considered as the vehicle whereby and through which we hope to enable children to achieve the objectives of elementary education. The curriculum, therefore, is not merely a course of study, an organized program of studies, or a question of subject matter. It is more inclusive than any of these items. It represents all the activities transpiring in school life through which a child learns. The various studies, organized activities, and the entire social life and atmosphere of the school find their respective places in the curriculum. Each is designed to make its contribution toward the attainment of the ultimate goals of education.

Educators agree that the curriculum should consist of all the experiences that further the purposes of education in a democracy. This not only includes those experiences that may be had through books but also many direct experiences which children meet in outdoor education environment outside the classroom.<sup>5</sup>

The main purpose of outdoor education is involved, then, in how learning takes place. The concept of learning used here

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<sup>4</sup>Ibid.

<sup>5</sup>Interpretation of Outdoor Education Through School Camping, Report of the Sub-Committee on Interpretation of Camping and Outdoor Education, (American Association for Health, Physical Education, and Recreation, March, 1956), p. 3.

is the one advanced by Kilpatrick:<sup>6</sup>

We learn what we live, and everything we live. We learn each thing we live as we accept it to act on and we learn it in the degree that we count it important and also in the degree that it fits in with what we already know...In other words, camping is on the whole much more successful at teaching its lessons than is the ordinary school of the older type, because the children live the camp life much more fully than they live the life that goes on in the more formal school. Moreover, in the well-run camp the boys and counselors are on the same side, not opposed to each other as are boys and teachers in the formal school. This greatly helps learning. When all the other boys put stress on any given thing, any one boy is almost sure to count it important...In this way, he learns that thing better.

This concept of learning may be more nearly achieved through an outdoor education program. A discussion of the activities that are carried out will give some idea regarding the lessons in living that may be learned by the pupils.

Education in community living and self-discipline grows out of the need to provide wood for fires, to set tables, to make beds, sweep floors, build a bush shelter for wild-life, plant trees to help control erosion and recondition boats. This is providing constructive work experience in the interest of the group and for better living in the community.<sup>7</sup> If all of these different jobs are to be carried out by various groups

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<sup>6</sup>W. H. Kilpatrick, "The Role of Camping in Education Today," Camping Magazine, 14:14-16, February, 1942.

<sup>7</sup>The Tyler Public Schools, Camp Tyler, A Report Prepared by the Tyler Public Schools (Tyler, Texas: Tyler Public Schools, 1952), pp. 4-7.

in the camp, the camper quickly sees the necessity for planning and scheduling so that all will have a chance to do the things that a majority of each group will want to do. Through participation and planning on the part of the camper, conflicts are resolved. He learns the privileges and obligations of democratic government by participating in a miniature democracy. Outdoor education is possibly one place in the educational program where the democratic process can be complete.

Another practical problem presents itself when students bring spending money to camp.<sup>8</sup> They quickly learn that there is a need for a place to keep the money where it will be safe. So a bank is operated. They learn this by actually operating the bank. They also want to purchase confections, toilet articles, and other items. So the pupils open a store, buy at wholesale, clear checks, and keep their books, which provides another practical learning situation.

Perhaps a group decides that it wants to take a trip to a near-by farm. First the trip must be planned so that it fits in with outdoor education and the activities of other groups. Consideration must be given to distance to be traveled, the route to take, food requirements, suitable clothing, transportation, equipment, weather conditions, safety provisions,

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<sup>8</sup>James M. Clarke, Public School Camping (Stanford, California: University Press, 1951), pp. 125-126.

and other arrangements. Such a hike isn't simply an opportunity for lectures and directed observation, it is more than that. This is education based on the child's natural inclination to find out about new things by touching, tasting, seeing, and doing.<sup>9</sup>

The trip will require knowledge of a woodsman's tools and how to use them safely; of the kind of wood to use and where to get it for building a fire. The students must plan how much and what kind of food to take for a balanced diet. This involves figuring as to cost, weight, bulk, and calories. The teacher-counselor is on hand to make suggestions where needed in order that wise provision may be made for the health and safety of the camper. All of this offers an opportunity for participation and planning which teaches the rewards of constructive efforts.<sup>10</sup> It is adventure. At the same time, it is physical, intellectual, and emotional training for the pupil.<sup>11</sup>

Curiosity about a ditch in a field leads to a lesson on conservation of natural resources.<sup>12</sup> A visit to a forest or

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<sup>9</sup>United States Department of Agriculture, Conservation In Camping, A Report Prepared by Soil Conservation Service on Conservation (Washington: United States Department of Agriculture, 1952), pp. 9-12.

<sup>10</sup>Ibid.

<sup>11</sup>Ibid.

<sup>12</sup>Ibid.

a sawmill may present an opportunity for a discussion of lumbering and industry which, in turn, may bring out what is happening to the forests of the United States. Discovery of a leaf or some moss opens the chance to exchange information on trees and mosses. Curiosity about a strange rock may lead to a lesson in geography. The possibilities are almost limitless.<sup>13</sup>

In the evening, there may be songs around the campfire, or a group may want to listen to stories about the folklore of the region. Another group may want to do some planning for the days that are ahead. Then there are games, square dancing, hobbies, and handicrafts which lead the pupil to learn.<sup>14</sup>

The emphasis is on activities not possible in the school such as experiences on the land where conservation becomes a community problem with an opportunity to do something about it. The student has a part in the improvement of living conditions through a functional health program. Many of the problems of group living occur in an outdoor community for it is here that the pupil becomes a member of a group on a round-the-clock

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<sup>13</sup>United States Department of Agriculture, Conservation In Camping, A Report Prepared by Soil Conservation Service on Conservation (Washington: United States Department of Agriculture, 1952), pp. 9-12.

<sup>14</sup>Garvey School District, Camping and Outdoor Education in Science and Conservation, A Report on the Organization, Purposes, and Procedures of the Outdoor Education (San Gabriel, California: Garvey School District, 1954), pp. 31,41,49.

basis, learning to live, work, plan, and play together.<sup>15</sup>

If we accept the belief, along with Kelly,<sup>16</sup> that education is synonymous with living, then we can begin to see how the outdoor education program fits into the picture. Many opportunities for real living are provided in outdoor education. Outdoor education creates experiences where the material taught in the average school subject takes on a new meaning.

Kelly<sup>17</sup> emphasizes the following basic points in developing the curriculum for the school of tomorrow:

1. Provision will be made for the physical and mental health.
2. The opportunities to do and to explore will be infinite.
3. Planning will be an essential part of the day's work.
4. The school experience will be supplemented by work experiences.
5. Guidance will become an important function, dealing with all children, not just those who are in trouble.

Let us examine the outdoor education program to determine to what extent, if any, the learning experiences provided in

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<sup>16</sup>Earl C. Kelly, Education for What Is Real (New York: Harper and Brothers, 1947), pp. 82-90.

<sup>17</sup>Ibid.

outdoor education contribute to an on-going curriculum as proposed by Professor Kelly.<sup>18</sup>

It has been estimated that the child actually spends only one-sixth of his time in the school.<sup>19</sup> It may be assumed then, that two weeks in outdoor education would be the equivalent of twelve weeks in school since he lives there around the clock. Outdoor education makes it possible to provide consecutive leadership and supervision for the children. Continuity of leadership and supervision is essential if we are to really learn to know boys and girls, thus making it more nearly possible to provide the type of guidance necessary for all children instead of just helping those who are already in trouble.<sup>20</sup>

If we accept the statement that outdoor education is a way of living,<sup>21</sup> there are three important phases in building a program, namely: (1) selecting activities that are related to living in the outdoors and are likely to appeal to students as worthwhile, (2) giving consideration to the individual differences of pupils, and (3) activities based upon needs of

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<sup>18</sup>Ibid.

<sup>19</sup>L. B. Sharp, "The Public School Camp," Camping Magazine, January, 1944.

<sup>20</sup>Ibid.



students and carried out in a cooperative manner.

Outdoor education is made up of real life situations.<sup>22</sup> Pupils in the outdoors are more on their own. They must of necessity assume certain duties that are essential for living in a group. In addition to talking or reading about something, they are involved in the doing, in actually experiencing things. They are in an environment that is less formal and the teaching may be in the nature of guidance based on an understanding of children and youth. They are more responsible themselves for what they do. Instead of being required by an adult to carry out certain activities, they play a part themselves in determining activities based upon helpful guidance of counselors who are working with them. Life in the outdoor consists of the unfolding of activities that fit into the feeling and needs of the child.<sup>23</sup>

Outdoor life presents favorable opportunities for learning through group living.<sup>24</sup> The children in each group, with one or two teacher-counselors, develop plans and operate them throughout the time they are in camp, as a "family" group. They make plans concerning the things they need to do. It may

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<sup>22</sup>Ibid.

<sup>23</sup>L. B. Sharp, "The Public School Camp," Camping Magazine, January, 1944.

