Although camps have made opportunities increasingly available to youth of poverty areas, little was reported about how successful their programs were. In addition, there persisted an uneasiness that the numbers of children and youth of poverty areas included in camping programs were not proportionate to the need. Local and national studies were undertaken to survey the camping scene and to report findings of camping opportunity projects. This guide to community planning, organizing and coordinating of camping opportunities for disadvantaged youth is based on data from many such sources, principally the National Camping Survey for Disadvantaged Youth completed in January 1969 under the direction of the Center for Research in Outdoor Recreation of Indiana University. This unpublished survey involved the Battelle Memorial Institute, the American Camping Association, Inc., and the National Recreation and Park Association in a detailed study of eight selected camps. Generalizations are drawn from the experiences of these camps and others. By following the general plan of action outlined herein for youth coordinators, any local officials may tap their community resources to provide year-round camping opportunities for young people disadvantaged by poverty. In communities where there are no youth coordinators, leadership may be provided by an existing community organization or a special committee appointed by the Mayor. Appended in the manual are lists of Federal, state, and university officials who might be able to provide some assistance. (Author/JW)
CAMPING OPPORTUNITIES
FOR DISADVANTAGED YOUTH
A Planning and Coordinating Guide

PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY
in cooperation with the
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF CHILD DEVELOPMENT, CHILDREN'S BUREAU
YOUTH ACTIVITIES DIVISION

Washington, D. C.
1971
TABLE OF CONTENTS

INTRODUCTION

CHAPTER I
Mobilizing for Action........................................... 1
Developing a Perspective on Camping........................ 1
Preliminary Inventory of Camping Facilities and
      Know-How Power.................................. 2

CHAPTER II
Assembling Facts on Needs and Possibilities.......... 5
Sample Forms............................................. 8

CHAPTER III
Organizing for Action.......................................... 11
Referral of Campers.......................................... 14
Diversity of Participating Camps.......................... 15
Role of Camp Directors.................................... 16
Financing Camping Opportunities.......................... 17
Eligibility and Coordination of Camper Recruiting
      and Selection...................................... 19
Selection of Campers........................................ 21
Camper Supplies and Equipment............................ 22
Physical Examinations....................................... 22
Transportation Arrangements................................ 23
Sample Forms............................................. 23

CHAPTER IV
Camp Programs for Disadvantaged Youth.............. 29
Camp Program Staff and Staff Training.................. 31
Recruiting and Selection.................................. 31
Orientation, Training, and Supervision of Camp Staff.. 33
Training Content........................................... 34
Selected Examples of Personnel Practices in Camps.... 34
Integrating Camping Into the Year-Round Youth
      Opportunity Program................................ 36
Suggested Timetable of Organization for Summer
      Camp Programs...................................... 37
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>Alternative Summer Programs</td>
<td>39</td>
</tr>
<tr>
<td>VI</td>
<td>Evaluation Practices</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Suggestions for Ways of Assessing Camp Programs</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Phase I - Camping Facts</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Phase II - Views of Camping</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Phase III - Studies of Camping</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Program Possibilities in Camps</td>
<td>49</td>
</tr>
<tr>
<td>VII</td>
<td>Career Exploration and New Job Opportunities</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>The Cleveland Experience</td>
<td>52</td>
</tr>
<tr>
<td>VIII</td>
<td>Year-Round Youth Programs</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Pioneer Village</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Title I-Funded Programs</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Title III-Funded Programs</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Other Resources</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>&quot;Pitch-In&quot; for More Camping</td>
<td>62</td>
</tr>
</tbody>
</table>

**Appendices**

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Directory of Source Contacts for Information on Improving Camping Opportunities for Children and Youth of Low-Income Areas</td>
<td>63</td>
</tr>
<tr>
<td>II</td>
<td>Contacts in the Office of Surplus Property Utilization, HEW</td>
<td>66</td>
</tr>
<tr>
<td>III</td>
<td>A Directory of State Education Officials Involved with Environmental Education</td>
<td>71</td>
</tr>
<tr>
<td>IV</td>
<td>State Resource Agency or Commission Personnel Concerned with Environmental Education</td>
<td>76</td>
</tr>
<tr>
<td>V</td>
<td>Colleges and Universities That Offer Environmental/Conservation Education Programs</td>
<td>79</td>
</tr>
</tbody>
</table>
INTRODUCTION

Camping, for our purposes, means group living in the out-of-doors. It is one of a variety of programs used by youth-serving agencies to provide learning experiences for young people.

More and more in recent years, the private, church operated, and voluntary agency camps have been making an all out effort to include children and youth from low income families. Certain camps, of course, have always directed their resources to the young people and their families in poverty areas. Among them were those of the Salvation Army, the Volunteers of America, settlement or neighborhood centers, and Boys' Clubs.

In the past, many of the programs were geared to "doing for" rather than "doing with" the disadvantaged youth. Further, many organizations operating camps did not make allowance for the special capabilities of youth from poverty areas. Nor did they make the effort required to extend their resources to young people who were not reached by the "conventional middle class organization procedures." Now a convergence of national developments has brought into sharp focus those disadvantaged citizens. On the basis of new approaches to helping people maintain and develop self respect, it is now better understood how youth from poverty areas have developed their own self reliance.

Although camps have made opportunities increasingly available to youth of poverty areas, little was reported about how successful their programs were. In addition, there persisted an uneasiness that the numbers of children and youth of poverty areas included in camping programs were not proportionate to the need.

Local and national studies were undertaken to survey the camping scene and to report findings of camping opportunity projects. This Guide to community planning, organizing and coordinating of camping opportunities for disadvantaged youth is based on data from many such sources, principally the National Camping Survey for Disadvantaged Youth completed in January 1969 under the direction of the Center for Research in Outdoor Recreation of Indiana University. This unpublished survey involved the Battelle Memorial
Institute, the American Camping Association, Inc., and the National Recreation and Park Association in a detailed study of eight selected camps. Generalizations are drawn from the experiences of these camps and others.

By following the general plan of action outlined herein for youth coordinators, any local officials may tap their community resources to provide year-round camping opportunities for young people disadvantaged by poverty. In communities where there are no youth coordinators, leadership may be provided by an existing community organization or a special committee appointed by the Mayor.

This Manual is primarily the work of Dr. Catharine V. Richards, Chief of the Youth Activities Division, Children's Bureau, Office of Child Development, Department of Health, Education, and Welfare, in consultation with Stanley Michaels, former President of the American Camping Association; with editorial preparation by Elizabeth M. Fielding, Public Affairs Director for the President's Council on Youth Opportunity.
CHAPTER I

Mobilizing for Action

What must be done to organize community concern, to develop a commitment, and to mobilize relevant resources in coordinated community action for camping for disadvantaged children and youth?

Successful designs for generating action on immediate objectives while building a base for expanding opportunities include:

1. Developing a perspective on the importance of the camping program to youth
2. Determining the facts of the camping situation
3. Mobilizing community resources for action
4. Coordinating the action
5. Assessing the results of the effort
6. Reporting on the coordinated effort
7. Initiating the planning process.

Developing A Perspective on Camping

When pressured with the survival problems of food, housing, employment and education that residents of poverty areas face daily, it is hard for them to keep in focus that play, leisure-time activities and camping are essential experiences in the lives of children and youth. The Play Schools Association, Inc., of New York City maintains that in the development of children:

"Play isn't just fun. It is the way a child learns about the world and about himself. The scientific method is instinctive in children. By trying and doing they learn what makes things work, how others feel, and how to grow up. The special excitement of learning in play situations makes this knowledge truly lasting."

For youth, the "miracle and uniqueness of camping lies precisely in the fact that it offers a learning situation which is life and not a game that stimulates it."* At its best, living with others in the out-of-doors can provide an environment in which the "doing skills" may be as important as the "communication skills." Under such circumstances, it is possible for

youth to gain new perspectives on themselves. They may also find achievement and satisfaction in managing themselves, in new adventures, and in dealing capably with a new set of relationships.

Our rapidly changing society generates both opportunities and problems of unprecedented proportions for youth and their families. Experiences essential in developing their capabilities for self-management and for making useful contributions to the community in complicated cities are hard to come by and difficult to create. For these reasons, camping takes on a new relevance for youth development.

Camping may allow for "a balance between the demands made on an individual by city living and those inherent in nature." It may offer "a balance between the pressure of competition and the vital need for cooperation." And it may "offer the opportunity to people of varying racial, ethnic and economic backgrounds to meet and to experience their common humanness."

On the other hand, a poorly operated camp that has transferred authoritarian, regimented activity from the city to the out-of-doors may be a destructive experience for all the campers. For some already disadvantaged youth, it could compound further a defeating history of failures.

Preliminary Inventory of Camping Facilities and Know-How Power

A second step in mobilizing resources to provide camping opportunities for disadvantaged youth is making an inventory of existing camping facilities and camping know-how power.

In many communities there already exist inventories of facilities, directories of voluntary and public agencies, and/or various coordinating councils or associations concerned with youth-serving programs and services. To plug into existing lines of communication and information, the Youth Coordinator may want to contact the following resources, at least.

1. Those with knowledge about camping facilities and the know-how capability for organizing and operating camps.
   
   (a) Community Coordinating Councils or Federations, frequently called Welfare Councils or Welfare Federations. Not only can these resources provide listings of agencies with
camps, they also can, where appropriate, convene meetings of agencies to consider the problem of extending camping opportunities.

(b) The youth-serving agencies. These include Boy Scouts, Girl Scouts, Camp Fire Girls, 4-H, Boys' Clubs, Girls' Clubs, YMCA, YWCA, Federation of Settlements and Community Centers, and other groups engaged in providing services for the crippled, handicapped and mentally retarded children and youth. In addition, contact should be made with the Department of Recreation and the local school district(s).

(2) Those providing strategic facilitating services such as health and welfare services, transportation, employment, child nutrition, etc.

(a) City, County and State Health Departments;
(b) City, County and State Welfare Departments;
(c) National Guard and any Defense Department installations in close proximity to the community;
(d) U. S. Department of Agriculture: Extension Service, Food and Nutrition Service;
(e) U. S. Office of Economic Opportunity: Community Action Projects, Neighborhood Youth Corps;
(g) U. S. Department of Housing and Urban Development;
(h) U. S. Department of the Interior: Bureau of Outdoor Recreation.

(3) If a community is going to provide camping opportunities for disadvantaged youth, it must engage the interest and a commitment of resources managing the money power of the community. They include:

(a) The United Community Fund or similar agency;
(b) Private and corporation foundations;
(c) Newspaper funds such as the Fresh Air Fund;
(d) Civic and Fraternal Associations such as Kiwanis, Rotary, Lions, Optimists, Jaycees, Elks, etc.
(e) Public Planning Resources knowledgeable about municipal, county, State and Federal funds.

(4) Equally essential to community-wide efforts are the interest and sanction of citizens known by position or personal standing as persons whose views count, who are concerned with what is good for the community, and who will work hard with the people of the city. Where possible, the Mayor himself should be asked to serve as chairman or to appoint a deputy as chairman of the committee or council. Communities may also look to their religious leaders, prominent manufacturers or merchants, managers of communications (telephone, television, radio, press), educational leaders in elementary, secondary and higher education, and leaders of neighborhood projects or associations organized around a special interest such as better playgrounds, schools, or housing.

It is recommended that if a meeting is called to mobilize interest in a problem and to enlist action in solving that problem, then the meeting should be kept small, with no more than 30 persons.

(5) Still another resource for mobilizing the community for camping is the disadvantaged youth themselves. From the disadvantaged youth who are to benefit from the program may be learned how children and the youth of poverty areas live, what they do with their time, what they would like to do, what they dislike doing, and what is important to them in a camping experience.*

From consultation with executive personnel of the organized resources, it should be possible to determine what programs, money, or facilities have been available in the past to disadvantaged youth; and what new steps should be undertaken to expand the existing opportunities.

CHAPTER II

Assembling Facts on Needs and Possibilities

In order that youth may have access to a range of experiences on which to draw in making decisions and in developing interests, leaders in the field of youth development recommend that every child or youth should have the chance to go camping if he or she chooses to do so.

There are various ways of assembling facts about the camping needs and possibilities of a community. If the preliminary survey of resources indicates that the community agencies have not included disadvantaged youth in their planning and programs, it may be necessary to ask voluntary youth-serving organizations or agencies to analyze the geographic distribution of their membership of young people served. With such information, plans may be made with these agencies and others of the community to extend their programs to the youth of the urban ghettos. Frequently such program extensions have gotten off to a good start by making camping available, and then arranging for campers to be included in year-round programs. This continuity in experience requires careful provision for the transition from camp to city program to make sure the connection is made and that it is working for the youth.

Another way to determine the need for camping is to inventory the availability and kind of play and leisure time resources in neighborhoods. From the school census it is possible to get the facts about the numbers, ages and sex of children and youth residing in the area. Generally, in areas of poverty there are many young people and a great shortage of play and leisure time facilities. Nor is it news that these families are unable to provide either money or transportation for their children to make use of distant park, play and leisure time facilities.

Where a community already has access to such facts, the only action necessary is that of deciding on how to present and utilize the information to create opportunities for disadvantaged youth.

Other communities may elect to make specific inventories of day and resident camp needs. One way is to survey a sample of classrooms in public, parochial and private schools. The following survey form, used in Gary, Indiana by local personnel with school cooperation, is an illustration of a simple procedure that can net useful facts.

Such a survey can indicate the numbers of local youth who have been to camps in the past and possible reasons why some young people in the
community have not been to camp at all. The survey can also provide the names and locations of camps that serve youth of the area.

The Gary Survey found that only one-third of the school children in the area had ever been to camp. Not surprisingly, the overwhelming majority liked camp and would like to go again. The most frequently mentioned reasons for not attending camp were that the child 1) did not have the money, 2) went on vacation, 3) was not interested in camp, 4) had parents who would not allow him to go, 5) did not know about camp, 6) did not belong to the club or group operating the camp, 7) did not know where to sign up, 8) had no friends to go with to camp, 9) attended summer school, or 10) was ill.

It would seem that a survey of schools should not be undertaken unless the community has some reasonable hope of meeting the hopes of the youth implicit in requesting their help in describing their interests.
In some communities a more extensive inventory of camping facilities, programs and problems may be appropriate. The following form or a modified version of it may provide appropriate facts for cooperative planning and action if such information is not otherwise available or up-to-date.

In some states, Technical Action Panels of the Department of Agriculture's Extension Service have made comprehensive inventories of recreation and camping facilities in and adjacent to some of the nation's 50 largest cities. Efforts should be made to determine whether the information is available for use by camp planning councils.

A word of caution about the fact finding process may be pertinent. Some communities miss their targets because they use up or tie up all their energy and resources gathering information, deliberating about what should be done, and who should do it. The simplest way of avoiding this trap is to obtain agreement at the outset that, while all the information is not at hand, the preliminary inventory of needs of disadvantaged youth requires prompt cooperative planning and action.
Sample Survey Form:

CAMPING QUESTIONNAIRE

School ___________________________ Grade ________________

1. Did you go to camp last summer (4 days and nights or more)? yes no
   (less than 4 days)? yes no

2. Did you ever go to camp? yes no

3. If you went to camp
   A. Did you like it? yes no
   B. Do you want to go again? yes no
   C. What camp did you attend?
      Boy Scout____ CYO____
      Girl Scout____ 4-H____
      YMCA____ Church sponsored____
      YWCA____ Other____
      Private____ (please give name and state)

Name________________________ State____________________

4. I didn't go to camp last summer because:

________________________________________________________________________
________________________________________________________________________

5. These are some of the outdoor things I did last summer:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Survey Form: -9-

AGENCY SURVEY OF CAMPING FACILITIES

Name of Agency__________________________________________________________

Address______________________________________________________________ Phone____________________

Represented By______________________________Title__________________________

Did your agency operate a camp last summer?  ____Yes  ____No

If yes, answer all questions on this page. If no, answer all questions on the next page.

1. Name of Camp________________________________________________________

2. Location____________________________________________________________

3. Camp Season________________________________________________________

4. Length of each camp period___________________________________________

5. Capacity of camp____________________________________________________

6. Total unused capacity of the camp last summer__________________________

7. What month (or week) did you have the most room available?____________

8. How were your campers financed (camperships, etc.)?

_____________________________________________________________________

_____________________________________________________________________

9. Would you have room for disadvantaged youth next summer if finances were available? ____Yes  ____No

Comments__________________________________________________________________

10. What percent of your current campers are disadvantaged?___________

_____________________________________________________________________

Is your agency a member of any community-wide organization interested in providing camping opportunities for disadvantaged youth? ____Yes  ____No

If yes, give name_______________________________________________________

Would your agency be interested in joining a Community Council for Camping if one were organized? ____Yes  ____No
If your agency did not operate a camp last summer, please answer the following questions.

