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RACT

Evaluating 566 opinionnaires of the 1,400 distributed arents whose children had participated in programs at 1 of 2 dent outdoor education centers in northern Illinois--the Rockford oor School and the Lorado Taft Field Campus--this study sought to determine what parents perceive to be the values and outcomes he resident outdoor education program; (2) to learn whether nts endorse continuation of the resident program; (3) to rtain who parents think should assume financial responsibility selected aspects of the resident program; and (4) to provide nts an opportunity to make suggestions to improve the program of dent outdoor education. In the survey, validity and reliability he parental perceptions, opinions, and attitudes were not sought; ver, it was felt that the parents' responses were important in rmining whether the programs were to receive public support or ic condemnation. Thirteen conclusions, 10 recommendations, and 2 ndixes showing parents' comments and suggestions are included, g with 10 tables. (MJB)

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TAFT CAMPUS OCCASIONAL PAPER NO. 4

PARENTS' PERCEPTIONS OF RESIDENT OUTDOOR EDUCATION, ROCKFORD OUTDOOR SCHOOL AND TAFT CAMPUS, ILLINOIS A COMPARISON SPRING, 1971

Orville E. Jones
and
Malcolm D. Swan, Jr.

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The Department of Outdoor Teacher Education
NORTHERN ILLINOIS UNIVERSITY
AT TAFT CAMPUS, OREGON, ILLINOIS

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CHAPTER I

INTRODUCTION

This study was undertaken to answer these and other questions:

1. What do parents perceive to be the values and outcomes of a several day resident outdoor education program?;

2. What are their attitudes regarding who should bear the expenses relating to the resident program?;

3. Should the program be continued as a part of the educational effort?; and

4. What suggestions do parents have to make for improving the program?

Answers to these questions were considered important to decision makers responsible for planning and administering school districts' educational efforts. If the parents of the pupils who have participated in a resident program perceive the experience to be of little value, serious questions must be raised regarding the continuation and support of the program. On the other hand, if parents indicate they believe the experience had educational value and want the program continued or expanded, this too should be taken into consideration.

The writers did not seek to determine the validity and reliability of the parent perceptions, opinions and attitudes. They assumed only that parents do have attitudes and opinions about the resident program in which their child participated; and that these parental opinions and attitudes are important in determining if a program is to receive public support or if it is to receive public condemnation -- if it is to grow, remain static, or fade away.

The pupils of the parents surveyed in this study had participated in one of two resident outdoor education programs in northern Illinois: the Rockford Outdoor School, located in Atwood Park, New Milford, Illinois, and Lorado Taft Field Campus of Northern Illinois University, Oregon, Illinois. The Rockford Outdoor School provided a week of resident outdoor education for some of the children enrolled in the elementary schools in Rockford and other schools in northern Illinois and has a professional teaching staff. The Lorado Taft Field Campus served as a laboratory for an outdoor student teaching experience for undergraduate elementary education students of Northern Illinois University. Thus, the teaching of pupils was the responsibility of senior level college students.

OTHER STUDIES

A survey of the pertinent literature reveals that persons responsible for administering resident outdoor education programs have long recognized the importance of the parent perceptions and attitudes of their programs. Many of them have used questionnaires, opinionnaires and interviews to acquire such information. Parental responses have been considered especially important in the evaluation of outdoor education programs supported by state and federal funds.[1]

In general, parents have indicated a high level of enthusiasm and support for resident outdoor education programs; but in a few instances

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[1]Malcolm D. Swan, "Evaluation," Continuation Grant Application for Tri-District Cooperative Development of Land Laboratories for Conservation and Outdoor Education. Worthington, Ohio: Worthington Exempted Village School District, 1970, p. E-50.

parental responses have indicated that programs were in trouble and not accomplishing their stated aims. In 1957, Bell reviewed parental responses to items on a questionnaire administered by several California school districts.[2] They found that 95 to 97 percent of the parents wanted their children to attend "school camp" again because they felt it was a worthwhile educational experience. Bell also reviewed a study made by the Los Angeles schools in which parents were asked to indicate what the children learned at camp. Parents perceived knowledge, skills and appreciation of the outdoors to be the most important outcome; and a better understanding of group living to be the next most important.

In 1971, Ziemer randomly sampled the parents of the children who participated in the resident outdoor education program of Crystal Lake, Illinois, using a questionnaire. He reported that more than eighty percent of the parents endorsed a resident experience for every child in the district, expecially if it would be similar to the one provided their own children. More than 75 percent of the parents who responded to the questionnaire indicated that the program provided children with (a) opportunities for the development of responsibility, (b) experiences to improve self-image and self-concept, and (c) opportunities for enhancing the child's relationship within the class structure.[3]

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[2]Howard M. Bell and Ethel Tobin, "Do Parents and Teachers Value Outdoor Education?," California Journal of Elementary Education, 26:102-107, November, 1957. Reprinted in Hammerman and Hammerman, A Book of Readings In Outdoor Education (Minneapolis: Burgess Publishing Co., 1968) p. 368.

[3]Norbert Ziemer, "Parent Opinionnaire Responses to 1971 Crystal Lake Resident Program at Camp Duncan," Crystal Lake, Illinois: School District No. 47, 1971. mimeographed

Swan, in 1969, and again in 1970, considered parental reaction to be an evaluative component in his study of the Worthington, Westerville, Granville, Ohio, Outdoor Education Program (Tri-District Outdoor Education). Using a questionnaire, he acquired responses from approximately two hundred parents each of the two years. Both sets of replies indicated parental support of the program. In 1969 and in 1970 respectively, eighty-six and ninety percent of his respondents gave the program an excellent or a very good rating. In each instance, parents strongly endorsed such experiences for all children in their schools. In each of the two years, only one or two persons gave the program a "poor" rating or refused to endorse such experiences for all children.[4]

Ziemer and Swan each compiled long lists of "comments" indicating what their respondents considered to be important about their programs or thought should be changed. They reported that only a few negative comments were received. The parents providing the negative comments did not appear to question the value of the programs as much as they questioned whether these kinds of programs were appropriate responsibilities of the school.[5]

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[4]Swan, op. cit., p. E-50; Malcolm D. Swan, "Summary Evaluation," Summary Evaluation for Tri-District Cooperative Development of Land Laboratories for Conservation and Outdoor Education. Worthington, Ohio: Worthington Exempted Village School District, 1971, p. E-40.

[5]Ziemer, op. cit.; Swan, op. cit.

PROGRAMS INCLUDED IN THIS STUDY

The administrative and philosophical purposes of the two programs involved in this comparative study were significantly different, as were the modes of operation. Characterisitics of the two programs are as follows:

Rockford Outdoor School	Lorado Taft Field Campus
1. Primary emphasis on "what elementary pupil can learn about environmental and outdoor education"	1. Primary emphasis on "what pre-service elementary teacher can learn about teaching pupils in an outdoor environment - with no special academic emphasis"
2. Instruction provided by full-time professional teachers qualified to teach indoors and outdoors	2. Instruction provided by pre-service elementary education majors with senior status at Northern Illinois University
3. Teachers have considerable knowledge about outdoor phenomena	3. Most seniors have limited knowledge about outdoor phenomena
4. Teachers are skilled in methodology of outdoor teaching	4. Seniors lack skills in methodology of outdoor teaching
5. Teachers are experienced in organizing pupils for outdoor learning experiences	5. Seniors are inexperienced in organizing pupils for outdoor learning experiences
6. Teachers relate outdoor experience to curriculum materials	6. Seniors often lack knowledge about the curriculum materials used in the schools
7. Ratio of teacher to pupils: one to approximately 10	7. Ratio of seniors to pupils in teaching teams: one to five or six
8. Role of classroom teacher before week at Rockford School: provides Director with curriculum guide which is put into effect	8. Role of classroom teacher before week at Taft Campus: provides seniors with list of "curriculum ideas" which may be adopted by seniors for inclusion in the week's curriculum

Rockford Outdoor School	Lorado Taft Field Campus
9. Role of classroom teacher while at Rockford Outdoor School: may serve as an instructor to part of class during any given instructional period; sleeps in the dormitory with pupils; eats at table with pupils and gives instruction regarding dining room procedures	9. Role of classroom teacher during week at Taft Campus: serves as a resource person to the seniors in matters relating to curriculum and pupil behavior; men often sleep in the dormitory with boys; eat at table with pupils but usually give no instruction regarding dining room procedures
10. Classroom teacher is usually knowledgeable about learning experiences the children are having because of direct responsibility in the instructional program	10. Classroom teachers often accompany instructional teams during activity periods as "observers" but have limited knowledge about "total kinds of experiences each child is having during the week"
11. Classroom teacher can capitalize on the week's experiences back in the classroom because of the close realtionship between the on-going curriculum and the curriculum at the Outdoor School	11. Classroom teacher often unable to fully capitalize on experiences back in the classroom because there may not be a correlation between the two curriculums
12. Part-time professional staff assumes responsibility for evening recreational activities	12. Seniors assume responsibility for evening recreational activities

STUDY DESIGN

The initiators of the study, members of the Lorado Taft Field Campus Faculty, wanted to know (1) what parents perceive to be the important outcomes of the resident outdoor education program; (2) if the parents of boys have the same perception of the program as do the parents of girls; (3) in what ways, if any, the parents of children participating in the Taft program, which emphasized teacher education, perceive the program differently from the way parents of children participating in a public school operated program perceive that program.

Consultation with the Principal of the Department of Outdoor Education (also Director of the Rockford Outdoor School) and the Assistant to the Superintendent, Elementary, of District 205, Rockford, Illinois,[1] revealed they were also interested in obtaining information of this nature. The Principal agreed to assist in the study by sending out opinionnaires (See Figure 1.) to the parents of approximately 700 children who had participated in his program during the spring of 1971.

Each building principal of the schools participating in the Taft program during the spring of 1971 agreed to send out opinionnaires to his parents. Approximately 700 opinionnaires were distributed by these principals.

An effort was made to see that each parent received his opinionnaire about ten days after his child returned home. A cover letter (See Figure 2.)

---

[1]Robert W. Weirick, and Blanche Martin, respectively.

PARENTS' OPINIONNAIRE: RESIDENT OUTDOOR EDUCATION

Person completing this form: ( ) Father ( ) Mother ( ) Guardian

City in which living: _____

Sex of child: ( ) Boy ( ) Girl Grade Level: ( ) 4th ( ) 5th ( ) 6th

Month in which child was at the Outdoor School: _____

	Yes	No Basis for Judgment	No
1. The activities during the week at the outdoor school appealed to my child largely because the emphasis was on outdoor activity rather than classroom or indoor activity.	____	____	____
2. The experience helped to improve my child's self confidence.	____	____	____
3. My child now appears to be better acquainted with his classroom teacher than he was before the experience.	____	____	____
4. My child's relationships with his classmates appear to have been affected in a positive manner as a result of the week.	____	____	____
5. I believe that I have an adequate understanding of the reason the school provided my child with this experience.	____	____	____
6. My child has talked freely at home about his experiences of that week.	____	____	____
7. I noticed a positive change in my child's manners following the week at the outdoor school.	____	____	____
8. The classroom teachers and my child now appear to have a better understanding of each other that apparently resulted from the experience.	____	____	____
9. The experience appears to have given my child a new appreciation and understanding of his own family.	____	____	____
10. During the week my child identified a hobby or a new interest that he may continue to pursue in the future. If YES, name the hobby or interest. _____	____	____	____
11. This was my child's first time away from home and parents (for more than one day and night).	____	____	____
12. My child now appears to be more concerned "about the feelings and rights of other people" than before.	____	____	____
13. My child's knowledge of "good conservation practices" appears to have been increased as a result of the week.	____	____	____
14. My child's knowledge of glacial geology, fossils, and geologic time seems to have been increased.	____	____	____
15. The experiences during the week seem to have helped my child to improve his use of the library and research materials.	____	____	____
16. My child now appears to be more aware of the problems of air and water pollution than before he went to the outdoor school.	____	____	____

FIGURE 1

over

NORTHERN ILLINOIS UNIVERSITY
The Lorado Taft Field Campus OREGON, ILLINOIS 61061

Department of
OUTDOOR TEACHER EDUCATION

Area Code 815
Telephone 732-2111
732-2112

To: Parents and Guardians of Children Who Have Participated in the Resident Outdoor Education Program

Dear Parents:

We want to learn what children gain from their four or five day outdoor education experience in which they reside away from home and at the outdoor school. Knowing this will help us to provide more valuable experiences for the children who might be involved in the future.

