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A pictorial presentation of school camping in Medford, Massachusetts.

Picciuolo, Stephen A. D.

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SCHOOL OF EDUCATION

Service Paper

A FICTORAL PRESENTATION OF SCHOOL CAMPING IN
MEDFORD, MASSACHUSETTS

Submitted By

Stephen A. D. Picciuolo

(A.A., Boston University, General College)
(B.S., Boston University, School of Education)

In Partial Fulfillment of Requirements for
the Degree of Master of Education
1954
First Reader: Arthur G. Miller
Associate Professor of Education

Second Reader: James A. Wylie
Professor of Education
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CHAPTER I
INTRODUCTION

"School Camping is a comparatively recent development in education. The movement is connected philosophically with the community school concept and the trend toward general education as it applies to the public schools." 1/

"Camping is already an American heritage although less than five percent of today's youth ever have a camping experience. The public school while recognizing the recreational values of summer recreational camping, realized its great potential by vitalizing the school curriculum by camping experiences that were related to work of the classroom. Real experiences with children in the very areas that they are studying in school such as science, social studies, conservation and citizenship could prove to be a powerful educational tool." 2/

Statement of the Problem

The objective of this service paper is to describe the


first school camping project undertaken by the schools of Medford, Massachusetts. This is to be attained by using kodachrome slides accompanied by brief descriptive comments. Two sets of comments will be developed, one for use with adults the other for use with pupils.

Scope of the Problem

This project is limited to selected scenes taken of the sixth grades of the Tufts and Davenport Schools of Medford, Massachusetts. The pre-camp activities, the camping activities, and the post camp activities will be illustrated and described. Two series of descriptive statements will accompany the slides. One series is aimed to aid in the presentation of these slides to adults while the second series is especially developed to aid the students with the students' viewpoint as the main objective.

Justification of the Problem

The project appears to be justified by virtue of the fact that school camping was introduced to the City of Medford through the use of slides taken of past camping experiences of a neighboring school system. If the project is to grow, the remaining schools must be convinced of the worth of this type of experience. The author can conceive of no better means of accomplishing this than by using kodachrome slides with their own teachers and their own pupils actually participating in a successful camping project.
CHAPTER II
EXCERPTS FROM LITERATURE

"Educational leaders and curriculum specialists have long been searching for community school activities that provide real and direct learning experiences for children. The advent makes it possible for students and their teachers to face the real problems of a community—to learn to live healthfully and happily in the out-of-doors—and to better understand their relationship to the physical environment and come into greater possession of natural resources provided by Mother Nature. These learnings are a part of general education and help accomplish some of the accepted educational objectives."

This "outdoor education under competent leadership provides children with experiences that are direct and realistic. Such experiences are not mere duplication of previously experienced classroom activities, but are supplementary and complementary to the child's classroom activities. Under such conditions learning occurs through all the senses a child possesses."

It is a well established fact in education that we learn

most through direct experience."\(^3\)

Also "it is not too venturesome to say that one probably does not really learn things until they have been associated with experience."\(^4\)

This has been proven by the results of a test which showed that the things which made the deepest impressions upon high school students and things that were remembered the longest were those events experienced directly.

"This outdoor education would by no means be an attempt to supplant the traditional student-teacher relations, nor to do away with the classroom or schoolhouse."\(^5\)

"The camp, then, should serve basically as a laboratory of the classroom group to meet some of the aims that are difficult to meet within the four walls of the school."\(^6\)

"Nearly everyone who has ever tried teaching or learning in the out-of-doors is delighted with the idea. They find that it is fun, simple and natural, and that the experiences and knowledges obtained from it are almost unforgettable."\(^7\)

\(^3\) L. B. Sharp, *The Place of Outdoor Education in the Education of Children*, p. 23.

\(^4\) Ibid.

\(^5\) Ibid.


\(^7\) Ireane Thomas, *A Camping We Will Go*, p. 1.