Did your agency send children to camp? _____Yes_____No

If yes, what was the name of the camp? ________________

Location__________________Miles from city__________

How many children did you send to this camp? ________________

What percent of these children were disadvantaged? ________________

Were any children refused a camping opportunity for lack of facilities? _____Yes_____No; or finances? _____Yes_____No

Does your agency have plans for developing its own camping facility? _____Yes_____No

________________________________________________________

COMMENTS

Need for additional camping_________________________________

________________________________________________________________________

Obstacles encountered__________________________________________

________________________________________________________________________

Job training and job opportunities______________________________

________________________________________________________________________

Community-wide action (finances, organization, etc.)______________

________________________________________________________________________

__________________________ (date) __________
CHAPTER III

Organizing for Action

Most communities have vast resources that can be put to work for disadvantaged children and youth. One way of organizing these resources is through a Camping Council.

On the basis of consultations with various public and voluntary agencies, associations and other institutions of the community, the Youth Coordinator would prepare a list of representatives to be invited to join a Community Camping Council. The list of proposed Council members should include selected community leaders of recognized reputation, plus representatives of:

(1) The Welfare Council or Federation

(2) City-wide youth councils, youth planning or youth service organizations

(3) Voluntary youth-serving agencies with camps or camping programs, including Boy Scouts/Girl Scouts, Camp Fire Girls, Boys' Clubs/Girls' Clubs, YMCA/YWCA, Settlement or Community Centers, 4-H, Salvation Army, Volunteers of America, etc.

(4) Public service agencies, including: Department of Recreation, Public Schools, Welfare Department, Health Department, Public Housing, Model Cities, City Transportation, and other appropriate services


(6) Various religious denominations

(7) The communications media

(8) Selected financing resources

(9) Parents of potential campers or parents residing in and concerned about the well-being of children and youth of the poverty areas.
This recommended list should be cleared with the authority to whom the Youth Coordinator is responsible. The Mayor or other authority would designate a chairman to convene the Council and to give leadership in providing a year-round camp program for disadvantaged children and youth.

After securing acceptance of a chairman, arrangements would be made for a first meeting. Members would be invited to serve on the Council by letter or telephone and notified of the first meeting.

If at all possible, the Mayor or his personal representative should be present at the first meeting. He will thank the Council members for acceptance, for their presence and their willingness to undertake the task of providing camping opportunities for disadvantaged children and youth. He will outline what must be done and ask the Council to present a report of its progress by a designated date.

To accelerate action on the work to be done, tasks may be assigned to work groups. The Council chairmen would delegate work group chairmen and members, and set dates for initial reporting.

Tasks may be organized in various ways, but should include provision for:

(1) Inventory and schedule of camping programs

(2) A fundraising program and arrangements for adequate accounting and finance management

(3) A system for recruiting campers and clearing campers’ preferences for dates and camps

(4) Health examinations and follow-up corrections and treatment, to include action by local pediatricians and other health authorities on a simplified health examination record and a plan for assuring needed corrections

(5) Staff recruiting, orientation, training and assignment

(6) Soliciting equipment and supplies for the campers (such as sleeping bags, blankets, rain gear, sweaters, sweatshirts, sports jackets and other cool weather clothing); and

(7) Assessing and reporting on campers and opportunities for camping.
Because of the individuality of each community, other work groups may be appropriate. The important factors in keeping the efforts coordinated are:

(1) Current reporting to work group and Council chairmen;
(2) Central reporting of progress to Council as a whole;
(3) Clearance of anticipated action that may overlap with Council or work group chairmen.

Successful ventures by existing Community Camping Councils have followed these steps:

(1) Planning and conducting joint orientation meetings with referring agencies and camp operators on the aims of the camping opportunity project. In one community this includes assembling a notebook for staff and volunteers from referral agencies. This notebook contained digests of information on all camps participating in the camping opportunity project.

(2) Planning and conducting joint training for recruiters. Recruiters included youth who had been to camp as well as adult volunteers. It was found helpful in many instances to use a collection of selected slides to assist with describing camping. Where possible, orientation for recruiters took place in camp settings.

(3) Developing a common registration form, and a simple, basic fact sheet that could be used by all camps and referral agencies cooperating in the effort.

(4) Organizing cooperative, systematic, staff recruiting programs in low-income areas. Specific effort was directed to recruiting persons from a variety of racial, religious, economic, lifestyle, and language backgrounds.

(5) Assembling and developing materials for use by camp operators in training staff for working with disadvantaged children and youth.

(6) Planning, organizing and conducting cooperative training sessions for camp directors and camp staff.

(7) Facilitating arrangements for systematic reporting, tabulating and analysis of quantitative data on the camping opportunity program, enlisting the cooperation of universities and other research resources in undertaking studies of aspects of camping programs.
Referral of Campers

Most communities have a battery of agencies concerned with children, youth and their families. These agencies are variously designated. Generally, those central to low-income families include the Community Action Program, the Department of Public Welfare's Child Welfare Division; school counselors, social workers, and others of the public schools; probation officers of the Juvenile Court; the Family Service agency; settlement and neighborhood centers; social services of various religious denominations; the Community Service Council's Social Service Exchange; agencies providing services to crippled and handicapped children; and similar human services facilities.

These community resources may be enlisted in cooperative efforts to extend and improve provisions for the development of the children and youth they serve. Among the many contributions they can make to the cooperative effort would be to:

1. Participate in orientation meetings with camp operators to help describe what needs to be done and to add to their understanding of the aims and purposes of the Camp Council.

2. Recruit and select campers.

3. Arrange for the payment of camp expenses for children and youth for whom they are responsible.

4. Prepare the family and the child or youth for camp.

5. Provide resources and consultants to help camp directors with the training of camp staff.

6. Register campers for camp.

7. Assist with transportation of campers and arrange for families to visit campers where it is possible to do so.

8. Advise camp staff about special needs of abilities of campers.

9. Assist with arranging follow-up procedures that will provide continuity in the development of the young people.

These suggestions do not exhaust the potentials, but they do constitute some reasonable beginnings around which to think and plan.
Diversity of Participating Camps

Camps are not all alike, except for the common denominator of providing group living in the out-of-doors. Camps may be operated on agency owned sites, public parks or forest sites, or a camp may use rented or borrowed facilities.

Camps that are operated by the day in relative proximity to town are called day camps. Camps that are operated in wilderness areas or forests for varying lengths of seasons or sessions while the children stay overnight are called resident camps.

Generally, it is not the camp auspices, or the facilities, or even the length of camping time that make the greatest difference in a camper. Rather, it is the calibre of the staff, the attitude of respect of staff for each other and the campers, and the way in which the staff involves the campers in the adventures of learning, or discovering their capacities for managing themselves and the situations confronting them.

There is no magic in the out-of-doors for some young people. As urban dwellers, they may detest the primitive and its lack of familiar conveniences.

But for many others, group living in the out-of-doors offers them a chance for fun, adventure and discovery in terms that are simple, understandable, and manageable. Under such circumstances, children and youth may be free to learn about themselves, other people, and the natural world. It is not surprising that campers in the outdoor education program of the public schools of Chicago, when asked if they would like to go camping again, replied with an enthusiastic "yes." There were very few who would choose not to go again.

Some camping intervals seem to offer young people better chances for development than others. Resident camps of ten to fourteen days seem to provide more satisfying experience than the 3 or 4 day sessions. However, in the winter for novice campers, two days (Friday night through Sunday noon) may be about right. But for experienced teen-age campers who like winter sports, even a full week cramps their program.

There is no established formula about what length of session in what kind of camp provides optimum learning and development for youth of a particular age-grade or other category of development. Thus some questions for consideration and resolution by the Camping Council are:
(1) On the basis of experiences available to the children and youth in various neighborhoods, what is needed from camping to help these children and youth discover a healthy perspective of themselves?

(2) What experiences will enhance their capacities to manage themselves and to deal with diverse and changing situations with which they are confronted?

(3) What must happen at camp to help them have fun and to learn to enjoy themselves and a variety of "other people?"

In addition to the general day and residence camps mentioned previously, there are camps providing specialized services for designated categories of children such as the mentally retarded, emotionally disturbed, children with cerebral palsy, the deaf, and others. Too, there are camps that are operated for members or persons of the same religious persuasion or for persons sharing similar interest such as swimming, sports, etc. Ordinarily, these camps do not exclude other applicants, but by the same token they do not recruit campers outside their community of interest. Consequently, if these camps are to be actively involved in coordinated plans for extending camping for children and youth of low-income areas they will have to consider program revisions to meet the interests and needs of campers with different life styles from those of the agency's "usual campers."

Within the last few years membership agencies and institutions have begun to find the ways to include non-members. Boy Scouts, Girl Scouts, Camp Fire Girls, and various religious institutions have recruited youth from low-income areas to go camping. Although various arrangements were tried, the most satisfactory to the youth and the agencies seems to be that of including small groups (4 or 6 or more) who live near each other in the city to attend camp together with other campers. After camp, the inner-city youth are included in a troop or club group and become members if they choose to do so.

**Role of Camp Directors**

Camp Directors may help to increase and improve the camping opportunities for children and youth through the following actions:

(1) Participating with referral agencies in orientation meetings on aims and purposes of the camping opportunity program;
(2) Participating in training sessions for recruiters including preliminary planning, preparation of materials, and assisting as needed;

(3) Providing guidelines on camper selections by age, sex, and interests;

(4) Facilitating the work of the recruiters by making provisions for pictures, films, or camp site visits;

(5) Recruiting and selecting some camp staff from low-income areas and training all staff to work with children and youth of low-income areas;

(6) Providing lists of essential supplies and equipment required of campers -- soliciting and collecting items necessary to provide adequately for campers;

(7) Arranging for and providing necessary transportation to and from camp;

(8) Cooperating in the project by keeping records agreed upon and by participating in the evaluation program.

**Financing Camping Opportunities**

Camping costs money. The diversity of camps means that there are various camp fees and costs. Frequently, decisions about what camping opportunity is to be made available to young people of low-income areas are based more on the economic factors than on what experience would contribute to the development of the young people.

Communities have operated successfully with various philosophies. Some considered it important to introduce young people to a camping experience without regard to cost participation. With such a philosophy the Council solicits the funds and requires no fee from the family.

Other communities believe that some financial investment of the family lends dignity and value to the experience. For this reason, a minimum fee is charged, such as one or two dollars a week per camper or per family.

Still other communities have utilized a sliding fee scale based on ability to pay. This is a complicated procedure reflecting a concern for developing a sense of responsibility in the family for the camper.
The Community Camping Council will want to arrange to discuss with local low-income families just how much parents can be expected to pay in fees for camping. On the basis of such discussions a policy on camperships may be determined.

Raising money to send disadvantaged youth to camp requires a great deal of effort, energy and imagination. Donating to camperships often has great appeal to community-minded individuals, luncheon clubs, businesses, unions, and foundations. A special campaign, "Send A Kid To Camp," can be promoted by the local paper or leading TV station. Other sources of funds might include the United Fund, local programs of the Office of Economic Opportunity, State Welfare and Child Welfare agencies, and similar services.

Cooperating camps could be encouraged to solicit camperships from camper alumni, from parents of former campers and from other persons interested in the camp or the agency. These efforts would be a part of the organized fundraising program. Private independent camps concerned with extending camping to children and youth of low-income families may secure advice on how to go about financing camperships from the Fund for the Advancement of Camping, 19 South LaSalle Street, Chicago, Illinois, 60603 (312) 332-0827.

The Community Camping Council should appoint a fundraising committee. It should establish goals, organize and conduct a campaign for camperships, and arrange for the distribution of and accounting for the funds raised.

Various combinations of fundraising and recruiting have been employed in creating camping opportunities for disadvantaged children and youth. Selected examples follow.

The Fresh Air Fund Camp of New York solicits contributions from agencies, individuals, philanthropic organizations, and foundations. The Fund serves only the most needy youth of New York and receives referrals directly from more than 70 agencies serving small neighborhoods where the majority of New York's improverished families live. The Fund does not accept any money from any camper.

The philosophy of the Sears YMCA Camp serving the Chicago metropolitan area is to provide every opportunity for each camper to raise funds to pay all or part of his way to camp. The effort is then supplemented by a fund-raising drive called "Kamp-a-Kid." During 1968
it was aided by a special government-funded program which made it possible to send 200 inner-city youth to Camp Sears.

Three primary and diverse sources of funds in the Seattle area provide financial aid to needy youth who want to attend Girl Scout camps in the Totem Council.

The Council campership is available to girls who lack the money to attend camp. Extra funds from the Seattle Milk Fund, a private organization that assures each school child milk each day, are used to send a number of youth to camp each summer. The Community Campership Council, consisting of representatives from 19 volunteer agencies, conducts a fundraising drive for camperships each year.

Approximately 60 per cent of the camper fees at 4-H Camp Ouibache in Indiana are paid by someone other than the camper or his family. Ouibache serves both poor and non-poor youth. Practically all campers, except the disadvantaged, are affiliated with the 4-H movement and come from small Hoosier communities.

The disadvantaged campers, mostly Negro, are recruited through settlement houses, churches, cooperative extension services and Community Action Program offices in large metropolitan areas.

Hidden Villa Camp, a private camp serving Negro, Indian, and Mexican-American children from the San Francisco area tries to get about one-third of the camp fee from parents. The balance comes from campership referrals and a special fundraising venture by the camp operators. A picnic ground on the campsite is made available year-round to various community groups for a fee. Proceeds go into a special campership fund.

Costs for providing camping at Charles Howell Scout Reservations for youth of inner-city Detroit are covered from a variety of sources: camp budget, national office of Boy Scouts of America, and contributions from individuals, service clubs, and foundations. Youth are recruited, including non-Scouts, through the direct contact of professional Scout personnel in such places as Federal housing units, etc. Referral agencies, schools, churches, and individuals cooperate in the recruitment effort.

Eligibility and Coordination of Camper Recruiting and Selection

Criteria of eligibility for camping opportunity should be established by the Council. One approach is that of using the Office of Economic Opportunity definition of poor. Basically, this formula differentiates between
urban and rural poor. For an urban family of four, those classified as at poverty level have annual incomes of $3000 or less. The base line for larger families is computed by adding $500 to the annual income for each additional child.

In most communities, the poor have been identified by self-declaration or other methods. Such information may come from the Public Welfare agency or other public information sources. But among the many poor, it is often a question of deciding who should be most eligible for camping.

Some neighborhoods have a number of youths facing multiple handicaps. They need the chance to take stock of themselves in an environment that is not cluttered with cumulative failures. They can use a fresh start in a new environment. Camping can provide a fresh start and new perceptions of self.

To make such experiences accessible to disadvantaged youth, the Community Council for Camping must equip selected neighborhood residents with the knowledge necessary for recruiting campers. In one community, Community Aides and Welfare Workers were given loose-leaf notebooks containing essential information on every camp. Camp directors arranged for orientation sessions for the recruiters that included camp visits and work sessions in which recruiters and directors supplied answers to their questions.

The Council in consultation with participating camps determined the number of spaces that would be available for disadvantaged youth. These spaces were allocated among the neighborhoods and a deadline was set for reclaiming unfilled spaces that would be filled from waiting lists of young people. Such waiting lists were kept by recruiters and recorded with the Council. When the deadline date for enrollment was passed, the Council notified the recruiters to fill revised quotas.

Although recruiting has been done by public school personnel, churches, welfare and youth agencies, camp staff and others, it has been found that neighborhood workers who know the residents and the area are likely to be the most successful in recruiting disadvantaged youth as campers. In addition, they are strategic agents in follow-up for health exams, for seeing that the campers get to camp and that they are connected up with a program and school after camp.

The essential information in the recruiter's loose leaf notebook or kit should include brief descriptions of the participating camps, days and dates of leaving for camp and returning home, transportation arrangements,
program activities, some idea of the weather, and the facilities. Camps with experience in serving campers from low-income areas have learned to cut the list of clothing and equipment suggestions to bare essentials.

