

I think this indicative of pretty straight thinking on the part of the twelve-year-old philosopher, but I was even more impressed by the reply of the first boy. He said, "Jack, I believe you're right. I have talked only one side of this case, and maybe I'd better do a little more thinking myself." The teacher, a wise woman, in a very unostentatious way, made a good deal of this situation and clinched the thought.

This is a kind of guidance this country

needs tremendously. We are bombarded by slogans, we read advertisements, we listen to politicians over the radio and on the platform, we read newspapers which present their sides through editorials and not infrequently by their very make-up. If every American citizen of normal intelligence or better had been so guided in the elementary school as to insist on hearing both sides of the case before he made up his mind, this country of ours would have been vastly improved.

¶ *Blazing new trails in education*

## School Camping All Year 'Round

VIRGIL M. ROGERS

ST. MARY'S LAKE CAMP is a cooperative enterprise. The initial outlay was made by the W. K. Kellogg Foundation which has so generously continued to give its financial and moral support to the project. The camp, staff, and facilities have been made available to school children in Calhoun County during the past two years.

The schools in the county cooperate by sending fifth- and sixth-grade groups under the supervision of teachers to the camp for periods of two weeks. Parents cooperate by providing a small fee for board. In the Battle Creek schools, provision has been made through the Willard Trust Fund for assuring every fifth- and sixth-grade boy and girl a camping experience even though his parents may not be in a position to bear the one dol-

lar per day cost for board. The plan is so arranged that students are not aware of any subsidy for campers on the part of the school.

The camp site is an interesting one in that it is rich in Indian lore. Located along the shores of St. Mary's Lake, it is on a beautiful sloping wooded hill only a few miles from the city of Battle Creek, and is well equipped with a modern central administration building and excellent cottages. During a two-weeks' camping session approximately seventy elementary boys and girls are housed in comfortable cottages accommodating about twenty children and a counselor.

The camp operated straight through the winter months and the children and sponsors have been greatly pleased with the results. It was a rather novel experiment. January weather in Michigan can be "rugged" indeed, but it did not dampen the enthusiasms of the young campers. Snowshoeing, tobogganing, skiing, skating, tracking animals in fresh snow, and hiking through a winter wonderland of deep woods blanketed in carpets of white ermine, were never to be forgotten hours of winter camp. Ice and snow; rising and falling temperatures; moisture and its mischievous antics in a cold climate; nature's protective measures for trees, plants, animals, and wild fowl; starry heavens on clear winter nights; gatherings about the log fire in the big fire-

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*Camping as a part of the school curriculum provides a setting for the development of skills and understandings not available in the average classroom situation. Living together at close range for twenty-four hours a day puts a premium on democratic living. Its place in the educational program for today and the future is set forth in this article on winter camping. In a brief survey, Virgil Rogers, superintendent of schools, Battle Creek, Michigan, outlines some of the activities carried on in a camping project sponsored by the schools in that area.*

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place as the wintry blasts pile up deep drifts across the fences and around the front steps; and the delightful stories of pioneer life related by staff specialists—all helped to make winter camping quite as popular as midsummer camping experience.

### Cooperative Effort is Highlighted

Like fall, spring, and summer camping, the internal operation of the winter camp provides for experiences which give campers the opportunity to bring their learnings into play. The campers operate their own bank, post office, store, and direct much of their play activity. Although the boys and girls are away from their classrooms, they carry on learning activities which will promote growth in reading, numbers, thinking, health habits, cooperation, social understanding, and group living.

The St. Mary's Lake Camp is a genuinely democratic institution as judged by any standards one may choose. The campers assist in planning their activities, they help in planning meals, and in serving as hosts and hostesses. They assist with the development of rules and regulations governing camp, select their own officers for the camp student government, and plan and counsel with the camp staff in ways which are truly fundamental to better understanding of the principles of democratic living.

One of the truly democratic aspects of the

camp is the acceptance of *all* children regardless of race, religion, or economic status, and the communal living in the cottage units. One protected white girl who had the usual misconceptions about minority groups came home to tell her parents how thrilled she was to find a new friend who roomed with her—a Negro girl who was “just as intelligent and nice as any white girl.”

### Regular Schedules Are New to Many

Some children know little of organized and planned environmental control aside from the hours of formal school. For many of these children a well-planned day in which constructive activities are arranged for during leisure time, and where rest and regular hours for eating and sleeping are scheduled, is indeed a novel experience. Somehow we must find ways by which parents may be given an opportunity to see the value of more thoughtful planning for their children's total living.

Under the able leadership of a hard-working staff, camping history is being made at St. Mary's Lake Camp. The school faculty members who accompany the student groups to camp and serve as cooperating counselors testify to the values accruing from this type of educational experience. Perhaps the far-sighted officials of the W. K. Kellogg Foundation and the school leaders in Michigan are blazing new trails through the year-round school camp.

**NOMINATIONS FOR MEMBERSHIP** in the ASCD Board of Directors may be sent to any member of the Nominating Committee. These Committee members are Walter A. Anderson, assistant superintendent of schools, Minneapolis, Minn., chairman; Mary I. Cole, associate professor of education, Western Kentucky Teachers College, Bowling Green; L. D. Haskew, executive secretary, Committee on Teacher Education, New York, N. Y.; Mrs. Gladys L. Potter, supervisor of elementary education, Long Beach, Calif.; and Fannie J. Ragland, elementary supervisor, 216 East Ninth Street, Cincinnati, Ohio. A slate of fifteen names from which five will be elected will be presented to the membership for mail vote early next fall.

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