Parents can provide us with some of this information if they will let us know what they perceive to be the values of this program and what they believe to be its strengths and weaknesses.

You can help us by completing the attached questionnaire as it relates to your child's recent experience at the outdoor school and returning it in the envelope that is provided.

Several hundred parents are being asked to complete this questionnaire. The returns will be opened and tabulated so that all replies will be anomyous and there will be no way to identify any person with his responses.

Despite the large number of questionnaires being used, however, each response counts and is important. Hence, your candid observations and comments will be greatly appreciated.

Sincerely,

Orville E. Jones, Professor
Department of Outdoor Teacher Education

FIGURE 2

signed by the appropriate school official and a prepaid addressed return envelope accompanied the opinionnaire. Parent signatures were not requested and no follow-up was attempted.

IBM computer cards were punched for each of the returned opinionnaires and were processed at the Northern Illinois University Computer Center. A standard statistical program was used:

1. To obtain number and percentage information about the responses for each opinionnaire item, segregated by program and by sex of the child;
2. To learn (using Chi square) if there was a significant difference in the way in which various groups of parents responded to the opinionnaire items;
3. To learn which of the stated outcomes parents perceived to be most important.

CHAPTER II

RESULTS OF THE STUDY

The parents of 566 of the children who had participated in either the Rockford or Taft Campus resident programs completed and returned the Parents' Opinionnaire: Resident Outdoor Education. Table I shows a number and percentage tabulation of their responses. Since respondents frequently marked the "No Basis for Judgement" column of the opinionnaire; the sum of the "Yes" and "No" responses for each particular item usually totals less than 566. In each case the percentage figure is based on the total number of respondents who replied either affirmatively or negatively to the item.

In Part I of the Opinionnaire, sixteen of the twenty-one items relate to "program outcomes" (i.e., 2, 3, 4, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, and 20). Over seventy-five percent of the parents responding checked the "Yes" column indicating that items 2, 4, 13, 14, 16, 17, and 19 were achieved. Only on items 7, 10, 12, and 18 did fewer than fifty percent of the parents responding answer "Yes."

Items 1, 5, 6, 11, and 21, not related to program outcomes, received the following parental reactions:

1. The activities during the week at the outdoor school appealed to my child largely because the emphasis was on outdoor activity rather than classroom or indoor activity. Ninety-seven percent of those who responded checked "Yes."

2. Ninety-four percent of the parents who responded indicated they had an adequate understanding of why the school had provided this kind of experience for their child.

TABLE 1

NUMBER AND PERCENTAGE TABULATION OF PARENT RESPONSES,
PARENTS" OPINIONNAIRE: RESIDENT OUTDOOR EDUCATION
ROCKFORD AND TAFT CAMPUS, SPRING, 1971

ITEM	Replying: YES		Replying: NO	
	Number	Percent*	Number	Percent*
1. The activities during the week at the outdoor school appealed to my child largely because the emphasis was on outdoor activity rather than classroom or indoor activity.	514	97.3	14	2.7
2. The experience helped to improve my child's self confidence	343	84.9	61	15.1
3. My child now appears to be better acquainted with his classroom teacher than he was before the experience.	204	55.8	161	44.2
4. My child's relationships with his classmates appear to have been affected in a positive manner as a result of the week.	291	78.0	82	22.0
5. I believe that I have an adequate understanding of the reason the school provided my child with this experience.	498	93.6	34	6.4
6. My child has talked freely at home about his experiences of that week.	514	93.8	34	6.2
7. I noticed a positive change in my child's manners following the week at the outdoor school.	169	37.7	276	62.3
8. The classroom teachers and my child now appear to have a better understanding of each other that apperently resulted from the experience.	149	60.6	97	39.4
9. The experience appears to have given my child a new appreciation and understanding of his own family.	213	55.2	173	44.8
10. During the week my child identified a hobby or a new interest that he may continue to pursue in the future. If YES name the hobby or interest.	152	31.6	329	68.4

ITEM	REPLYING: YES		REPLYING: NO	
	Number	Percent *	Number	Percent*
. This was my child's first time away from home and parents (for more than one day and night.)	198	36.3	347	63.7
2. My child now appears to be more concerned "about the feelings and rights of other people" than before.	171	45.8	202	54.2
3. My child's knowledge of "good conservation practices" appears to have been increased as a result of the week.	358	80.4	87	19.6
4. My child's knowledge of glacial geology, fossils, and geologic time seems to have been increased.	376	83.6	74	16.4
5. The experiences during the week seem to have helped my child to improve his use of the library and research materials.	191	52.7	171	47.3
6. My child now appears to be more aware of the problems of air and water pollution than before he went to the outdoor school.	370	78.3	102	21.7
7. The week at the outdoor school seems to have increased my child's interest and knowledge in science.	385	81.2	89	18.8
8. The week appears to have increased my child's interest and knowledge in mathematics.	128	33.3	256	66.7
9. My child appears to have enjoyed and profited from his study of the weather at the outdoor school.	425	89.3	51	10.7
0. The experiences at the outdoor school appear to have affected my child's attitude toward school in a positive way.	256	63.2	149	36.8
1. My child's attitude toward the week at the outdoor school appears to be that it was "merely a week of fun."	102	21.1	382	78.9

Table I - Continued

Please respond to the following items using the rating scale provided. This scale affords you the opportunity to indicate the degree to which you react to each item.

1. To what extent was your child prepared by his teacher for his week of resident outdoor education?	VERY WELL	Number:	372	96	57	6	14	NOT AT ALL
		Percent*	69	18	10	1	3	
2. Based on your child's comments how would you rate the discipline at the outdoor school?	Excellent	Number:	339	135	58	9	10	Poor
		Percent*	61	24	11	2	2	
3. To what extent would you endorse or recommend a resident experience like this at an outdoor school for all children at some time while in school?	Definitely:	Number:	471	59	20	2	4	Not at all
		Percent*	85	11	4	---	1	
4. To what extent did your child look forward to going to the outdoor school?	Very Excitedly	Number:	458	42	32	9	13	Didn't want to go
		Percent*	83	8	5	2	2	
5. What rating would you give to the total resident outdoor program?	Excellent	Number:	407	100	42	3	5	Poor
		Percent*	73	18	8	1	1	
6. In your opinion, should the program be continued:	Definitely Yes	Number:	494	28	20	6	6	Definitely No
		Percent*	89	5	4	1	1	

7. Check the appropriate spaces to indicate who you believe should bear the expenses related to the resident outdoor program.

	SCHOOL		PARENT	
	No.	Percent	No.	Percent
Food	100	19.1	423	80.9
Lodging	167	30.8	358	69.2
Teachers	490	92.2	41	7.8
Supplies	343	65.7	178	34.3
Transportation	285	54.9	241	45.1
Pupils's Spending Money	17	3.2	503	96.8

*Note: Percentages are based upon the number of persons responding Yes or No to the particular item.

3. Approximately ninety-four percent of the parents indicated their child talked "freely" at home about his experience of the week of resident outdoor education.

4. About six out of every ten children had been away from home and parents for more than a day and night prior to the week of resident outdoor education.

5. Nearly eighty percent of the parents responding indicated their child did not perceive the week to be "merely fun." Thus, most children according to their parents, perceived themselves at school in a different environment.

In response to items in Part II of the Opinionnaire, eighty-seven percent of the paretns indicated their child was adequately prepared for his week of resident outdoor education and ninety-one percent of them indicated their child was "quite excited" about going to the outdoor school. Three items dealt with whether or not parents would endorse or support this kind of a program. In each instance, more than ninety percent of the parents answered in the affirmative as follows: "definitely recommend a resident experience like this at an outdoor school for all children at some time;" "excellent rating was given to the total resident outdoor program;" and "definitely yes, the program should be continued." Very few parents reacted negatively to these three items.

Parents were also asked to indicate "who you believe should bear the expenses related to the resident outdoor education program." There was general agreement that food and pupils' spending money are the obligations of parents. Teacher expenses are clearly the obligation of the school district. There was some disagreement about who should pay for

supplies and lodging. About sixty-six percent of the parents thought that lodging should be paid by parents, and the school should assume responsibility for the supplies. There was nearly an even split in opinion as to who should pay for transportation to the resident center.

Rockford Parents' Perceptions

One half (284) of the 566 persons who responded were parents of children attending Rockford's Outdoor School. A tabulation of their replies is shown in Table II.

All but a few of these respondents indicated that (1) the week appealed to their children because of the outdoor emphasis, (2) they believed they understood why the program was provided, and (3) their children talked freely of their experiences. Over 50 percent of them said they thought (1) the experience helped their child's self confidence, (2) peer relationships had been improved, (3) knowledge of good conservation practices had been improved, (4) knowledge of geology had been increased, (5) awareness of pollution problems had increased, (6) interest in science had increased, (7) weather study was enjoyed and profitable, and (8) attitudes toward school were positively affected. The remaining 50 percent of the respondents replied they had no basis for judgement and marked the opinionnaire accordingly. Only 28 of the Rockford parents reported that the attitude of their child was "merely a week of fun."

Although responses on Part II of the opinionnaire were generally positive and supportive of the program, a few parents were noncommital or negative. About 14 percent of the parents implied they felt their child was not adequately prepared for the experience. Some of the children did

TABLE II

NUMBER AND PERCENTAGE TABULATION OF PARENT RESPONSES
PARENTS'OPINIONNAIRE: RESIDENT OUTDOOR EDUCATION
ROCKFORD, SPRING 1971

ITEM	Replying: YES		Replying: NO	
	Number	Percent	Number	Percent
1. The activities during the week at the outdoor school appealed to my child largely because the emphasis was on outdoor activity rather than classroom or indoor activity.	252	96.9	8	3.1
2. The experience helped to improve my child's self confidence.	163	82.3	35	17.7
3. My child now appears to be better acquainted with his classroom teacher than he was before the experience.	121	65.4	64	34.6
4. My child's relationships with his classmates appear to have been affected in a positive manner as a result of the week.	151	78.6	41	21.4
5. I believe that I have an adequate understanding of the reason the school provided my child with this experience.	254	94.4	15	5.6
6. My child has talked freely at home about his experiences of that week.	268	96.8	9	3.2
7. I noticed a positive change in my child's manners following the week at the outdoor school.	94	41.4	133	58.6
8. The classroom teachers and my child now appear to have a better understanding of each other that apparently resulted from the experience.	83	68.6	38	31.4
9. The experiences appears to have given my child a new appreciation and understanding of his own family.	107	56.9	81	43.1
10. During the week my child identified a hobby or a new interest that he may continue to pursue in the future.	73	30.8	164	69.2
if YES, name the hobby or interest.	----------			
11. This was my child's first time away from home and parents (for more than one day and night).	85	30.5	193	69.4

Table II continued

ITEM	Replying: Yes Number	Replying: Yes Percent	Replying: No Number	Replying: No Percent
12. My child now appears to be more concerned about "the feelings and rights of other people" than before.	75	43.4	98	56.6
13. My child's knowledge of "good conservation practices appears to have been increased as a result of the week.	184	83.5	36	16.5
14. My child's knowledge of glacial geology, fossils, and geologic time seems to have increased.	201	90.1	22	19.9
15. The experiences during the week seem to have helped my child to improve his use of the library and research materials.	80	47.6	88	52.4
16. My child now appears to be more aware of the problems of air and water pollution than before he went to the outdoor school.	184	79.0	49	21.0
17. The week at the outdoor school seems to have increased my child's interest and knowledge in science.	193	83.9	37	16.1
18. The week appears to have increased my child's interest and knowledge in mathematics.	66	36.9	113	63.1
19. My child appears to have enjoyed and profited from his study of the weather at the outdoor school.	222	94.1	14	5.9
20. The experiences at the outdoor school appear to have affected my child's attitude toward school in a positive way.	139	70.2	59	29.8
21. My child's attitude toward the week at the outdoor school appears to be that it was "merely a week of fun."	28	12.2	201	87.8

II. Please respond to the following items using the rating scale provided. This scale affords you the opportunity to indicate the degree to which you react to each item.