In addition, the descriptive materials should include names, addresses and telephone numbers of all principal persons involved in the camping opportunity program, i.e., Recruiter, Council Chairman, Camp Directors, Agency Executives.

The Community Council for Camping may agree upon simple uniform record forms, including the following:

(1) Day and Resident Camp Registration
(2) Camp Health Examination Form
(3) Camp Health Record
(4) Camp Information Sheet for Families
(5) Camper Achievement Record
(6) Camp Staff Application

A basic principle for records is that the only information requested is that which will be used to help the campers.

See end of chapter for suggested forms.

Selection of Campers

As was indicated, if the Council has agreed to target on recruiting the "hard-core disadvantaged youth," it may also have agreed upon the number of spaces available by ages, sex, and special camper interests.

The Council may also consider and agree upon selection policy. There are examples of recruiters being authorized to accept campers on a first-come, first-accepted basis within the quotas.

The Council may want to consider and agree upon other factors of selection. Studies indicate that the child judged most likely to benefit from a camping experience would be:

(1) One whose mother (or substitute parent) had indicated an interest in the child
(2) From a household in which there is a semblance of order
(3) From a home where some routines are carried out
(4) Where truancy, if any, is of an acceptable variety
(5) One whose values are not in great contrast to the non-disadvantaged child.

Camper Supplies and Equipment

For obvious reasons, the usual lists of camper clothing and equipment must be pared down to essentials when dealing with the disadvantaged. Experienced camps occasionally refer to the revised suggestions of clothing needed as "survival lists."

Through coordinated effort, provision should be made for necessary supplies such as:

(1) Bedding. This includes sheets, pillows, pillow cases, blankets, sleeping bags, ponchos or ground cover. Such items may be solicited through general community appeals, specific requests of local merchants, National Guard, camp suppliers, American Red Cross, and other local resources.

(2) Basic toilet articles. Each cooperating camp should provide soap, tooth brushes, towels and combs.

(3) Wet and cold weather gear. Because many disadvantaged youth will not have warm sweaters, jackets, sweat shirts, wool socks, raincoats and boots, camps in areas where such gear is needed should provide it. Some camps have a supply depot from which these items may be borrowed or selected.

(4) Flashlights and a supply of batteries and bulbs. Campers who are away from city lights have some uneasiness about the darkness in the country. Camps should have plenty of batteries and new or used flashlights on hand.

(5) Swimming trunks and bathing suits may also be needed in some areas.

Physical Examinations

Camping may offer a community an opportunity to provide each child and youth with a physical examination and such corrections or treatment as may be indicated. Health Services may be secured through the schools, clinics, union health centers, or the cooperation of private physicians.
Transportation Arrangements

Transportation arrangements require careful organization and provision for personal attention to each camper. Frequently, campers must be helped to get from their homes to a central location in the city.

There should be personnel assigned to the central pick-up point on departure and return to make certain that all campers are taken care of, and none left without transportation of some kind.

Costs of the campbus, car, or train transportation for disadvantaged campers may be provided by the Community Council for Camping or shared by the cooperating camps and the Council. Sometimes it is possible to interest local utility companies or other public-spirited businesses in lending their trucks or station wagons to transport campers without charge for these services.

(Sample form for)
CAMP REGISTRATION

Name__________________________ Sex____ Age_____ Birthdate____
Address________________________________________ Phone__________
Name of Parent (Guardian)__________________________
Address________________________________________ Phone__________
What I Would Like to Do At Camp:
______________________ ____________________________
______________________ ____________________________
Friends I Would Like to Be With in Camp:
______________________ ____________________________
Date_________________
(Sample form for)
CAMPER ACHIEVEMENT RECORD

<table>
<thead>
<tr>
<th>Name</th>
<th>Sex</th>
<th>Birthdate</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parent's Name (Guardian) _______________________________________
Address __________________________________________ Phone ________

What do you want to do at camp?

What would you like to get out of camp?

What did you do at camp?

What did you like best at camp?

What did you like least?

What did you do at camp you are proud of?

What do you wish you had done that you didn't do? Why?

Date _______ Counselor ______________________________________
Length of Stay __________

Note: These questions may be asked at three different intervals: (1) before camp; (2) toward the end of the camp session; and (3) after camp.

The Council may want to consider whether the campers would be asked to write or to talk with their Neighborhood Recruiter about these questions. The campers should have the assurance that their answers are needed to help with operating and planning good programs.
CAMP STAFF APPLICATION
Developed by
AMERICAN CAMPING ASSOCIATION, INC.

RETURN TO:

Social Security Number ____________________________

NAME ____________ Please Print Last Name First ____________ Date of Application ____________

Permanent Address ____________________________ City ____________ State ____________ Phone ____________

School or Business Address ____________________________ City ____________ State ____________ Phone ____________

(Mark "X" in front of the address to which mail should be sent)

Height ________ Weight ________ Date of Birth ________ Sex ________ Marital Status ____________________________

If Married, give age and sex of children (if any) ____________________________

Must family accompany you to camp? ____________________________

EDUCATION

<table>
<thead>
<tr>
<th>College</th>
<th>Major Subjects</th>
<th>Years</th>
<th>Degree Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CAMP EXPERIENCE (as employee) List most recent employment first.

<table>
<thead>
<tr>
<th>Position</th>
<th>Camp</th>
<th>Director</th>
<th>Address</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

REFERENCES: (Three, including former employers, if possible. Do not list relatives)

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What type of position do you want at camp?

Form 106-65  American Camping Association, Bradford Woods, Martinsville, Ind. (OVER)
In the following list, put numeral "1" before those activities you can organize and teach as an expert; "2" for those activities in which you can assist in teaching; and, "3" for those which are just your hobby.

<table>
<thead>
<tr>
<th>Arts and Crafts</th>
<th>Camp Craft &amp; Pioneering</th>
<th>Music</th>
<th>Sports</th>
<th>Water Sport Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketry</td>
<td>Camp Craft</td>
<td>Lead Singing</td>
<td>Archery</td>
<td>Archery</td>
</tr>
<tr>
<td>Ceramics</td>
<td>Hiking</td>
<td>Instruments (list)</td>
<td>Baseball</td>
<td>Baseball</td>
</tr>
<tr>
<td>Indian Lore</td>
<td>Orienteering</td>
<td>Accordion</td>
<td>Basketball</td>
<td>Basketball</td>
</tr>
<tr>
<td>Jewelry</td>
<td>Outdoor Cooking</td>
<td>Bagle</td>
<td>Boxing</td>
<td>Boxing</td>
</tr>
<tr>
<td>Leather Work</td>
<td>Overnight Camping</td>
<td>Plane</td>
<td>Fencing</td>
<td>Fencing</td>
</tr>
<tr>
<td>Metal Work</td>
<td></td>
<td>Guitar</td>
<td>Fishing</td>
<td>Fishing</td>
</tr>
<tr>
<td>Nature Crafts</td>
<td></td>
<td>Banjo</td>
<td>Flying</td>
<td>Flying</td>
</tr>
<tr>
<td>Newspaper</td>
<td></td>
<td></td>
<td>Life Saving</td>
<td>Life Saving</td>
</tr>
<tr>
<td>Painting</td>
<td></td>
<td></td>
<td>Rowing</td>
<td>Rowing</td>
</tr>
<tr>
<td>Photography</td>
<td></td>
<td></td>
<td>Sailing</td>
<td>Sailing</td>
</tr>
<tr>
<td>Darkroom</td>
<td></td>
<td></td>
<td>Swimming</td>
<td>Swimming</td>
</tr>
<tr>
<td>Plastics</td>
<td></td>
<td></td>
<td>Synchronized Swimming</td>
<td>Synchronized Swimming</td>
</tr>
<tr>
<td>Sculpture</td>
<td></td>
<td></td>
<td>Water Skiing</td>
<td>Water Skiing</td>
</tr>
<tr>
<td>Sketching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weaving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wood Carving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodworking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dancing</td>
<td>Ballet</td>
<td>Animals</td>
<td>Archery</td>
<td>Archery</td>
</tr>
<tr>
<td></td>
<td>Folk</td>
<td>Astronomy</td>
<td>Baseball</td>
<td>Baseball</td>
</tr>
<tr>
<td></td>
<td>Squash</td>
<td>Birds</td>
<td>Basketball</td>
<td>Basketball</td>
</tr>
<tr>
<td></td>
<td>Tap</td>
<td>Conservation</td>
<td>Boxing</td>
<td>Boxing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Flowers</td>
<td>Fencing</td>
<td>Fencing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forestry</td>
<td>Fishing</td>
<td>Fishing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Insects</td>
<td>Life Saving</td>
<td>Life Saving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rocks and Minerals</td>
<td>NRA Instructor</td>
<td>NRA Instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trees and Shrubs</td>
<td>Soccer</td>
<td>Soccer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weather</td>
<td>Softball</td>
<td>Softball</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tennis</td>
<td>Tennis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Track and Field</td>
<td>Track and Field</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Volleyball</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Dramatics</td>
<td>Creative</td>
<td></td>
<td>Wrestling</td>
<td>Wrestling</td>
</tr>
<tr>
<td></td>
<td>Play Directing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skits and Stunts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you hold current Life Saving or Water Safety Certificate? Indicate and give dates.

With what age group do you prefer to work at camp?

What contribution do you think you can make at a camp?

What contribution do you think a well run camp can make to children?

Write a brief biographical sketch, including specialized training in Camping, and experience or training in other fields which might have a bearing on this application.

Signature

31
CAMP HEALTH EXAMINATION FORM
for CHILDREN, YOUTH and ADULTS
Developed by
AMERICAN CAMPING ASSOCIATION, INC.
in consultation with
The American Medical Association and The American Academy of Pediatrics

RETURN TO:

This side to be filled in by parent or adult camper and checked with physician at time of examination.

Name
Last
First
Initial
Birth Date
Sex
Age
Parent or Guardian (or Spouse)
Phone
Home Address
Street & Number
City
State
Zip Code
If not available in an emergency notify:
1. Name
Phone
Street & Number
City
State
Zip Code
or
2. Name
Phone
Street & Number
City
State
Zip Code
HEALTH HISTORY: (Check giving approximate dates)

Ear Infections
Rheumatic Fever
Convulsions
Diabetes
Behavior

Allergies
Hay Fever
Ivy Poisoning, etc.
Insect Stings
Penicillin
Other Drugs

Diseases
Chicken Pox
Measles
German Measles
Mumps
Asthma

Operations or Serious Injuries (Dates)
Chronic or Recurring Illness
Other Diseases or Details of Above

Any specific activities to be encouraged? restricted?

IMPORTANT: Please notify the camp if this camper is exposed to any communicable disease during the three weeks prior to camp attendance.

Suggestions from Parents

PARENT'S AUTHORIZATION
This health history is correct so far as I know, and the person herein described has permission to engage in all prescribed camp activities, except as noted by me and the examining physician.

In the event I cannot be reached in an EMERGENCY I hereby give permission to the physician selected by the camp director to hospitalize, secure proper treatment for, and to order injection, anesthesia or surgery for my child as named above.

Signature
Date

AMERICAN CAMPING ASSOCIATION, INC.
Bradford Woods – Martinsville, Indiana 12-67

(OVER)
IMMUNIZATION HISTORY

Required immunizations must be determined locally. This is a record of dates of basic immunizations and most recent booster doses.

DTP Series ____________________________ booster ____________________________ Tetanus Booster ____________________________

Polio OPV (Sabin) ____________________________ booster ____________________________ Typhoid ____________________________

Measles Vaccine (live) ____________________________ booster ____________________________ Tuberculin Test ____________________________

German Measles (Rubella) ____________________________ Mumps Vaccine (live) ____________________________

Smallpox ____________________________ Other ____________________________

MEDICAL EXAMINATION – To be filled out by licensed physician.

This examination should be performed within six months of arrival at camp. Examination for some other purpose within this period is acceptable. Examination is for determining fitness to engage in strenuous activities.

Code: √ – Satisfactory
X – Not Satisfactory (explain)
0 – Not Examined

Hgt. ______ Wt. ______ B. P. ______ Hgb. Test ______ Urinalysis ______

Eyes ____________________________ Extremities ____________________________

    glasses ____________________________ Posture (Spine) ____________________________

Ears ____________________________ Skin ____________________________

Nose ____________________________ Allergy: ____________________________

    Please specify ____________________________

Throat ____________________________

Teeth ____________________________

Heart ____________________________ General Appraisal: ____________________________

Lungs ____________________________

Abdomen ____________________________

Hernia ____________________________

(For Girls and Women)

Has this person menstruated? ____________________________

If not, has she been told about it? ____________________________

If so, is her menstrual history normal? ____________________________

Special considerations: ____________________________

Recommendations and restrictions while in camp.

Special Diet ____________________________

Special Medicine (name it) ____________________________ Is parent sending it? ____________________________

Swimming, diving ____________________________

Strenuous activity ____________________________

Other ____________________________

I have examined the person herein described and have reviewed his health history. It is my opinion that he is physically able to engage in camp activities, except as noted above.

Examing Physician ____________________________ M.D.

Telephone ____________________________ Address ____________________________

Area Code and Number ____________________________ Zip Code ____________________________
CHAPTER IV

Camp Programs for Disadvantaged Youth

Possibly the most important truth that has been learned in working with children and youth from poverty areas is that these young people are more like other young people than they are different.

What programs and program methods are most effective in serving disadvantaged youth in camp? The National Camping Survey found by in-depth study of eight selected camps that the following methods are effective in serving both the advantaged and disadvantaged youth:

* decentralized camping, small group living in the out-of-doors under capable leadership

* trend toward less structuring of camper's time than traditionally practiced in camps

* greater emphasis on activities selected by individual campers or group decision

* no special programs planned just for disadvantaged campers, in line with the philosophy that all children be "considered the same" in camp

* frequent utilization of the natural resources of the camp setting to contribute to the physical, mental, spiritual, and social growth of the campers.

Camps operated under varying auspices provide illustrations of effective program designs for youth development through group living in the out-of-doors.

Resident Boy Scout Camp

All of the 22 troop and provisional units at the Charles Howell Scout Reservation serving Detroit youth were free to select those activities which best met their needs. Program opportunities were almost limitless and scheduling could best be described as "totally flexible."

This freedom of program selection and scheduling contributed much to the success of the non-Scout camp program for disadvantaged youth.
Resident Girl Scout Camp

The campers' likes and dislikes of program content in two Girl Scout camps in the Pacific Northwest varied from individual to individual among all campers. The disadvantaged generally preferred swimming, boating, leading (or being recognized), fishing, cooking out, and playing in the snow.

Day Camp of a Public Recreation Department

The Recreation Day Camp of Atlanta, operated exclusively for children of hard-core poverty areas, provided almost every conceivable educational, cultural, and recreational opportunity.

Included were trips and tours to 68 different places of business, of entertainment and interest in and around Atlanta; 14 special activities such as beauty contests, group singing, and jazz; a full range of sport activities, contests and tournaments; and other special out-door activities.

Fresh Air Fund Resident Farm Camp

Outdoor skills were the major program emphasis at the Fresh Air Fund Camp serving disadvantaged children and youth only. Activities included hiking, exploring, overnight trips, pioneering, and unit cooking.

The Farm, fully stocked with animals borrowed from nearby farmers, provides the campers an opportunity to observe the birth and development of animals, and growing of garden vegetables, often for the first time. Other activity introduced young campers to new interests, and permitted tailoring programs to the special needs of individuals. Activities included dance, sewing, drama, nature, arts and crafts, and athletics.

Resident Camp Operated by the YWCA

Camp Sears serving the Chicago area did not plan or conduct the programs for the disadvantaged as a special group. Initially the campers from poverty areas made heavy demands on swimming, boating, sports and arts and crafts.

Campers were slow, at first, in selecting outdoor activities such as hiking, campcraft, and overnight camping. Later, however, these activities became popular.
Camp Program Staff and Staff Training

The special values of a camp program derive from the outdoor setting and cooperative group living in the natural environment. Under qualified leadership, the camper expands his competence, skills and knowledge, and increases his pleasure in the out-of-doors. Thus, the program should provide specific instruction and experience in out-door activities and give opportunity for fun, exploration, adventure, and reflections. Though specific activities and variety of experience are important in themselves, their greater value lies in the contribution they make to the camper's growth and his attitude toward himself and others.*

It follows that the quality of program and of the camping experience is determined by the quality of the camp staff. In order that the camp experience may be real, useful and enriching to children and youth of poverty areas, it is important that staff be thoughtfully recruited, selected, placed, trained and supervised.

