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ABSTRACT

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 This unpublished survey involved the Battelle Memorial Institute, the American Camping Association, Inc., and the National Recreation and Park Association in a detailed study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

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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.

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- 1971 -

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

* Gisela Konopka, "How to Make Camping Significant in the 1970's", Camping Magazine, Vol. 42, No. 1, January 1970, page 9.

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;
(f) U. S. Department of Health, Education, and Welfare: Office of Surplus Property Utilization, Office of Child Development, Office of Education, U. S. Public Health Service, Social and Rehabilitation Service;
(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.

*Robert Coles, "Like It Is in the Alley," Daedalus, Journal of the American Academy of Arts and Sciences, Boston, Massachusetts, Fall 1968, The Conscience of the City, page 1315.

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.

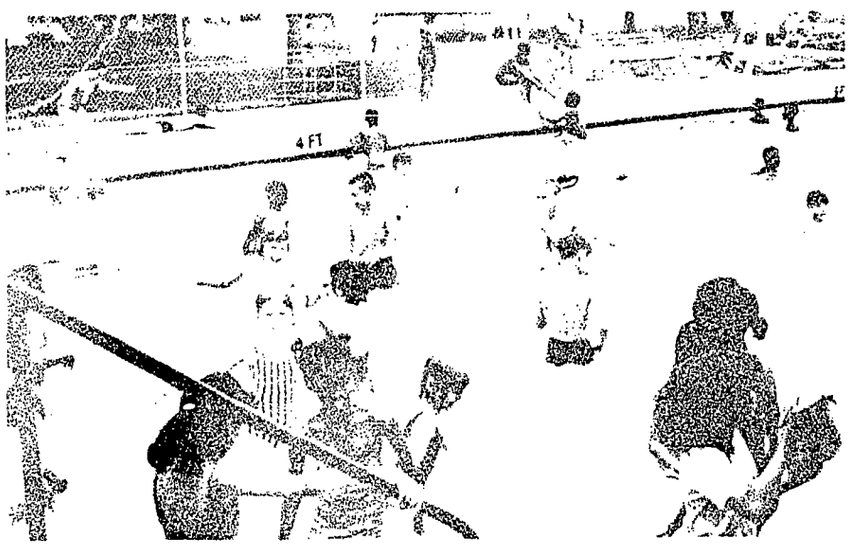
It would seem that a survey of schools should not be undertaken unless the community has some reasonable hope of meeting the hopes of the youth implicit in requesting their help in describing their interests.

Minneapolis officers accompanied some of the lads to camp for a day to help pitch tents and to go along on a lake cruise

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.



Project "REC" participants swimming at a military installation

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:

   _____ _____

   _____ _____

   _____ _____

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

(contd.)

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

(5) Federal-local agencies: Office of Economic Opportunity-Community Action Project, Neighborhood Youth Corps; Federal Extension Service projects; or Regional office of the Department of Health, Education, and Welfare

(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

Name _____ Sex ___ Birthdate _____ Age _____
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 Mr. Mrs. Miss _____ Date of Application _____

Please Print Last Name First

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

College	*Major Subjects*	*Years*	*Degree Granted*

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

Position	*Camp*	*Director*	*Address*	*Dates*

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

Name	*Address*	*Position*

What type of position do you want at camp? _____

Form 106-55 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.

Arts and Crafts

____Basketry
____Ceramics
____Indian Lore
____Jewelry
____Leather Work
____Metal Work
____Nature Crafts
____Newspaper
____Painting
____Photography
____Darkroom
____Plastics
____Sculpture
____Sketching
____Weaving
____Wood Carving
____Woodworking
____ _____
____ _____
____ _____

Camp Craft & Pioneering

____Camp Craft
____Hiking
____Orienteering
____Outdoor Cooking
____Overnight Camping
____ _____

Dancing

____Ballet
____Folk
____Social
____Square
____Tap
____ _____

Dramatics

____Creative
____Play Directing
____Skits and Stunts
____ _____

Music

____Lead Singing
____Instruments (list)
____Accordian
____Bugle
____Piano
____Guitar
____Banjo

Nature

____Animals
____Astronomy
____Birds
____Conservation
____Flowers
____Forestry
____Insects
____Rocks and Minerals
____Trees and Shrubs
____Weather
____ _____
____ _____