\(^8\) James A. Wylie, *Camping and Our Schools*, Education, September 1952, p. 4.
"Every teacher of every subject would do a better job if
some of her teaching were in the natural environment where
relationships were more vital, real, and undistorted. The
teacher would have more fun teaching children through exper-
iences that are in a natural state."

In this learning situation, "the children exchange infor-
mation with one another, and correct misinformation, the
counselor guiding and supplementing their statements."

"A testing program was set up (in New York City) includ-
ing the selection of control groups. A series of standard
school tests were given to both groups before the school
camping projects began, and after the camp projects were
completed. The evidence in favor of the camp group was
greater than anticipated. The tests showed that the children
who spent the three weeks at camp rated higher in most of the
tests than did the children who stayed in school and partici-
pated in the regular program."

"This camping experience seemed worth while because pupils
were challenged to function democratically through planning,
sharing, and conferring with one another. The finest method
of teaching pupils the values of democracy is to give
opportunities to use the democratic way of life in day-to-day

9/ Wylie, op. cit., p. 10.
10/ James Michell Clarke, Public School Camping, p. 75.
11/ Sharp, op. cit., p. 25.
situations. The classroom under the sky seems particularly adapted to further the democratic way of life."

12/ Extending Education Through Camping, p. 88.
CHAPTER III
TECHNIQUES AND PROCEDURES

Work on this project began for the author when contact was made with Jean M. Frazier who had written a service paper entitled "Experiences Met in Establishing a School Camping Program in the City of Medford." 1/

In her judgement, the idea to take slides of Medford's first program should prove to be of considerable benefit in the advancement of this new phase of the Medford curriculum.

Arrangements were made to meet the superintendent of schools for Medford, Bertrand Hooper. At a meeting with Bertrand Hooper regarding the project, the author received his consent to use the two schools, the Tufts and Davenport Schools, of Medford, Massachusetts as the subjects of this project.

Following this meeting arrangements were made to contact the teachers concerned to find out the most opportune time to begin the project in the classroom.

Field work being done by the author enabled him to plan many of the camp scenes prior to the school's arrival at camp. This could only be accomplished after the major units of work which were to form the basis of the Medford camping experience were decided upon.

1/ Jean M. Frazier, Experiences Met in Establishing a School Camping Program in the City of Medford, Masters thesis, Boston University School of Education, 1953.
The follow up series back in the classroom was arranged with the aid of the classroom teachers just as was the pre-camp series.

The colored slides were taken with a Kodak 35mm synchro-shutter camera using Westinghouse #22b blue flash bulbs for all the flash shots taken indoors and those taken outdoors under adverse lighting conditions. The film used was Kodak's daylight type color film (K135). All light readings were taken with a Weston Exposure Meter II. The method used in determining the exposure in most cases was the Camera Position Method which is described in *Correct Exposure in Photography* by Morgan and Lester.

Conferences held with Leslie Clark, Director of Boston University Sargent Camp aided in the preparation of the commentaries which accompany these pictures.

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CHAPTER IV
KODACHROME SLIDES AND ACCOMPANYING DESCRIPTIONS
ADULT SET

<table>
<thead>
<tr>
<th>Slide Title</th>
<th>Description</th>
<th>Comment</th>
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<tbody>
<tr>
<td>1. Medford Public Schools'</td>
<td>This picture shows a typical sixth grade classroom where the students spend a great part of the five hour day in reading, writing and learning at stationary desks. Four walls, a ceiling, and a blackboard comprise the setting. You can imagine how inviting the prospect of a camping project shown on colored slides would be. As a result of seeing such slides, the pupils set out to write letters asking for information about school camping.</td>
<td></td>
</tr>
<tr>
<td>2. Pre-camp Preparation</td>
<td>The preparation for the camping experience involved the choosing of units of study. The units chosen by the Medford Schools were stars, weather, and birds.</td>
<td></td>
</tr>
<tr>
<td>3. Producing Visual Aids</td>
<td>Visual aids were necessary to aid in the pre-camp preparation for the various units.</td>
<td></td>
</tr>
<tr>
<td>4. Visual Aids Astronomy</td>
<td>One of the visual aids produced was to aid in astronomy. Various constellations were</td>
<td></td>
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</tbody>
</table>
arranged on blue construction paper through the use of gold stars. This familiarized the pupils with the formations of the more common groups of stars.