Recruiting and Selection

The Community Council for Camping may want to plan for the systematic recruiting of personnel from poverty areas, concentrating on persons with demonstrated appreciation for the uniqueness of individuals and the rich diversity of their life styles.

Various approaches have been used in enlisting the interest of such persons. Each is recruited because he has a skill, a quality or knowledge that is needed by the campers and the camp. Some persons may be interested not only because they are needed but for reasons consistent with the basic purpose of the camp. For example:

(1) Some may come because they will be given college credit for the summer work;

(2) Some may come because it offers the chance to explore possible career interests;

(3) Some may come to increase their knowledge and skills;

(4) Some may come because it is an important job that allows creative initiative in a framework;

Send a Child to Camp

PROGRAM

Happy faces, the reward for consumers and retailers who helped send more than 2,100 deserving youngsters to camp in a unique community relations program
(5) Some may come because a significant person in their lives whom they respect asks them to help.

The Community Council for Camping may delegate the recruiting job to each participating camp or it may augment these efforts by organizing a recruiting program. The Council would arrange for selected persons who know camping to visit neighborhood groups, college campuses and other logical sources to recruit staff.

Simultaneously the Council would plan with selected camp and other community personnel for the orientation and training of camp staff. The training committee would provide the recruiters with a training schedule. Such a training schedule would include dates, times, locations, subjects, and the name, telephone number, etc. of the Training Leader who could provide detailed information as needed.

Recruiters may be authorized to employ; or they may arrange for the person recruited and the camp employer to meet. These agreements should be reached before recruiting is undertaken.

Orientation, Training, and Supervision of Camp Staff

The design for orientation and training of staff may include orientation sessions in town, pre-camp training, and on-site training.

(1) Orientation Sessions in town should be short, accessible, and convenient. Content is determined on the basis of the background of the recruits. Possibly, a minimum of 3 to 4 hours is required to acquaint recruits with what the Council is trying to do, why it should be done, and what can be achieved.

It may be that recruits will be interested in further sessions. If so, these should be arranged promptly, in consultation with the recruits. Resource people from the community in which the low-income campers reside, social agency workers, disadvantaged youth and their parents, and other specialists may provide the instruction in the orientation sessions, as well as in the training of camp staff during the camping session.

(2) Staff training may also include Pre-camp Training for program and administrative staff. Sessions may include a range of subjects and workshops for developing skills in water safety, boating, sailing, campcraft, music, drama, rainy-day programs, outdoor cooking, conservation, and similar special interests that require knowledge and skill. Pre-camp
training may also include other content for administrators and supervisors such as Training of Program Staff; Supervision of Staff; Appraisal of Camp Operation and Results; Role of the Camp Director, etc.

On-site Pre-camp Training of all camp staff is basically the function of the participating camp. The Council, however, could recruit and make available a panel of specialists. Members of this panel could be scheduled by participating camps for pre-camp or in-service training sessions at various camps. Such a panel could augment training resources of participating camps.

**Training Content**

Within the training design, provision should be made for the following content:

1. Statement of the purposes of the Community Council for Camping and of the cooperative efforts for camping opportunities for children and youth of poverty areas;

2. Understanding the camper as an individual and as a person with dignity, autonomy and abilities;

3. Understanding the camper as a member of a group and a camp community;

4. Leadership in a camp setting;

5. Principles of program planning with youth in the out-of-doors;

6. Assessing the camp program; and

7. Other content areas of particular interest to the staff.

**Selected Examples of Personnel Practices in Camps**

1. At the Fresh Air Fund Camp, administrative staff (directors, assistants, and unit leaders) not only understood the administrative functions but they also showed insight into camp operation and how to work effectively with disadvantaged campers. The percentage of returning counselors at Fresh Air Fund Camps was relatively low, approximately 20 per cent. Staff recruiting was carried out through usual channels, including colleges and universities. Applicants were carefully screened for desirable personal
characteristics and skills. Selection or rejection was never based upon racial or religious consideration; no quota system was used.

The special skills and characteristics sought in staff were found in a wide range of backgrounds: school principals, teachers in Harlem, recreation specialists, youth leaders, coaches, veterans, football players, and college students with wide ranges of majors and minors. A pre-camp training session was held to try to meld the group into a smoothly operating unit.

(2) The majority of staff at the two Girl Scout Camps monitored in the Pacific Northwest were from middle-class white backgrounds.

Most were college students or graduates. Attempts to recruit staff from the inner-city proved unsuccessful. Low salaries excluded potential camp staff from all economic levels.

(3) Counselors at the 4-H Leadership Camp in Indiana were non-paid volunteers; 50 were selected from among more than 100 applicants. They attended a week-long training session prior to serving one or two weeks in camp. The camp directors strongly favored counselors being only slightly older (2 or 3 years) than the campers.

The main source of paid program leadership at the 4-H Leadership Camp was the Work-Study Program at Purdue University. It was felt that these workers were likely to be more sensitive to the needs of disadvantaged campers.

(4) In selecting staff, the Charles Howell Scout Reservation utilized the following guidelines from the national office of the Boy Scouts of America:

"Mature adult, understanding the type of boys he will lead, sympathetic and patient, firm but fair in handling discipline, ability to motivate boys, and a knowledge of and ability in Scouting skills."

Serving Detroit area youth, Camp Howell utilized a 4-man leadership team for provisional group camps of disadvantaged non-Scouts. There was a team for each 15-20 boys. The leaders were expected to be fully able to identify themselves with the community from which the disadvantaged boys were recruited.

(5) Merrick Day Camp recruited the largest portion of their staff from college students, particularly students with direct exposure to poverty areas through residence or agency involvement.
A unique and successful technique in developing good leadership at Merrick was a Friday morning supervisory session. Once a week, this period was set aside for staff members to solve problems and visit homes of the campers.

**Integrating Camping Into the Year-round Youth Opportunity Program**

The Community Council for Camping should plan with cooperating agencies to make sure that each camper has the opportunity to participate in an on-going program of his or her choice in town.

The Camp Survey in Gary found that many young people thought that only members of organizations could go to camps. This may have been true in the past, but it is no longer true. National voluntary youth-serving agencies have initiated a variety of methods for reaching out and making their programs available to children and youth in low-income areas who may not belong to youth organizations.

Day and resident camping has been one method used to introduce young people to the program possibilities. Boy Scouts have made substantial organizational changes to include non-Scouts and to follow up the camping experience with opportunities for boys to be members of troops in town.

One Girl Scout Council developed a day camp program with the public schools, and provided a continuation by planning with the day campers for year-round programming. This took the form of all-day group meetings around special interests once a month throughout the year.

Steps for following-up after camp have included:

1. Arranging for a person-to-person interview with the camper and his parent or guardian by the recruiter or the staff who worked with the camper;

2. Arranging before the youth goes to camp for including him or her as a member in a group or having someone in the neighborhood responsible for follow-up after camp;

3. Arranging for reporting to referral agency on the camp experience of the young people they referred and alerting them to follow-up health care and treatment or other needs; and
(4) Organizing additional in-town groups in low-income neighborhoods through cooperative action that may include VISTA, Work-Study students from colleges and universities, civic organizations, or newly developing community action associations.

Suggested Timetable of Organization for Summer Camp Programs

Camping opportunities for children and youth from low-income communities are not just a summer affair. Rather, they are an adventure in living that should be made available on a year-round basis. The development of resources for quality camping throughout the year requires the full time operation of a Community Council for Camping.

If the community is able to finance one or more permanent staff members, they could carry the responsibility of systematically organizing resources as outlined in the following timetable:

<table>
<thead>
<tr>
<th>Prior to November</th>
<th>Develop a fundraising program and establish deadlines for reaching the goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>Develop a statement of goals for the camping experience, and goals for the campership project.</td>
</tr>
<tr>
<td>January</td>
<td>Prepare and mail a letter to referral agencies and camp operators enclosing the statement of goals and encouraging participation in the program.</td>
</tr>
<tr>
<td>February and subsequent months</td>
<td>Recruit camp staff applicants from low-income areas. Arrange for Neighborhood Recruiters and scheduling of orientation for recruiters.</td>
</tr>
<tr>
<td>by February 15</td>
<td>Develop guidelines for camper selection based on information provided by camps.</td>
</tr>
<tr>
<td>by March</td>
<td>Develop information kit for orientation meeting, including guidelines for camper selection, uniform registration form, facts on each camp and spaces available, transportation, supplies, health examinations, and financial policies.</td>
</tr>
<tr>
<td>March</td>
<td>Hold an orientation meeting for camp directors and referral agency staffs to discuss aims and purposes of the project, and to exchange information.</td>
</tr>
</tbody>
</table>
April and subsequent dates

April
Conduct training program for camp counselors and others as agreed upon.

by June 1
Develop evaluation instruments. Arrange for camp visitors.

June and subsequent dates, one week ahead of camp period
Register campers. Arrange for transportation to and from camp.

June, July and August
Evaluation of camp experience by camps, agencies, campers and families

October 1
Evaluation of total campership project and initiation of planning for following year.*

Mrs. Nixon assists D.C. youngsters in putting up a tent at the Army/D.C. Recreation Department Summer Camp on the Potomac

CHAPTER V

Alternative Summer Programs

In spite of increased efforts to reach disadvantaged youth through resident camping and day camping, the percentage reached is still small. While camping opportunities should be continually expanded, alternative types of summer programs must be explored so that as many young people as possible may benefit from outdoor experiences.

Since disadvantaged city youth are most commonly deprived of outdoor opportunities, service to them should have priority. Most of these children live in areas lacking adequate open spaces. Playgrounds and parks are usually small and often difficult to reach. Programs, although often good, do not provide sufficient outdoor experiences. Most youth-serving agencies include outdoor ventures as integral parts of their programs, but largely due to the cost factor they have not succeeded in reaching disadvantaged youth as well as those from the middle and upper segments of society. The same is true of religious agencies and private associations.

There are other reasons to look for alternatives to resident camping. The camp has certain built-in advantages in terms of its ability to provide outdoor experiences that favorably influence children. Living outdoors in small groups while engaging in purposeful activities with fellow campers under continuing leadership in an atmosphere of fun and satisfaction makes camping a uniquely effective medium.

Not all children, however, respond equally well to the resident camp experience. Many young people are not emotionally constituted to make an extended experience away from home a happy experience. For these children, a substitute for the resident camp may well be preferable. Often the cost factor is a major deterrent to meeting the needs of the large numbers of young people who might benefit from the experience. Another difficulty is the attitude of some parents who for various reasons -- indifference, hesitancy at parting with children, misunderstanding of the purpose of camping -- refusal to let their children go to camp.

For all these reasons, programs offering at least some of the values of resident camping without its liabilities should be encouraged.

A. Day Camp

Day camp may be thought of as a program intermediate between the resident camp and the home. The home connection is maintained and the
camper remains near his familiar neighborhood. Cost is generally much less than that of the resident camp.

Volunteer neighborhood leadership may often be used effectively. Public parks and forests that receive their principal use on weekends are often available on weekdays.

B. Open Space Programs

Most deprived persons in large cities do not have access to adequate parks, playgrounds, and open spaces. Crowded school grounds, asphalt playgrounds, and the streets are often the major play areas. Where good leadership is available, these areas can contribute to the education and happiness of children, yet they are poor substitutes for large open green spaces with aesthetic values as well as a range of play opportunities. Although efforts are being made through urban development and planning to improve neighborhoods, the lack of money places such improvements, in many cases, far into the future. Children from these neighborhoods cannot wait; their needs are immediate. Opportunities outside their own neighborhoods must be made available to them.

There are many agencies that might make provision for experiences away from the neighborhood. Community Action Programs in some cases might assume major leadership roles. Schools, public recreation departments, neighborhood houses, religious organizations, and voluntary youth-serving agencies all have contributions to make. As in the case of camping, coordination is needed to reduce over-lapping and to reach the largest numbers of children.

C. Schools and Outdoor Programs

Varied outdoor experiences are sometimes offered as a part of the regular school program. Schools are increasingly extending programs of activities during out-of-school hours and for summer enrichment programs. These programs include visits to points of historic and scientific interest and activity projects in gardening and conservation.

Some schools are also involved in outdoor education on school time. Resident camp programs are operated, as well as day camps and field trips or visits to special school outdoor laboratories. Where schools have such programs for disadvantaged children, the other community agencies should know about them and cooperate in every way to insure success. In addition, some urban and suburban school districts have developed cooperative programs to help young people to learn to manage and to appreciate persons from varying and different backgrounds.
D. Trips and Outings

Trips and outings may provide new and adventurous outdoor experiences for disadvantaged city youth. Adequate leadership is essential to success. Paid leadership may be supplemented by volunteers, perhaps parents or older youths.

Essential pre-trip preparations should include taking careful stock of ages of the children and youth, their tastes and their interests. Good program planning would provide opportunity for the children or youth to share in selecting and planning the trips.

Arrangements should be made to secure parent or guardian permissions, to plan for food, and to organize into small groups to simplify keeping track of the travelers. Information about the trip should be made available to the parents, to the young people making the trip and to a central source of information such as the Community Council or a familiar neighborhood center. Provision should be made for reviewing and discussing conduct, what is expected and why.

Transportation is usually a major expense and is difficult to secure as a donation. It is possible to lease buses from public utility systems and private bus companies. It may also be possible to arrange for bus transportation through the schools, the National Guard, some youth agencies, the local chapter of the American Red Cross and occasionally through a nearby industry.

Day outings, cookouts, and picnics. Many city children have not visited even nearby parks and forests. Areas with spaces and facilities for cooking meals outdoors, walking through the woods, and playing games in natural sites offer untried and exciting experiences to these children.

Hiking trips. There are usually trails near cities available for hikes. The trips are more successful if the large groups are broken into smaller units with eight to twelve children in each. When combined with a simple cookout and led by a naturalist or local historian, these treks can open new vistas for children and youth.

Day of camping. Single day trips to outdoor areas to learn and to participate in camping skills can be organized to include outdoor cooking, practice in the use of tools, and simple construction projects. With the growing national focus on pollution and conservation, a day of camping could also involve the youth in a manageable project to clean-up, plant or otherwise improve the environment.
A Bright Summer Comes To An End

Camping out can be a whole new world to a little girl from the Model Neighborhood.

Approximately 300 little girls have been getting this experience this summer at the Girl Scout camp (Camp Kemp, on Highway 82) in a program provided by the City of Texarkana, Ark. The camp ended Friday.

From the flag ceremony in the morning to the flag ceremony in late afternoon, the days were filled with nature study and camp craft, song sessions, and hiking. The scene was tall pine trees, soft pine needles, and fresh air. There also were nutritious lunches, morning and afternoon snacks, and once a week -- on Thursday -- a cookout, with the campers doing the menu, the preparation, and the cooking. They shared the eating with visitors.

The camp was run by experienced Girl Scout leaders, and some of the troops came out during the week to offer special events like songs, dances, and puppet shows. The scouts have a contract with the city (this is the second year for the day camp) and the project is financed by Model Cities funds.

The day campers aim at these goals: Learning to work in groups; enjoying and being comfortable in the out of doors; making something (purses, identification tags, bird feeders, sit-ups, etc.); and hygiene.

After last year's three-week camp, new troops were formed in the Model Neighborhood and some campers joined existing troops. The popularity and success of the camp this year and last was evidenced by the enrollment the third week. It included "repeaters," girls who had been there the first or second week and wanted to return. The girls were in the age group of the second through eighth grade.
Naturalist-led trips. Field trips under the guidance of naturalists give new insights to many city children. In the summer of 1968, over 1400 children participated in programs of this type in Central Park, New York City.

Farm visits. Day trips to operating farms to acquaint city children with common practices in the raising of plants and animals are possible at reasonable distances from most large cities.

Zoos, wildlife areas, and botanic gardens. In most large cities there are zoos, wildlife areas, and botanic gardens, often maintained by the municipal park departments. Sometimes special leaders may conduct trips through these areas.

E. Outdoor-Centered Agencies and Programs

In some communities, outdoor programs are conducted by special agencies. Disadvantaged youth might well be reached through their concerted efforts.

Nature centers and junior museums. One of the expanding movements in the United States is that of the specialized natural science centers that serve school groups during the school vacations. Their varied programs are related to natural science and include trips and excursions.

Some of these centers have given special consideration to the inclusion of disadvantaged children in their programs. While recruiting of the children has been difficult and transportation has been a major obstacle, these programs are sufficiently rewarding to make the extra effort worthwhile.