Sports

____Archery
____Badminton
____Baseball
____Basketball
____Boxing
____Fencing
____Fishing
____Bait Casting
____Fly Casting
____Informal Games
____Ping Pong
____Riding
____Riflery
____NRA Instructor
____Soccer
____Softball
____Tennis
____Track and Field
____Volleyball
____Wrestling
____ _____
____ _____

Water Front Activities

____Aquaplaning
____Canoeing
____Diving
____Life Saving
____Rowing
____Sailing
____Swimming
____Synchronized Swimming
____Water Skiing
____ _____

Miscellaneous

____Campfire Programs
____Evening Programs
____Farming
____First Aid
____Library
____Story Telling
____Worship Services
____ _____
____ _____

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 _____

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:

(camp name)

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 _____ (Area and Number)

Home Address _____ (Street & Number) _____ (City) _____ (State) _____ (Zip Code)

If not available in an emergency notify:

1. _____ (Name) Phone _____ (Area and Number)

_____ (Street & Number) _____ (City) _____ (State) _____ (Zip Code)

or 2. _____ (Name) Phone _____ (Area and Number)

_____ (Street & Number) _____ (City) _____ (State) _____ (Zip Code)

HEALTH HISTORY: (Check – giving approximate dates)

		Allergies		Diseases	
Ear Infections	_____	Hay Fever	_____	Chicken Pox	_____
Rheumatic Fever	_____	Ivy Poisoning, etc.	_____	Measles	_____
Convulsions	_____	Insect Stings	_____	German Measles	_____
Diabetes	_____	Penicillin	_____	Mumps	_____
Behavior	_____	Other Drugs	_____	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, anaesthesia or surgery for my child as named above.

Signature _____

Date _____

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

(OVER)

THIS LINE FOR CAMP USE ONLY

Camper's Name _____ Date Examined _____ Cabin or Tent _____ Year _____

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) _____ 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:

Throat _____ Please specify

Teeth_____ _____

Heart _____ _____

Lungs_____ General Appraisal:

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.

_____ M.D.
Examining Physician

Telephone_____ Address _____
Area Code and Number

Date _____ _____
Zip Code

(OVER)

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;

* Standards Report for the Accreditation of Organized Camps, Martinsville, Indiana, American Camping Association, 1966, p. 7.

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:

Prior to November	Develop a fundraising program and establish deadlines for reaching the goal.
December	Develop a statement of goals for the camping experience, and goals for the campership project.
January	Prepare and mail a letter to referral agencies and camp operators enclosing the statement of goals and encouraging participation in the program.
February and subsequent months	Recruit camp staff applicants from low-income areas. Arrange for Neighborhood Recruiters and scheduling of orientation for recruiters.
by February 15	Develop guidelines for camper selection based on information provided by camps.
by March	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.
March	Hold an orientation meeting for camp directors and referral agency staffs to discuss aims and purposes of the project, and to exchange information.

April and subsequent dates	Recruit campers. Arrange for medical examinations, equipment collection and purchases. Plan training program for camp staff in consultation with cooperating camps. Make arrangements for instructors.
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

*Community Campership Committee, Seattle, Washington materials, January, 1967.

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-upons, 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.

CRAFTS CLASS—Learning to make something is a happy experience for these model neighborhood day campers, who are making necklaces.

NEW EXPERIENCES

AUGUST 23, 1970
TEXARKANA GAZETTE

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 occured 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 occured 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 questionaires.

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 resumé 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, transportation costs to and from all sessions will be paid, and lunch will be provided.

CHAPTER VIII

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 dcciding 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.

*Ruth Dunbar, "Chicago's Title I Schools Go to Camp," Illinois Journal of Education, September 1970, pp. 7-12.

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:

*Wilhelmina Hill and Roy C. White, "New Horizons for Environmental Education," Journal of Environmental Education, Winter 1969, pp. 42-46.