	Number:	183	54	29	4	7
1. To what extent was your child prepared by his teacher for his week of resident outdoor education?	Very Well:					Not at all
	Percent:	66	19	10	1	3

Table II - Continued

2. Based on your child's comments, how would you rate the discipline at the outdoor school?	Number:	179	63	23	4	6
	Excellent					Poor
	Percent:	65	23	8	1	2
3. To what extent would you endorse or recommend a resident experience like this at an outdoor school for all children at some time while in school?	Number:	232	33	11	1	2
	Definitely					Not at All
	Percent:	83	12	4	--	1
4. To what extent did your child look forward to going to the outdoor school?	Number:	217	21	20	8	11
	Very Excitedly					Didn't want to Go
	Percent:	78	8	7	3	4
5. What rating would you give to the total resident outdoor program?	Number	200	51	24	2	2
	Excellent					Poor
	Percent:	72	18	8	1	1
6. In your opinion, should the program be continued?	Number:	238	14	16	4	4
	Definitely Yes					definitely No
	Percent:	86	5	6	1	1

7. Check the appropriate spaces to indicate who you believe should bear the expenses related to the residentoutdoor educaton program.

	SCHOOL		PARENT	
	Number	Percent	Number	Percent
Food	53	20.2	210	79.8
Lodging	96	36.5	167	63.5
Teachers	244	92.1	21	7.9
Supplies	187	70.6	78	29.4
Transportation	140	57.6	103	42.4
Pupil's spending money	1	----	260	100

*Note: Percentages are based upon the number of persons responding Yes or NO to the particular item.

not want to go or were "on the fence."

Only about 10 percent of the Rockford parents thought the discipline to be "poor" or rated the entire program "poor." Two hundred thirty-eight of of the respondents said "Definitely Yes" to the question, "Should the program be continued?" Only four persons said "Definitely Not." A few other persons checked the neutral columns.

There seemed to be little disagreement among Rockford parents as to who should cover the costs of the program. Ninety-two percent said that the school should pay for the teachers. Nearly two-thirds thought the parents should pay the pupils' costs for food and lodging, and that the school should also pay for supplies. All but one of the respondents thought the parents should provide spending money for the children.

Taft Parents' Perceptions

Two hundred eighty-two of the respondents were parents of children who had participated in the Taft Campus resident outdoor education program. They were mostly from surburben communities surrounding Chicago. A tabulation of their replies is shown in Table III.

In general, the comments relating to the responses of Rockford parents are applicable to the responses of the Taft parents for the items in Part I of the opinionnaire. Exceptions, however, are that somewhat less than one-half of the Taft parents thought that attitude toward school had improved, and nearly one-fourth said that their child looked at the week as "merely a week of fun."

According to the parents the children going to Taft Campus were well prepared for the week and anticipated it with great excitment.

TABLE III

NUMBER AND PERCENTAGE TABULATION OF PARENT RESPONSES,
PARENT'S OPINIONNAIRE: RESIDENT OUTDOOR EDUCATION
TAFT CAMPUS, SPRING 1971

ITEM	Replying: YES		Replying: NO	
	Number	Percent*	Number	Percent*
1. The activities during the week at the outdoor school appealed to my child largely because the emphasis was on outdoor activity rather than classroom or indoor activity.	262	97.8	6	2.2
2. The experience helped to improve my child's self confidence.	180	87.4	26	12.6
3. My child now appears to be better acquainted with his classroom teacher than he was before the experience.	83	46.1	97	53.9
4. My child's relationships with his classmates appear to have been affected in a positive manner as a result of the week.	140	77.3	41	22.7
5. I believe that I have an adequate understanding of the reason the school provided my child with this experience.	244	92.8	19	7.2
6. My child has talked freely at home about his experiences of that week.	246	90.8	25	9.2
7. I noticed a positive change in my child's manners following the week at the outdoor school.	75	34.4	143	65.6
8. The classroom teachers and my child now appear to have a better understanding of each other apparently resulted from the experience.	66	52.8	59	47.2
9. The experience appears to have given my child a new appreciation and understanding of his own family.	106	53.5	92	46.5
10. During the week my child identified a hobby or a new interst that he may continue to pursue in the future. If YES, name the hobby.	79	33.8	155	66.2
11. This was my child's first time away from home and parents (for more than one day and night).	113	42.3	154	57.7

Table III -- continued

ITEM	REPLYING: YES Number	REPLYING: YES Percent*	REPLYING: NO Number	REPLYING: NO Percent*
12. My child now appears to be more concerned "about the feelings and rights of other people" than before.	96	48.0	104	52.0
13. My child's knowledge of "good conservation practices" appears to have been increased as a result of the week.	174	77.3	51	22.7
14. My child's knowledge of glacial geology, fossils, and geologic time seems to have been increased.	175	70.9	52	29.1
15. The experiences during the week seem to have helped my child to improve his use of the library and research materials.	111	57.2	83	42.8
16. My child now appears to be more aware of the problems of air and water pollution than before he went to the outdoor school.	186	77.8	83	22.2
17. The week at the outdoor school seems to have increased my child's interest and knowledge in science.	192	78.7	53	21.3
18. The week appears to have increased my child's interest and knowlege in mathematics.	62	30.2	143	69.8
19. My child appears to have enjoyed and profited from his study of the weather at the outdoor school.	203	84.7	37	15.3
20. The experiences at the outdoor school appear to have affected my child's attitude toward school in a positive way.	117	56.5	90	43.5
21. My child's attitude toward the week at the outdoor school appears to be that it was "merely a week of fun."	74	28.1	181	71.9

II. Please respond to the following items using the rating scale provided. This scale affords you the opportunity to indicate the degree to which you react to each item.

1. To what extent was your child prepared by his teacher for his week of resident outdoor education?	Very Well:	Number: 189	42	28	2	7 : not at all
		Percent: *71	16	10	1	3

Table III Continued

2. Based on your child's comments, how would you rate the discipline at the outdoor school?	Number:	160	72	35	5	4
	Excellent					Poor
	Percent:*	58	26	13	2	2
3. To what extent would you endorse or recommend a residen texperience like this at an outdoor school for all children at some time while in school?	Number:	239	26	9	1	3
	Definitely:					Not at all
	Percent:	86	9	3	--	1
4. To what extent did you child look forward to going to the outdoor school?	Number	241	21	12	1	2
	Very Excitedly					Didn't want to
	Percent:	87	8	4	--	1 go
5. What rating would you give to the total resident outdoor program?	Number:	207	49	18	1	2
	Excellent					Poor
	Percent:	75	18	7	--	1
6. In your opinion, should the program be continued?	Number:	256	14	4	2	2
	Definitely Yes					Definitely No
	Percent:	92	5	1	1	1

7. Check the appropriate spaces to indicate who you believe should bear the expenses related to the resident outdoor education program.

	School		Parent	
	Number	Percent	Number	Percent
Food	47	18.1	213	81.9
Lodging	71	27	191	73
Teachers	246	92.5	20	7.5
Supplies	156	60.9	100	39.1
Transportation	145	58.5	103	41.5
Pupil's Spending Money	16	6.2	243	93.8

*Note: Percentages are based upon the number of persons responding Yes or NO to the particular item.

MDS/mj-71

Seventeen percent of the prrents of children participating in the Taft program questioned the "discipline" procedures and techniques, but the overwhelming majority were highly supportive of the program in its entirety. Ninety-three percent of them rated the program "excellent," and about ninety-five percent endorsed the program for all children.

About seventy-five percent of the parents thought that parents should pay for food and lodging and provide spending money for the pupils, but that the school should assume responsibility for paying the teacher's expenses during the week. About sixty percent indicated the school should pay for supplies and transportation.

Rockford versus Taft: A Comparison of Responses

Chi-square was the statistical test applied to determine if what appeared to be differences in the way in which Rockford parents responded to specific opinionnaire items as compared to the way in which Taft parents responded were real or significant differences. The results of this analysis are set forth in Table IV.

There was a difference at the .01 or greater level of confidence in the way in which Rockford parents responded as compared to the way Taft parents responded on 7 of the 21 items of Part I of the opinionnaire. In the case of each of the four items relating to program outcomes, the difference was in favor of the Rockford program. As to the other significant differences, (1) a larger percentage of Taft children than Rockford children were away from home for the first time; (2) Rockford children talked more freely about the experiences than Taft children; and (3) more Taft than Rockford parents said their child's attitude was "merely a week of fun."

There were fewer differences on Part II of the opinionnaire than on Part I. A greater percentage of Rockford parents than Taft parents indicated that theri child was reluctant to go (.001) and more Taft parents than Rockford parents said "Definitely Yes" the program should be continued (.01).

With respect to financial support, more Taft parents than Rockford parents thought the parents should pay the costs of lodging and supplies, and that the school should assume the cost of pupil spending money. There was no difference in the way the two groups perceived the other cost items.

TABLE IV

COMPARISON OF PARENT RESPONSES, ROCKFORD AND TAFT CAMPUS SPRING, 1971; PARENTS' OPINIONNAIRE: RESIDENT OUTDOOR EDUCATION; CHI-SQUARE TEST FOR SIGNIFICANCE

ITEM	Chi-square	Sig. Level	Direction
1. The activities during the week at the outdoor school appealed to my child largely because the emphasis was on outdoor activity rather than classroom or indoor activity.		--	
2. The experience helped to improve my child's self confidence.		--	
3. My child now appears to be better acquainted with his classroom teacher than he was before the experience.	13.7	.001	A higher percent age of Rockford parents replied: YES
4. My child's relationships with his classmates appear to have been affected in a positive manner as a result of the week.		--	
5. I believe that I have an adequate understanding of the reason the school provided my child with this experience.		--	
6. My child has talked freely at home about his experiences of that week.	8.41	.01	A higher percentage of Rockford parents replied: YES
7. I noticed a positve change in my child's manners following the week at the outdoor school.		--	
8. The classroom teachers and my child now appear to have a better understanding of each other that apparently resulted from the experience.	6.44	.05	A higher percentage of Rockford parents replied: YES.
9. The experience appears to have given my child a new appreciation and understanding of his own family.		--	
10. During the week my child identified a hobby or a new interest that he may continue to pursue in the future. If YES, name the hobby or interest.		--	

Table IV --continued

	ITEM	Chi-Square	Sig. Level	Direction
11.	This was my child's first time away from home and parents (for more than one day and night).	6.95	.01	A higher percentage of Taft parents replied: YES.
12.	My child now appears to be more concerned "about the feelings and rights of other people" than before.		--	
13.	My child's knowledge of "good conservation practices" appears to have been increased as a result of the week.	3.89	.05	A higher percentage of Rockford parents replied: YES.
14.	My child's knowledge of glacial geology, fossils, and geologic time seems to have been increased.	13.9	.001	A higher percentage of Rockford parents replied: YES.
15.	The experiences during the week seem to have helped my child to improve his use of the library and research materials.		--	
16.	My child now appears to be more aware of the problems of air and water pollution than before he went to the outdoor school.	6.21	.05	A higher percentage of Rockford parents replied: YES.
17.	The week at the outdoor school seems to have increased my child's interst and knowledge in science.		--	
18.	The week appears to have increased my child's interest and knowledge in mathematics.		--	
19.	My child appears to have enjoyed and profited from his study of the weather at the outdoor school.	11.1	.001	A higher percentage of Rockford parents replied: YES.
20.	The experiences at the outdoor school appear to have affected my child's attitude toward school in a positive way.	8.14	.01	A higher percentage of Rockford parents replied: YES.
21.	My child's attitude toward the week at the outdoor school appears to be that it was "merely a week of fun."	20.4	.001	A higher percentage of Taft parents replied: YES.

Table IV -- continued

Part II

Please respond to the following items using the rating scale provided. This scale affords you the opportunity to indicate the degree to which you react to each item.