Children's gardens. Garden programs might well be expanded. Tract gardens, especially in crowded sections of cities, provide places where children may work with the soil in their own garden plots throughout the spring and summer and even into the fall -- planting, caring for, and harvesting their own vegetables and flowers. The programs are commonly under the auspices of schools, voluntary agencies, or public park and recreation departments.

Farms and forests. Demonstration farms are maintained in some communities to give city children the opportunity to observe farm practices and to perform chores connected with producing crops, raising animals, and conserving soil. Forests are also occasionally accessible where young people may learn about timbering practices and the care of trees.
These suggestions are not intended to exhaust the possibilities for disadvantaged youth. Each community should examine its own resources and make the best use of what is available. Consideration should be given to new and imaginative programs.

F. Youth-Serving Agencies

During recent years the national voluntary youth-serving agencies have made special efforts to expand their services to the less privileged youth of our nation. The Boys' Clubs have historically distinguished themselves by operating centers and programs primarily for disadvantaged boys. The Y. M. C. A. and Y. W. C. A. have also developed centers in deprived sections of many cities. The Boy Scouts, Girl Scouts, and Camp Fire Girls have been skillfully designing programs for a larger number of these children in their membership. The 4-H clubs too have been revising programs and extending services to all segments of rural and small-town youth as well as those in low-income areas of urban communities.

For those national youth organizations that depend on volunteers for adult leadership of groups, developing and sustaining programs in low-income neighborhoods is difficult. There are many explanations given for the difficulties. These include misunderstandings about the program; both parents and children may think the program is for the rich and not for the poor. They may also think the program costs more than they can afford. Further, the responsibilities of large families and managing on small incomes drain the available time and energy. Thus, the adults seldom have the leisure, money, or energy to be volunteers.

For these reasons, some youth agencies have experimented with providing stipends or expense money to selected residents to make it possible for them to volunteer. Other agencies have made paid staff available for leading groups. Such staff are augmented by local volunteers who carry responsibilities that they can manage without neglecting family responsibilities. There are also examples of national agencies enlisting the cooperation of business and industry in releasing a worker with pay to lead a group in a neighborhood because "he is respected by the kids and he is the only person suited for the job at this time." Admittedly, these arrangements take considerable negotiation and are difficult to bring off. But the few examples indicate it is worth the effort.
CHAPTER VI

Evaluation Practices

How effective are current camping programs for disadvantaged youth?

What changes occur in the youth after he has lived in a natural camp setting for a week or more?

How are camping programs for youth of poverty areas evaluated?

Unfortunately, there are no clearcut answers to these questions. Frederick H. Lewis, Executive Director of New York's Fresh Air Fund, summed up these unknowns in commenting:

"Exactly what happens to a needy child who attends one of our camps...has not been scientifically evaluated. A team of sociologists and psychologists could undoubtedly come up with illuminating data. We have the tools to make precise measurements on the moon 250,000 miles away, but we do not know much about measuring the dawn-breaking of hope, the perception of opportunity, the flash-discovery of self in the minds and hearts of children."

Nonetheless, some evaluation of camping programs should be tried by the Community Council. Opinions and suggestions should be gathered from campers, both disadvantaged and non-disadvantaged, parents, referral agency workers, camp staff and camp directors, and other informed persons.

The camping movement's one great need in fully justifying its role in serving disadvantaged youth is a scientific method of evaluating the effectiveness of camp programs and their impact on youth. Some preliminary attempts at evaluation have been carried out:

(1) The Campership Committee of the Totem Council of Girl Scouts selected a 1-in-8 random sample of their referrals. Evaluations were obtained from these campers, their parents and counselors.

The evaluations tended to be informal, and were limited to discussions among campers, counselors, and camp directors during the camp week and following the camp season. These camps also used small group meetings with sponsoring agencies, welfare agencies, and camp personnel to evaluate the effectiveness of the previous summer's camp program.
(2) Merrick Day Camp used a variety of methods, including a day-to-day "continuing searching" type by the camp director, weekly narrative statements by counselors, physical plant evaluation by Wilder Foundation staff, extensive written appraisals at the end of the camp season, and a written report prepared by each counselor on each child in his group.

(3) Each camper at the Arkansas Special Youth Project was asked to respond to the same questionnaire at the beginning and end of the camp period to measure changes that might have occurred during his week of camp.

(4) In addition to formal evaluations made by camp personnel at the Fresh Air Fund Camps, the Fund considered subjective evidence of camping success and changes which occurred in the camper. For example:

In spite of early prevalence of homesickness, by the end of the camp period there was found an almost universal reluctance to leave. Environmental differences between camp and city, and personal impact of counselors, were cited as possible explanations, in addition to the undefined value of camping to the child. That change can occur in an instant is shown by the following example. An obstreperous camper had exhausted the patience of the staff and was prepared to be sent home. A 'star watch' with an astronomy specialist so intrigued the camper that he wrote essays on stars, changed his behavior, and remained in camp.

(5) 4-H Ouibache Camp personnel maintained a continual process of evaluation in camp as the basis for program changes. Although no attempt is made to distinguish between disadvantaged and non-disadvantaged in program or evaluation, camp staff were aware of attitude changes taking place. For example:

As a white mother delivered her daughter to camp, she noticed a Negro youth standing nearby. Only after long debate among the family was the daughter permitted to register. Five days later, when the mother came to pick up her daughter, she saw her embrace a little Negro girl who had become her "best friend."

(6) It was reported difficult, or near impossible, to assess the value of the Atlanta Recreation Day Camp, but one report summed up the evaluation process: "Numbers, incidents, problems we have documented. Accomplishments, progress, and smiles often remain the property of their possessors."
Suggestions for Ways of Assessing Camp Programs

Information useful for reporting and further planning for youth development may be simple or complex. It is possible that adaptations of the following suggestions may be helpful to most communities.

Assessment - Phase I - Camping Facts

Information on what was accomplished in camping should be gathered promptly after the campers' return to the city or when the summer camp season is closed. Such information should be assembled rapidly and reported promptly in order to capitalize on the community interest and to redirect the momentum of achievement into back-to-school campaigns, expanding work-study or part-time work opportunities for young people who should continue their formal education.

By telephone, return postal cards, or other rapid reporting device, participating camps should make available the following facts:

1. Information on how many people went camping by age, sex, and other factors related to the target population and the specific purposes being served

2. Length of camping experience by type of camp

3. The number of camps and other community resources, by type of contribution, that participated in the program. For example, two industries provided bus transportation for 400 campers; five civic clubs provided $1500 for camperships; 50 youth, 14 to 16 years of age, from the flats went to Wilderness Camp for 14 days, etc.

4. The total cost of the program and the per capita cost.

Another way of assessing the Camping Program is through securing subjective views of campers and others directly concerned with the campers, such as parents, camp counselors, camp administrators, neighborhood recruiters, camp visitors, or program monitors, and selected others.

Assessment - Phase II - Views of Camping

The Community Council for Camping should arrange for selected volunteers to interview campers, parents, staff and others involved in the camping effort.
Interviewers could be college students, school counselors, youth workers or others with interviewing skills, or young persons or older citizens willing to take brief training in interviewing. Such training would be provided through the Council.

Questions that should be asked, and for which answers are needed for assessing summer camp programs and planning for year-round camping and youth development programs, could focus around the following suggestions.

The open-ended questions below may be adapted to fit the person being interviewed. For example:

Do you think that your son, your daughter, the campers with whom you worked, etc., got anything out of camp?

Do you think you got anything out of camp?

What did you want to get out of camp?

What was different from what you expected?

What surprised you about camp?

Such questions and answers do not lend themselves to tabulation. But they do provide subjective assessments of areas of strength and those that pose problems. Such data can be studied, considered and utilized in further planning.

As indicated earlier, there is urgent need to design and to conduct research that will test the general assumption that camping is "good for young people." Thus, another phase of assessment that requires substantial investment in time, thought and money is that of study.

Assessment - Phase III - Studies of Camping

With the increase in community colleges, with the growing concern for finding the ways to improve the quality of teaching and education, it should be possible to inventory the kind of questions about camping that agencies operating camps have. In addition, it should be possible to enlist the help of research faculty, undergraduate and graduate students in planning and conducting studies to increase knowledge about camping in the areas of education, psychology, sociology, architecture, engineering, social work, human development, human relations, the human environment, etc.
Admittedly, research requires time, money and personnel, but it is an essential aspect of finding the truth and improving programs and services for the development of young people.

Program Possibilities in Camps

Camping may accommodate a range of opportunities for inner-city youth. Camp administrators should be urged to consider the following:

* Employing youth from low-income areas as program staff, counselors, or in other capacities.

* Providing work crew projects for Neighborhood Youth Corps personnel.

* Developing with the public schools in low-income areas outdoor education, conservation, nature or environmental science programs.

* Developing with higher education institutions work-study, research, and laboratory experience for teachers, social workers, psychologists and other professions.

* Family outings and family camping.

* Use of the camp as a base for conservation projects such as cleaning up rivers and ponds, erosion control, planting or thinning forests, etc.

* Developing a work-study program or employment training program in cooperation with the public schools, training schools, Office of Economic Opportunity, or training programs of the Department of Labor, etc.

* Development of day care programs in camps with year-round facilities that are close to cities.
CHAPTER VII

Career Exploration and New Job Opportunities

In addition to various program activity adaptations, it is valuable to utilize camping and outdoor programs to introduce youth to new career interests and possibilities.

Inner-city youth are often greatly handicapped by a lack of marketable skills as they seek summer employment and full-time work. Their lack of training diminishes their ability to compete for the limited number of jobs that are available.

The field of camping has many potential career opportunities. Camping programs may be a viable means of supplying both summer jobs and full-time employment for disadvantaged youth. In addition to developing leadership potential, offering outdoor fun, and developing group cooperation and socialization, camping offers many vocational possibilities. Camping experiences can lead to jobs in agency camps, church and school camps, day camps, and park and recreational systems. All of these service areas have persistent personnel shortages.

Counselor in-training programs, special projects for vocational training, and new curricula in colleges and universities are means of developing skills of older disadvantaged youth for future careers in the camping field.

Counselor in-training programs are a common means for a camp to insure a steady source of trained counselors for the next year's staff. The counselor aides become acquainted with the program, the responsibilities of a counselor, and the camp site, while learning necessary skills and techniques.

The Office of Development Services in Chicago is working on a two-year Manpower Project funded through the Department of Labor to train inner-city youth as camp counselors and eventually to prepare them for full-time employment. The program for sixty in-school disadvantaged youth combines training during the school year, practical experience during summer, and a guaranteed position with a participating agency once the training is successfully completed.

The State of Washington has a New Careers program in the Department of Institutions in which training for a variety of careers, camping included, is given in a two-year junior college program.
A small number of disadvantaged adolescents received leadership training in a camp setting working with emotionally disturbed youth in the Adler Mental Health Zone in Illinois. As in the Manpower study, these youth were paid for their work as trainees and camp counselors.

Several of the job training programs have encountered problems regarding the amount of money paid and the amount of time worked by the youth. Experience would suggest that the training program might be more successful if the salary were related to achievement and difficulty of the task to be performed and special skills required. Whenever possible, salaries should be comparable to the rate prevailing in the area for similar jobs.

A few colleges, universities, and junior colleges have begun to plan for training youth from disadvantaged backgrounds for camping positions and related jobs. The curricula and administration of such programs must be devised to utilize the potential and talents of these youth without penalizing them for a lack of basic academic background. Emphasis should be on practical application of information and skills.

A helpful document in this field is the Children's Bureau publication #463 entitled Good Camping for Children and Youth of Low Income Families, for sale by the Superintendent of Documents, Washington, D. C. 20402, at 30¢ per copy. Another is Outreach Camping, available from the Boy Scouts of America, North Brunswick, N. J. 08902. Both have good bibliographical recommendations for training and reference works in the area of working with the disadvantaged in camp settings.

The Cleveland Experience

Cleveland, Ohio is a city of about 740,000. Its racial breakdown is about 427,000 whites, 293,000 blacks, 12,000 Puerto Ricans, 4,600 American Indians, and 2,500 Orientals.

In 1969 the Cleveland Welfare Federation first sponsored a Camp Counselor Training Program aimed at increasing job opportunities for inner city youth, especially blacks, in camp and recreation jobs. Social-agency sponsored camps cooperated in the training process.

Significant was their finding that it is feasible to train inner city teenagers, 17 and 18, for camp counselor and recreation-aide positions on interracial staffs, but not without minor problems.
Until recently, the generally accepted minimum for a camp counselor was 19 years of age and at least one year of college. The Camping Committee that evaluated the 1969 summer experience in Cleveland concluded that: "The program did clearly and positively demonstrate that some inner-city teenagers, 17 years of age and over, could be trained and hired for camp counselor positions. A significant number of teenagers who would not have been considered for employment without this program were hired in camp jobs and worked out well."

As a result of the 1969 training, 36 trainees obtained jobs in resident or day camps; 20 were employed in other youth serving programs such as Teen-Drop-In Centers, Youth Outreach, and Neighborhood Improvement Programs; and 18 went to work in private business settings. The trainees who won camping jobs expressed the strong hope that the program would be continued. Not only did they evaluate the program as helpful in securing jobs. They also appreciated the opportunity for social development across racial, ethnic and religious lines with young people from all sections of the city.

The cooperating camping agencies agreed that the program had been worthwhile. The cooperating agencies included the YW and YMCA's, the Girl and Boy Scouts, Camp Fire Girls, the local chapter of the American Camping Association, the Salvation Army, and some neighborhood and community houses.

Based on the first year's experience, the evaluation committee recommended that the YMCA donate the services of a regular staff member to administer the program, while the Camp Fire Girls do the same to provide program development and implementation. Recruitment and screening of trainees were to be simplified through the employment of neighborhood recruiters in each of five poverty target areas, supplemented by YMCA "Youth Outreach" workers.

The 1969 pilot program was funded through money made available by the Greater Cleveland Associated Foundation, obtained by the Cleveland Welfare Federation and the Mayor's Council on Youth Opportunity.

Originally geared for 60 trainees who were only 17-18 years old, the program was to pay $15 per session for seven weekend training sessions, for a total of $105 per intended recruit. Greatly oversubscribed, both the budget and the training resources were overstrained when between 83 and 123 trainees, some of them under 17, showed up and were paid $15 for each training session they attended.
The recommendation for 1970, as a direct result of the 1969 experience and confusion, was that the training stipends be dropped, while the pay for the five Group Leaders be increased. (The task of the Group Leader is to prepare and evaluate the training methods and materials, along with evaluating the trainees themselves. Group Leaders are expected to meet for several hours weekly to prepare for each of the seven sessions, and to evaluate each one as completed.)

The keys to effective operation of camp counselor training programs for inner-city teenagers were found to be early action and pre-planning, the Cleveland experience proved in its first year.

Other lessons learned were that the size of the trainee groups must be kept small for maximum learning benefit; that screening and selection are crucial; that four weekend training sessions at different camp sites were needed instead of only one; that on-the-job follow-up is important; and that transportation costs for trainees to the camps should be paid, but not stipends (stipends tended to attract some applicants who were not serious about working afterwards).

Under the 1969 training program, 36 camp counselors and 20 recreation workers earned an average of $400 each for their summer's work.

In 1970 the second season of counselor training of inner-city youth showed great improvement over the first. The training was streamlined and upgraded, at half the cost of the first year -- due mainly to dropping the $105 training stipends. (In 1970 the budget, obtained through the same source as 1969, was $6,436 for training 60 inner-city teenagers.)

For the 1970 season, the Y. M. agreed to donate the services of a regular staff member skilled with youth to administer the program, while the Camp Fire Girls did the same for program development and implementation. As for timing, a funding decision by early January was found to be imperative, with two months' lead time the minimum for adequate programming opportunity. The 1970 schedule was:

- By mid-January - Know your funding
- February & March - Recruit trainees; hire and prepare Group Leaders; prepare detailed program
- March 14 - First of seven Saturday training sessions
- May 2 - Last of sessions -- camp overnight
- May & June - Job interviews and placements
- Mid-July & August - Evaluation through on-site visits and questionnaires.