<sup>24</sup>San Mateo County, "Elementary School Camping and Outdoor Education Programs" (San Mateo, California: Superintendent of Schools, 1954), p. 9. (Mimeographed)

be that adjustments will need to be made in case two groups want to do the same thing at the same time; thus conflicts are resolved. Here citizenship and fair play is in action. Perhaps each morning one group will check the weather, another group will build a shelter, while another will take a hike to an abandoned farm, or still another will go to the craft shop where materials common to the area are used in making something.

Outdoor education makes provision for healthful living.<sup>25</sup>

The physical well-being of the child is given serious consideration from the very beginning. The nurse examines the health records for each child as he enters the outdoor education site. Information gained is passed on to the teacher-counselors and the type of activity suitable for that child is given every consideration, keeping in mind the need for promoting self-confidence on the part of each student.

Good physical health involves more than just knowing good health habits.<sup>26</sup> It involves practice. There is an opportunity for fresh air and sunshine, good food, and planning for health and sanitation. It is a way of living and

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<sup>25</sup>Cleveland Heights Public Schools, "Camping Education" (Cleveland Heights, Ohio: Superintendent of Public Schools, 1954), p. 10. (Mimeographed).

<sup>26</sup>Cleveland Heights Public Schools, "Camping Education" (Cleveland Heights, Ohio: Superintendent of Public Schools, 1954), p. 10. (Mimeographed).

doing, which provides for healthful living. It also involves safeguarding health through avoiding certain hazards. Instruction on how to use the axe, the saw, and other tools as well as actually using them provides an opportunity for developing safe habits of living.

An important factor in educating for physical health, as emphasized in the outdoor education program, is to avoid over-stimulation and over-exertion on the part of the pupils.<sup>27</sup>

Constructive work experience is an essential part of the outdoor education program.<sup>28</sup> Whether it is washing dishes, table hopping, sweeping the floor, repairing a canoe, building an outdoor fireplace, or planting trees, work is an absolute necessity for balanced living. Pupils enjoy work experiences under certain conditions. One of these conditions is that the pupils be enabled to identify themselves with larger problems. Planting trees on an eroded hillside helps them to identify their work with the problem of conservation of natural resources. In the outdoors, they usually work in teams or in small groups. They should have an opportunity to discuss and evaluate their experience for it is through discussion

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<sup>27</sup>Ibid.

<sup>28</sup>Los Angeles Public Schools, Outdoor Education, A Handbook for Teachers (Los Angeles: Office of the Superintendent of Schools, 1954), pp. 49-50.

that the difference between plain work and work as an educational device may be ascertained. The main thing to keep in mind regarding the work experience is to set up the type of planning for the group that will enable them to understand the real need for what they propose to do. Also, there are countless opportunities for application of classroom learnings in the sciences, languages, physical education, shop, home-making, and others.

The activities carried on as a part of the outdoor education program provide for a feeling of satisfaction on the part of the student that is conducive to emotional stability.<sup>29</sup> Outdoor educations afford a good opportunity for diagnosis and correction of emotional difficulties.<sup>30</sup> It is here that the pupil has an opportunity to participate in a different type of activity. He, as well as the members of his group, may discover an activity in which he excels. The pupil's innermost nature functions due to the fact that he is in an environment in which he expresses himself most naturally. He is free from the traditions of the school or the pre-conceived ideas of the teacher and supervisor. Here he is starting over

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<sup>29</sup>American Camping Association, The Place of the Organized Camp in the Field of Education, A Report Published by American Camping Association, (1945), p. 3.

<sup>30</sup>Ibid.

again with fewer strikes against him. He will have the opportunity within broad limits to select certain activities and to do what he wants to do with fewer adult requirements, keeping in mind that such freedom can be exercised so long as it does not interfere with the freedom of the group. Good outdoor leaders are conscious of the importance of emotional security and have a genuine affection for the pupils.

It is not sufficient just to get pupils outdoors.<sup>31</sup>

Not all outdoor experiences are truly educational. It probably requires more skill and training to provide good education outdoors than it does indoors. Any program must be carefully organized and planned to place responsibility upon youth, and encourage them to come to grips with actual life situations.<sup>32</sup>

#### Summary

Educators are accepting a concept of education that has brought about a re-evaluation of the place of the school curriculum in meeting the needs of children. They believe that outdoor learning experiences should be included as an integral

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<sup>31</sup>Soil Conservation Service, Conservation in Camping, A Report Prepared by Soil Conservation Service on Conservation, (Washington: United States Department of Agriculture, 1952), pp. 1-2.

<sup>32</sup>Ibid.

part of the school curriculum. If experiences are to be provided that will enable each individual to achieve his greatest personal and social competence, something more than traditional classroom teaching will be necessary. One way to strengthen the achievement of personal and social competence is to utilize an outdoor environment for providing direct learning experiences not possible in the regular classroom.

Values of outdoor education are most common in the areas of healthful living, group living, recreational living, purposeful work experiences and better understanding of relation to environment. These areas are taken into consideration in planning the program.

School administrators and others are seeking additional information regarding the problems and policies and practices involved in establishing outdoor education programs. A number of these problems will be identified in Chapter V, as well as an evaluation of current policies and practices being followed in outdoor education programs.

## CHAPTER IV

### PROCEDURES

A review of literature on outdoor education was made during the summer and fall of 1956. Considerable time was spent during the 1954-55 school year on an outdoor education committee for the Stockton Unified School District. This committee held numerous meetings during the year with outdoor education specialists. Other types of conferences by this outdoor education committee were held to plan for Stockton's future outdoor education organization.

Probably the most important procedure was the written contact made with more than thirty school districts having active programs. Through the screening of their programs a great deal of information was uncovered for use in completing this study.

Personal interviews were held with four school superintendents, five elementary and secondary principals, five classroom teachers, and ten outdoor education directors.

Actual visits were made to two California outdoor education conferences.<sup>1</sup> Many interviews were conducted with the

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<sup>1</sup>California Outdoor Educational Conference, Los Angeles, California, March 26-28, 1956, and California Outdoor Educational Conference, Long Beach, California, April 12-15, 1957.

outstanding people in this field of education. In addition to the interviews, the speeches and panel discussions of these conferences were of importance in obtaining background material for this thesis. The conferences helped to gather a broader knowledge of the type of experiences which are provided in an outdoor education program.

Chapters II and III presented a review of the literature, the screening of reports of committees and commissions on outdoor education and reviewing the outdoor education reports published by the California State Department of Education.

#### I. IDENTIFICATION OF PROBLEMS AND THE EVALUATION OF CURRENT POLICIES AND PRACTICES

Chapter V presents the administrative problems selected in establishing an outdoor education program identified from the reviewing of literature and through various personal interviews with personnel of school districts where outdoor education programs were operating. The problems identified were submitted to a jury of ten outdoor education specialists who gave a number value to each of the problems. An additional panel of ten jurors were selected to evaluate outdoor education policies and practices. This chapter presents pertinent information about each juror in an attempt to justify his



selection for purposes of this study.

The ten jurors selected to identify the problems of outdoor education together with substantiating information about each one justifying their selection, are as follows:

Holley Ashcroft

Mr. Ashcroft is the Director of Outdoor Education for the Long Beach Unified School District. He was one of the founders of the Long Beach Program and has been its director for the past ten years. He was a member of a group that formed the Outdoor Education Association of California and he served as president of this organization in 1955-56. Mr. Ashcroft has written articles on outdoor education for periodicals.

Howard Bell

Mr. Bell is the Supervisor of Youth Services for the Los Angeles City Elementary School District. In conjunction with this position, he directs the outdoor education program. He has been active in outdoor education for the past twelve years. Mr. Bell is a founder of the California Outdoor Education Association and he has served as Chairman of the Planning Committee for three years. He is a past president of the Outdoor Education Association of the United States. At the University of Southern California in 1956, he completed a Master's thesis in Outdoor Education. Mr. Bell was the editor of a 23

page report for the American Association of Health, Physical Education, and Recreation entitled, "Interpretations of Outdoor Education Through School Camping", 1956.

Tillman Hall

Dr. Hall is a Professor of Physical Education at the University of Southern California. He has been engaged in and associated with outdoor education for twelve years. He teaches the majority of the courses in outdoor education at the University of Southern California. Dr. Hall has been workshop director for numerous outdoor education conferences.

Edwin Leach

Mr. Leach is the coordinator of outdoor education in Monterey County. He has been actively engaged in outdoor education for five years, a teacher-counselor for two years, and for the last three years, the Director of the Monterey County Program. Mr. Leach is a member of the American Camping Association and the California Outdoor Education Association. He has just completed a term as vice-chairman of the Northern Section of the California Outdoor Education Association.