ITEM	Chi-square	Sig. Level	Direction
1. To what extent was your child prepared by his teacher for his week of resident outdoor education? Very Well:__:__:__:__:__:Not at all		--	
2. Based on your child's comments, how would you rate the discipline at the outdoor school? Excellent:__:__:__:__:__:Poor		--	
3. To what extent would you endorse or recommend a resident experience like this at an outdoor school for all children at some time while in school? Definitely::__:__:__:__:__:Not at All		--	
4. To what extent did your child look forward to going to the outdoor school? Very Excitedly:___:__:__:__:__:Didn't Want to Go	14.9	.001	Higher percentage of Rockford parents indicated: Didn't want to go
5. What rating would you give to the total resident program? Exellent:__:__:__:__:__:Poor		--	
6. In your opinion, should the program be continued? Definitely:__:__:__:__:__:Definitely NO YES	8.61	.01	Higher percentage of Taft parents indicated: YES
7. Check the appropriate spaces to indicate who you believe should bear the expenses related to the resident outdoor education program:			
Food		--	
Lodging	5.35	.05	Higher percentage of Taft parents indicated:PARENTS
Teachers		--	
Supplies	5.36	.05	Higher percentage of Taft parents indicated:PARENTS
Transportation		--	
Pupil' Spending Money	14.7	.001	Higher percentage of Taft parents indicated:SCHOOL

Sex Differences

Tables V and VI contain tabulations of the responses of parents of boys and of girls respectively to the opinionnaire items. Chi-square was used to test for significance between any apparent differences in the way in which these two groups responded to the various items (See Table VII.).

A slightly larger number of opinionnaires were received from the parents of girls (311) than from the parents of boys (255). On most items, there appeared to be little difference in the way the two groups perceived the program. However, there were several significant and striking differences:

1. Parents of girls replied negatively with greater frequency than did the parents of boys to the item: "The experience helped to improve my child's self confidence." (.001 level of confidence).

2. Another difference related to the item: "My child's knowledge of glacial geology, fossils, and geologic time seems to have been increased." (Confidence level: .01). Fifty three parents of girls replied "No" to this item compared to only 21 parents of boys.

3. Girls seemed to gain more from their study of weather than boys according to the parents (Confidence level: .05), and their attitude toward school seemed to be affected positively more frequently (.001). Girl's parents perceived their daughters' attitude toward the week as "merely a week of fun" significantly less frequently than the parents of boys (.01).

4. Boys seemed to be more eager to go to "camp" and looked forward to going with more excitement than the girls (.01).

5. The two groups of parents tended to agree on who should pay for most of the various items relating to the week's experience. They differed on lodging (more parents of girls than boys believing this a parent's obligation) and on spending money for pupils (more parents of girls than boys thinking this a school obligation).

TABLE V

NUMBER AND PERCENTAGE TABULATION OF PARENT RESPONSES
PARENTS' OPINIONNAIRE: RESIDENT OUTDOOR EDUCATION,
BOYS, ROCKFORD AND TAFT CAMPUS, SPRING, 1971

ITEM	Replying: YES		Replying NO	
	Number	Percent*	Number	Percent
1. The activities during the week at the outdoor school appealed to my child largely because the emphasis was on outdoor activity rather than classroom or indoor activity.	236	97.9	5	2.1
2. The experience helped to improve my child's self confidence.	155	89.1	19	10.9
3. My child now appears to be better acquainted with his classroom teacher than he was before the experience.	88	57.1	66	42.9
4. My child's relationships with his classmates appear to have been affected in a positive manner as a result of the week.	127	78.3	35	21.7
5. I believe that I have an adequate understanding of the reason the school provided my child with this experience.	231	95.9	10	4.1
6. My child has talked freely at home about his experiences of that week.	233	95.5	11	4.5
7. I noticed a positive change in my child's manners following the week at the outdoor school.	83	42.3	113	51.7
8. The classroom teachers and my child now appear to have a better understanding of each other that apparently resulted from the experience.	63	64.9	34	35.1
9. The experience appears to have given my child a new appreciation and understanding of his own family.	90	52.9	80	47.1
10. During the week my child identified a hobby or a new interest that he may continue to pursue in the future. If YES, name the hobby or interest.	71	34.8	134	65.2

Table V -- continued

	ITEM	Replying: YES		Replying: NO	
		Number	Percent *	Number	Percent *
11.	This was my child's first time away from home and parents (for more than one day and night).	91	36.8	156	63.2
12.	My child now appears to be more concerned "about the feelings and rights of other people" than before.	67	42.7	90	57.3
13.	My child's knowledge of "good conservation practices" appears to have been increased as a result of the week.	162	83.1	33	6.9
14.	My child's knowledge of glacial geology, fossils, and geologic time seems to have been increased.	174	89.2	21	10.8
15.	The experiences during the week seem to have helped my child to improve his use of the library and research materials.	81	52.6	73	47.4
16.	My child now appears to be more aware of the problems of air and water pollution than before he went to the outdoor school.	170	79.4	44	20.6
17.	The week at the outdoor school seems to have increased my child's interest and knowledge in science.	186	87.3	27	12.7
18.	The week appears to have increased my child's interest and knowledge in mathematics.	52	32.1	110	67.9
19.	My child appears to have enjoyed and profited from his study of weather at the outdoor school.	179	86.1	29	13.9
20.	The experiences at the outdoor school appear to have affected my child's attitude toward school in a positive way.	95	52.2	87	47.8
21.	My child's attitude toward the week at the outdoor school appears to be that it was "merely a week of fun."	72	31.7	155	68.3

Table V -- continued

Please respond to the following items using the rating scale provided. This scale affords you the opportunity to indicate the degree to which you react to each item.

1. To what extent was your child prepared by his teacher for his week of resident outdoor education?	Number:	156:	49:	27:	1 :	9 :	
	Very Well:	___:	___:	___:	___:	___:	Not at All
	Percent:	64	20	11	-	4	
2. Based on your child's comments, how would you rate the discipline at the outdoor school?	Number:	153:	63:	25:	4:	4:	
	Excellent:	___:	___:	___:	___:	___:	oor
	Percent:	61:	25:	10:	2:	2:	
3. To what extent would you endorse or recommend a resident experience like this at an outdoor school for all children at some time while in school?	Number:	214:	20:	14:	1:	1:	
	Definitely:	___:	___:	___:	___:	___:	Not at all
	Percent:	86:	8:	6:	--:	--:	
4. To what extent did your child look forward to going to the outdoor school:	Number:	208:	26:	11:	3:	1:	
	Very Excitedly:	___:	___:	___:	___:	___:	Didn't
	Percent:	84:	10:	4:	1:	--:	want to go
5. What rating would you give to the total resident outdoor program?	Number:	183:	51:	13:	1:	2:	
	Excellent:	___:	___:	___:	___:	___:	Poor
	Percent:	73:	20:	5:	--:	1:	
6. In your opinion, should the program be continued?	Number:	225:	14 :	5:	2:	2:	
	Definitely Yes:	___:	___:	___:	___:	___:	Definitel NO
	Percent:	91:	6:	2:	1:	1:	

7. Check the appropriate spaces to indicate who you believe should bear the expenses related to the resident outdoor education program.

	SCHOOL		PARENT	
	No.	Percent*	No.	Percent*
Food	50	21.5	183	78.5
Lodging	82	35.0	152	65.0
Teachers	223	92.9	17	7.1
Supplies	150	64.7	82	35.3
Transportation	135	56.5	104	43.5
Pupils' spending Money	1	----	227	100.0

* Note: Percentages are based on the total number of persons responding Yes or No to the item.

TABLE VI

NUMBER AND PERCENTAGE TABULATION OF PARENT RESPONSES
PARENTS' OPINIONNAIRE: RESIDENT OUTDOOR EDUCATION
GIRLS, ROCKFORD AND TAFT CAMPUS, SPRING, 1971

	ITEM	Replying: YES		Replying: NO	
		Number	Percent*	Number	Percent
1.	The activities during the week at the outdoor school appealed to my child largely because the emphasis was on outdoor activity rather than classroom or indoor activity.	278	96.9	9	3.1
2.	The experience helped to improve my child's self confidence.	188	81.7	42	18.3
3.	My child now appears to be better acquainted with his classroom teacher than he was before the experience.	116	55.0	95	45.0
4.	My child's relationships with his classmates appear to have been affected in a positive manner as a result of the week.	164	77.7	47	22.3
5.	I believe that I have an adequate understanding of the reason the school provided my child with this experience.	267	91.8	24	8.2
6.	My child has talked freely at home about his experiences of that week.	281	92.4	23	7.6
7.	I noticed a positive change in my child's manners following the week at the outdoor school.	86	34.5	163	65.5
8.	The classroom teachers and my child now appear to have a better understanding of each other that apparently resulted from the experience.	86	57.7	63	42.3
9.	The experience appears to have given my child a new appreciation and understanding of his own family.	123	56.9	93	43.1
10.	During the week my child identified a hobby or a new interest that he may continue to pursue in the future. If YES, name the hobby or interest.	81	43.8	185	56.2

Table VI continued

	ITEM	Replying: YES		Replying: NO	
		Number	Percent*	Number	Percent
11.	This was my child's first time away from home and parents (for more than one day or night).	107	35.9	191	64.1
12.	My child now appears to be more concerned "about the feelings and rights of other people" than before.	104	48.1	112	51.9
13.	My child's knowledge of "good conservation practices" appears to have been increased as a result of the week.	196	78.4	54	21.6
14.	My child's knowledge of glacial geology, fossils, and geologic time seems to have been increased.	202	79.2	53	20.8
15.	The experiences during the week seem to have helped my child to improve his use of the library and research materials.	110	52.9	98	47.1
16.	My child now appears to be more aware of the problems of air and water pollution than before he went to the outdoor school.	200	77.5	58	22.5
17.	The week at the outdoor school seems to have increased my child's interest and knowledge in science.	199	76.2	62	23.8
18.	The week appears to have increased my child's interest and knowledge in mathematics.	76	34.2	146	65.8
19.	My child appears to have enjoyed and profited from his study of the weather at the outdoor school.	246	91.8	22	8.2
20.	The experiences at the outdoor school appear to have affected my child's attitude toward school in a positive way.	161	72.2	62	27.8
21.	My child's attitude toward the week at the outdoor school appears to be that it was "merely a week of fun."	30	11.7	227	88.3

Table VI continued

Please respond to the following items using the rating scale provided. This scale affords you the opportunity to indicate the degree to which you react to each item.

1. To what extent was your child prepared by his teacher for his week of resident outdoor education?	Number:	216:	47:	20:	5:	5:	
	Very Well:	___:	___:	___:	___:	___:	Not at all
	Percent	74:	16:	6:	2:	2:	
2. Based on your child's comments how would you rate the discipline at the outdoor school?	Number:	186:	72:	33:	5:	6:	
	Excellent:	___:	___:	___:	___:	___:	Poor
	Percent:	62:	24:	11:	2:	2:	
3. To what extent would you endorse or recommend a resident experience like this at an outdoor school for all children at some time while in school?	Number:	257:	39:	6:	1:	3:	
	Definitely:	___:	___:	___:	___:	___:	Not at All
	Percent:	84:	13:	2:	-:	1:	
4. To what extent did your child look forward to going to the outdoor school?	Number:	250:	16:	21:	6:	12:	
	Very Excitedly:	___:	___:	___:	___:	___:	Didn't want to go
	Percent:	82:	5:	7:	2:	4:	
5. What rating wouldyou give to the total resident outdoor program?	Number:	224:	49:	29:	2:	3:	
	Excellent:	___:	___:	___:	___:	___:	Poor
	Percent:	73:	16:	10:	1:	1:	
6. In your opinion, should the program be continued?	Number:	269:	14:	15:	4:	4:	
	Definitely YES:	___:	___:	___:	___:	___:	Definitely NO
	Percent:	88:	5:	5:	1:	1:	

7. Check the appropriate spaces to indicate who you believe should bear the expenses related to the resident outdoor education program.

	SCHOOL		PARENT	
	No.	Percent	No.	Percent
Food:	50	17.2	240	82.8
Lodging	85	29.2	206	70.8
Teachers	267	91.8	24	8.2
Supplies	193	66.8	96	33.2
Transportation	150	52.3	137	47.7
Pupil's spending money	16	5.5	276	94.5

*Note: Percentages are based upon rhw number of persons responding Yes or No to the particular item.