All trainees in 1970, as in 1969, were selected from inner-city target areas. The goal was 60; 56 were enrolled; 36 "graduated."
Of the original 56, there were 19 male and 26 female blacks; one male and five female Puerto Ricans; one female American Indian; and four female white minorities (two Yugoslavian). Twelve of the 20 males and 24 of the 36 females completed their training and received certificates -- a ratio of two out of three. Of the 36 who were certificated:

-- 23 were placed in camp jobs
-- 3 took other jobs in the city
-- 4 went to summer school
-- 4 rejected job offers (two were Puerto Rican girls whose parents wouldn't allow them to work in a camp setting, which surprised the recruiters; one had to take care of a blind mother; and one entered the Miss Black America Contest)
-- 2 were not offered jobs (because of questionable character, poor references, immaturity, or false statements on forms).

The lessons learned for the 1971 season centered mainly on these points:

1. Start recruiting earlier; begin training in March.

2. Provide more careful screening of recruits. Make certain, for example, that the trainees understand what a day camp is and what a resident camp is; that they really want the job they are being trained for; and that parents will permit them to take it.

3. Provide an increase in stipend for those Group Leaders who return for a subsequent season. (In Cleveland's case, most of the Group Leaders -- all who could -- returned the following season.)

4. Include more camp skills in the weekend training programs, and allow more time for learning them.

5. Have a series of training sessions with Recruiters, to be sure they are all giving the same recruiting message to recruits. (Most Recruiters had a previous year's experience.)

6. Have a series of training sessions (at least 3) with the Group Leaders to be sure they all are leading the trainees in the same direction.

7. Develop a résumé on each trainee, to be kept by the Group Leader with help from other staffers, for the benefit of the prospective employer.

On the following page is a fact sheet from the Cleveland Federation describing their 1970 recruitment drive.
COUNSELOR TRAINING PROGRAM
1970

FACT SHEET

SPONSORS:
Y. M. C. A. - Mr. Richard Floyd
   Project Director
   2200 Prospect Avenue
   Cleveland, Ohio 44115
   696-9900

Camp Fire Girls - Miss Peggy J. Jacks
   Program Assistant
   1001 Huron Road
   Cleveland, Ohio 44115
   781-2944, Ext. 395

DATES OF TRAINING PROGRAM:
April 11 through May 23 (7 consecutive Saturdays)

One overnight at camp (Friday night to Saturday night) plus three training sessions
at camp sites.

NUMBER OF TRAINEES NEEDED: 60

A few trainees from last year's program will be employed to recruit. Outreach
Workers from the YMCA will do recruitment. Camping agencies are also asked to
refer young people to the program by April 4 at the latest. Mr. Floyd will interview
male applicants and Miss Jacks, female applicants. Have the young people call
directly to arrange for an interview.

Please be certain that applicants meet the following qualifications and understand the
program before making a referral.

TRAINEE QUALIFICATIONS:
(1) Lives in the inner-city. (Special emphasis is given to minority group members,
   e.g. Negroes, Spanish-speaking, and Indians.)
(2) 17 years of age or over at the time of summer employment.
(3) Shows interest in working with children in a camp setting.
(4) Shows leadership potential.
(5) General good physical health.

JOBS
Trainees are guaranteed summer jobs in agency resident or day camps.

PLEASE NOTE: While no training stipends will be paid to trainees, trans-
portation costs to and from all sessions will be paid, and
lunch will be provided.
Year-Round Youth Programs

Within a few short years there has been an explosion in man's concern for the quality of his environment. As noted in the 1970 First Annual Report of the Council on Environmental Quality:

"...1970 marks the beginning of a new emphasis on the environment -- a turning point, a year when the quality of life has become more than a phase; environment and pollution have become everyday words; and ecology has become almost a religion to some of the young. Environmental problems, standing for many years on the threshold of national prominence, are now at the center of nationwide concern. Action to improve the environment has been launched by government at all levels. And private groups, industry, and individuals have joined the attack."

Concern with the quality of the environment is a common cause shared by children, youth and adults. Persons of all ages in urban as well as rural areas have begun to join efforts toward understanding man's interdependence with his environment and in working to solve environmental troubles.

In his August 10, 1970 Message to Congress, President Nixon directed attention to the possibilities for cooperative effort. "The job of building a better environment is not one for government alone," he said. "It must engage the enthusiasm and commitment of our entire society."

Here, then, is a broad outline of a purpose that can engage a range of interests, abilities and resources in a national commitment.

New Perspectives on Youth Programs

The many different labels attached to developing programs include those of Environmental Education, Ecology, Outdoor Education, School Camping, Conservation Education, and other designations. Similarly, the arrangements and the financing are varied, and attest to the infinite
number of social inventions possible when responsible adults organize resources creatively. Characteristic elements of these new perspectives for programs include:

1. Aligning resources to deliver opportunities that are relevant, manageable, and challenging to youth;

2. Organizing resources so that the operations make sense and provide a supportive structure on which youth can depend, while encouraging youth to take on planning and program operation;

3. Designing a cooperative effort in which lines of communication and complementary actions are known and respected by youth, their families, and the paid and volunteer staff of the cooperating agencies;

4. Providing for measuring and assessing what was accomplished of the stated objectives; and

5. Organizing the resources that have been effectively combined to include demonstration as well as established functions of public and voluntary systems for the development of children and youth.

Selected programs utilizing varying combinations of Federal, State, and local public and voluntary resources are described briefly below, as examples of creative efforts that may be adopted by Youth Coordinators throughout the country:

Pioneer Village

With Federal funds from the Rehabilitation Services Administration (Social and Rehabilitation Service, Department of Health, Education and Welfare) a private, non-profit organization launched a pilot project to rehabilitate incipient delinquents through a camping program in technical consultation with the Massachusetts Rehabilitation Commission. Called Pioneer Village, the program provided two sessions of four weeks each for 50 boys, aged 12-15, in each period. The campers were selected from junior high and middle schools of Boston by the guidance advisors. Selection criteria included the boy's school achievement record, attendance record, intelligence scores, sociability factors, involvement and extracurricular activities.
Campers were divided into eight cabin groups with a staff of 10 -- a ratio of one staff to five campers. These youths learned how to live in a democratic society by deciding on the rules to be followed in cabins, dining hall and other camp areas. They consented to rules made by staff for the safety of campers at the waterfront, in hiking and special activities. A flexible program design encouraged and supported camper participation in individual, cabin, and all-camp activities. Emphasis was on adventure activity such as overnight camping, conservation, aquatics, etc.

Preliminary findings on effectiveness of the program indicate that the most notable gains were in the area of leadership, service and group cooperation. The program objectives of helping campers to learn to manage themselves, to become responsible members of a community, and to be of service to others were attained. Drs. Kvaraceus and Kenny of Clark University developed the research design and analyzed the data gathered in summer. Provision was made for reporting back to the school personnel on the achievements and progress of the boys.

Title I Funded Programs

Through Title I of the Elementary and Secondary Education Act, many young children are being provided with the chance to explore the world of nature. In addition to classes in the out of doors, many school districts operate resident camping programs anywhere from 3-day sessions to those extending for two weeks.

"Classrooms Under the Sky" is a superior resident school camping program run by the Chicago public school system under Title I funding.* Material detailing Chicago's experience since 1965 with this unusual outdoor education program may be obtained by contacting the Department of Curriculum Development and Teaching, Office of Outdoor Education and Camping, 228 North LaSalle Street, Chicago, Illinois 60601; (312) 332-7800, ext. 666.

In Topeka, Kansas, Title I money was used for project Greenthumb. Hundreds of fifth and sixth grade students, their brothers, sisters and parents planted, tended and harvested a garden. Then the children and their "helpers" prepared the foods for eating or for storage by freezing or canning.

A Living Library was created in Derby, Kansas, for the summer months. In addition to books, budding young naturalists could check-out, on an overnight basis, living plants, toads, snakes, turtles, spiders, lizards and a collection of insects.

Title III Funded Programs

In addition to the diverse possibilities of Title I programs, there are the far-ranging developments made available through inventive use of Title III funds. Among the more than 100 Outdoor Education projects funded under Title III of the Elementary and Secondary Education Act are the High Rock Nature Center on Staten Island for children of metropolitan New York, the Sandy Hook project for becoming acquainted with and helping to preserve a barrier beach, the Program of Outdoor Education for Southern Idaho, the Napa Experimental Forest education center in California, the Floating Laboratory oceanography project of California's Orange County, the Summer Ecology program at Deer Lodge, Montana, and many more. What is clearly evident is that the possibilities for learning in the outdoors are infinite and lend themselves to time intervals of hours or days, or overnight or weeks.

Youth Coordinators could initiate planning with local and State educational program administrators to increase and extend opportunities for learning in the out of doors. Federal resources include not only Titles I and III of the Elementary and Secondary Education Act, but also Title VIII, which provides for developing and demonstrating educational practices for the prevention and reduction of dropouts in both urban and rural schools.

Other Resources

Although this Camping Manual is not intended to be an exhaustive directory of all resources, following is a list of the major Federal resources available for youth camping or for conservation education programs, through creative planning and program development with local and State resources:

Education

Elementary and Secondary Education Act - Titles I, II, III, V and VIII
National Defense Education Act* - Title III
Higher Education Act - Title I
Education Professions Development Act
Manpower Development and Training Act
Vocational Education Amendments of 1968
Handicapped Children's Early Education Assistance Act

Health, Nutrition, Social Development

Health Services for Mothers and Children - Social Security Act,
   Titles V and XIX
Child Welfare Services - Social Security Act, Title IV B
Aid to Families with Dependent Children - Social Security Act, Title A
Youth Conservation Corps, Departments of Agriculture and Interior -
   provides for conservation programs on public lands; funds should be
   available toward the end of fiscal 1971.
Vocational Rehabilitation Act, as amended - includes rehabilitation services
   innovation for persons as young as 14 years.
Economic Opportunity Act - provides, among other programs, for new
   directions in equipping young people to learn and to acquire marketable
   skills.
Juvenile Delinquency Prevention and Control Act of 1968
Department of Agriculture - Food and Nutrition Programs.

Other Facilitative Resources

Department of Health, Education, and Welfare - Surplus Property Utilization
Department of the Interior - National Environmental Study Area program
   intended to support and stimulate education programs in local school
   districts.

The enrollees ate all their meals at the mess hall on the Reap campsite.
The girls were taught how to make their own clothes.

This summer Youth Project was sponsored by the Department of Army under the guidelines of the Domestic Action Program.
In light of the Federal emphasis on EMPLOYMENT and the President's interest in activities from private sector that are needed in areas previously stressed by the President's Council on Youth Opportunity.

Therefore, BOYS' CLUBS NEED TO PITCH IN for more camping

Camps provide an unequalled setting for developing close relationships between adults and Club members. Perhaps no other atmosphere is as conducive to influencing an individual's attitudes toward others, himself, and the world around him.

Each year Boys' Clubs continue to provide camping opportunities to a record number of boys. With an estimated 34% of our members living on the poverty level, it is obvious we have a long way to go before all those Boys' Club members who could most benefit from a summer camping experience receive one. To get more boys to camp, PITCH IN:

HERE'S HOW:

1. Make every effort to operate camp at full capacity. Special efforts will be needed to raise a sufficient number of camping opportunities. Accepting referrals is recommended, but fees charged non-members should at least equal the cost of providing the service. Explore cooperation in campership campaigns; seek special grants from the United Fund or Community Chest, Service Clubs, foundations, friends of the Boys' Club, etc., to provide camping for the disadvantaged. Explore sponsorship of camps by the Board of Education under ESEA Title I provisions.

2. To serve more campers, consider extending the season or increasing capacity by adding housing (tents) before shortening the camp period. Consider trips out of camp for several days for older campers. While they're gone, bring in day campers for a brief resident experience.

3. Make the Boys' Club camp available to other organizations, including other Boys' Clubs, before or after the regular season. Income can help offset operating expenses or be earmarked for the "scholarship fund."

4. Develop camp programming proposals for selected groups (teenagers, dropouts, unemployed, etc.) which have a built-in training component. "Marina S," a one-week camp session for teenagers from Providence, trained older boys in aquatic and boating skills. The Milwaukee Boys' Club sponsored a conservation program in cooperation with the Job Corps. (Specific information on these programs is available from National Program Service.)

5. If you have no camp, utilize parks (county, state and national). Contact the Forest Service or the nearest office of the Corps of Army Engineers about sites which may be used. The State Conservation Department can direct you to large landholders who might lend a site. If all else fails, consider advertising for a short-term site. Older boys find much appeal in tours of camp programming or travel camping, such as canoe, boat, backpacking or bike trips. (See State Bureau of Outdoor Recreation liaison offices for help. A list is enclosed.)

6. On your own or with another agency, conduct a day camp program using available parks within commuting distance. Schedule camp hours to the employment pattern of the community. The Northeast Boys' Club in Philadelphia found that many parents did not get home from work until 6:00 p.m. or later. Accordingly, the day camp was scheduled to operate from 1:00 p.m. to 7:00 p.m., with a meal late in the afternoon. Utilize surplus foods and participate in the special Milk Program. (The United States Department of Agriculture is expanding opportunities for subsidized Food and Nutrition programs. See the Spring. 1970 JOURNAL, page 23, "Special Food Service in a Boys' Club."

7. In all types of camping, include as much opportunity as possible for youth to participate in the planning. Planning groups should consist of campers as well as counseling staff. Parents, too, should be provided an opportunity to assist. They may help to raise money or register and recruit campers. Parents that are often the most reluctant to permit their children to go to camp.
APPENDIX I
DIRECTORY OF SOURCE CONTACTS FOR INFORMATION ON
IMPROVING CAMPING OPPORTUNITIES FOR CHILDREN AND YOUTH OF
LOW-INCOME AREAS

Mr. Ernest Schmidt
Executive Director
American Camping Association
Bradford Wood
Martinsville, Indiana 46151
Tel: 317/342-3042

Dr. Sal J. Prezioso, President
National Recreation and Park Association
1700 Pennsylvania Ave., N. W.
Washington, D. C. 20006
Tel: 202/223-3030

Lt. Col. William E. Brown
Special Assistant for Domestic Action Program
Office of the Assistant Secy of Defense (M&RA)
The Pentagon, Room 3D257
Washington, D. C. 20301
Tel: 202/0X 5-3114

Food and Nutrition Service
Child Nutrition Division

Northeast Region
Food and Nutrition Service
Department of Agriculture
26 Federal Plaza
Room 1611
New York, New York 10007

Southeast Region
Food and Nutrition Service
Department of Agriculture
1795 Peachtree Road, N. E.
Atlanta, Georgia 30309

Midwest Region
Food and Nutrition Service
Department of Agriculture
536 South Clark Street
Chicago, Illinois 60605

Southwest Region
Food and Nutrition Service
Department of Agriculture
500 South Ervay Street
Room 3-127
Dallas, Texas 75201

Western Region
Food and Nutrition Service
Department of Agriculture
Appraisers Building
Room 734
630 Sansome Street
San Francisco, California

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Office of Child Development
Children's Bureau
South Building, Room 2030
330 C Street, S. W.
Washington, D. C. 20201

Assistant Regional Directors of the Office of Child Development

Region I
Mrs. Rheable Edwards
J. F. Kennedy Federal Bldg.
Government Center
Boston, Massachusetts 02203
Tel: 617/223-6450

Region II
Mr. Josue Diaz
Federal Building
26 Federal Plaza
New York, New York 10007
Tel: 212/264-2974

Region III
Mr. Fred Digby
220 Seventh Street, N. E.
Charlottesville, Va. 22901
Tel: 703/296-1226
HEW Cont'd

Region IV
Mrs. Barbara Whitaker
Peachtree-Seventh Building
Room 404
50 Seventh Street, N. E.
Atlanta, Georgia 30323
Tel: 404/526-3936

Region V
Mr. Philip Jarmack
New Post Office Building
433 West Van Burean Street
Chicago, Illinois 60607
Tel: 312/353-7800

Region VI
Mr. Kenton Williams
Federal Office Building
601 12th Street.
Kansas City, Missouri 64106
Tel: 816/374-5401

Region VII
Mr. Thomas Sullivan
1114 Commerce Street
Room 910
Dallas, Texas 75202
Tel: 214/749-2319

Region VIII
Mr. Robert Kolar
19th & Stout Streets
Denver, Colorado 80202
Tel: 303/297-3107

Region IX
Mr. Samuel Miller
Federal Office Building
Room 102
50 Fulton Street
San Francisco, Calif. 94102

Region X
Mr. Bill Yutze
1319 Second Avenue
Arcade Building
Seattle, Wash. 98101

Office of Education
Dr. Wilhemina Hill, Specialist
Environmental and Education
Donohoe Bldg., Room 4821
400 6th Street, S. W.
Washington, D. C. 20202
Tel: 202/755-7542

Mr. George Lowe
Executive Coordinator
Environmental Education
Studies Staff
7th & D Streets, S. W.
Room 3069
Washington, D. C. 20202

DEPARTMENT OF THE INTERIOR

Bureau of Outdoor Recreation Regional Directors

Mr. Frank E. Sylvester
1000 Second Avenue
San Francisco, California 94102
Tel: 415/556-0182

Pacific Southwest Region: California, Nevada, Arizona, Utah,
Hawaii, American Samoa, and Guam.