Elwood Mitchell

Mr. Mitchell is a consultant in Physical Education, Recreation, and Outdoor Education in Santa Clara County. He developed the Santa Clara County Program and directed it for

the first five years as a member of that county schools staff. Mr. Mitchell has been very active in assisting other school districts of Northern California to initiate outdoor education programs and has served on committees in preparation and organization for the State Outdoor Education Conferences. He has also helped to organize the Northern California Outdoor Education Association. Mr. Mitchell has been engaged in outdoor education work for a period of seven years.

#### Dean Orahood

Mr. Orahood is the Director of Outdoor Education for the Norwalk Elementary School District. He was the chairman of that group that organized one of the best outdoor education programs in the state. He has been active in outdoor education for six years, serving as cabin counselor for one year, as a teacher for three years, and as a director for two years. Mr. Orahood has served as membership chairman of the State Outdoor Education Association. Last October, the S.O.E.A. had their meeting in Norwalk and Mr. Orahood was the general chairman of this conference.

#### Kenneth Pike

Dr. Pike has been associated with the outdoor education movement for the past twelve years. He is an Associate Professor of Outdoor Education at the University of California

at Los Angeles at the present time. Dr. Pike has participated in outdoor education work such as: 1945-48 Associate Director, Clear Lake School Camp, Michigan; 1948-54 Director, Long Beach School Camp Hi-Hill; 1954-57 Associate Professor of Outdoor Education. He has made important contributions to outdoor education such as: First president of the State Association of Outdoor Education 1954; Chairman of the Outdoor Education Advisory Committee at U. C. L. A.; A member of the Curriculum Committee and Camp Steering Committee, Long Beach; 1954-57 Chairman of the Leadership Training Committee of the State Outdoor Education Association; and 1956-58, a member of the Board of Directors for the State Outdoor Education Association.

#### Una Price

Miss Price has been active in outdoor education in Maine and California for the past twenty years. She is serving in the Hawthorne School District as the Director of Outdoor Education at the present time. Miss Price has been the director of Hawthorne's program for the past three years. She has served on a variety of committees to further the outdoor education program. She has given reports to parent, civic, and professional groups on outdoor education.

Robert Scoles

Mr. Scoles is the Supervisor of the Bellflower Outdoor Education Program. He has been active in this type of education for eight years. Mr. Scoles was a teacher-counselor for three years and director-supervisor for five years. He has been extremely active in the State Outdoor Education Association, serving as a director, president, and program chairman. Mr. Scoles completed a Master's thesis in outdoor education at Occidental College in 1950.

Earl Tilley

Dr. Tilley is the Coordinator of Outdoor Education for Stanislaus County. He has been actively engaged in this type of work for twelve years. Dr. Tilley has organized college courses on the subject, serving as consultant and participant in programs for elementary and secondary schools. He has assisted in planning, supervising, and directing programs. He has conducted summer workshops in the area of camping and outdoor education. Mr. Tilley has served as chairman of the Pacific Camping Association. In YMCA and private camps, he has served as educational director. Dr. Tilley owns and operates his own private camp during the summer months.

The current policies and practices in outdoor education were submitted to a second panel of ten jurors of outdoor

education specialists in order to secure their evaluation in determining a set that might be valid. The following outdoor education leaders, along with their qualifications substantiating their selection, were used to make up the jury for rating current practices and policies:

Jack Boyd

Mr. Boyd is the Supervisor of Outdoor Education for Merced County. He has been active in Boy Scout work and Outdoor Education for fifteen years. His professional contributions in outdoor education are as follows: A member of the President's Committee of the Association for Outdoor Education; Chairman of the Northern Area of Association of Outdoor Education; Chairman of the Merced County's Education Workshop and teacher of a six-week orientation program for counselors in outdoor education. Mr. Boyd has written the following for Merced County Schools on outdoor education: Public Relations Bulletin; A Teacher's Guide; A Counselor's Guide; Helpful Hints for Counselors and a Handbook of Science Demonstrations.

Jack Davidson

Mr. Davidson has been interested in outdoor education for seven years. He is serving at the present time as a consultant in Physical Education and Youth Services, Office of County Superintendent of Schools, Los Angeles County. Mr.

Davidson has spoken before civic, parent, and other groups promoting the outdoor education program. He has written numerous articles on outdoor education for professional magazines.

Barney Davis

Mr. Davis is the Director of Outdoor Education in the Garvey Elementary School District. He has been active in outdoor education for eight years, having served as assistant director for two years and as director for six years in the outdoor education program of the Garvey School District. Mr. Davis was a member of the steering committee that organized the California Outdoor Education Association and a member of the committee on School Camping and Outdoor Education which compiled the publication, "Interpretation of Outdoor Education Through School Camping." He also served on the steering committee for the California Workshop on Outdoor Education which was sponsored by the State Department of Education as part of the American Association of Health Education, Recreation's national project. Mr. Davis is a member of the committee writing the November, 1957 issue of the California Journal of Elementary Education on outdoor education, a member of the Advisory Board of the State Department of Education publication, "California Journal of Elementary Education;" a member of the Outdoor Education Committee of Los Angeles County Fitness

Project.

He has held the following offices: Chairman of the Leadership Training Committee, Chairman of the Association Outdoor Education Workshop Committee, President-Elect and current president of the A. O. E. Mr. Davis has also helped other school districts to initiate outdoor education programs and served in many capacities at outdoor education conferences.

Tom Grower

Mr. Grower has been interested and associated with outdoor education for the past five years. He is a teacher of a sixth grade in the Los Angeles City Schools at the present time. Mr. Grower has served on several outdoor education committees in Southern California. He has written articles for professional magazines.

Willard Hancock

Mr. Hancock is the County Superintendent of San Joaquin County. He has been active in outdoor education for the past twelve years. Mr. Hancock has been instrumental and helpful in organizing several outdoor educational programs for school districts in San Joaquin County. He received a Master's Degree in education and his thesis topic was "A School Camping Program for California."



Dorothy Harmon

Mrs. Harmon has been active in the outdoor education movement for the past nine years. She has been the nature study director in various summer camps. Mrs. Harmon initiated the pilot program in Merced County and served as its director for several years before going to Whittier as supervisor of outdoor education. She is serving as Curriculum Director at Whittier at the present time and the outdoor education program of the district is under her supervision. Mrs. Harmon has written articles for professional magazines on outdoor education. For the past two years she has been the chairman of the Extension Services Committee of the State Outdoor Education Association.

Ray Haworth

Mr. Haworth is the coordinator of Health and Physical Education of the Pasadena School Department. He is interested in initiating an outdoor education program for Pasadena and has been active for the past seven years in collecting data, research, observation and study for the school district. He is chairman of a city-wide school committee to study the values and possibilities of securing an outdoor education site before establishing a program for Pasadena. Mr. Haworth has been active in the Southern California Outdoor Education Association.

Donald Hurst

Mr. Hurst is the Coordinator of Outdoor Education in Humboldt County. He is striving to start an outdoor education program for the county on a limited basis. Mr. Hurst has been active for the past two years in outdoor education planning for Humboldt County. He is working closely with Humboldt State College to organize a course and workshop in outdoor education.

Milton Rowen

Mr. Rowen is the Supervisor of Outdoor Education for Manhattan Beach Elementary School. He has served as an officer for the Southern California Outdoor Education Association and is State Publicity Director and a member of the State Board Association for Outdoor Education. His duties include: publicity, research, planning, administration, and writing. The "California Parents and Teachers Magazine", published in March of 1957, had an article by Milton S. Rowen titled, "Outdoor Education." He has been engaged in outdoor education work for the past four years.

W. Norman Wampler

Mr. Wampler is Superintendent of Schools at Bellflower, California. He was one of the pioneers in organizing the Bellflower Outdoor Education Program, working closely with the director of the program in planning, the curriculum, etc. He

was a speaker on school camping to A. S. C. D. national meeting and has written an article on the topic to be published this fall in the California Journal of Elementary Education. He has also developed brochures for use with parents and staff of the Bellflower Outdoor Education Program. Mr. Wampler was a speaker at the 1957 state meeting of California Outdoor Education Association in Long Beach. He has been active in outdoor education work for five years.

Each member of the jury was asked to rate statements of policies and practices according to a scale of values set up for this purpose. Each statement of policy or practice was rated independently by members of the jury according to the following scale:

Highly desirable	4
Desirable	3
Some value	2
Little value	1
No value	0

Following are the definitions of the ratings on the scale:

Highly desirable

A statement of an administrative policy or practice that, in the opinion of the juror, is indispensable and necessary in establishing an outdoor education program, was given

a number value of four on the score sheet.

Desirable

If, in the opinion of the juror, a statement of a policy or practice was desirable but not a requisite, a number value of three was given on the score sheet.

Some value

If a statement of a policy or practice was of some value and contributed somewhat to the establishment of a school camping program in certain situations, a number value of two was given on the score sheet.

Little value

If, in the opinion of the juror, a statement of a policy or practice was of some value but possibly not necessary, a number value of one was given on the score sheet.