TABLE 36 VII

COMPARISON OF PARENT RESPONSES: BOYS VERSUS GIRLS, SPRING, 1971: PARENTS' OPINIONNAIRE: RESIDENT OUTDOOR EDUCATION: CHI-SQUARE TEST FOR SIGNIFICANCE

	ITEM	Chi-Square	Sig. Level	Direction
1.	The activities during the week at the outdoor school appealed to my schild largely because the emphasis was on outdoor activity rather than classroom or indoor activity.		--	
2.	The experience helped to improve my child's self confidence.	13.12	.001	A higher percentage of parents of boys replied: YES
3.	My child now appears to be better acquainted with his classroom teacher than he was before the experience.		--	
4.	My child's relationships with his classmates appear to have been affected in a positive manner as a result of the week.		--	
5.	I believe that I have an adequate understanding of the reason the school provided my child with this experience.		--	
6.	My child has talked freely at home about his experiences of that week.		--	
7.	I noticed a positive change in my child's manners following the week at the outdoor school.		--	
8.	The classroom teachers and my child now appear to have a better understanding of each other that apparently resulted from the experience.		--	
9.	The experience appears to have given my child a new appreciation and understanding of his own family.		--	
10.	During the week my child identified a hobby or a new interest that he may continue to pursue in the future. If YES, name the hobby or interest.		--	

Table VII -- continued

	ITEM	Chi-Square	Sig. Level	Direction
11.	This was my child's first time away from home and parents (for more than one day and night).		--	
12.	My child now appears to be more concerned "about the feelings and rights of other people" than before.		--	
13.	My child's knowledge of "good conservation practices" appears to have been increased as a result of the week.		--	
14.	My child's knowledge of glacial geology, fossils, and geologic time seems to have been increased.	8.06	.01	A higher percentage of parents of boys replied: YES
15.	The experiences during the week seem to have helped my child to improve his use of the library and research materials.		--	
16.	My child now appears to be more aware of the problems of air and water pollution than before he went to the outdoor school.		--	
17.	The week at the outdoor schools seems to have increased my child's interest and knowledge in science.	9.43	.01	A higher percentage of parents of boys indicated: YES
18.	The week appears to have increased my child's interest and knowledge in mathematics.		--	
19.	My child appears to have enjoyed and profited from his study of weather at the outdoor school.	4.02	.05	A higher percentage of parents of girls indicated: YES
20.	The experience at the outdoor school appear to have affected my child's attitude toward school in a positive way.	17.2	.001	A higher percentage of parents of girls indicated: YES
21.	My child's attitude toward the week at the outdoor school appears to be that it was "merely a week of fun."	7.45	.01	A higher percentage of parents of boys indicated: YES

Table VII -- continued

Please respond to the following items using the rating scale provided. This scale affords you the opportunity to indicate the degree to which you react to each item.

ITEM	Chi-Square	Sig. Level	Direction
1. To what extent was your child prepared by his teacher for his week of resident outdoor education? Very Well:__:__:__:__:__:Not at all		--	
2. Based on your child's comments, how would you rate the discipline at the outdoor school? Excellent:__:__:___:__:__: Poor		--	
3. To what extent would you endorse or recommend a resident experience like this at an outdoor school for all children at some time while in school? Definitely:___:___:___:___:___: Not at all		--	
4. To what extent did your child look forward to going to the outdoor school? Very Excitedly:__:__:__:__:__:Didn't want to go	7.12	.01	A higher percentage of parents of boys indicated: VERY EXCITEDLY
5. What rating would you give to the total resident outdoor program? Excellent:__:__:__:__:__: Poor		--	
6. In your opinion, should the program continue: Definitely Yes:__:__:__:__:__: Definitely No		--	
7. Check the appropriate spaces to indicate who you believe should bear the expenses related to the resident outdoor education program.			
Food		--	
Lodging	4.42	.005	A higher percentage of parents of boys indicated that the school should pay for this item.
Teachers		--	
Supplies		--	
Transportation		--	
Pupil's Spending money	10.94	.001	A higher percentage of parents of girls thought schools should pay for this item.

Rockford Boys versus Taft Boys

Number and percentage tabulations of the responses of the parents of boys attending Rockford and Taft campus are shown in Table VIII to enable readers to make comparisons between the two programs as perceived by the parents of boys. Generally, the differences were similiar to those discussed previously (Table IV.).

One hundred twenty replies were received from parents of Rockford boys and 135 were received from parents of Taft boys. Significant differences (.05 or greater) were noted on four items in Part I, on item No. 4 of Part II, and in the case of two of the expense categories:

1. A significantly (.001) higher percentage of Taft parents than Rockford parents said that their sons' attitude was "merely a week of fun."

2. Rockford boys were perceived by their parents to gain more in the areas of geology, mathematics and in their attitude toward school than Taft boys.

3. As to expenses for the program, a significantly higher percentage of the Rockford parents of boys thought that the expenses for lodging and supplies should be borne by the school than of the Taft parents of boys (.01 or greater). There seemed to be little difference in the way in which they perceived the other expense items.

Rockford Girls versus Taft Girls

One hundred sixty four parents of Rockford girls and 147 parents of Taft girls replied to the opinionnaire. This is in contrast to 120 replies from the parents of Rockford boys and 135 from the parents of Taft boys.

Several differences may be noted (See Table IX) in the way in which

TABLE VIII

COMPARISON OF RESPONSES OF PARENTS OF BOYS ATTENDING ROCKFORD OUTDOOR SCHOOL AND RESPONSES OF PARENTS OF BOYS ATTENDING TAFT CAMPUS; PARENTS' OPINIONNAIRE: RESIDENT OUTDOOR EDUCATION, SPRING, 1971

Opinionnaire Item	Replying: Yes Rockford Number	Rockford Per cent	Taft Number	Taft Per-cent	Replying: No Rockford Number	Rockford Per-cent	Taft Number	Taft Per-cent	Sig. Level
1. The activities during the week at the outdoor school appealed to my child largely because the emphasis was on outdoor activity rather than classroom or indoor activity.	110	97.3	126	98.4	3	2.7	2	1.6	—
2. The experience helped to improve my child's self confidence	65	89.0	90	89.1	8	11.0	11.	10.9	—
3. My child now appears to be better acquainted with his classroom teacher than he was before the experience.	48	65.8	40	49.4	25	34.2	41	50.6	—
4. My child's relationships with his classmates appear to have been affected in a positive manner as a result of the week.	59	77.6	68	79.1	17	22.4	18	20.9	—
5. I believe that I have an adequate understanding of the reason the school provided my child with this experience.	109	95.6	122	96.1	5	4.4	5	3.9	—
6. My child has talked freely at home about his experiences of that week.	115	98.3	118	92.9	2	1.7	9	7.1	—
7. I noticed a positive change in my child's manners following the week at the outdoor school.	47	49.5	36	35.6	48	50.5	65	64.4	—

TABLE VIII (Continued)

Opinionnaire Item	Replying: YES Rockford Number	Rockford Percent	Taft Number	Taft Percent	Replying: NO Rockford Number	Rockford Percent	Taft Number	Taft Percent	Sig. Level
8. The classroom teachers and my child appear to have a better understanding of each other that apparently resulted from the experience.	32	69.6	31	60.8	14	30.4	20	39.2	--
9. The experience appears to have given my child a new appreciation and understanding of his own family.	46	61.3	44	41.3	29	38.7	51	53.7	--
10. During the week my child identified a hobby or new interest that he may continue to pursue in the future. If YES, name the hobby or interest.	35	36.5	36	33.0	61	63.5	73	67.0	--
11. This was my child's first time away from home and parents (for more than one day and night).	35	29.7	56	43.4	83	70.3	73	56.6	.05
12. My child now appears to be more concerned "about the feelings and rights of other people" than before.	28	44.4	39	41.5	35	55.6	55	58.3	--
13. My child's knowledge of "good conservation practices" appears to have been increased as a result of the week.	83	88.3	79	78.2	11	11.7	22	21.8	--
14. My child's knowledge of glacial geology, fossils, and geologic time seems to have been increased.	91	96.8	83	82.2	3	3.2	18	17.8	.01
15. The experiences during the week seem to have helped my child to improve his use of the library and research materials.	35	50.7	46	54.1	34	49.3	39	45.9	--

TABLE VIII (Continued)

Opinionnaire Item	Replying: YES Rockford Number	Rockford Per cent	Taft Number	Taft Per-cent	Replying: NO Rockford Number	Rockford Per-cent	Taft Number	Taft Per-cent	Sig. Level
16. My child now appears to be more aware of the problems of air and water pollution than before he went to the outdoor school.	77	80.2	93	78.8	19	19.8	25	21.2	--
17. The week at the outdoor school seems to have increased my child's interest and knowledge in science	86	88.7	100	86.2	11	11.3	16	13.8	--
18. The week appears to have increased my child's interest and knowledge in mathematics	30	44.1	22	23.4	38	55.9	72	76.6	.01
19. My child appears to have enjoyed and profited from his study of the weather at the outdoor school.	92	91.1	87	81.3	9	8.9	20	18.7	--
20. The experiencesat the outdoor school appear to have affected my child's attitude toward school in a positive way.	49	63.6	46	43.8	28	36.4	59	56.2	.05
21. My child's attitude toward the week at the outdoor school appears to be that it was "merely a week of fun."	21	19.8	51	42.1	85	80.2	70	57.9	.001

TABLE VIII (Continued)

Part II. Please respond to the following items using the rating scale provided. This scale affords you the opportunity to indicate the degree to which you react to each item.

		1		2		3		4		5		Sig. Level
1. To what extent was your child prepared by his teacher for his week of resident outdoor education.		VERY WELL								NOT AT ALL		
		No.	%	No.	%	No.	%	No.	%	No.	%	
	Rockford:	75	64.1	27	23.1	10	8.5	0	0	5	55.6	--
	Taft:	81	64.8	22	17.6	17	13.6	1	.8	4	44.4	
2. Based on your child's comments, how would you rate the discipline at the outdoor school?		EXCELLENT								POOR		
		No.	%	No.	%	No.	%	No.	%	No.	%	
	Rockford:	80	68.4	25	21.4	8	6.8	1	.9	3	2.6	--
	Taft:	73	55.3	38	28.8	17	12.9	3	2.3	1	.8	
3. To what extent would you endorse or recommend a resident experience like this at an outdoor school for all children at some time while in school?		DEFINITELY								NOT AT ALL		
		No.	%	No.	%	No.	%	No.	%	No.	%	
	Rockford:	102	86.4	6	5.1	9	7.6	0	0	1	.8	--
	Taft:	112	84.8	14	10.6	5	3.8	1	.8	0	0	
4. To what extent did your child look forward to going to the outdoor school?		VERY EXCITEDLY						DIDN'T WANT TO GO				
		No.	%	No.	%	No.	%	No.	%	No.	%	
	Rockford:	99	84.6	13	11.1	1	.9	3	2.6	1	.9	.05
	Taft:	109	82.6	13	9.8	10	7.6	0	0	0	0	

5. What rating would you give to the total resident outdoor program?

	EXCELLENT 1		2		3		4		POOR 5		Sig. Level
	No.	%	No.	%	No.	%	No.	%	No.	%	
Rockford:	88	74.6	23	19.5	7	5.9	0	0	0	0	—
Taft:	95	72.0	28	21.2	6	4.5	1	.8	2	1.5	

6. In your opinion, should the program be continued?

	DEFINITELY YES: 1		2		3		4		DEFINITELY NO 5		Sig. Level
	No.	%	No.	%	No.	%	No.	%	No.	%	
Rockford:	105	90.5	6	5.2	4	3.4	0	0	1	.9	—
Taft:	120	90.9	8	6.1	1	.8	2	1.5	1	.8	

7. Check the appropriate spaces to indicate who you believe should bear the expenses related to the resident outdoor education program.