5. Visual Aid Weather
Daily weather conditions were noted and recorded. Children became "barometer wise."

6. Visual Aid Weather
Cloud formations were studied to see their relationship to the weather.

7. Visual Aid Birds
Learning the identity of native birds was stimulated by a game played on an electric chart. When the correct identity of a bird was made, the owl's eyes would light up.

8. Bird Houses
As a result of the bird study it was a natural desire to see what birds could be attracted when bird houses were constructed.

9. Defraying Expenses Cake Sale
The letter concerning the necessary information to embark on a camping project showed a need for more money than was available. Suggestions on how to solve this problem prompted a cake sale.

10. Cake Sale
Cakes were donated by parents, friends, and teachers. The children were able to make it a community project by convincing the neighborhood to purchase their goodies.

11. Record Hops
Children used their own ingenuity. Several record hops were held in the individual homes.

12. Greeting Cards
Others took advantage of the seasonal need for greeting cards.

13. Paper Drive
The pupils organized a successful
14. Paper Drive

Arithmetic played an important part. It was used to determine the total amount collected and the amount of money that would be realized from the sale of that amount.

15. Paper Drive

Pupils found that a business like method of tying, piling, and loading the paper neatly was a necessary part in the sale of the paper.

16. Banking

Contact with a real bank taught the children the fundamentals of banking. The pupils learned to make out deposit and withdrawal slips as a part of the banking of their earned monies.

17. Banking

They also learned that it was better to make money work for them through the interests their deposits would bring them.

18. Goal

The goal they had to reach was always in sight. Pupils learned to use graphs in a practical way, very similar to the Red Cross and Red Feather campaign graphs found in adult life. They learned the goal that must be achieved, how close they were to it, and how much more they needed to reach it.

19. The Big Day

The big day finally came. The children with a school pennant lined up for last minute snapshots.

20. Late Arrivals

Last minute arrivals hurriedly emptied the family car.

21. Saw Mill

One of the first stops for the eager youngsters was a saw mill located on the way to camp.
Here they were given the opportunity to see logs of various species and of varying sizes brought to the sawmill to be ripped sawed into lumber.

22. Saw Mill

They observed the lumber mill workers using cant-hooks to place logs onto the carriage of the rip saw, the first step of producing lumber out of logs.

23. Saw Mill

The lumber then passed over conveyors to the "green" chain where it was double end trimmed by sawyers in preparation for dressing and planing.

24. Saw Mill

The lumber traveled on to a building where it was graded according to lumber standards. It was then stored according to grade, species, and size until it had air dried to a sufficiently low moisture content for the purpose to which this lumber was to be put.

25. Arriving at Camp

Here the group arrives at camp, on the threshold of a new type of educational experience.

26. Perfect Gentlemen

Once at camp, boys carried the heavier luggage to the girls' dormitory.

27. Girls' Dormitory

Girls carried the lighter luggage to their dormitory. Necessary bedding could be obtained from the supply room.

28. Supply Room

When the boys were finished with the luggage, they reported to the supply room for bedding.
29. Bed Making
Each child selected his own bunk. The early ones had their choice. Here two boys have teamed up to help each other put on the mattress covers.

30. Bed Making
Campers learned that square corners were good insurance against having the covers come off during the night.

31. Meal Time
Everyone shared in the camp responsibilities. While beds were being made, an assigned detail (changed every day) composed of boys and girls was setting the tables in preparation for the meal. A counselor sat at each table to remind or suggest patterns of good table manners. Conversation was aimed to include all the campers at the table.