No value

If, in the opinion of the juror, a statement of a policy or practice was of no value and seldom if ever used, the mark used on the score sheet was zero.

The highest possible score that could be obtained was forty which was determined by multiplying the number of jurors (10) by the highest scale value (4) that could be given to a statement.

The average rating by the jury on a statement was determined by dividing the number of jurors voting; e.g.,  $35 \div 10 = 3.5$ . A rating of three or more, in the personal judgment value of each jury member, is desirable or highly desirable.

Policies and practices that were submitted to the jury of specialists were determined on the basis of current practice in effect at the camps investigated.

Recommendations made in Chapter VI were based upon current practice in the camps investigated, ratings by the jury, and considered judgment of the investigator.

## CHAPTER V

### IDENTIFICATION OF PROBLEMS AND THE EVALUATION OF CURRENT POLICIES AND PRACTICES

Many school systems are seeking additional information regarding the school camping movement. Administrators as well as members of the staff are interested in the possibilities of utilizing an outdoor and camping environment to provide more opportunities for direct learning.

As a background for identifying problems and policies and practices involved in establishing an outdoor education program, the investigator (1) reviewed the literature on outdoor and camping education, (2) attended conferences with specialists in this field, (3) interviewed school administrators, teachers, parents, camp directors and counselors, and (4) made visits to outdoor education places in several sections of California.

Administrative problems involved in establishing outdoor education programs have caused many educators to delay their initiation. These problems have appeared insurmountable in many instances. Such problems as, (1) developing interest, (2) planning a program, (3) selecting the staff, (4) financing, (5) selecting a camp site, (6) determining facilities, (7) safeguarding health, and others are frequently raised. These problems

have had to be faced by those who have established school camps. Identification of these problems according to importance is one of the particular purposes of Chapter V.

Fourteen problems were identified and submitted to a jury of ten specialists. Four members of the jury are directors of outdoor education programs, two are superintendents of schools, two are teachers, one a supervisor, and one a principal. Each member was asked to give a number value to each of the fourteen problems according to the following scale:

Very important	4
Important	3
Some importance	2
Little importance	1
No importance	0

The following fourteen problems were given to the jury to be evaluated according to their importance.

1. The problem of developing interest. What are important factors in developing interest of the local board of education, parents, teaching staff, laymen, and others?
2. Planning the program. Should such factors as philosophy and overall objectives be considered in planning the outdoor education program?
3. The problem of financing the program. How much will it cost and where will the money come from?

4. The problem of selecting the staff. What are the desirable qualities for members of the staff? Preparation? Experience?

5. The problem of acquiring a site. What is the desirable distance from the school plant?

6. The problem of providing facilities. What are the essential facilities?

7. The problem of organizing for administration. What is the best type of organization?

8. The problem of providing for health and safety. What are the facilities that should be provided for health and safety if we are to make proper provision for outdoor education?

9. The problem of providing for business management. Who is responsible? What are the correct procedures?

10. The problem of meeting legal problems. Just how far is it possible to go in this matter of extending education, yet stay within the law?

11. The problem of developing leadership. What are the basic considerations in developing leaders for the program?

12. The problem of interpreting the outdoor education program to the community. How shall we interpret the program?

13. The problem of supervision. What are important factors to consider in supervision?



14. The problem of adequate supervision for students.

What are the essential practices to follow in adequate supervision?

Space was provided on the jury rating sheet for listing other problems which, in the opinion of members of the jury, should be added to the list. Three additional problem areas suggested were:

1. Coordination of efforts of state and local departments which have a role in camping. How is the cooperation of such state agencies as the Department of Conservation, Department of Public Instruction, State Park Department and others secured? How can local departments such as city parks department, recreational commission, and others be involved?

2. Use of resource people in the local program. How may resource people such as conservationists, specialists, and others be used in developing the program?

3. Evaluation of the program. Is it desirable to provide for constant examination and evaluation of the program of the school camp?

Ratings, as given by each of the ten members of the jury, on the fourteen problem areas, and the three additional problem areas suggested, are summarized in Table I. The problems are arranged in order of their rated importance. A number value from zero to four, as explained previously, was used in rating.

TABLE I

JURY RATING OF SEVENTEEN POSSIBLE PROBLEM AREAS  
IN ESTABLISHING AN OUTDOOR EDUCATION PROGRAM

J-Juror

Problem	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10	Mean
1 Planning Program	3	3	4	4	4	4	4	4	4	4	3.8
2 Develop- ing In- terest	3	4	4	4	3	3	4	4	4	4	3.7
3 Selecting the Staff	3	3	4	4	4	4	4	4	4	3	3.7
4 Providing for Health and Safety	3	4	3	3	4	4	4	4	4	3	3.6
5 Interpre- ting Camp to Commu- nity	3	2	4	4	3	4	4	4	4	4	3.6
* 6 Evalua- tion of Program	3	3	4	4	4	3	4	4	4	3	3.6
7 Providing Facilities	3	4	4	3	4	2	4	4	4	3	3.5
8 Financing School Camp	2	4	4	4	4	2	3	4	4	4	3.5

\*Additional problem area suggested by members of the jury.

TABLE I (Continued)

J-Juror											
Problem	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10	Mean
9											
Adequate Supervision for Students	3	4	3	3	3	3	4	4	4	3	3.4
10											
Developing Leadership	2	3	3	4	4	3	3	4	4	3	3.3
11											
Supervision	3	4	3	4	3	3	2	4	4	3	3.3
* 12											
Use of Resource People In Local Program	3	3	4	3	3	3	3	4	3	3	3.2
* 13											
Coordination of Efforts of State and Local Departments Which Have a Role In Camping	3	3	4	3	2	2	4	4	3	3	3.1
14											
Organizing for Administration	4	3	3	2	3	4	2	3	3	3	3.0

\*Additional problem areas suggested by members of the jury.

TABLE I (Continued)

## J-Juror

Problem	J-1-	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10	Mean
15 Acquir- ing Site for Camp	4	2	4	3	4	2	2	3	4	1	2.9
16 Providing for Busi- ness Man- agement	2	3	3	3	4	1	2	3	4	3	2.8
17 Meeting Legal Problems	2	3	1	2	4	2	2	4	4	3	2.7

Table I indicates that the most important area according to the jury is planning the program. Next on the list are the problems of developing interest and selecting the staff. The problems of providing for health and safety, interpreting the program to the community and the evaluation of the program rank third; while providing facilities and financing the program are fourth, and adequate supervision is fifth. The problem of developing leadership is sixth, while general supervision and use of resource people are seventh.

The five remaining problems rank in order of their importance as listed; coordination of efforts of state and local departments, organizing for administration, acquiring a site, providing for business management, and meeting legal problems.

#### Evaluation of Policies and Practices

The evaluation of policies and practices is based on existing policies and practices that are in effect in thirty outdoor education programs in California. These policies and practices were placed under one of the fourteen appropriate problem areas for evaluation. The policies or practices listed under each problem area were submitted to the jury and rated according to the scale explained previously.

Tables II to XV give the evaluation of each policy or practice according to the judgments of the jury. Statements of policies or practices are in the same terms as presented

TABLE II

JURY EVALUATION OF ADMINISTRATIVE POLICIES OR PRACTICES IN PLANNING THE PROGRAM

Statements	Highly desirable	Desirable	Some value	Little value	No value	Weight	Average
(1) The program should provide for those educative experiences which can best be presented in a school camping environment.	7	3				37	3.7
(2) The extent and nature of a school camping program should be determined through cooperative planning by the administrator and members of his staff and people from the community.	8	2				38	3.8
(3) The program of the camp should be an integral part of the school curriculum.	8	2				38	3.8
(4) The program shall afford activities preparatory to going to school camp.	6	4				36	3.6

TABLE II (Continued)

Statements	Highly Desirable	Desirable	Some value	Little value	No value	Weight	Average
(5) There shall be opportunity for students to participate in general planning for the in-camp program.	4	4	2			32	3.2
(6) The program shall be so planned that conservation activities will have an integral part in the camp curriculum.	6	4				36	3.6
(7) Outdoor science should constitute one major area of study.	5	4			1	32	3.2
(8) The program shall offer a wide variety of work experiences.	2	7			1	29	2.9
(9) Group living activities should be stressed strongly in the program.	7	2			1	34	3.4
(10) The program shall provide post-camp activities for the students.	5	2	2		1	30	3.0

to the ten members of the jury. Pertinent comments, made by jury members, are also included.

Some of the comments made by jurors were as follows: "Don't pull them in by the heels," "Continuous evaluation should be an integral part of the program," "The program in camp must make intelligent use of natural advantages of camp sites," "The outdoor education program staff must be involved in pre-planning," "Let the kids live-live-live," "Don't try to fill them with stuffy old education; they will discover more knowledge if they live," "Plan for health, safety, responsibility for self, and some recreational skills."