Mr. Fred J. Overly
1000 Second Avenue
Seattle, Washington 98104
Tel: 206/583-4706

Pacific Northwest Region: Washington, Montana, Idaho,
Oregon, and Alaska.

Mr. Maurice D. Arnold
Denver Federal Center
Building 41
Denver, Colorado 80225
Tel: 303/233-8831 ext. 6765

Mid-Continent Region: North Dakota, South Dakota, Wyoming,
Nebraska, Colorado, Kansas, New Mexico, Oklahoma, and
Texas.

-64-
Mr. Roman H. Koenings  
3853 Research Park Drive  
Ann Arbor, Michigan 48104  
Tel: 313/769-7481

Mr. Roy K. Wood  
810 New Walton Building  
Atlanta, Georgia 30303  
Tel: 404/526-6377

Mr. Rolland B. Handley  
1421 Cherry Street  
Federal Bldg., 7th Floor  
Philadelphia, Pa. 19102  
Tel: 215/997-7989

Lake Central Region: Minnesota, Wisconsin, Iowa, Illinois, Michigan, Missouri, Kentucky, Ohio, and Indiana.

Southeast Region: Arkansas, Tennessee, Virginia, Georgia, North Carolina, South Carolina, Alabama, Mississippi, Louisiana, Florida, Puerto Rico, and the Virgin Islands.


**FOREST SERVICE**

Regional Foresters

<table>
<thead>
<tr>
<th>Region</th>
<th>Regional Forester</th>
<th>U. S. Forest Service Address</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Region</td>
<td>Regional Forester</td>
<td>P. O. Box 1628</td>
<td>Juneau, Alaska 99801</td>
</tr>
<tr>
<td>California Region</td>
<td>Regional Forester</td>
<td>630 Sansome Street</td>
<td>San Francisco, California 94111</td>
</tr>
<tr>
<td>Eastern Region</td>
<td>Regional Forester</td>
<td>633 Wisconsin Avenue</td>
<td>Milwaukee, Wisconsin 53203</td>
</tr>
<tr>
<td>Intermountain Region</td>
<td>Regional Forester</td>
<td>324 25th Street</td>
<td>Ogden, Utah 84401</td>
</tr>
<tr>
<td>Northern Region</td>
<td>Regional Forester</td>
<td>U. S. Forest Service</td>
<td>Missoula, Montana 59801</td>
</tr>
<tr>
<td>Pacific Northwest</td>
<td>Regional Forester</td>
<td>P. O. Box 3623</td>
<td>Portland, Oregon 97208</td>
</tr>
<tr>
<td>Rocky Mountain Region</td>
<td>Regional Forester</td>
<td>Federal Center, Bldg. 85</td>
<td>Denver, Colorado 80225</td>
</tr>
<tr>
<td>Southern Region</td>
<td>Regional Forester</td>
<td>U. S. Forest Service</td>
<td>Atlanta, Georgia 30323</td>
</tr>
<tr>
<td>Southwestern Region</td>
<td>Regional Forester</td>
<td>U. S. Forest Service</td>
<td>Albuquerque, N. M. 87101</td>
</tr>
</tbody>
</table>
APPENDIX II
CONTACTS IN THE
OFFICE OF SURPLUS PROPERTY UTILIZATION, HEW

Headquarters: Mr. Sol Elson, Director, Office of Surplus Property Utilization, Department of Health, Education and Welfare, 330 Independence Avenue, S.W., Washington, D.C. 20201, Tel: 202/962-3823.

Regional Representatives

Region I: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mr. Robert F. Thompson, Jr., John F. Kennedy Federal Bldg., Boston, Massachusetts 02203, Tel: 617/223-6837.

Region II: New Jersey, New York, Puerto Rico, Virgin Islands
Mr. Stephen L. Simonian, 26 Federal Plaza, New York, New York 10007, Tel: 212/264-4031.

Region III: Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia
Mr. Eugene G. Link, P. O. Box 12900, Philadelphia, Pennsylvania 19108, Tel: 215/597-3311.

Region IV: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee
Mr. W. D. Musser, Peachtree-Seventh Building, Room 404, 50 Seventh Street, N. E., Atlanta, Georgia 30323, Tel: 404/526-5024.

Region V: Illinois, Indiana, Ohio, Michigan, Minnesota, Wisconsin
Mr. R. Dale Wilson, 433 West Van Buren Street, Room 712, Chicago, Illinois 60607, Tel: 312/353-5197.

Region VI: Arkansas, Louisiana, New Mexico, Oklahoma, Texas
Mr. Sam G. Wynn, 1114 Commerce Street, Dallas, Texas 75202, Tel: 214/749-3385.

Region VII: Iowa, Kansas, Missouri, Nebraska
Mr. Frederic N. Brokaw, 601 East 12th Street, Kansas City, Missouri 64106, Tel: 816/374-3691.

Region VIII: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming
Mr. Clayton S. Brown, Federal Office Building, Room 9017, 19th and Stout Streets, Denver, Colorado 80202, Tel: 303/297-3719.

Region IX: Arizona; California, Hawaii, Nevada
Mr. Mel R. Summers, 112 McAllister Street, Room 2, San Francisco, California 94102, Tel: 415/556-6651.

Region X: Alaska, Idaho, Oregon, Washington
Mr. George E. Hoops, Arcade Plaza, 1321 Second Avenue, Seattle, Washington 98101, Tel: 206/583-0462.

State Agencies

ALABAMA
Mr. E. B. Harris, Acting Manager
State Agency for Surplus Property
P. O. Box 1100
Gadsden, Alabama 35902
Tel: 205/492-6711

ALASKA
Mr. Tom E. Main, Area Supervisor
Department of Administration
Attn: Alaska Surplus Property Service
810 MacKay Building
336 Denali Street
Anchorage, Alaska 99501
Tel: 907/272-1491

-66-
KANSAS
Mr. Robert Arnold, Surplus Property Officer
Surplus Property Section
Department of Administration
Rural Route No. 4, Box 36A
Topeka, Kansas 66603
Tel: 913/296-2351

KENTUCKY
Mr. E. L. Palmer, Director
Division of Surplus Property
State Department of Education
State Office Building
Frankfort, Kentucky 40601
Tel: 502/564-4836

LOUISIANA
Mr. A. L. LaCasse, Director
Louisiana Surplus Property Agency
P. O. Box 44351, Capitol Station
Baton Rouge, Louisiana 70804
Tel: 504/389-6571

MAINE
Mr. Calvin Conant, Jr., Director
Maine State Agency for Surplus Property
Box 336
Winthrop, Maine 04364
Tel: 207/377-2239

MARYLAND
Mr. S. W. Maynard, Director
Maryland State Agency for Surplus Property
P. O. Box 206
College Park, Maryland 20740
Tel: 301/Union 4-2878

 MASSACHUSETTS
Mr. Robert F. Nolan, Senior Supervisor
State Agency for Surplus Property
State Department of Education
182 Tremont Street
Boston, Massachusetts 02111
Tel: 617/727-5774

MICHIGAN
Mr. Ross Young, Supervisor
Federal Surplus Property Section
Department of Administration
3369 North Logan Street, Station B
Lansing, Michigan 48913
Tel: 517/373-0560

MINNESOTA
Mr. Harold W. Shattuck, Supervisor
Surplus Property Section
Department of Administration
State of Minnesota Distribution Center
5420 Highway 8, Arden Hills
New Brighton, Minnesota 55112
Tel: 612/221-2853

MISSISSIPPI
Mr. John B. Burnett, Director
Surplus Property Procurement Commission
P. O. Box 5778
Whitfield Road
Jackson, Mississippi 39208
Tel: 601/939-2050

MISSOURI
Mr. Herman Hoffman, Director
State Agency for Surplus Property
117 N. Riverside Drive
Jefferson City, Missouri 65101

MONTANA
Mr. William J. Ernst, Director
Donable Property Division
State Department of Public Instruction
State Capitol Building
Helena, Montana 59601
Tel: 406/449-2084

NEBRASKA
Mr. Avery J. Linn, Director
State Agency for Surplus Property
Department of Education
State Capitol
Lincoln, Nebraska 68509
Tel: 402/473-1555

NEVADA
Mrs. Avis M. Hicks, Administrator
Nevada State Purchasing Division
Attn: Surplus Property Section
Barnett Way
Reno, Nevada 89502
Tel: 702/784-6408

NEW HAMPSHIRE
Mr. Richard H. Johnson, Director
New Hampshire Distributing Agency
12 Hills Avenue
Concord, New Hampshire 03301
Tel: 603/271-2602
<table>
<thead>
<tr>
<th>State</th>
<th>Name</th>
<th>Title</th>
<th>Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW JERSEY</td>
<td>Mr. Walter J. Macak</td>
<td>Acting Director</td>
<td>111 Franklin Street, Trenton, New Jersey 08611</td>
<td>609/292-4429</td>
</tr>
<tr>
<td>NEW MEXICO</td>
<td>Mr. Vivian Cordova</td>
<td>Agent</td>
<td>P.O. Box 4757, Coronado Station, Santa Fe, New Mexico 87501</td>
<td>505/827-2511</td>
</tr>
<tr>
<td>NEW YORK</td>
<td>Mr. Fred E. Buker</td>
<td>Chief</td>
<td>State Education Building, Albany, New York 12224</td>
<td>518/Gridley 4-3814</td>
</tr>
<tr>
<td>NORTH CAROLINA</td>
<td>Mr. Carl L. Williamson</td>
<td>Federal Property Officer</td>
<td>North Carolina Federal Property Agency, P.O. Box 26567, Raleigh, North Carolina 27611</td>
<td>919/829-3885</td>
</tr>
<tr>
<td>NORTH DAKOTA</td>
<td>Mr. Martin Aarthun</td>
<td>Director</td>
<td>State Agency for Surplus Property, Department of Public Instruction, State Capitol, Bismarck, North Dakota 58501</td>
<td>701/224-2273</td>
</tr>
<tr>
<td>OREGON</td>
<td>Mr. Ramon Damorell</td>
<td>Administrator</td>
<td>Department of General Services, 1225 Ferry Street, S.E., Salem, Oregon 97310</td>
<td>503/378-4643</td>
</tr>
<tr>
<td>PENNSYLVANIA</td>
<td>Mr. Don C. Reel</td>
<td>Director</td>
<td>Bureau of Federal Surplus Property, P.O. Box 3361, Harrisburg, Pennsylvania 17125</td>
<td>717/787-6995</td>
</tr>
<tr>
<td>PUERTO RICO</td>
<td>Mr. Martin Marques-Campillo</td>
<td>Director</td>
<td>Government Services Office, Department of Treasury, P.O. Box 4112, San Juan, Puerto Rico 00905</td>
<td>809/724-0081</td>
</tr>
<tr>
<td>RHODE ISLAND</td>
<td>Mr. Edward L. Ettlinger</td>
<td>Procurement Agent</td>
<td>Surplus Property Section, Division of Purchases, State Department of Administration, Roger Williams Building, Room B-14, Providence, Rhode Island 02908</td>
<td>401/277-2376</td>
</tr>
<tr>
<td>SOUTH CAROLINA</td>
<td>Mr. William M. Altman</td>
<td>Surplus Property Officer</td>
<td>Surplus Property Procurement Division, Room 111, 300 Gervais Street, Columbia, South Carolina 29201</td>
<td>803/758-2626</td>
</tr>
<tr>
<td>SOUTH DAKOTA</td>
<td>Mr. S. W. &quot;Bill&quot; Kyle</td>
<td>Director</td>
<td>State Agency for Surplus Property, 20 Colorado S.W., Huron, South Dakota 57350</td>
<td>605/352-8421 ext. 341</td>
</tr>
</tbody>
</table>

-69-
TENNESSEE
Mr. Harvey Marshall, Educational Coordinator
State Educational Agency for Surplus Property
6500 Centennial Boulevard
Nashville, Tennessee 37209
Tel: 615/741-4627

TEXAS
Mr. Ray Underwood, Executive Director
Texas State Agency for Surplus Property
3507 Copeland
P. O. Box 8120, Wainwright Station
San Antonio, Texas 78208
Tel: 512/227-2338

UTAH
Mr. Robert L. Draper, Manager
Utah State Agency for Surplus Property
1850 West 1500 South
Salt Lake City, Utah 84104
Tel: 801/328-5885

VERMONT
Mr. O. G. Clementson, Executive Officer
State Agency for Federal Surplus Property
Department of Purchases and Supply
P. O. Box 1199
Richmond, Virginia 23209
Tel: 703/770-3884

VIRGIN ISLANDS
Mr. John Douglas Watson, Asst. Commissioner
Property Division
Department of Property and Procurement
Government of the Virgin Islands of the United States
Charlotte Amalie
St. Thomas, Virgin Islands 00801

WISCONSIN
Mr. Paul H. McFee, Administrator
State Agency for Surplus Property
Department of Public Instruction
2534 Fish Hatchery Road
Madison, Wisconsin 53713
Tel: 608/266-2642

WYOMING
Mr. Charles W. Hanscum, Director
State Agency for Surplus Property
State Department of Education
P. O. Box 2106
Cheyenne, Wyoming 82001
Tel: 307/632-0813

DISPOSAL OF SURPLUS REAL PROPERTY

-70.
APPENDIX III
A DIRECTORY OF STATE EDUCATION OFFICIALS INVOLVED WITH ENVIRONMENTAL EDUCATION

JUNE 1970

ALABAMA
Mrs. Frances Jones, Consultant - Math
State Department of Education
State Office Building - 4th Floor
Montgomery, Alabama 36104
Tel: 205/269-6348

Miss Erlene Curlee, Consultant
State Department of Education
State Office Building - 4th Floor
Montgomery, Alabama 36104
Tel: 205/269-7504

Mrs. A. L. Knox, Consultant
State Department of Education
State Office Building - 4th Floor
Montgomery, Alabama 36104

ALASKA
Dr. Dorothy Navotney, Consultant
Languages, Arts & Social Studies
Department of Education
Pouch F
Alaska Office Building
Juneau, Alaska 99801
Tel: 907/586-5231

ARIZONA
Mr. Carl Beisecker
State Department of Public Instruction
1333 West Camelback Road
Phoenix, Arizona 85015
Tel: 602/271-5233

Mr. Frank Williams, Consultant
Health, Physical Education and Recreation
State Department of Public Instruction
1333 West Camelback Road
Phoenix, Arizona 85015

ARKANSAS
Mr. Omar Stevens
State Supervisor of Instruction
State Department of Education
Education Building
Little Rock, Arkansas 72201
Tel: 501/371-1964

CALIFORNIA
Mr. Rudolph J. H. Schafer
Consultant in Conservation Education
Bureau of Elementary and Secondary Education
State Department of Education
721 Capitol Mall
Sacramento, California 95814
Tel: 916/445-8150

COLORADO
Mr. Charles Holtzer, Consultant
Conservation and Outdoor Education
Division of Elementary and Secondary Education
State Department of Education
Colfax and Sherman Streets
Denver, Colorado 80203
Tel: 303/892-2217

CONNECTICUT
Dr. William Nolan, Chief
Bureau of Elementary and Secondary Education
State Department of Education
Box 2219
Hartford, Connecticut 06115
Tel: 203/527-6341

DELAWARE
Mrs. Charlotte Purnell, Supervisor
Science Education
State Department of Public Instruction
P. O. Box 697
Dover, Delaware 19901
Tel: 302/734-5711

Mr. Leslie E. Timmons, Supervisor
Science Education
State Department of Public Instruction
P. O. Box 697
Dover, Delaware 19901

FLORIDA
Mr. James A. Moore
Science Consultant
State Department of Education
Tallahassee, Florida 32304
Tel: 904/599-5760

-71-
MINNESOTA
Mr. Donald Clauson, Director
Curriculum Development
State Department of Education
Centennial Building
St. Paul, Minnesota 55101
Tel: 612/221-6104 (Info.)