32. Rest Hour
Following the noon meal each day, a rest period of approximately one hour was in order. Some actually got into bed and tried to sleep.

33. Rest Hour
The main purpose of the rest hour was to relax. Many took this opportunity to write letters home.

34. Final Program Planning
During rest hour, teachers met with the camp director to discuss and make final plans for the week's program, keeping in mind the pupils' chosen units.

35. Final Program Planning
Final programming was then outlined on a blackboard for all to see.

36. Orientation
Orientations for the group always took place prior to each activity. It was important that all should know what to look for and what to do as a
37. Orientation Hike  The first day's activity at camp was an orientation hike to acquaint the campers with various points of interest around the camp.

38. Orientation Hike  One of the most interesting sights was the base of the ski tow with Half Moon Pond and Mount Monadnock in the background.

39. Talent Show  Following the evening's meal, a talent show offered much entertainment through the hidden talents of the star performers, the pupils themselves.

40. Cabin Meeting  Camp policies regarding unnecessary trips during the night and keeping quiet during the night were the two important items to be discussed at this cabin meeting. Discussions about individual responsibility in these matters and stories constituted the evening's program.

41. Cabin Meeting  The boys held their cabin meeting in their pajamas while the girls on the other hand, preferred to wait until after the meeting to don their pajamas.

42. Personal Cleanliness  Daily habits of personal cleanliness were observed.

43. Cabin Clean Up  After breakfast each had to be sure his or her bed was made, floor swept, and clothes straightened. For many this was an entirely new experience.

44. Spillway Hike  One of the units of work selected by the sixth graders of the Tufts and Davenport
Schools was a trip to the Spillway. Here from the bridge, they saw for the first time the Spillway. They also noticed the erosion taking place in an area cared for improperly.

45. Spillway Hike  Capable leadership explained the function of the spillway. The function and the purpose for building it four miles from Macdowell Dam were two vital phases of the unit.

46. Spillway Hike  The dry reservoir just beyond the spillway provided an ideal source for a geology lesson involving bed rock.

47. Collection Hike  A collection hike provided opportunity to gather material for the second unit's work. Each pupil collected anything that would be appropriate to the production of a terrarium.

48. Collection Hike  Many times campers found objects they could not identify, in this case, "wiches broom." The counselors or resource people were on hand to assist in identifications or explanations.

49. Collection Hike  Here classroom teachers have an opportunity to actually show many of the items of nature in their natural setting. "Pussy Willow" was a common specimen brought into a classroom but how many had actually seen it. Their class saw it as it actually grew.

50. Astronomy  All learning was not limited to the day time. When favorable skies made their appearance, it was time for astronomy that had been learned
51. Astronomy
A specialist in astronomy was invited to show and discuss this fascinating topic with the campers. They were given the opportunity to see how a planet appears when viewed through a telescope.

52. Cook-out
An important feature during the week was the cook-out day. This group had divided up the supplies and each had some responsibility for bringing these supplies to the cook-out area.

53. Cook-out
Campers learned to build a cooking fire and cook over it. Tin Can utensils provided an opportunity for learning how to make various cooking implements.

54. Cook-out
Although we all could not take part in the cooking, we all shared in the interest and the whetted appetites caused by the fragrant and clear aromas of the cooking food.

55. Mail Call
One of the highlights of the camp session was mail call. This was an important event especially for those for whom this was the first time away from home.

56. Special Interest
Drift Wood
Special interest opportunities were provided for the campers. Some were interested in collecting drift wood.

57. Special Interest
Weather
Here again, with the use of real weather instruments, campers had an opportunity to work with the different phases of weather for-
Pupil's creative abilities are manifested in various forms. The girls generally chose the more feminine form, in this particular case sketching.

Boys were more adept at the more manly art of whittling.

In any growing child's background, there always appears a desire to track animals. At camp the children learned what animal made the tracks and the reason why the tracks were found here.