Some of the comments made by jurors in regard to Table III were as follows: "Secure evaluations from other school camps through pictures, slides, movies, etc.," "A very important phase is to persuade V.I.P.'s and any 'doubters' the importance of such a program in a community," "Develop local teacher interest through conferences and institute meetings."

Some of the comments made by jurors in regard to Table IV were as follows: "Staff members should have a good background in natural science," "The essential qualities to look for are no different from those of a good teacher," "Background in biological science," "A person strong in camping, camp craft, skill in music, and creative dramatics," "Interest in kids," "Finest social background," "Leadership, character, ability to





TABLE IV

JURY EVALUATION OF ADMINISTRATIVE POLICIES OR PRACTICES IN SELECTING STAFF

Statements	Highly Desirable	Desirable	Some value	Little value	No value	Weight	Average
(1)							
The essential qualities to look for are no different from those of a good teacher.	3	6	1		1	31	3.1
(2)							
The qualities to consider in selecting staff members are:							
a. good personality	2	6	1		1	28	2.8
b. good health	3	4	2		1	28	2.8
c. love of outdoors	4	5	1			33	3.3
d. affection for and understanding of children	7	2	1			36	3.6
e. background in physical science	5	4			1	32	3.2

work with children."

Some of the comments made by jurors in regard to Table V were as follows: "A child should no more have a physical exam than for any other week in their school life," "A qualified person other than dietician can be used to plan meals," "A regular or consulting dietician should be available for planning meals if meals are to be cooked by your staff."

Some comments made by the members of the jury in regard to Table VI were: "Children and teachers need to be included in evaluation," "Camp visitation is the most powerful method to interpret the program to the community."

Some comments made by the members of the jury in regard to Table VII were: "The type of weather and winterized facilities should be considered," "The State Board of Architecture should be consulted about buildings which will house school children," "Determine the program to fit the facilities."

Some comments made by the members of the jury in regard to Table VIII were as follows: "We feel that the program should be handled through the school budget as instructional," "Board of Education responsibility to pay for transportation and food," "Use all possible surplus foods," "Pay for hardship cases," "Pay for food."

Some comments made by the jury members in regard to Table IX were as follows: "We use one teacher for twenty

TABLE V

JURY EVALUATION OF ADMINISTRATIVE POLICIES OR PRACTICES  
IN PROVIDING FOR HEALTH AND SAFETY

Statements	Highly Desirable	Desirable	Some value	Little value	No value	Weight	Average
(1) Provision should be made for a nurse as a regular member of the staff.	3	5	1		1	29	2.9
(2) Campers would be given physical exami- nations prior to camp entrance.	5	2	2		1	30	3.0
(3) School health records and data from the family physician should be avail- able to the camp nurse.	4	3	1		2	27	2.7
(4) An infirmary should be provided under the direction of the camp nurse.	5	3	1		1	31	3.1
(5) A regular or consulting dietician should be available for planning meals.	2	5	2		1	27	2.7

TABLE V (Continued)

Statements	Highly Desirable	Desirable	Some value	Little value	No value	Weight	Average
(6) Food handlers should be given physical examinations.	10					40	4.0
(7) Medical services of qualified physicians should be available.	6	3	1			35	3.5
(8) Inspection of all facilities by the board of health or similar agency should be provided at regular intervals.	7	2			1	34	3.4
(9) Adequate provision should be made for safety in carrying out various acti- vities of the school camping program.	8	2				38	3.8

TABLE VI

JURY EVALUATION OF ADMINISTRATIVE POLICIES OR PRACTICES  
IN INTERPRETING CAMP TO COMMUNITY

Statements	Highly Desirable	Desirable	Some value	Little value	No value	Weight	Average
(1) Involve as many people as possible in the planning of the school camp.	6	3			1	33	3.3
(2) Give consideration to the use of visual aids, press, annual reports, and conferences.	7	2			1	34	3.4
(3) Participation on the part of parents and staff in evaluating the program will assist in interpretation.	7	1	1		1	33	3.3

TABLE VII  
 JURY EVALUATION OF ADMINISTRATIVE POLICIES OR PRACTICES  
 IN PROVIDING FACILITIES

Statements	Highly desirable	Desirable	Some value	Little value	No value	Weight	Average
(1) Central buildings should be of a type that blend in with surroundings.	2	6	1		1	28	2.8
(2) The program should determine the type of buildings and other facilities.	3	3	3		1	27	2.7

TABLE VIII

JURY EVALUATION OF ADMINISTRATIVE POLICIES OR PRACTICES  
IN FINANCING THE SCHOOL CAMP

Statements	Highly desirable	Desirable	Some value	Little value	No value	Weight	Average
(1) The school camp should be financed in the main through public taxation.	5	3	1		1	31	3.1
(2) A broad base for support with income being derived from city, school, and state departments is desirable.	6	1	1	1	1	30	3.0
(3) It is desirable for campers to pay for: a. food b. health and accident insurance c. transportation	4 3 1	3 2 3	1 3 3		2 2 2	27 26 20	2.7 2.6 2.0
(4) Too much financial assistance from outside agencies may tend to weaken local initiative.	1	1	5	1	2	18	1.8



TABLE IX

JURY EVALUATION OF ADMINISTRATIVE POLICIES OR PRACTICES  
CONCERNING ADEQUATE SUPERVISION FOR STUDENTS

Statements	Highly desirable	Desirable	Some value	Little value	No value	Weight	Average
(1) Provision for the ratio of students per teacher should be one to fifteen.	2	4	2	1	1	25	2.5
(2) The ratio of students per student-counselor is considered to be one to ten.	5	1	2		2	27	2.7
(3) Thirty students to be adequately supervised should have one teacher plus two counselors.	6	2			2	30	3.0
(4) All counselors shall be at least eighteen years of age.	3	4	2	1	0	29	2.9
(5) The camp program shall have pre- and on-the-job training for counselors.	5	2	2		1	30	3.0

TABLE IX (continued)

Statements	Highly desirable	Desirable	Some value	Little value	No value	Weight	Average
(6) In-service and college courses will be helpful to teachers and counselors in carrying out adequate supervision.	4	4	1		1	30	3.0
(7) College training institutions need to consider offering more courses for outdoor education training.	4	3	1		2	27	2.7

students," "Thirty students should be supervised by one teacher plus 3-4 counselors," "We use one student counselor for every eight pupils," "Thirty students to be adequately supervised should have two teachers plus four counselors--thirty too many for good teaching--particularly on trails."

A comment made by a member of the jury in regard to Table X was as follows: "College credit to teacher-counselors in training is essential--hope we can get it some day."

Some comments made by members of the jury in regard to Table XI were as follows: "The classroom teacher should be required to go to camp with the children," "Yes-yes on all of the statements."

Some comments made by members of the jury in regard to Table XII were as follows: "At least one week for all children and more if possible," "I feel the best age is between 10-13 for outdoor education experiences," "8 - 9 years of age is the most desirable," "Every child should have more than one week in camp during their total school experience."

Some comments made by members of the jury in regard to Table XIII were as follows: "Under statement '2', add county along with city or school," "An area that is conducive to the philosophy of outdoor education," "Sometimes it is necessary to determine the program to fit the facilities," "Statement '2' good--but more expensive," "Keep under 100 miles if possible," "Distance of site must be within 180 miles radius as

TABLE X  
 JURY EVALUATION OF ADMINISTRATIVE POLICIES OR PRACTICES  
 IN DEVELOPING LEADERSHIP

Statements	Highly desirable	Desirable	Some value	Little value	No value	Weight	Average
(1) A training program for developing leadership should provide for a broad general education.	7	2			1	34	3.4
(2) The program should develop an understanding of child growth and development.	5	4			1	32	3.2
(3) The program should provide for actual experience in a camping environment.	6	3			1	33	3.3
(4) Provision for college credit to teacher-counselors in training is essential.	3	4	1		2	26	2.6

TABLE XI  
JURY EVALUATION OF ADMINISTRATIVE POLICIES OR PRACTICES IN SUPERVISION

Statements	Highly desirable	Desirable	Some value	Little value	No value	Weight	Average
(1) Most programs should be built on the assumption that the classroom teacher will accompany the pupils to the outdoor education site.	8	2				38	3.8
(2) The classroom teacher shall take an important and active part in the entire series of activities.	7	2			1	34	3.4
(3) Resident auxiliary camp staff should be considered necessary in all programs.	6	2	1		1	32	3.2
(4) Camp program should have a director who is responsible for the general instructional program.	8	2				38	3.8

TABLE XI (Continued)

Statements	Highly desirable	Desirable	Some value	Little value	No value	Weight	Average
(5) Counselors are needed to aid the teacher in guiding and conducting the educational experiences.	8	2				38	3.8
(6) The functions of supervisory services have a definite place in this type of program.	6	3			1	33	3.3

