

# Children and Teachers Outdoors

RICHARD L. WEAVER and J. H. KNOX

Four years' successful experience with school camping is described by Richard L. Weaver, director, North Carolina Resource-Use Education Commission, Raleigh, and J. H. Knox, superintendent of schools, Salisbury, North Carolina.

FOR MORE than five years North Carolina has made a special effort to use all the available resource agencies more effectively in the school program. Stimulated by the Social Studies Council in the state, the Department of Public Instruction organized a North Carolina Resource-Use Education Commission, representing forty-six state agencies and

professional and scientific organizations. The commission is appointed by the governor. It serves as a coordinating agency for many educational activities of resource agencies, organizes workshops and work conferences, prepares printed and audio-visual materials and conducts in-service training programs for teachers.



*N. C. Resource-Use Educ. Commission  
School campers determine age of pine with increment borer*

## Salisbury Initiates a Camping Program

Salisbury, located in the central Piedmont region of the state, has long been accustomed to pioneering in new fields and using resource people and consultants freely and continuously. Four years ago the city organized its first school-sponsored summer camp, using local teachers and parents as counselors and directors. Such a camping program was conducted from 1947 through 1949. In 1950, as a result of encouragement from the Department of Public Instruction and the Resource-Use Education Commission and from the interest created by the three previous camps, the city initiated a school camp on school time. In addition to their camp interest, eighth graders of the city during the spring of 1950 had planted more than three thousand shade trees within the city limits to replace many of the elms being removed in street construction.

Eighty-seven sixth graders were taken to camp for five days at Kings Mountain State Park in South Carolina. The children were accompanied by six regular sixth grade teachers, the school dietitian, music supervisor and several teachers with previous camp experience. A principal served as camp director. The kitchen was staffed by cooks from several schools. One parent served as counselor. Ten resource persons from state and local agencies assisted in the instruction during the five days. Cost for each child was nine dollars for this period. Three dollars of this amount was required for bus fare, since state buses in North Carolina cannot be used for field trips. Children unable to afford the expense were sent on special funds provided for the purpose. Teachers were

paid as if they were in school. The regular school lunch program was in effect. Substitute teachers were hired by the local school board to care for those children who preferred not to attend the camp. Some children attended from each of the elementary schools in the city.

### Purpose in Pre-Planning

About a month prior to the camp, four members of the State Department of Public Instruction and the Resource-Use Education Commission met with a committee of teachers and principals and the superintendent and supervisor, to plan the activities, organize the program and assign various responsibilities. This committee agreed that it was important:

- To select those activities which would give children as many "doing" experiences as possible.
- To select insofar as possible activities better done outdoors than indoors.
- To focus as much of the instruction as possible upon the best use of natural resources and upon an understanding of the rich historical heritage of the Kings Mountain area.
- To develop a daily schedule which would not be too strenuous but which would be filled with meaningful experiences and a considerable amount of fun.
- To keep the children as much as possible with their usual teachers during the periods of instruction.

### Arrival at Camp

In order to take full advantage of the bus trip, three stops were made on the way to camp: One stop was at a fine dairy where the children could see some



*N. C. Resource-Use Educ. Commission*

*Youths place log barriers to divert water from camp path*

good agricultural practices on a diversified farm; one was at a church with rich Revolutionary history; and one was at the Kings Mountain Battleground National Monument and Museum, where the children could study the history of the area and see the exhibits.

Upon arrival at camp, children were assigned counselors and cabins. Six to eight children occupied each cabin.

Four groups of about twenty-two children each were organized for instructional purposes. Four class periods were formed—two in the morning and two in the afternoon. An hour for swimming was set before lunch and before dinner.

While one group studied and worked outdoors, another explored related crafts, a third discussed the projects

indoors and organized their notes, and a fourth received instruction in games and sports.

#### CAMP INSTRUCTIONAL PROGRAM

The camp program centered around forestry, soil conservation, wild-life management and nature study. Organized activities engaged in during the five days were:

#### **First Day**

##### *Forestry Management Practices:*

Measuring the age and growth of trees with an increment borer, and by counting the annual rings on posts around the parking area.