		School		Parent		No Answer		Sig. Level
		No.	%	No.	%	No.	%	
Food	Rockford	26	23.6	84	76.4	0	0	—
	Taft	24	18.6	99	76.7	6	4.7	
Lodging	Rockford	49	44.5	61	40.1	0	0	.001
	Taft:	33	25.4	91	59.9	6	4.6	
Teachers	Rockford	105	9318	7	6.3	0	0	—
	Taft:	118	90.8	10	7.7	2	1.5	
Supplies	Rockford	79	69.9	33	29.2	1	.9	.01
	Taft	71	54.6	49	37.7	10	7.7	
Transportation	Rockford:	75	53.6	52	46.4	0	0	—
	Taft	60	57.7	52	40.0	3	2.3	

TABLE VIII (Continued

	School		Parent		No Answer		Sig.
	No.	%	No.	%	No.	%	Level
Rockford:	0	0	108	100	0	0	--
Pupil Spending Money							
Pupi Taft:	1	.8	119	91.5	10	7.7	

Note: Percentages based upon the total number of persons responding either positively or negatively to the item.

TABLE IX

COMPARISON OF RESPONSES OF PARENTS OF GIRLS ATTENDING ROCKFORD OUTDOOR SCHOOL AND RESPONSES OF PARENTS OF GIRLS ATTENDING TAFT CAMPUS
PARENTS' OPINIONNAIRE: RESIDENT OUTDOOR EDUCATION, SPRING, 1971

Opinionnaire Item	Replying: Yes				Replying: No				
	Rockford		Taft		Rockford		Taft		
	Number	Per-* cent	Number	Per-* cent	Number	Per-* cent	Number	Per-* cent	Sig. Level
1. The activities during the week at the outdoor school appealed to my child largely because the emphasis was on outdoor activity rather than classroom or indoor activity.	142	96.6	136	97.1	5	3.4	4	2.9	—
2. The experience helped to improve my child's self confidence.	98	78.4	90	85.7	27	21.6	15	14.3	—
3. My child now appears to be better acquainted with his classroom teacher than he was before the experience.	73	65.2	43	43.4	39	34.8	56	56.6	.05
4. My child's relationships with his classmates appear to have been affected in a positive manner as a result of the week.	92	79.3	72	75.8	24	20.7	23	24.2	—
5. I believe that I have an adequate understanding of the reason the school provided my child with this experience.	145	93.5	122	89.7	10	6.5	14	10.3	—
6. My child talked freely at home about his experiences of that week.	153	95.6	128	88.9	7	4.4	16	11.1	.01
7. I noticed a positive change in my child's manners following the week at the outdoor school.	47	35.6	39	33.8	85	64.4	78	66.7	—
8. The classroom teachers and my child now appear to have a better understanding of each other that apparently resulted from the experience	51	68.0	35	47.3	24	32.0	39	52.7	.05

TABLE IX (Continued)

Opinionnaire Item	Replying: YES Rockford Number	Rockford Per-cent	Taft Number	Taft Per-cent	Replying: NO Rockford Number	Rockford Per-cent	Taft Number	Taft Per-cent	Sig. Level
9. The experience appears to have given my child a new appreciation and understanding of his own family.	61	54.0	62	60.2	52	46.0	41	39.8	--
10. During the week my child identified a hobby or a new interest that he may continue to pursue in the future. If YES, name the hobby or interest.	38	27.0	43	34.4	103	73.0	82	65.6	--
11. This was my child's first time away from home and parents (for more than one day and night).	50	31.3	57	41.3	110	68.8	81	58.7	--
12. My child now appears to be more concerned "about the feelings and rights of other people" than before	47	42.7	57	53.8	63	57.3	49	46.2	--
13. My child's knowledge of "good conservation practices" appears to have been increased as a result of the week.	101	80.2	95	76.6	25	19.8	29	23.4	--
14. My child's knowledge of glacial geology, fossils, and geologic time seems to have been increased.	110	85.3	92	73.0	19	14.7	34	27.0	.05
15. The experiences during the week seem to have helped my child to improve his use of the library and research materials.	45	45.5	65	59.6	54	54.5	44	40.4	--
16. My child now appears to be more aware of the problems of air and water pollution than before he went to the outdoor school.	107	78.1	93	76.9	30	21.9	28	23.1	--

TABLE IX (Continued)

Opinionnaire Item	Replying: YES Rockford Number	Rockford Per-cent	Taft Number	Taft Per-cent	Replying: NO Rockford Number	Rockford Per-cent	Taft Number	Taft Per-cent	Sig. Level
17u The week at the outdoor school seems to have increased my child's interest and knowledge in science.	107	80.5	92	71.9	26	19.5	36	28.1	—
18. The week appears to have increased my child's interest and knowledge in mathematics.	36	32.4	40	36.0	75	67.6	71	64.0	—
19. My child appears to have enjoyed and profited from his study of the weather at the outdoor school.	130	96.3	116	87.2	5	3.7	17	12.8	.05
20. The experiences at the outdoor school appear to have affected my child's attitude toward school in a positive way.	90	74.4	71	69.6	31	25.6	31	30.4	--
21. My child's attitude toward the week at the outdoor school appears to be that it was "merely a week of fun."	7	5.5	23	17.2	116	91.3	111	82.8	.001

Part II -- Please respond to the following items using the rating scale provided. This scale affords you the opportunity to indicate the degree to which you react to each item.

1. To what extent was your child prepared by his teacher for his week of resident outdoor education?	VERY WELL 1 No.	%	2 No.	%	3 No.	%	4 No.	%	NOT AT ALL 5 No.	%	Sig. Level
Rockford:	108	67.5	27	16.9	19	11.9	4	2.5	2	1.3	—
Taft:	108	75.5	20	14.0	11	7.7	1	.7	3	2.1	

TABLE IX (Continued)

		1		2		3		4		5		
		No.	%	No.	%	No.	%	No.	%	No.	%	Sig. Level
2. Based on your child's comments how would you rate the discipline at the outdoor school?		EXCELLENT								POOR		
	Rockford:	99	62.7	38	24.1	15	9.5	3	1.9	3	1.9	--
	Taft:	87	60.4	34	23.6	18	12.5	2	1.4	3	2.1	
3. To what extent would you endorse or recommend a resident experience like this at at outdoor school for all children at some time while in school?		DEFINITELY								NOT AT ALL		
	Rockford:	130	80.7	27	16.8	2	1.2	1	.6	1	.6	--
	Taft:	127	87.6	12	8.3	4	2.8	0	0	2	1.4	
4. To what extent did your child look forward to going to the outdoor school?		VERY EXCITEDLY								DIDN'T WANT TO GO		
	Rockford:	118	73.8	8	5.0	19	11.9	5	3.1	10	6.3	.01
	Taft:	132	91.0	8	5.5	2	1.4	1	.7	2	1.4	
5. What rating would you give to the total resident outdoor program?		EXCELLENT								POOR		
	Rockford:	112	69.6	28	17.4	17	10.6	2	1.2	2	1.2	--
	Taft:	112	76.7	21	14.4	12	8.2	0	0	1	.7	

TABLE IX (Continued)

6. In your opinion, should the program be continued?	DEFINITELY YES 1 No.	%	2 No.	%	3 No.	%	4 DEFINITELY NO No.	%	5 No.	%	Sig. Level
Rockford:	133	83.1	8	5.0	12	7.5	4	2.5	3	1.9	.05
Taft:	136	93.2	6	4.1	3	2.1	0	0	1	.7	

7. Check the appropriate spaces to indicate who you believe should bear the expenses related to the resident outdoor education program.		School No.	%	Parent No.	%	No. Answer No.	%	Sig. Level
Food	Rockford:	27	17.4	126	81.3	2	1.3	--
	Taft:	23	16.1	114	79.7	6	4.2	
Lodging	Rockford:	47	30.1	106	67.9	3	1.9	--
	Taft:	38	26.6	100	69.9	5	3.5	
Teachers	Rockford:	139	89.1	14	9.0	3	1.9	--
	Taft:	128	89.5	10	7.0	5	3.5	
Supplies	Rockford:	108	69.2	45	28.8	3	1.9	--
	Taft:	85	59.9	51	35.9	6	4.2	
Transportation	Rockford:	65	42.2	86	55.8	3	1.9	.001
	Taft:	85	59.9	51	35.9	6	4.2	
Pupil Spending Money	Rockford:	1	.7	152	99.3	0	0	.001
	Taft:	15	10.5	124	86.7	4	2.8	

Note: Percentages in this table are based upon the total number of persons responding either positively or negatively to the item.

these two groups of parents of girls perceived the programs:

1. A significantly higher percentage of the Rockford respondents, as compared to Taft respondents, perceived their daughter to be better acquainted with her classroom teacher than before the experience (.01 level of confidence).

2. More Rockford girls than Taft girls talked freely about their experiences and had better relationships with their teacher as a result of the experience.

3. Rockford girls gained more (according to their parents) from their studies of geology and weather than Taft girls.

4. Only a few (seven) of the Rockford parents perceived their daughters' attitude toward the week as "merely a week of fun" as contrasted to 23 of the Taft parents.

There seemed to be little difference in the way in which the two groups of parents responded to the items of Part II in the opinionnaire. Exceptions related to the extent to which the child looked forward to going (.04) and "Should the program be continued" (.05). A larger number of Rockford parents of girls were opposed to the continuation of the program or undecided than of the Taft parents of girls (.05). In either case, however, they represented only a small percentage of the respondents.

As to the expenses for the program, the parents of girls agreed on all but the final two items. Taft parents thought the school should pay for transportation and pupil spending money with greater frequency than Rockford parents (.001).

Outcomes of the Program

Although a variety of outcomes are claimed for resident outdoor education, the emphasis in many programs is on improved social relationships or on improving children's ability to get along with their peers,

teachers, and family. Some writers have contended that improved social relationships are the major justification for the resident experiences.[1]

In other programs, less attention is given to social relatioships; emphasis being placed on cognitive or attitudinal outcomes. In such programs, the focus is on environmental understandings and in developing interests and attitudes about one's environment.

Six items on the Parents' Opinionnaire: Resident Outdoor Education relate to social relationship outcomes, and eight items relate to cognitive and attitudinal outcomes. These items and the responses of the parents are provided in Table X.

Social relationships items. The social relationship item receiving the highest number of "Yes" responses was: "My child's relatiohsips with his classmates appear to have been affected in a positive manner as a result of the week." More than half of the persons responding to the opinionnaire said that they had noted a positive effect in this regard. Only a small number (82 of the 560 respondents) said "No" to this item.

On the average, fifty-eight percent of the social relationship items received a "Yes" response from the Rockford parents who responded to the items, and fifty-one percent of the items received a "Yes" response

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[1] Julian W. Smith and others, Outdoor Education. (Englewood Cliffs: Prentice Hall, Inc., 1963, p. 114; Hugh B. Masters, "Values of School Camping," Journal of Health, Physical Education and Recreation; 22:14-15, January, 1951.

TABLE X

COMPARISON OF PARENT RESPONSES ON SOCIAL RELATIONSHIPS ITEMS AND COGNITIVE OR ATTITUDIONAL ITEMS, PARENTS' OPINIONNAIRE: RESIDENT OUTDOOR EDUCATION: ROCKFORD AND TAFT, SPRING, 1971

	ROCKFORD				TAFT CAMPUS			
	YES		NO		YES		NO	
	No.	%	No.	%	No.	%	No.	%
I. Social Relationship Items								
3. My child now appears to be better acquainted with his classroom teacher than he was before the experience.	121	65.4	64	34.6	83	46.1	97	53.9
4. My child's relationships with his classmates appear to have been affected in a positive manner as a result of the week.	151	78.6	41	21.4	140	77.3	41	22.7
7. I noticed a positive change in my child's manners following the week at the outdoor school.	94	41.4	133	58.6	75	34.4	143	65.6
8. The classroom teachers and my child now appear to have a better understanding of each other that apparently resulted from the experience.	83	68.6	38	31.4	66	52.8	59	47.2
9. The experience appears to have given my child a new appreciation and understanding of his own family.	107	56.9	81	43.1	106	53.5	92	46.5
12. My child now appears to be more concerned "about the feelings and rights of other people" than before.	75	43.4	98	56.6	96	48.0	104	52.0
TOTAL	631	58.1	455	41.9	566	51.4	536	48.6
Mean	105		76		94		88	
II. Cognitive or Attitudinal ITEMS								
11. My child's knowledge of "good conservation practices" appear to have been increased as a result of the week.	184	83.5	36	16.5	174	77.[illegible]	51	22.7

Table X -- continued

	ROCKFORD				TAFT CAMPUS			
	Yes		No		Yes		No	
	No.	%*	No	%	No.	%	No.	%
14. My child's knowledge of glacial geology, fossils, and geologic time seems to have been increased.	201	90.1	22	19.9	175	70.9	52	29.1
15. The experiences during the week seem to have helped my child to improve his use of the library and research materials.	80	47.6	88	52.4	111	57.2	83	42.8
16. My child now appears to more aware of the probelms of air and water pollution than before he went to the outdoor school.	184	79	49	21.0	186	77.8	83	22.2
17. The week at the outdoor school seems to have increased my child's interest and knowledge in science.	193	83.9	37	16.1	192	78.7	52	21.3
18. The week appears to have increased my child's interest and knowledge in mathematics.	66	36.9	113	63.1	62	30.2	143	69.8
19. My child appears to have enjoyed and profited from his study of the weather at the outdoor school.	222	94.1	14	5.9	203	84.7	37	15.3
20. the expereinces at the outdoor school appear to have affected my child's attitude toward school in a positive way.	139	70.2	59	29.8	117	56.5	90	43.5
TOTAL:	1269	75.3	418	24.8	1220	67.4	591	32.6
Mean	159		52		153		74	

* *Percentages in this table based only upon the total number responding either affirmatively or negatively to the item.

from the Taft parents. This "apparent difference" did not hold up when Chi-square was applied to test for significance.