TABLE XII

JURY EVALUATION OF ADMINISTRATIVE POLICIES OR PRACTICES IN  
ORGANIZING FOR ADMINISTRATION

Statements	Highly desirable	Desirable	Some value	Little value	No value	Weight	Average
(1) The controlling board should be a combined board of city, county, or school authorities.	3	4	1	2		28	2.8
(2) There should be an advisory board that is representative of community organizations.	6	3	1			35	3.5
(3) The most desirable beginning age for campers is ten to eleven.	4	4	1	1		31	3.1
(a) If you feel that another age is more desirable, state age: _____.							
(4) The camp should be planned and organized to accommodate boys and girls at the same time.	6	4				36	3.6

TABLE XII (continued)

Statements	Highly desirable	Desirable	Some value	Little value	No value	Weight	Average
(5) It is most desirable to plan for all children to have at least one week at camp during their school experience.	6	2	2			34	3.4
(6) A practical teacher-camper ratio is one to twelve.	4	4	1	1		31	3.1
(a) If you consider another ratio more desirable, please state: _____							
(7) A flexible type of organization making a decentralized plan of organization possible is desirable. (Small basic units.)	8	1	1			37	3.7



TABLE XIII

JURY EVALUATION OF ADMINISTRATIVE POLICIES OR PRACTICES  
IN ACQUIRING CAMP SITE

Statements	Highly desirable	Desirable	Some value	Little value	No value	Weight	Average
(1) Explore the possibility of utilizing existing facilities such as private or agency camps and group camps in state or national parks.	5	3	2			33	3.3
(2) It is desirable for the camp site to be owned by the city or school.	4	5	1			33	3.3
(3) It is preferable to purchase land and develop a camp site rather than using one not in keeping with the requirements of the type of program agreed upon.	2	3	2	2	1	23	2.3
(4) The distance of the site from the school plant will vary according to the size of the city and availability of land.	3	1	4		2	23	2.3
(5) An isolated area should be selected that is not unnecessarily hazardous to health and safety.	4	6				34	3.4

prescribed by California Education Code," "Site should provide a variety of terrain and unique program opportunities."

A comment made by a member of the jury in regard to Table XIV was: "The problem of providing business management can be solved by using the business manager of the district."

Some comments made by jurors in regard to Table XV were as follows: "It is possible to establish an outdoor education under existing laws in California," "Most certainly camp attendance should count as school attendance," "Legally providing transportation is somewhat of a problem."

#### SUMMARY

According to the combined judgment of the ten specialists serving on the jury, fourteen of the seventeen problem areas were rated higher than (important) 3.0. Six of the problem areas received a rating above 3.5 which indicated the jury thought these problems were on the border of being (very important) 4.0. Three of the problem areas received a rating between (important) 3.0 and (some importance) 2.0. This indicated that the jury believed fourteen of the seventeen problems identified are important while three are slightly less important than the others.

According to the scale used by members of the jury, a statement of policy or practice was considered desirable if it received a rating of three or more. Fifty-two statements,

TABLE XIV  
 JURY EVALUATION OF ADMINISTRATIVE POLICIES OR PRACTICES  
 IN PROVIDING FOR BUSINESS MANAGEMENT

Statements	Highly desirable	Desirable	Some value	Little value	No value	Weight	Average
(1)							
The director should be responsible for adequate financial records.	5	3	1	1		32	3.2
(2)							
Financial records should provide the type of information needed for school accounting procedures.	6	4				36	3.6

TABLE XV  
 JURY EVALUATION OF ADMINISTRATIVE POLICIES OR PRACTICES  
 IN MEETING LEGAL PROBLEMS

Statements	Highly desirable	Desirable	Some value	Little value	No value	Weight	Average
(1) It is possible to establish a school camp under existing laws in California.	10					40	4.0
(2) Camp attendance during the school year should count as school attendance.	10					40	4.0

or seventy-four percent of the seventy statements of policies or practices, received a rating of 3.0 (desirable) or above. Only eighteen received average ratings less than three. The following two statements received average ratings of 4.0 (highly desirable): (1) It is possible to establish an outdoor education program under existing laws in California, (2) Camp attendance during the school year should count as school attendance.

Chapter VI will include a summary of findings and conclusions regarding administrative policies and practices together with recommendations and suggestions for further research.

## CHAPTER VI

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

#### Summary and Conclusions

The purpose of this study has been to analyze and appraise administrative policies and practices concerned with the establishment of an outdoor education program. The two-fold scope of the investigation was (1) to trace the growth of the school camping movement in California and (2) to identify administrative problems and to try to establish a workable set of administrative policies and practices involved in establishing an outdoor education program.

#### The Outdoor Education Movement in California

Only in recent years has outdoor education been proposed and projected as a public function. Educators are realizing more and more the educational significance of camping and are making it an integral part of the school program. Since the outdoor education program is largely experience, it undoubtedly will play an increasingly more important role in the future development of the schools.

The California development in this area of education began in San Diego with group planning in 1942 and 1943, which

culminated in the San Diego City-County Camp Commission. 1946 marked the actual operation of the San Diego project. Educational leadership and funds provided integration with the schools in 1947. The Kellogg Foundation Workshop at Camp Palomar in San Diego County in 1950 was important in launching a rapid succession of other school camping projects over the state.

Outdoor education has grown from the pilot San Diego project to the present state-wide program of outdoor education, involving well over 29,000 elementary school children from 746 classes, and representing 361 schools and 79 districts in the short span of some eight to ten years.

#### Educational Values of School Camping Experiences

Educators as well as professional and lay organizations have supported the outdoor education movement as an educationally sound activity. These groups have urged that outdoor education be included as an integral part of the school. This is in keeping with the contention that many skills and attitudes that young people need today cannot be taught indoors. Educators have not claimed that outdoor education is a panacea for all the ills of society, but rather that some of the direct experiences needed can best be provided in a school-camp environment.

Among the most widely claimed values of outdoor education are the opportunities provided for (1) healthful living, (2) group living, (3) recreational living, (4) purposeful work experiences, and (5) developing a better understanding of man's relation to his environment. These are typical objectives of an outdoor education program.

Preparatory to making this study, fifty school districts in California which have outdoor education programs were contacted in order to obtain background information for this thesis. Twenty-five interviews were arranged with school administrators, camp directors, teachers, and parents.

Data were obtained through a review of publications, reports of committees and commission, documentary materials, and through observations and interviews. Administrative problems were identified and then submitted to a jury of ten specialists who rated each problem as to importance. Statements of evolving administrative policies and practices within each problem area were prepared and were submitted to another jury for evaluation of each policy or practice as to desirability.

Administrative Problems Involved in Establishing  
An Outdoor Education Program

Through an analysis of collected data, seventeen problems involved in establishing an outdoor education program



were identified. The problems were rated according to the following scale.

Very important

A problem that, in the opinion of the juror, is indispensable and necessary in establishing an outdoor education program was given a number value of four.

Important

If, in the opinion of the juror, a problem was important but not a requisite, a number value of three was given the problem.

Some importance

If a problem was of some importance and contributed somewhat to the establishment of an outdoor education program in certain situations, a number value of two was given to the problem.

Little importance

If, in the opinion of the juror, a problem was of some value but not necessary, a number value of one was given to the problem.

No importance

If, in the opinion of the juror, a problem was of no value and seldom if ever used, a mark of zero was given to the

problem.

The average rating on a 5-point scale by the jury for the problems identified were:

1. Planning program	3.8
2. Developing interest	3.7
3. Selecting the staff	3.7
4. Providing for health and safety	3.6
5. Interpreting camp to community	3.6
* 6. Evaluation of program	3.6
7. Providing facilities	3.5
8. Financing school camp	3.5
9. Adequate supervision for students	3.4
10. Developing leadership	3.3
11. Supervision	3.3
* 12. Use of resource people in local program	3.2
* 13. Coordination of efforts of state and local departments which have a role in camping.	3.1
14. Organizing for administration	3.0
15. Acquiring site for camp	2.9
16. Providing for business management	2.8
17. Meeting legal problems	2.7

\* Additional problem areas suggested by members of the jury.

These are the important problems faced by administrators and others who are contemplating the establishment of an outdoor education program.

Analyzing and Appraising Policies and Practices  
Concerned with Establishing an Outdoor Education Program

An attempt was made to identify various policies and practices of school camping for all of the problem areas. An analysis of data indicated that there were many common practices in the thirty outdoor education programs included in the study.

Administrative practices that seem to be in vogue in a majority of the outdoor education programs are as follows:

1. State and local departments that have a role in school camping should coordinate their activities in relation to outdoor education.
2. It is important to involve many people in the planning of the project.
3. Information about outdoor education is ordinarily obtained through visits to other outdoor education sites and through the use of specialists as consultants.
4. Many schools establish an outdoor education program after carrying out an experimental or pilot project

in which existing facilities such as those of private or agency camps, or facilities in state parks are utilized.