They learned a new art, making plaster of paris casts of animal tracks.

These casts usually become prize possessions of the campers.

In season, the activity which attracted the greatest number of campers was "sugaring". The children learned to tap the maple tree and gather the sap in buckets which hang from spiles.

It was always interesting to find out what the ratio was of sap to syrup. The youngsters looked forward to the next morning's pancakes to taste their own maple syrup.

The children have learned square dancing during their physical education classes in school. The appropriate atmosphere was provided at camp.

The Virginia Reel was one
The camping activity was not confined to Sargent Camp. An interesting excursion took them away from camp to an abandoned farm.

An adventure in amateur archeology took place here with the discovery of the farm house foundation.

Further exploration produced a well.

Some of the campers even found the farmer's old wagon wheel rim. These discoveries brought forth many questions as to the life and habits of the old farmer.

At the conclusion of each activity a review and summary was presented at a general assembly.

At the conclusion of the week, an evaluation of the week's work took place around the campfire. This was usually followed by some Paul Bunyan stories and some group singing.

All materials collected during the camp week had to be carefully packed to insure safe transportation back to the classroom for future learning possibilities.

Packing to leave camp for home presented a difficulty that needed real leadership. No matter how neatly the clothing was folded, the bulky souvenirs
of happy camping experiences seemed to comprise the most essential form of baggage.

75. Exhibit Conservation
The packing did not mean the end of their camp experiences. When they returned to the classroom they formulated plans for an exhibit which would show what they had learned at camp.

76. Exhibit Collections
Informative exhibits were set up to show the great variety of materials collected.

77. Exhibit Spillway Model
Great pains were taken to produce an interpretive model of the spillway.

78. Exhibit Mural
Long murals were created in the art classes to depict the many and various activities at camp.

79. Exhibit English Compositions
Everything they had learned at camp could not be reproduced through models or pictures. The pupils wrote English compositions on subjects ranging from making maple syrup to tracking animals.

80. Exhibit Pictures
It was a natural instinct to take snapshots to remember the various experiences of the trip. When all photographs were collected for exhibition, they presented a comprehensive picture of the camping project.

81. Dramatization
The children decided to re-enact some of the camp activities. There were many volunteers for additional contributions.

82. Dramatization Square Dancing
A demonstration of square dancing was performed for the parents.
83. Demonstration
Arts and Crafts

Great pride was taken in
a sketching and whittling
demonstration at the ex-
hibition.

84. Conclusion
Slides

The conclusion of the ex-
hibition and of the camping
project was marked by graph-
ically illustrated slides.
## PUPIL SET

<table>
<thead>
<tr>
<th>Slide Title</th>
<th>Description</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Medford Public Schools</td>
<td>When the children saw colored slides of a school camping program, their enthusiasm prompted them to write letters to find out how they, too, could have such fun while learning.</td>
<td></td>
</tr>
<tr>
<td>2. Pre-camp preparation</td>
<td>While waiting for replies to the letters, the pupils decided to select the subjects they wanted to study at camp. They chose stars, weather, and birds.</td>
<td></td>
</tr>
<tr>
<td>3. Producing Visual Aids</td>
<td>They made many charts to help their work.</td>
<td></td>
</tr>
<tr>
<td>4. Visual Aid Astronomy</td>
<td>One of the charts produced was of the constellations. They used gold stars on blue construction paper.</td>
<td></td>
</tr>
<tr>
<td>5. Visual Aid Weather</td>
<td>They kept weather charts and learned how to read barometers.</td>
<td></td>
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<tr>
<td>6. Visual Aid Weather</td>
<td>They learned how the weather was affected by the various types of clouds.</td>
<td></td>
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<tr>
<td>7. Visual Aid Birds</td>
<td>They played a game with a bird chart that helped them to identify native birds.</td>
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</table>
It was important to find out what kind of homes the birds would like to live in before they made bird houses at camp.