MISSISSIPPI
Mr. R. C. Roberts
Supervisor of Science
State Department of Education
P. O. Box 771
Woolfolk State Office Building
Jackson, Mississippi 39205
Tel: 601/354-6965

MISSOURI
Mr. John A. Hooser
Science Consultant
Division of Instruction
State Department of Education
Jefferson City, Missouri 65101
Tel: 314/635-8125

MONTANA
Mr. Clark Fowler
Science Education Supervisor
State Department of Public Instruction
Helena, Montana 59601
Tel: 406/442-3260 ext. 66

NEBRASKA
Mr. George E. Rotter
Consultant for Conservation Education
State Department of Education
Lincoln, Nebraska 68509
Tel: 402/477-5211

NEVADA
Mr. Jack S. O'Leary
Educational Consultant
State Department of Education
Carson City, Nevada 89701
Tel: 702/682-7325

NEW HAMPSHIRE
Mr. John G. Economopoulos, Consultant
Elementary Education
State Department of Education
State House Annex
Concord, New Hampshire 03301
Tel: 603/225-6611

NEW JERSEY
Mr. Howard R. Kimball, Consultant
Secondary Education
State Department of Education
State House Annex, Room 410
Concord, New Hampshire 03301

NEW MEXICO
Mr. Bev Graham, Science Specialist
State Department of Education
State Capitol Building
Santa Fe, New Mexico 87501
Tel: 505/827-2575

NEW YORK
Mr. James A. Howarth
Bureau of Elementary Curriculum Development
State Education Department
Albany, New York 12224
Tel: 518/474-5892

NORTH CAROLINA
Mr. Paul H. Taylor
State Supervisor of Science
State Board of Education
Department of Public Instruction
Raleigh, North Carolina 27602
Tel: 919/829-3694

NORTH DAKOTA
Mr. George Fors, Science Consultant
State Department of Public Instruction
Bismarck, North Dakota 58501
Tel: 701/224-2275

OHIO
Mr. Robert Finley, Supervisor
Conservation and Outdoor Education
Division of Elementary and Secondary Education
State Department of Education
65 South Front Street
Room 606
Columbus, Ohio 43215
Tel: 614/469-2761

-73-
OKLAHOMA
Dr. C. P. Wright, Director
Curriculum Division
State Department of Education
Oklahoma City, Oklahoma 73105
Tel: 405/521-3301

OREGON
Mr. Howard Brock, Director
Conservation Education
State Department of Education
311 Public Service Building
Salem, Oregon 97310
Tel: 503/564-2171

PENN S YLV A N I A
Mrs. Eleanor H. Bennett
Conservation Education Advisor
Bureau of General & Academic Education
State Department of Public Instruction
Box 911
Harrisburg, Pennsylvania 17126
Tel: 717/787-5423

RHODE ISLAND
Mr. James A. Garvey, Consultant
Science Education
State Department of Education
Roger Williams Building
Hayes Street
Providence, Rhode Island 02908
Tel: 401/521-7100 ext. 701

SOUTH DAKOTA
Dr. Eldon Grant
State Department of Public Instruction
Pierre, South Dakota 57501
Tel: 605/224-3011

TEXAS
Mr. Calvin Hibler, Director
Program Approval
Division of Funds Management
Texas Education Agency
Austin, Texas 78711
Tel: 512/475-2407

UTAH
Mr. R. LaMar Allred, Specialist
Science Education
Office of the Superintendent of Public Instruction
1400 University Club Building
136 E. South Temple
Salt Lake City, Utah 84111
Tel: 801/532-5061

VIRGINIA
Mr. Franklin D. Kiser, Supervisor
Science Service
State Board of Education
Richmond, Virginia 23216
Tel: 703/770-2672

Mr. Julian M. Campbell, Supervisor
Agricultural Extension
State Board of Education
Richmond, Virginia 23216
Tel: 703/770-2655
WASHINGTON
Mr. William J. Hunter
Supervisor of Environmental Education Programs
Office of the State Superintendent of Public Instruction
P. O. Box 527
Olympia, Washington 98501
Tel: 206/753-6717

WEST VIRGINIA
Mr. Robert Patterson
Director of Instruction
State Department of Education
Charleston, West Virginia 25305
Tel: 304/348-2716

Mr. Ivan Taylor
Science Specialist
State Department of Education
Charleston, West Virginia 25305
Tel: 304/348-2716

WISCONSIN
Mr. David Engleson, Supervisor
Science and Conservation
State Department of Public Instruction
Madison, Wisconsin 53702
Tel: 608/266-3319

WYOMING
Mr. Alan G. Wheeler
Social Studies Consultant
State Department of Education
Cheyenne, Wyoming 82001
Tel: 307/777-7433

Mr. Vincent G. Sindt
Mathematics and Science Consultant
State Department of Education
Cheyenne, Wyoming 82001
Tel: 307/777-7621

DISTRICT OF COLUMBIA
Mr. Ruben G. Pierce
Supervising Director
Department of Science
Board of Education
415 12th Street, N. W.
Washington, D. C. 20004
Tel: 202/638-0043

AMERICAN SAMOA
Mr. Kelvin Dalton, Television Teacher
Elementary Education
Department of Education
Pago Pago, Tutuila
American Samoa 96920

GUAM
Mr. James B. Branch, Science Consultant
Department of Education
Government of Guam
P. O. Box DE
Agana, Guam 96910

CANAL ZONE
Dr. Kenneth E. Lake, Coordinator of Curriculum
Division of Schools
Canal Zone Government
Balboa Heights, Canal Zone
Tel: Balboa 1918

PUERTO RICO
Mrs. Ines J. Guzman, Director
Social Studies Program
Regular Program of Instruction
Department of Education
Hato Rey, Puerto Rico 00919
Tel: 809/766-6780

Mrs. Maria A. Ruiz, Director
Science Programs
Regular Program of Instruction
Department of Education
Hato Rey, Puerto Rico 00919
Tel: 809/764-1100 ext. 448

VIRGIN ISLANDS
Mrs. Hulda A. Joseph, Insular Superintendent
Virgin Islands Department of Education
P. O. Box 630
Charlotte Amalie
St. Thomas, Virgin Islands 00801
Tel: 809/774-3810

Mrs. Gwendolyn Kean, Insular Superintendent
Virgin Islands Department of Education
P. O. Box 630
Charlotte Amalie
St. Thomas, Virgin Islands 00801
APPENDIX IV

STATE RESOURCE AGENCY OR COMMISSION PERSONNEL CONCERNED WITH ENVIRONMENTAL EDUCATION

ALABAMA
Thomas H. Bell, Chief
Information & Education Section
Department of Conservation
64 North Union Street
Montgomery, Alabama 36104

ALASKA
Amos Burg, Education and Information Officer
Department of Fish and Game
Subport Building
Juneau, Alaska 99801

ARIZONA
J. W. Bill Sizer, Chief
Information and Education
Game and Fish Department
1688 West Adams
Phoenix, Arizona 85007

ARKANSAS
F. H. Martin
Information and Education
Arkansas Forestry Commission
3821 Roosevelt Road
Little Rock, Arkansas 72203

ARIZONA
J. W. Bill Sizer, Chief
Information and Education
Game and Fish Department
1688 West Adams
Phoenix, Arizona 85007

CALIFORNIA
Edward F. Dolder, Chief
Conservation Education Resources Agency
1416 9th Street
Sacramento, California 95814

COLORADO
Edward F. Littlehales
Assistant Chief
U. S. Forest Service
Denver Federal Center
Building 85
Denver, Colorado 80225

CONNECTICUT
Malcolm H. Brinton, Chief
Information and Education
Board of Fisheries and Game
State Office Building
Hartford, Connecticut 06115

DELAWARE
Elizabeth T. Cauth
Information and Education
Board of Game and Fish Commissioner
Box 457
Dover, Delaware 19901

FLORIDA
Harold Parr
Director of Information
Board of Conservation
Lanso Building
Tallahassee, Florida

GEORGIA
Jim Morrison, Chief
Information and Education
State Game and Fish Comm.
401 State Capitol
Atlanta, Georgia 30334

HAWAII
Vernon E. Brock, Director
Institute of Marine Biology
University of Hawaii
P. O. Box 1067
Kaneohe, Hawaii 96744

IDAHO
E. Kliess Brown, Chief
Information and Education
Fish & Game Department
600 South Walnut
Boise, Idaho 83707

ILLINOIS
James C. Helfrich, Supervisor
Education Division
Department of Conservation
102 State Office Building
Springfield, Illinois 62706

INDIANA
Herbert R. Hill, Head
Div. of Information-Education
Dept. of Natural Resources
608 State Office Building
Indianapolis, Indiana 46204

IOWA
James C. Helfrich, Supervisor
Education Division
Department of Conservation
102 State Office Building
Springfield, Illinois 62706

KANSAS
E. Thayne Smith, Chief
Information and Education
Forestry, Fish and Game
Commission
Box F
Prairie Village, Kansas 66208

KENTUCKY
James Gilpin, Director
Conservation Education
Department of Fish and Wildlife Resources
State Office Building Annex
Frankfort, Kentucky 40601
LOUISIANA
Steve Harmon, Chief
Division of Education and Publicity
Wildlife and Fisheries Commission
400 Royal Street
New Orleans, Louisiana 70130

MAINE
William C. Mincher, Director
Information and Education
Department of Inland Fisheries and Game
State Office Building
Augusta, Maine 04330

MARYLAND
Kent Fuller
Acting Chairman
Department of Conservation Education
Natural Resources Institute of the University of Maryland
College Park, Maryland

MASSACHUSETTS
Bryant R. Chaplin, Chief
Information and Education
Div. of Fisheries and Game
100 Cambridge Street
Boston, Mass. 02202

MICHIGAN
Rod Smith, Supervisor
Education and Training
Dept. of Natural Resources
Stevens T. Mason Building
Lansing, Michigan 48926

MINNESOTA
Roger Grosallen, Specialist
Conservation Education
Bureau of Information and Education
Department of Conservation
658 Cedar Street
St. Paul, Minnesota 55101

MISSISSIPPI
Mrs. Rose Felming
Information Assistant
Soil Conservation Service
Milner Building
Jackson, Mississippi 39205

MISSOURI
Freddie M. Jordan, Director
Information-Education
Forestry Commission
1106 Woolfolk
State Office Building
Jackson, Mississippi 39205

MONTANA
Clarence Billings, Chief
Information and Education
Department of Conservation
P. O. Box 180
Jefferson City, Mo. 65101

NEBRASKA
Richard H. Schaffer
Editor and Chief of Information and Tourism
Game and Parks Commission
State Capitol Building
Lincoln, Nebraska 68501

NEVADA
George Zappettini
State Forester
Department of Conservation and Natural Resources
Nye Building
Carson City, Nevada 89701

NEW JERSEY
William E. Patterman
Supervisor - Fish and Game, Public Relations and Conservation Education
Department of Conservation and Economic Development
Labor & Industry Building
Box 1390
Trenton, New Jersey 08625

NEW MEXICO
Jesse E. Williams, Chief
Information-Education Div.
Dept. of Game and Fish
State Capitol
Santa Fe, New Mexico 87501

NEW YORK
A. W. Bradley, Director
Conservation Education Div.
Conservation Dept. Building
State Office Building Campus
Albany, New York 12226

Charles C. Morrison, Jr.
Director
Natural Beauty Commission
Office for Local Government
155 Washington Avenue
Albany, New York 12210

NORTH CAROLINA
Rod Amundson, Chief
Division of Education
Wildlife Resources Commission
Box 2919
Raleigh, North Carolina 27602

NORTH DAKOTA
C. N. Nelson
State Forester & Chairman
North Dakota Action Committee for Environmental Education
North Dakota School of Forestry and Junior College
Bottineau, N. D. 58318

NEW HAMPSHIRE
Richard G. Seaman, Jr., Chief
Conservation, Education and Information
Fish and Game Department
34 Bridge Street
Concord, New Hampshire 03301
OHIO
Charles A. Dambach, Director
School of Natural Resources of the
Ohio State University
241 Lord Hall
124 West 17th Avenue
Columbus, Ohio 43210

OKLAHOMA
Dean G. Graham, Chief
Information-Education Division
Dept. of Wildlife Conservation
P. O. Box 53098
Oklahoma City, Oklahoma 73105

OREGON
R. C. Halloway, Chief
Information and Education
State Game Commission
Box 3503
Portland, Oregon 97208

PENNSYLVANIA
Roy W. Trexler, Chief
Information-Education Division
State Game Commission
P. O. Box 1567
Harrisburg, Pennsylvania 17120

RHODE ISLAND
Thomas J. Wright, Chief
Division of Conservation
Department of Natural Resources
83 Park Street
Providence, Rhode Island 02903

SOUTH CAROLINA
W. T. Ahearn
Assistant State Forester
State Commission of Forestry
Box 287
Columbia, South Carolina 29202

SOUTH DAKOTA
Robert Morris, Chief
Information and Education
Dept. of Game, Fish & Parks
State Office Building
Pierre, South Dakota 57501

TENNESSEE
James L. Bailey, Director
Div. of Conservation Education
Department of Conservation
2611 West End Avenue
Nashville, Tennessee 37203

TEXAS
D. A. Anderson, Head
Information-Education Dept.
Forest Service
Texas A&M University System
College Station, Texas 77841

UTAH
Calvin V. Rawley, Chief
Information and Education
Dept. of Natural Resources
1596 West North Temple
Salt Lake City, Utah 84116

VERMONT
W. Robert Candy, Specialist
Information and Education
Fish and Game Department
Montpelier, Vermont 05602

VIRGINIA
Burd S. McGinnis, Chairman
Resource-Use Education
Council
Cooperative Wildlife Research Unit
Virginia Polytechnic Institute
Blacksburg, Virginia 24601

WASHINGTON
Ats Kluchi
Public Information Officer
Dept. of Natural Resources
Public Lands - Social Security Building
Box 168
Olympia, Washington 98501

WEST VIRGINIA
Ed Johnson, Chief
Information and Education
Dept. of Natural Resources
State Office Building #3
Charleston, W. Va. 25305

WISCONSIN
Robert O. Ellingson, Chief
Education Section
Dept. of Natural Resources
Box 450
Madison, Wisconsin 53701

WYOMING
Marvin Cronberg
Executive Secretary
State Soil and Water Conservation Committee
313 Capitol Building
Cheyenne, Wyoming 82001

DISTRICT OF COLUMBIA
David Karraker
Assistant to Regional Director for Environmental Awareness
National Capitol Parks
National Park Service
1100 Ohio Drive, S. W.
Washington, D. C. 20242

VIRGIN ISLANDS
Walter Herriman, Specialist
Environmental Education
Virgin Islands National Park
P. O. Box 1707
Charlotte Amalie
St. Thomas, Virgin Islands

For other resource agencies or organizations, refer to the Conservation Directory, National Wildlife Federation, 1412 16th Street, N. W., Washington, D. C. 20036. -78-
APPENDIX V

COLLEGES AND UNIVERSITIES THAT OFFER
ENVIRONMENTAL/CONSERVATION EDUCATION PROGRAMS

(Alphabetized by College Names)

Director
Natural Resources Program
College of Science and Humanities
Ball State University
Muncie, Indiana 47306

Professor of Outdoor Education
Glassboro State College
Glassboro, New Jersey 08028

Professor of Education
Outdoor Education
Michigan State University
East Lansing, Michigan 48823

Associate Dean - Graduate Studies
Montclair State College
Montclair, New Jersey 07043

Director
Department of Outdoor Teacher Education
Lorado Taft Field Campus
Northern Illinois University
Oregon, Illinois 61601

Professor of Recreation
College of Health and Physical Education
Pennsylvania State University
University Park, Pennsylvania 16802

Professor of Conservation
Purdue University
Lafayette, Indiana 47907

Chairman
Department of Conservation and Outdoor Education
School of Education
Southern Illinois University
606 South Marion Street
Carbondale, Illinois 62901

Director
Biology Department
Springfield College
Springfield, Massachusetts 01109

Director
Department of Resource Planning and Conservation
School of Natural Resources
University of Michigan
Ann Arbor, Michigan 48104

Coordinator
Conservation Education Programs
University of Wisconsin
Madison, Wisconsin 53706

Chairman
Department of Natural Resources
Wisconsin State University
Stevens Point, Wisconsin