5. Private and agency camps usually cooperate with school authorities in initiating a camping program.
6. The preparation of staff members is about the same as for teaching except that there is special emphasis on outdoor experiences.
7. The salary schedule is based upon or in agreement with that of members of the teaching staff.
8. A nurse is considered as an essential member of the outdoor education staff.
9. While services of a physician should be available, it is not considered necessary for him to be a regular member of the staff.
10. Regular or consulting dieticians are available for planning meals.
11. Food handlers are given regular physical examinations.
12. Inspection of facilities is provided at regular intervals.
13. A broad base for support with income being derived from city, school, and state departments is generally the rule.

14. A general education for teacher-counselors is considered essential.
15. Consideration is given to the use of visual aids, the press, reports and conference as media for interpreting the outdoor education program.
16. The distance of the outdoor education site from the school plant varies according to the size of the city and availability of land.
17. The controlling board is made up of representatives from the city, county, and school providing the camp is a joint project. If the outdoor education program is operated by a school system, the local board of education is in control.
18. An advisory board representative of community groups is ordinarily used.
19. The program is co-educational.
20. Pupils have a camping period of one week or more some time during their elementary school experience.
21. Counselor-pupil ratios vary from six to twenty-five per counselor.

Administrative policies that should guide an outdoor education program are as follows:

1. The program should provide those experiences which may be best presented in an outdoor environment.

2. The extent and nature of the program should be determined through cooperative planning.
3. The camp program should be considered as an integral part of the school.
4. The program should provide opportunities for direct learning experiences in (a) social living, (b) healthful living, (c) recreational living, (d) purposeful work experiences, and (e) developing a better understanding of man's relation to his environment.
5. School textbooks can be utilized to greater advantage in the classroom than in the outdoor education situation.
6. Pupils should pay for food consumed at the camp.
7. In year-around programs, the school should direct the program during the school year but may share direction with the recreation department during the summer months.
8. Outdoor education sites should be available, when unused for children, to adult groups who are assessed full cost of operation.
9. School camp facilities would be used for educational conferences and school staff meetings.
10. The essential qualities that should be considered in selecting staff members of the outdoor education

program are no different from those for a good teacher. Qualities sought are: (a) good personality, (b) good health, (c) love of outdoors, (d) affection for an understanding of children.

### Conclusions

The main objective of this study is to contribute to the development of effective planning in establishing outdoor education programs. Certain conclusions are offered which may be of value for the consideration of educators who are contemplating the establishment of such a program. The following conclusions, based upon an appraisal of data, are listed below:

#### Planning the Program

1. The program should be based upon the needs and interests of participants. It should provide those educative experiences that are adaptable to a camp environment. Unless the outdoor curriculum is planned and carried out as a part of the total school curriculum, the school camp is not justifiable. There must be more to outdoor education than taking pupils out-of-doors.

2. The year-around outdoor education program is the most desirable. It offers many advantages not possible in part-year and summer organizations. It is not feasible,

however, to start with a year-around program in every instance. The important thing is to make a start with whatever type of program is possible and move toward the year-around plan.

3. Existing state and local departments such as conservation departments, recreation departments, park departments, and others should participate in planning the program. These departments can make a contribution in many instances and are anxious for the opportunity.

4. Resource people such as hobbyists, specialists, and conservationists are present in every community and can make a contribution to the outdoor education program. Their services should be utilized.

5. The program should provide opportunities for experiences in: (a) social living, (b) healthful living, (c) recreational living, (d) purposeful work, and (e) developing an understanding of man's relation to environment.

### Developing Interest

1. School administrators should accept the responsibility for developing an outdoor education program as a regular part of the school curriculum. Extending education to the out-of-doors through the school camp represents a frontier in curriculum development that should be emphasized.

2. It is important to include teachers, administrators, and interested civic groups in planning the program. It is



important to make the program a cooperative community enterprise. This procedure provides increased interest in and support of an outdoor education program.

3. Programs should be established by utilizing available facilities. It is not necessary to become involved with an expensive outlay for a site and other facilities in order to get started. Many programs have been initiated without spending a lot of money, by utilizing existing public and private facilities. A way is found to get started when there is real interest in the project. The important factor seems to be interest on the part of administrators, teachers, and laymen who are able to visualize the possibilities of an outdoor education program.

4. The interest of key people of the community should be secured. The support of conservationists, private and agency camp personnel, recreational leaders and others is highly desirable in initiating a program for outdoor education.

#### Selecting Staff

1. Many of the staff members of the school camp may be selected from the teaching staff.

2. The salary schedule for the outdoor education staff should be in agreement with that of the regular teaching staff.

#### Providing for Health and Safety

1. Provision should be made for a nurse as a regular

member of the staff and the medical services of a qualified physician should be available.

2. Adequate provision should be made for safety of pupils in carrying out the various activities of the outdoor education program. Provision should be made for: (a) regular inspection of facilities by a qualified agency, (b) physical examinations for food-handlers, (c) adequate food storage, (d) well-balanced meals, and (e) safe living.

#### Interpreting the Outdoor Education Program to Community

A program for interpreting the outdoor education program to the community is essential. Evidence indicates that parents are very enthusiastic about the camp program when they understand the purposes and objectives. It is well to remember that confidence is gained through cooperation with community agencies and organizations.

#### Providing Facilities

Buildings should be planned according to the purpose for which they are to be used. It is well to keep in mind, however, that suitable facilities are available, in or near many communities, that may be utilized in getting started on a camping program.

#### Financing the Outdoor Education Program

The school camp should be financed in the main through

public taxation. It is desirable to have a broad base for support with income being derived from city, state, and school departments. Students should pay for food consumed during this school experience.

#### Adequate Supervision

1. Thirty students to be adequately supervised should have one teacher plus two counselors.
2. The camp program should have pre- and on-the-job training for counselors.
3. In-service and college courses will be helpful to teachers and counselors in carrying out adequate supervision.

#### Developing Leadership

A general program of education is the best type of training for teacher-counselors. Some experience in camping is desirable, however, a good teacher fits in with the camp program very quickly. A summer's experience at a leadership training camp is desirable but not necessary.

#### General Supervision

1. Outdoor education programs should be built on the assumption that the classroom teacher will accompany the pupils to the outdoor education site.
2. The classroom teacher should take an important and active part in the entire series of activities included in an

outdoor education program.

3. A camp program should have a director who is responsible for the general instructional program.

4. Counselors are needed to aid the teacher in guiding and conducting the educational experiences.

#### Organizing for Administration

1. The controlling board should be a combined board of city and county authorities or the board of education, depending upon the group served by the program.

2. The program should provide for: (a) outdoor education periods of at least two weeks, (b) a teacher-counselor-student ratio of at least one to twelve, (c) participation of boy and girl groups at the same time, and (d) a flexible type of organization, making a decentralized type of organization possible.

#### Acquiring an Outdoor Education Site

The site should be selected with a long range plan of development in mind. The distance from the school plant will vary according to the size of the city and availability of suitable land. The site should not be so rugged that unnecessary hazards to health and safety are presented.

#### Providing for Business Management

Financial reports for the program should provide the

type of information needed for school accounting procedures. The director or clerical assistance should be responsible for adequate financial records.

#### Meeting Legal Problems

Educators should urge that enabling laws be enacted in those states where there is some question as to whether or not the school district had the authority to establish an outdoor education program. Even in those states where the powers to establish a program are implied in other more general statutes, it would probably be a good thing to urge the enactment of specific legislation regarding the status of the outdoor education, as a matter of record. The California School Camping Law is considered satisfactory.

#### Suggestions for Further Research

Only a few research studies have thus far been made in the field of outdoor education. Since this type of education does provide many opportunities for enriching the school curriculum, more research is needed.

Recommendations relating to the problem areas suggested by members of the jury were not included due to the fact that problems were suggested after data had been collected. Sufficient data were not available upon which to base recommendation.

Some of the existing problems which need further study are as follows:

1. How may the efforts of state and local departments which have a role in outdoor education be coordinated?
2. How may the services of resource people such as hobbyists, and specialists, conservationists, and others be utilized in initiating an outdoor education program?
3. What are the criteria that should be used in evaluating outdoor education programs?
4. What are the learnings that can best be taught in an outdoor education environment?
5. How can the camp curriculum be correlated with the school curriculum?
6. What is the most desirable length for an outdoor education period?
7. Does one age group profit more than another?
8. Is there evidence that outdoor education influences are carried over into later life?

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APPENDIX

ADMINISTRATIVE FACTORS TO CONSIDER IN ESTABLISHING  
AN OUTDOOR EDUCATION PROGRAM FOR MILL VALLEY

Our school system is seeking additional information regarding outdoor education. Would you be willing to give the information asked for below? Please return this sheet in the stamped envelope enclosed. These data are needed for future planning by the Mill Valley School District in the establishment of an Outdoor Education Program. Tabulated returns will be available to you as soon as all the forms have been returned.