The long awaited letter told the children they would need more money than they had at their disposal. Someone suggested a cake sale. It was unanimously accepted.

Everyone came to buy food at the sale. All the money gained was clear profit as all items were donated.

Several children had record hops in their own basement playrooms. All the money earned from the sale of tickets was used for the camp fund.

Others were able to earn money from the sale of greeting cards.

A paper drive allowed everyone to take part. This proved very successful.

Some collected paper while others weighed it.

Some tied it. Others loaded it.

The monies they earned, were put into a local bank to draw interest until the money had to be withdrawn.

Everyone put his or her share into the bank.

To be sure of how much they needed, the children kept a
<p>| | |</p>
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<tbody>
<tr>
<td>19. The Big Day</td>
<td>It was not very long before the big day finally came. Everyone wanted his picture taken before he boarded the bus.</td>
</tr>
<tr>
<td>20. Late Arrivals</td>
<td>Some pressed the family car into use to be sure to arrive in time for the bus.</td>
</tr>
<tr>
<td>21. Saw Mill</td>
<td>On the way to camp, the children stopped at a saw mill.</td>
</tr>
<tr>
<td>22. Saw Mill</td>
<td>They saw how workers used cant-hooks to move the large logs.</td>
</tr>
<tr>
<td>23. Saw Mill</td>
<td>They observed sawyers prepare the lumber for dressing and planing.</td>
</tr>
<tr>
<td>24. Saw Mill</td>
<td>They saw all kinds of lumber stacked according to grade, species, and size. They also learned what this lumber could be used for when it dried sufficiently.</td>
</tr>
<tr>
<td>25. Arriving at Camp</td>
<td>Finally they reached camp where a whole week of a different kind of learning was to take place.</td>
</tr>
<tr>
<td>26. Perfect Gentlemen</td>
<td>The boys helped the girls with the heavier luggage.</td>
</tr>
<tr>
<td>27. Girl's Dormitory</td>
<td>The girls carried the lighter pieces of luggage to their dormitory.</td>
</tr>
<tr>
<td>28. Supply Room</td>
<td>The bedding for each camper was at the camp supply room.</td>
</tr>
<tr>
<td>29. Bed Making</td>
<td>After collecting the bedding, each child selected his own</td>
</tr>
</tbody>
</table>
bunk. The early ones had their choice. The boys found it easier to fix up a bed if two teamed up to help each other.

30. Bed Making
Square corners were the best way to make the bed to make sure your feet would remain covered all night.

31. Meal Time
Everyone had a particular task to perform. Some set the tables while the beds were being made.

32. Rest Hour
After the noon meal, everyone was required to take an hour's rest. If you could not sleep, at least you could relax.

33. Rest Hour
Some used this rest period to write letters.

34. Final Program Planning
During the rest hour, the teachers met with the camp director to go over final plans for the week's activities.

35. Final Program Planning
The director wrote the complete program on a blackboard so that everyone would know exactly what was going to happen, and when it was to occur.

36. Orientation
Orientations for the group always took place prior to each activity. This helped all to understand exactly what was to take place as a part of the particular activity.

37. Orientation Hike
The camp orientation hike provided an excellent opportunity to see all the various points of interest to be
found around camp.

38. Orientation Hike While on this hike, they saw Half Moon Pond, and in the distance a real mountain, Mount Monadnock.

39. Talent Show Everyone had a chance to be a star in a talent show the very first evening.

40. Cabin Meeting Before they went to bed that first night, the children had a cabin meeting to become acquainted with the rules of the camp.

41. Cabin Meeting The boys held their meeting in the comfort of their pajamas. As soon as the meeting was finished, they jumped right into bed and went to sleep.

42. Personal Cleanliness Just because they were at camp, did not mean that the children forgot to do such things as brush their teeth.