Measuring the board feet and logs in ten trees with a log rule.

Selecting trees for thinning in a fourth-acre plot of numbered trees.

Planting a tree.

Observing a demonstration of fire-fighting equipment and use of tools.

Viewing "Dead Out," film on forest fire control.

### Second Day

#### *Soil Conservation Practices:*

Observing sheet and gully erosion on fields around camp.

Planting trees and vines on road bank to stop erosion, and beautifying the entrance to the camp. Mulching with pine needles and staking.

Placing log barriers across paths in camp to divert water into woods.

Building stone silting barriers in gullies along the road to check silting in culverts.

Observing old terraces and contours in abandoned fields. Examining soil with soil auger.

Attending slide talk on soil and water conservation.

Receiving astronomy lesson on ten constellations.

### Third Day

#### *Trees, Plants and Birds of Camp Area:*

Observation of ten common trees and ten common wild flowers.

Bird walk and observation of ten common birds of the area.

### Fourth Day

#### *Observation of Animal Life About camp:*

Study of insects, lizards and snakes, mammals and aquatic life.

Use of microscope to observe small animal life from pond.

Investigation of wild-life management

practices for increasing the numbers of birds and mammals.

### Fifth Day

Developing signs and plans for nature trail.

General summary of week's study.

### RELATED CRAFTS

Leaf printing, spatter technique, work with crayon and printer's ink.

Paintings of tree planting and erosion control work.

Clay models of erosion control devices. Mapping of camp area.

Illustrating notebooks with crayon drawings and scratch sketches.

### CAMPING PLANS CONTINUE

Children and teachers had such a successful time that a large part of the remaining ten days of school was spent in writing about the camp experiences and drawing pictures of the activities and projects. Many parents became interested through visiting the camp and through learning how much the children benefited from this experience.

When fall came, sixty of the city's ninety teachers elected to go to the same camp for three days prior to the opening of school and to use much the same program of instruction. Seventeen resource persons assisted during the three days of instruction. Geology was added to the program and the state geologist conducted a sixty-mile field trip one morning to visit quarries and mines of the area. The school board paid the expenses of the camp. The teachers were not on salary at that time, however.

A camp for forty-two high school biology students was held the first week of

November as the third school camp project. The sixth graders of this year are already making plans for their camp this spring.

Resource persons utilized in the three school camp experiences included: A county agent and a farmer; three soil conservationists; the state geologist; two state foresters (of South Carolina); the superintendents of the State Park and of the National Monument; consultant in guidance of the North Carolina Department of Public Instruction; the director and a consultant of the North Carolina School-Health Coordinating

Service; county nurse and county health educator; a regional biologist and a regional game manager of the North Carolina Wildlife Resources Commission; two members of the Education Division of the North Carolina Wildlife Resources Commission; two resource specialists of the North Carolina Department of Public Instruction; an extension entomologist of the North Carolina State College.

Plans have been developed for a number of special resource projects in classes and schools at home as a result of the three camps.

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## *Role of the Consultant in Curriculum Improvement*

MARCELLA R. LAWLER

**The effective curriculum consultant must be competent both in his area of specialization and in the area of consultation for curriculum improvement. Marcella R. Lawler is Associate Professor of Education and Executive Officer of the Curriculum Service Center at Teachers College, Columbia University.**

IN school situations and in professional literature the word "consultant" is an increasingly popular term. Some school systems are designating as consultants their special subject-matter resource people and general supervisors. State departments of education are likewise using the term for staff members. Both local school systems and state departments are using the term for specialists brought in for a particular work conference or an individual meeting. In colleges and universities throughout the country where cooperative research pro-

grams are being developed or where other kinds of in-service education are under way the "field workers" are generally known as consultants.

In this discussion the consultant is the resource person who comes from outside a school and who has a continuing relationship with a faculty group. "From outside a school" may mean from outside the school system; it may mean from the central office. The problems which will be dealt with in this article are considered to be applicable to either situation.

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