Cognitive or Attitudinal Items. More parents of Rockford children replied "Yes" to the item dealing with "weather" than to any other of the items in this category. (See TableX.) Only a few of the respondents replied "No." Other items that elicited a high number of "Yes" responses from Rockford parents were related to conservation, geology, air and water pollution, and knowledge and interest in science. Taft parents also gave a high percentage of "Yes" responses to these same items. In both cases, the item dealing with mathematics received the lowest number of "Yes" responses of all the items in this category.

Although the percentage of "Yes" responses was consistently lower from the Taft parents than from the Rockford parents, there was one exception. This was with respect to the item dealing with the use of the library and research materials.

Comparisons. The responding parents replied "Yes" to a substantially and a significantly higher percentage of the cognitive items than to the social relationships items (Chi-square level of significance: .001). On the average, 105 Rockford parents and 94 Taft parents replied affirmative to each social relationships item; as compared to 159 and 153 respectively for each of the cognitive items.

Rockford parents replied "Yes" to a significantly higher percentage of the cognitive or attitudinal items than did Taft parents (Chi-square level of significance: .001). There was no significant difference in the way in which Rockford parents responded to the social relationships items as compared to the way the Taft parents responded to these same items.

A comparison of the "Yes" responses of Rockford parents with those of Taft parents on the total of the items in the two categories (social relationships and cognitive or attitudinal) reveals that the Rockford parents responded affirmatively with greater frequency than did the parents of the children attending Taft (Chi-square level of significance: .01).

Parents Comment

Space was provided on the Parents Opinionnaire: Resident Outdoor Education for the parents to provide (1) additional comments dealing with the outcomes of the resident experience, and (2) suggestions to improve the programs. The comments and suggestions that were received are listed in Appendices A and B respectively.

Additional Comments. The comment most often received was "He enjoyed the experience very much." Nearly all the comments that parents provided are positive and indicative of a high degree of enthusiasm for the two programs. They relate to all outcome categories - social, affective and cognitive.

Parents commenting negatively refer to budget deficits, use of school time for such experiences, and the belief that they are time for such experiences, and the belief that they are really family responsibilities.

Suggestions for improvement. The parents made a large number of suggestions to improve the two resident programs (Appendix B.) Although more than 40 parents wrote, "It's great the way it is.", other suggestions "flag" weaknesses and areas of parental concern. These deal mostly with curricular matters, use of pupil time, and teacher interest in the children. Other suggestions deal with facilities, planning, and scheduling. Several of the Taft parents expressed concern, even disapproval, at the relationships that developed between their child and the university students with whom they worked.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

This study was undertaken to:

1. determine what parents perceive to be the values and outcomes of a resident outdoor education program;

2. ascertain whom parents think should assume financial responsibility for selected aspects of the resident program;

3. learn whether or not parents endorse the continuation of the resident program; and

4. provide parents an opportunity to make suggestions to improve the program of resident outdoor education.

The return of 566 opinionnaires from 1,400 distributed left something to be desired, and a follow-up might have increased this number. However, this number of returned opinionnaires was believed sufficient to provide a reasonable indication of the parents' perceptions, opinions and attitudes.

The data in this study seems to support the following conclusions regarding differences between boys and girls as perceived by parents:

1. The resident outdoor education program enhanced the boys' self-confidence more than girls. (.001 level of confidence)

2. Boys learned more about glacial geology, fossils and geologic time than girls. (.01 level of confidence)

3. Girls learned more about weather than boys (.01 level of confidence), but boys' interest and knowledge of science was increased to a greater degree than girls". (.05 level of confidence)

4. The experience helped to improve the girls' attitude toward school in a positive way more than boys. (.001 level of confidence)

5. Boys perceived the resident experience to be "morely a week of fun" more frequently than girls. (.01 level of confidence)

6. Nearly all pupils looked forward with keen anticipation to the week of resident experience, but boys more so than girls. (.01 level of confidence)

The data also seems to support the following general conclusions:

1. Boys and girls relationships with classmates appear to have been affected in a positive manner.

2. Both sexes looked forward to and enjoyed the week because the emphasis was on outdoor activity rather than classroom activity.

3. Responses did not support the belief that most pupils g t to know their classroom teacher better as a result of the experience.

4. Childrens' manners did not improve as a result of the experience.

5. Parents did not perceive that children had developed a new appreciation and understanding of their own family.

6. Only a few pupils identified a new hobby or interest which they continued to pursue subsequent to the week's experience.

7. Less than one-half of the pupils appeared to be more concerned about the "feelings and rights of other people" as a result of the week.

8. Generally, the pupils increased their knowledge of "good conservation practices," and became more aware of problems of air and water pollution.

9. Although a substantial number of the pupils improved their skills in the use of library and research materials, a smaller number increased their interest and knowledge of mathematics.

10. Parents knew why the school provided the resident program and believed that teachers adequated prepared the pupils for the experience.

11. The parents were generally satisfied with the methods and techniques of discipline used by teachers during the week.

12. Nearly all of the parents endorsed the resident program and indicated that a similar experience should be provided all children.

13. Parents believe that lodging and food should be paid by parents, and the school district should pay instructional costs. Spending money for pupils is the responsibility of parents. Most parents believe that the school should provide transportation to and from the outdoor school.

Based on the data provided in this study the following recommendations appear to be appropriate:

1. Duplicate the study and increase the percentage of returns by providing a follow-up on unreturned opinionnaires.

2. Duplicate the study, but ask pupils who participated in the resident experience to react to an opinionnaire and correlate the data.

3. Children who lack in self-confidence might benefit from a week of resident outdoor education sponsored by the school or other agency and should be provided opportunities to participate in such programs.

4. A week of resident outdoor education should be provided for those pupils with negative attitudes toward the school and teachers.

5. Teachers, administrators and outdoor school personnel should increase their efforts to help pupils understand that the week of resident outdoor education is "not merely a week of fun," but an opportunity to continue one's education in a different environment

6. Teachers, administrators and outdoor school personnel need to recognize more fully parental concern about the achievement of cognitive goals as well as of social goals.

7. Since pupils enjoyed the week because of emphasis on outdoor activity, teachers and administrators might revise their approaches to the teaching-learning process so as to include more outdoor and field activity.

8. If an objective of the week is for teachers and pupils to "get to know each other better," than it should be "programmed to occur rather than to assume that it will naturally happen."

9. If these data are valid and reliable and that ninety-five percent of the parents do, in fact, endorse and support the program and believe that all children should be provided a week of resident outdoor education at some time while in school, this should be made known and this information distributed on a broad base to school boards and administrators with encouragement to develop similar programs as a component of each district's total educational effort.

10. If the above recommendation (No. 9) is valid, Northern Illinois University, through its Department of Outdoor Teacher Education should help to provide advisory assistance to school personnel in developing and administering these programs.

A P P E N D I X A

PARENT RESPONSES TO THE ITEM:

Additional Comments Dealing With What You Believe Your Child Gained During His Week at The Outdoor School

Rockford Parent Responses

Taft Parent Responses

ADDITIONAL COMMENTS PROVIDED BY ROCKFORD PARENTS

The experience helped her to be more independent. (8)

He enjoyed the experience very much. (26)

It helped him to learn to get along with other people and be disciplined by someone else, rather than a parent in a 24 hour living situation. (3)

Being made responsible for certain assigned tasks helped him.

He was very impressed with the "field math," cook outs and experiments with foods.

Found out learning can be mixed with fun. (2)

He enjoyed the study of weather very much.

Living with many others in his age group was beneficial. He realized how a few can spoil things for a group. (3)

Enjoyed being treated as an "almost adult."

She was surprised how other children from other areas value material property, such as bathroom, books, and other people's belongings. It gave her a picture of other income brackets.

Our child gained a much more positive attitude in her preparation and general outlook. She was very eager to learn all that was to be learned and experienced.

She learned that the outdoors is fun and a wonderful place to share with others. Her whole outlook definitely has improved.

Gave her a better understanding of what God has given us and we should appreciate the works of God instead of material things.

A deeper appreciation and understanding of conservation.

It is merely an experience; I do not think it equals a week in the classroom.

Enjoyed living away from home for a period of time with friends in an unusual educational setting. (3)

The experience of young people being together is helpful in the relaxed manner of an outdoor classroom. (2)

Learned to share in the responsibility of table setting and dorm cleaning, etc. (4)

ADDITIONAL COMMENTS BY ROCKFORD PARENTS (Continued)

Nothing, all the items listed above are normal behavior in our home.

We do not feel that in five days you can give a child self-confidence or good manners -- rather it is a long term thing done in the home.

With the Rockford school system operating at a 3 million dollar deficit, I think this camp is a frill that should be discontinued.

It is always good for a child to learn to get along away from his family.

Got to know his classmates much better. (3)

Learned better table manners. (2)

My child gained in self-discipline during her week at Atwood.

Appreciates and identifies more with nature and its wonders. (3)

Was greatly impressed with the knowledge learned with a great "excitement" and enjoyment.

Gained a relationship with teachers and students outside the usual regimented classroom atmosphere. They were more free to relax and enjoy each other and nature. (2)

She learned a lot of things that an inexperienced person could not tell her about.

It gave him a chance to participate and cooperate in something other than with just friends, relatives, or their own groups and clubs.

Learned that it was necessary to work together and pitch in and help to to get things done. (3)

Made new friends.

Enjoyed living with her teachers and classmates. (3)

Loved being outdoors.

Benefited from being free from the normal classroom competition.

He gained a tremendous amount of respect, mannerism, sharing, and the ability to help others, too. Learned how important it is to be physically fit.

He is much more aware of other students' feelings after living close together for the week. (2)

ADDITIONAL COMMENTS BY ROCKFORD PARENTS (Continued)

Gained a greater knowledge of the outdoors.

Learned that discipline is important in this type of situation.

A large amount of self confidence and general enthusiasm for the school program.

A sense of responsibility and maturity.

Made him aware of other living things.

An appreciation of the foods served at home.

An awareness of other people's trip experiences.

Found that being away from home wan't as bad as she thought it would be.

She was further stimulated in the areas of science and hobbies.

Being the youngest child among six, she gained from learning that everyone has chores and responsibilities.

Living away from home and all being treated as equal is excellent.

It is hard to see change in only one week.

Our child now appreciates her home situation better and sees her classmates in a different light.

She understands people better through living, working and playing with them.

My child gained an appreciation of history, and a skill at using the compass.

A most rewarding experience that gave him more confidence in himself and more concern for his fellow beings.

Just by participating he was given experiences he will remember favorably for all his life.

It was good for my child to get away from his normal environment. I feel he appreciates home more now even if it isn't a real visible change.

She adjusted very well, which pleased us because she is very immature and sheltered by us.

ADDITIONAL COMMENTS PROVIDED BY ROCKFORD PARENTS (Continued)

Learned how to get along with other children from other environments.

She felt badly that the teachers did not want to spend the night with them, which changed her attitude a little.

Learned to appreciate things more.

It was a different kind of school and she seemed to be interested in Learning things there more.