43. Cabin Clean Up Everyone pitched in and helped clean up the cabin.

44. Spillway Hike The first trip was to the spillway where they noticed many signs of erosion.

45. Spillway Hike The leaders explained why the spillway was important.

46. Spillway Hike Many saw bed rock for the first time.

47. Collection Hike On the collection hike, everyone had an opportunity to collect appropriate material to make a terrarium.

48. Collection Hike An interesting and unusual specimen was a cancerous growth on willow trees called "witches broom."
49. Collection Hike: Pussy willows were found in the woods, and not in a vase on the teacher's desk.

50. Astronomy: A good night with many stars in the sky was the proper time for looking through a telescope.

51. Astronomy: The stars and planets looked so close and so different through a telescope.

52. Cook-out: No camping experience would be complete without a cook-out.

53. Cook-out: There was a real cooking fire with tin can utensils to use for cooking purposes.

54. Cook-out: Everyone had a grand time.

55. Mail Call: To some of the children, this was the first time away from home. You can imagine how happy they were to receive mail.

56. Special Interest: If you had a particular hobby or wanted to start one, this camping experience gave you a chance to do it. Many collected drift wood.

57. Special Interest: There were real weather instruments to help those who were truly interested in this field.

58. Creative Interest: The girls, during their free time, chose to do some sketching of camp scenes.

59. Creative Interest: On the other hand, the boys chose to do some fine whittling.

60. Tracking: Some real animal tracks made real trackers of the boys. They learned what had made the tracks and why.

61. Tracking: Many were interested enough to make Plaster of Paris casts of
these tracks.

62. Tracking The casts were real prizes to be treasured for years.

63. Sugaring Many of the children had heard of tapping trees for maple sap. They had an opportunity here at camp to tap the trees and to collect the sap.

64. Sugaring They learned to boil down the sap to make it into syrup. They even ate it on their breakfast pancakes!

65. Square Dancing Square dancing had always been fun. It was even more so at camp.

66. Folk Dancing The Virginia Reel proved to be the most popular dance.

67. Exploration One day, the children left Sargent Camp to see an abandoned farmhouse.

68. Exploration They found the farmhouse foundation with trees growing right out of what was once the cellar.

69. Exploration They also found the well that was even now filled with water.

70. Exploration Some even found the farmer's old wheel rim. They found it was fun to learn how the farmer lived by using all of their discoveries.

71. Evaluation Following each activity to reconstruct the farm, a general assembly told of what had been done by the group. Every thing that had proved of interest was sure to be included.

72. Evaluation On the last evening of the week at camp, everyone sat about a
<table>
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<th>Topic</th>
<th>Description</th>
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<tbody>
<tr>
<td>73. Packing</td>
<td>The last day of camp found everyone trying to pack not only his clothes but his prize souvenirs.</td>
</tr>
<tr>
<td>74. Packing</td>
<td>The children had come to camp with a lot but went away with much more than could be packed in a suitcase.</td>
</tr>
<tr>
<td>75. Exhibit Conservation</td>
<td>Upon returning to school the children began setting up exhibits to show what they had learned at camp.</td>
</tr>
<tr>
<td>76. Exhibit Collections</td>
<td>Many of their collections found a place in the exhibition.</td>
</tr>
<tr>
<td>77. Exhibit Spillway Model</td>
<td>They made a model of the Spillway.</td>
</tr>
<tr>
<td>78. Exhibit Mural</td>
<td>A mural was painted on large brown paper. It showed the interesting events at camp.</td>
</tr>
<tr>
<td>79. Exhibit English Compositions</td>
<td>Themes were written about the various camp activities and about the many points of interest which had been pointed out.</td>
</tr>
<tr>
<td>80. Exhibit Pictures</td>
<td>Everyone that had taken pictures of the trip gave his best snap shots to form an exhibit of the camping experience.</td>
</tr>
<tr>
<td>81. Dramatization</td>
<td>The children decided to re-enact some of the camp activities.</td>
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</tbody>
</table>
CHAPTER V

SUMMARY

The purpose of this study was to show the first attempt at school camping by the Medford, Massachusetts schools through the use of kodachrome slides with accompanying descriptions on paper. These descriptions would be used to aid in the presentation of these slides to children and adults.