Please rate each of the twelve general problems as to the importance you place on them in the planning of an outdoor education program. Feel free to add any additional problems or suggestions you deem important which do not appear on this form. Please evaluate these problems according to this scale:

Very important	4
Important	3
Some importance	2
Little importance	1
No importance	0

- ( ) 1. The Problem of developing interest. What are important factors in developing interest of the local board of education, parents, teaching staff, laymen, and others?

- ( ) 2. Planning the program. Should such factors as philosophy and overall objectives be considered in planning the outdoor education program?
- ( ) 3. The problem of financing the program. How much will it cost and where will the money come from?
- ( ) 4. The problem of selecting the staff. What are the desirable qualities for members of the staff? Preparation? Experience?
- ( ) 5. The problem of acquiring a site. What is the desirable distance from the school plant?
- ( ) 6. The problem of providing facilities. What are the essential facilities?
- ( ) 7. The problem of organizing for administration. What is the best type of organization?
- ( ) 8. The problem of providing for health and safety. What are the facilities that should be provided for health and safety if we are to make proper provision for outdoor education?
- ( ) 9. The problem of providing for business management. Who is responsible? What are the correct procedures?
- ( ) 10. The problem of meeting legal problems. Just how far is it possible to go in this matter of extending education, yet stay within the law?

- ( ) 11. The problem of developing leadership. What are the basic considerations in developing leaders for the program?
- ( ) 12. The problem of interpreting the outdoor education program to the community. How shall we interpret the program?
- ( ) 13. The problem of supervision. What are important factors to consider in supervision?
- ( ) 14. The problem of adequate supervision for students. What are the essential practices to follow in adequate supervision?

In your opinion are there other problems that should be listed and would you place a number value by the problem suggested?

Thank you for your help in making this study possible.

Very truly yours,



ADMINISTRATIVE FACTORS TO CONSIDER IN ESTABLISHING  
AN OUTDOOR EDUCATION PROGRAM FOR MILL VALLEY

Our school system is seeking additional information regarding outdoor education. Would you be willing to give the information asked for below? Please return this sheet in the stamped envelope enclosed by May 20th, if possible. These data are needed for future planning by the Mill Valley School District in the establishment of an Outdoor Education Program. Tabulated returns will be available to you as soon as all the forms have been returned.

Please evaluate the statements of policies or practices under the general problems as to the importance you place on them in the planning of an outdoor education program. Feel free to add any additional statements of policies or practices under the general problems you deem important. Evaluate these statements of policies and practices according to this scale:

Highly desirable	4
Desirable	3
Some value	2
Little value	1
No value	0

I. The problem of developing interest.

- ( ) A. Effort should be made to coordinate state and local departments that have a role in outdoor education.

- ( ) B. To develop interest, it is desirable to include people of the community in planning the project.
- ( ) C. One plan to follow in initiating a school camp is to proceed with a pilot program.
- ( ) D. It is desirable to secure information through visits to school camps, specialists as consultants, and available literature.
- ( ) E. Securing interest of key people through private and agency camps, organizations, and others should be given consideration.
- ( ) F. Others.

II. The problem of planning the program.

- ( ) A. The program should provide for those educative experiences which can best be presented in a school camping environment.
- ( ) B. The extent and nature of a school camping program should be determined through cooperative planning by the administrator and members of his staff and people from the community.
- ( ) C. The outdoor education should be an integral part of the school curriculum.
- ( ) D. The outdoor education program shall afford activities preparatory to going to school camp.

- ( ) E. There shall be opportunity for students to participate in general planning for the in-camp program.
- ( ) F. The program shall be so planned that conservation activities will have an integral part in the camp curriculum.
- ( ) G. Outdoor science should constitute one major area of study.
- ( ) H. The outdoor education program shall offer a wide variety of work experience.
- ( ) I. Group living activities should be stressed strongly in the program.
- ( ) J. The program shall provide post-camp activities for the students.
- ( ) K. Others.

III. The problem of financing the program.

- ( ) A. The school camp should be financed in the main through public taxation.
- ( ) B. A broad base for support with income being derived from city, school, and state departments is desirable.
- ( ) C. It is desirable for campers to pay for:
  1. Food
  2. Health and accident insurance
  3. Transportation

- ( ) D. Too much financial assistance from outside agencies (service clubs, P. T. A., etc.) may tend to weaken local initiative.
- ( ) E. Others.

IV. The problem of selecting the staff.

- ( ) A. The essential qualities to look for are no different from those of a good teacher.
- ( ) B. The qualities to consider in selecting staff members are:
  - ( ) 1. Good personality.
  - ( ) 2. Good health.
  - ( ) 3. Love of outdoors.
  - ( ) 4. Affection for and understanding children.
  - ( ) 5. Background in physical science.
- ( ) C. Others.

V. The problem of acquiring a site.

- ( ) A. Explore the possibility of utilizing existing facilities such as private or agency camps and group camps in state or national parks.
- ( ) B. It is desirable for the camp site to be owned by the city or school.
- ( ) C. It is preferable to purchase land and develop a camp site rather than using one not in keeping with the requirements of the type of program agreed upon.

- ( ) D. The distance of the site from the school plant will vary according to the size of the city and availability of land.
- ( ) E. An isolated area should be selected that is not unnecessarily hazardous to health and safety.
- ( ) F. Others.

VI. The problem of providing facilities.

- ( ) A. Central buildings should be of a type that blend in with surroundings.
- ( ) B. The program should determine the type of buildings and other facilities.
- ( ) C. Others.

VII. The problem of organizing for administration.

- ( ) A. The controlling board should be a combined board of city, county, and school authorities.
- ( ) B. There should be an advisory board that is representative of community organizations.
- ( ) C. The most desirable beginning age for campers is ten to eleven.
  - 1. If you feel that another age is more desirable, state age:
- ( ) D. The camp should be planned and organized to accommodate boys and girls at the same time.

( ) E. It is most desirable to plan for all children to have at least one week at camp during their school experience.

( ) F. Others.

VIII. The problem of providing for health and safety.

( ) A. Provision should be made for a nurse as a regular member of the staff.

( ) B. Campers should be given physical examinations prior to camp entrance.

( ) C. School health records and data from the family physician should be available to the camp nurse.

( ) D. An infirmary should be provided under the direction of the camp nurse.

( ) E. A regular or consulting dietician should be available for planning meals.

( ) F. Food handlers should be given physical examinations.

( ) G. Medical services of qualified physicians should be available.

( ) H. Inspection of all facilities by the board of health or similar agency should be provided at regular intervals.

( ) I. Adequate provision should be made for safety in carrying out various activities of the school camping program.

( ) J. Others.

IX. The problem of providing for business management.

( ) A. The director should be responsible for adequate financial records.

( ) B. Financial records should provide the type of information needed for school accounting procedures.

( ) C. Others.

X. The problem of meeting legal problems.

( ) A. It is possible to establish a school camp under existing laws in California.

( ) B. Camp attendance during the school year should count as school attendance.

( ) C. Others.

XI. The problem of developing leadership.

( ) A. A training program for developing leadership should provide for a broad general education.

( ) B. The program should develop an understanding of child growth and development.

( ) C. The program should provide for actual experience in an outdoor education movement.

( ) D. Provision for college credit to teacher-counselors in training is essential.

( ) E. Others.

XII. The problem of interpreting the outdoor education program to the community.

- ( ) A. Involve as many people as possible in the planning of the school camp.
- ( ) B. Give consideration to the use of visual aids, press, annual reports, and conferences.
- ( ) C. Participation on the part of parents and staff in evaluating the program will assist in interpretation.
- ( ) D. Others.

XIII. The problem of supervision.

- ( ) A. Most programs should be built on the assumption that the classroom teacher will accompany the pupils to the outdoor education site.
- ( ) B. The classroom teacher shall take an important and active part in the entire series of activities.
- ( ) C. Resident auxiliary outdoor education staff should be considered necessary in all programs.
- ( ) D. An outdoor education program should have a director who is responsible for the general instructional program.
- ( ) E. Counselors are needed to aid the teacher in guiding and conducting the educational experiences.
- ( ) F. The functions of supervisory services have a definite place in this type of program.



( ) G. Others.

XIV. The problem of adequate supervision for students.

- ( ) A. Provision for the ratio of students per teacher should be one to fifteen.
- ( ) B. The ratio of students per student-counselor is considered to be one to ten.
- ( ) C. Thirty students to be adequately supervised should have one teacher plus two counselors.
- ( ) D. All counselors shall be at least eighteen years of age.
- ( ) E. The outdoor education program shall have pre- and on-the-job training for counselors.
- ( ) F. In-service and college courses will be helpful to teachers and counselors in carrying out adequate supervision.
- ( ) G. College training institutions need to consider offering more courses for outdoor education training.
- ( ) H. Others.

In your opinion are there other policies or practices that should be listed, and would you place a number value by your suggestions?

Thank you for your help in making this study possible.

Very truly yours,