A good attitude toward different types of teachers was gained.

I don't think it increased her interest in the out-of-doors because what they learned could have been learned inside the classroom.

Overcame his fear of going.

Was able to see how other children behaved together for a long period of time, not just the six hour they are in school.

Appreciated having a blind person evaluate the trial they made for blind people.

ADDITIONAL COMMENTS PROVIDED BY TAFT PARENTS

He enjoyed his week very much. (14)

It was just a chance to be away from home and school, rules and work.

Our child's knowledge of science increased.

He gained a sincere appreciation of out-door experiences.(2)

She learned a great deal about nature and how to use various instruments dealing with weather, etc. (2).

He had a much greater understanding of how serious water pollution really is.

My child had very good relations with interesting and exciting teachers.(5)

Learned how to get along with different groups of people. (4)

My daughter learned many things, while enjoying her teachers very much, which makes us all appreciate her first camp experience. (2).

His interest in nature increased. Learning to work together in a group on different projects gave him greater self confidence.

This gave him an opportunity to be responsible for himself without parental watching. (2)

It's difficult to determine exactly and to what degree knowledge and attitudes were affected. The anticipation and fund raising activities were probably of value.

He is more self confident and more interested in his work at school.

He learned to identify birds, how to call and band them, etc. Understands more about the outdoors.

I believe he learned that educational growth is more than sitting in a classroom with books. He has learned to be alert while out of doors. And that "Mother Nature" has so much to teach us if only we pay a little attention to her.

I feel that he has learned more than being in school all year. His attitude is much better in school than before.

He learned some of the history of the early inhabitants and settlers of this part of the country.

ADDITIONAL COMMENTS PROVIDED BY TAFT PARENTS (Continued)

She gained more self confidence from being away from home. (4)

Learned more about the Rock river country and its history by being there, than a book could have taught.

Very close friendships were made, and a better understanding of nature was gained.

It did my child some good just to get away for a few days with good supervision, and friends.

It provided many opportunities for children they don't get in a regular classroom.

Helped him realize the great need to preserve and care for these wooded areas, animals, birds and all for people to see and enjoy.

She learned much more about the kids in her class and found that the restless boys were "fine" out of doors.

He gained more independence from being away from home. (4)

Learned that school work and fun can go together.

He gained better understanding of school and the teacher. He understands girls better too.

She learned that teachers can also be friends and those friendships can grow.

She enjoyed very much the counselors help and companionship. (2)

He gained a greater love of the out-of-doors.

She learned more when it was fun and adventuresome like this experience.

Spend more time outside - his teachers weren't active enough, they spent too much time indoors.

Learned more in the way of caring for himself.

Gained a better appreciation of his home and parents.

He seemed to enjoy the social activities, however, I notice no permanent "gain."

The experience broadened his outlook on his teachers, strangers, classmates and friends and life in general. It was to his advantage to learn that Mom and Dad are not the only ones with rules, regulations, responsibilities and rights.

My son gained a better understanding of ecology, and how to live together with a group and being grown-up away from home.

ADDITIONAL COMMENTS PROVIDED BY TAFT PARENTS (Continued)

Felt he became more awaye of social contact outside the home in a more prolonged period than normally experienced. Outdoor life was enhanced by the program and new set of values and viewpoint certainly was a plus in his childhood that whill remain with him always.

He seemed quite impressed with the fact that a Mr. Uno from Japan was there. This was a great experience for him in the area of communication.

He benefited from his stay, both socially and academically.

He learned to use tools in the craft shop.

Gained a little knowledge of wildlife. He seems to get along better with his friends.

It was great for my daughter to experience the "feel", "smell", and just be surrounded in this way by nature. So many children today do not get this opportunity.

He is now very interested in pollution and I think the program definitely should be continued.

She enjoyed very much working with the student teachers.

She enjoyed very much working with her classmates in the out-of-doors.

Values gained were similar to those he gained at Scout camp.

Children behaved better in the outdoor resident program than they did in the classroom, provided a better learning atmosphere, and individual resourcefulness was increased.

Aroused greater interests in nature such as rocks, trees, and especially animals. Also got interested in other people's personal lives.

It was both an educational and enjoyable experience for her. (3)

Gave her a chance to know each other better and related to one another through new experiences and understanding.

Had a lot of fun with his classroom teacher.

Learned many outdoor experiences not taught in the normal classroom.

She was especially pleased with the relationship she had with her teachers.(4)

Gained better understanding of her surroundings and learned to accept responsibilityh.

She gained more knowledge of the plant life and out-of-doors in general.

ADDITIONAL COMMENTS PROVIDED BY TAFT PARENTS (Continued)

She enjoyed the student teachers and gained the nature study she would not have ordinarily have gotten just from the classroom.

She learned how to look out for herself. (2)

She made a lot of new friends.

He learned how to pick up after himself.

She discovered that learning isn't limited to five hours in the classroom.

She learned to live with other children of her own age, to share, and discipline from her teachers.

The week away from home doesn't seemed to have changed my child much but he enjoyed it.

Her interests in animals and birds has increased.

She learned especially to have fun with her teachers as friends.

My child has had an excellent start in much of the material covered in her school classes.

Got much of the individual attention he needs very much. Found that learning things can be fun too.

Gained the social adequacy not gained in a classroom atmosphere.

Gained a love of nature and outside activities.

Has become more independent. (2)

Learned to be more responsible.

He was exposed to many areas of science he was unfamiliar with.

An appreciation of nature that cannot come from books.

Gained from a sharing of experiences and living together in the dormitory.

The experience provided personal benefits, social benefits, and academic growth

Learned how to share sleeping, shower and bath facilities with others.

Is more concerned about pollution and more appreciative of the outdoors.

Learned more about the world of nature and about people.

Was great for him to be able to attend a college atmosphere and learn how important conservation really is.

Certainly gained awareness of his total environment not stressed before.

A P P E N D I X B

PARENT RESPONSES TO THE ITEM:

Your Suggestions For Improving or Changing the Program In Which Your Child Participated

Rockford Parent Responses

Taft Parent Responses

SUGGESTIONS FOR IMPROVEMENT PROVIDED BY ROCKFORD PARENTS

Special education children should be sent before normal children because they get more out of it.

The children should be permitted to follow the schedule they prepare in class as much as possible. My child's class's schedule was changed considerably when they got to Atwood.

An improvement in scholastic content is needed - but perhaps the main emphasis is on living with their peers.

The program is well planned the way it is. (15)

Parents who can afford the expenses should pay unless the school system can fully support it but children from lower economic situations should not be denied the experience.

Possibly the program should be run only in months when the weather allows assurance of reaching the potential of the program. (6)

My daughter didn't like a lot of the food, and this is unusual.

The cost should be leveled out to one's income, so everyone could go.

More time allotted for schools and interested parents.

Need a new evaluation sheet -- all the questions lead us and offers no chance to a real response.

The program should be run a whole week. My daughter only had two days of this fine program. (2)

It should be on an all or nothing basis - if all the class can't go, then no one should go.

Should be continued! (11)

Better ventilation in the dorms - fans should not blow directly on the children

Make it possible for all children to attend. (22)

Better meals even if the parents have to pay for them.

Better supervision - the child that bit my child should not have been permitted to attend the entire week.

Less costly to parents, so more children can go. (4)

More follow-up when they get back to school.

SUGGESTIONS FOR IMPROVEMENT PROVIDED BY ROCKFORD PARENTS (Continued)

More definite group projects - maybe the children could divide up before getting to the camp as to what project they would like to work on.

The program should totally be funded by our educational taxes so that all children can attend.

The parents should go see the camp before the child goes to promote this type of education.

The menu could be improved upon. (3)

Perhaps 6:30 would be a more realistic awakening time.

If the child should want to call home he should be allowed to do so.

They should do more things together rather than in their small groups.

Have more art and other things to do in their free time.

They should all have the chance to cook one meal with classmates.

There should be more food.

Building should be equipped with a place for the children to dry their clothing in the winter months.

The leaders should insist that the children write home as part of English and grammar class.

Have the student attend more than once, at different seasons of the year.

Perhaps some type of preparatory course for regular classroom teachers would be helpful.

Maybe the PM could help with the finances so the parents don't get tired of these selling projects.

The children should earn part of the money required for the trip by selling candy, christmas cards or other such items. This would give them a lesson in selling plus the responsibility of saving money.

Make it available for 5th, 6th, 7th and 8th graders.

Perhaps Local agencies could help out in the cost for needy families.

SUGGESTIONS FOR IMPROVEMENT PROVIDED BY ROCKFORD PARENTS (Continued)

I feel that every child should have a week a year at the outdoor school to supplement his indoor school work. The food seemed to be the only complaint.

Perhaps an earlier bedtime for 4th and 5th graders is needed.

Possible mistakes in table manners should be brought up to a child alone and not in front of all the other children at the dinner table.

In instances where the parents cannot afford to foot the bill, the taxpayers should pick up the tab so no child is denied this valuable experience.

Increase the length of the evening activities.

Rockford schools should be assured of reservations before any other schools.

I think it was the most worthwhile educational experience a child can have.

More supervision so things do not get stolen.

Inform the parents about what the program consists of and what the children would be accomplishing during their week at the outdoor center.

Too much hiking is done.

They should stay longer than 2 days. (2)

Continue into middle schools.

Would be great if there could be a follow up week for the dildren only at a different time of year.

Stricter discipline of the children who misbehave.

Keep to basic meals. Children of this age do not like "new" foods.

More smiles needed -- less serious counselors - less formal meals.

SUGGESTIONS FOR IMPROVEMENT PROVIDED BY TAFT PARENTS

Enlarge it so more children can enjoy and benefit from your work. (3)

It is just great the way it is. Continue it! (27)

It would have been better had the children gone in early Fall or in the Spring, rather than winter months. (6)

It would be better to make meals that the majority of children would eat. Also a bedtime snack was promised and was not given to the children. - Those who do not like supper should have the opportunity to eat something later before going to bed.

Perhaps more discipline in regards to getting to sleep. (4)

Make it available so that each year, all students can spend a week at an establishment like Lorado Taft Field Campus.

Make it available to more children. (6)

Whens two different schools are in attendance at the same time, there should be more activities that they do together, so they learn how to get along with others and how to make new friends.

It's a good idea for the students to have projects which raise the money for food and lodging to make it easier on both the school and parents.

More hot water for showers.

Maybe you should ask the teachers this question.

To let the children that can't afford it to be sent by the school.

The program should be extended to at least a week so the children do not spend a large part of the time travelling to and from.

Have them go to bed earlier.

Should allow more than one dollar spending money and let the child keep it to spend the way he determines.

More interest is needed on the part of student teachers.

Less emphasis on the "average child." The speech made to the parents initiating the program should not be so concentrated on "how good the food is," this is not what is most important to the parents.

Better management is needed with their personal clothing so that things do not get lost.

SUGGESTIONS FOR IMPROVEMENT PROVIDED BY TAFT PARENTS (Continued)

Make the food hotter.

Panty raids on sixth grade girls is bad; possibly more discipline is needed.

Would have preferred more outdoor activities rather than scheduled games.

I don't think the parents should be demanded to pay $25.00 for a 4 day trip.

I don't think the children should be allowed out during an electrical storm. Mine was.

I feel it would be more meaningful to the child, if, through class or school or home activities, he earned his own way to the program. I feel this would aid in giving him a sense of self esteem to be able to leave home on his own merit, and under his own power.

The only negative thing about it was that a few had to miss out on the experience because there were too many children who wanted to go.

More information on ecology and animals.

Wish they could learn more about environment and ecology - interdependence of animals and plants, nature's methods of reproducing energy, cleansing the air, water, etc.

Do not limit the number attending from a particular school, make it available to all that wish to attend.

Should be expanded to a full 6 or more days, even at additional expense to the parents. (2)

Too much time was wasted waiting for their counselors to pick them up before each activity, allowing them only half the time needed to do things. Too much time in dorm waiting.

It would help if children were allowed to call home once or twice during the week.

Most of my son's pictures were of teachers in bathing suits. He is rather young for such a strong interest. Perhaps something could be done about the dress.

More responsibility sould be given the childre

More attention to accidents. My child's cut leg needed stiches, but only nursed.