As this program grows within the city of Medford, additional slides should be taken to depict any new activities which may be added to the existing camping program.

A series of slides of this type could be developed for other portions of the Medford curriculum to aid in the understanding of the many aspects of their total school curriculum.
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## MEDFORD SCHOOLS March 22 - April 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>7:00</td>
<td>Rise - Make Beds</td>
<td>Rise - Make Beds</td>
<td>Rise - Make Beds</td>
<td>Rise - Make Beds</td>
<td>Rise - Make Beds</td>
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<tr>
<td>7:20</td>
<td>Clean Cbn. wash</td>
<td>Clean Cbn. wash</td>
<td>Clean Cbn. wash</td>
<td>Clean Cbn. wash</td>
<td>Clean Cbn. wash</td>
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<tr>
<td>8:00</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:30</td>
<td>Medical exam at school</td>
<td>Collection Hike</td>
<td>Prepare food for cockout</td>
<td>Forestry Hike</td>
<td>Finish up</td>
</tr>
<tr>
<td></td>
<td>9:00 Leave school</td>
<td>II Picciuolo</td>
<td>I Picciuolo</td>
<td>II Picciuolo</td>
<td>Projects</td>
</tr>
<tr>
<td></td>
<td>to Arrive at Camp</td>
<td>Spillway Hike</td>
<td>Hike to campsite</td>
<td>III Picciuolo</td>
<td>Pack</td>
</tr>
<tr>
<td></td>
<td>12:00 Cabin assignment Draw Blankets</td>
<td>III Silvera</td>
<td>Prepare for Cookout</td>
<td>III Silvera</td>
<td>Return Blankets</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td>Assemble baggage</td>
</tr>
<tr>
<td>12:30</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Cookout</td>
<td>Dinner</td>
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<tr>
<td>1:15</td>
<td>Make Beds</td>
<td>Rest Hour</td>
<td>Clean up area</td>
<td>Rest Hour</td>
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<tr>
<td></td>
<td>Orientation</td>
<td>Spillway Hike</td>
<td>Hike back to camp</td>
<td>Crafts</td>
<td>Group Leaders</td>
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<td></td>
<td>Orientation hike with Counselors</td>
<td>I Spillway Hike</td>
<td>II Spillway Hike</td>
<td>Sketching</td>
<td>I McKenna</td>
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<tr>
<td></td>
<td>Teachers finish planning for the</td>
<td>II Collection Hike</td>
<td>III Collection Hike</td>
<td>Collecting</td>
<td>II Fraser</td>
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<td></td>
<td>week's program with Camp Director</td>
<td>III Spillway Hike</td>
<td>IV Spillway Hike</td>
<td>Carving</td>
<td>III Lucy</td>
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<td></td>
<td></td>
<td>IV Spillway Hike</td>
<td></td>
<td>Plaster casts</td>
<td>IV O’Rourke</td>
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<td>5:00</td>
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<td></td>
<td></td>
<td>of animal tracks</td>
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<td></td>
<td>Supper</td>
<td>Supper</td>
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<td>5:30</td>
<td>Supper</td>
<td>Supper</td>
<td>Supper</td>
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<tr>
<td>6:45</td>
<td>Talent Night</td>
<td>Supper</td>
<td>Supper</td>
<td>Supper</td>
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<td></td>
<td>Cabin Meeting</td>
<td>Singing</td>
<td>Council Fire</td>
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<td>Lights out</td>
<td>Astronomy</td>
<td>1. Games</td>
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<td>Film strips</td>
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<td>Constellations</td>
<td>3. Singing</td>
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<td>Telescope</td>
<td>4. Stories</td>
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<td></td>
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<td>Myths</td>
<td>5. Etc.</td>
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<td></td>
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<td>Cocoa</td>
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