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 pulbic 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, JOB TRAINING and EDUCATION, expanded activities from the private sector will be needed in other areas previously stressed by the President's Council on Youth Opportunity.
Therefore,

BOYS' CLUBS NEED TO

PITCH in for more camping

National Program Service, Boys' Clubs of America, 771 First Avenue, New York, New York 10017.

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 campership. 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 campers 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 camping program 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 tour camp programming or travel camping, such as canoe, boat, back-packing 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 of previous campers may be especially helpful in reassuring other parents who are 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/OX 5-3114

DEPARTMENT OF AGRICULTURE

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
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Region II
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Region III
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HEW Cont'd

Region IV
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Room 404
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Atlanta, Georgia 30323
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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
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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.

Interior Cont'd

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

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

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

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

Mr. Rolland B. Handley
1421 Cherry Street
Federal Bldg., 7th Floor
Philadelphia, Pa. 19102
Tel: 215/597-7989

Northeast Region: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, West Virginia, Maryland, New Jersey, Delaware, and the District of Columbia.

FOREST SERVICE

Regional Foresters

Alaska Region
Regional Forester
U. S. Forest Service
P. O. Box 1628
Juneau, Alaska 99801

California Region
Regional Forester
U. S. Forest Service
630 Sansome Street
San Francisco, California 94111

Eastern Region
Regional Forester
U. S. Forest Service
633 Wisconsin Avenue
Milwaukee, Wisconsin 53203

Intermountain Region
Regional Forester
U. S. Forest Service
324 25th Street
Ogden, Utah 84401

Northern Region
Regional Forester
U. S. Forest Service
Federal Building
Missoula, Montana 59801

Pacific Northwest Region
Regional Forester
U. S. Forest Service
P. O. Box 3623
Portland, Oregon 97208

Rocky Mountain Region
Regional Forester
U. S. Forest Service
Federal Center, Bldg. 85
Denver, Colorado 80225

Southern Region
Regional Forester
U. S. Forest Service
50 Seventh Street, N. E.
Atlanta, Georgia 30323

Southwestern Region
Regional Forester
U. S. Forest Service
New Federal Building
Albuquerque, N. M. 87101

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 Burean 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
338 Denali Street
Anchorage, Alaska 99501
Tel: 907/272-1491

ARIZONA
Mr. Walter N. Carlson, Jr., Agent
Surplus Property Agency
Drawer 20667
Phoenix, Arizona 85036
Tel: 602/271-5701

ARKANSAS
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State Agency for Surplus Property
State Education Building
Little Rock, Arkansas 72201
Tel: 501/835-3111

CALIFORNIA
Mr. William A. Farrell
Chief Surplus Property Officer
State Educational Agency for Surplus Property
721 Capitol Mall
Sacramento, California 95814
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4700 Leetsdale Drive
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Mr. Guido S. Pensiero, Director
State Agency for Federal Surplus Property
Purchasing Division
P. O. Box 298
Wethersfield, Connecticut 06109
Tel: 203/529-8686

DELAWARE
Mr. Herbert Cornelius, Director
Division of Central Purchasing
P. O. Box 299
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DISTRICT OF COLUMBIA
Mr. William J. Spahr
Educational Property Officer
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No. 5, D. C. Village Lane, S. W.
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Mr. R. C. Covington, Director
Division of Federal Surplus Property
Department of General Services
Collins Building, Room 509-B
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GEORGIA
Mr. Lewis Tabor, Chief
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State Department of Education
1050 Murphy Avenue, S. W.
Atlanta, Georgia 30310
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Idaho Surplus Property Agency
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Department of General Services
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PUERTO RICO
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Government Services Office
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Mr. Edward L. Ettlinger, Procurement Agent
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Roger Williams Building, Room B-14
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Tel: 401/277-2376

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Mr. William M. Altman, Surplus Property Officer
Surplus Property Procurement Division
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Mr. S. W. "Bill" Kyle, Director
State Agency for Surplus Property
20 Colorado S. W.
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TENNESSEE
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Texas State Agency for Surplus Property
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WYOMING
Mr. Charles W. Hanscum, Director
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State Department of Education
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Cheyenne, Wyoming 82001
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DISPOSAL OF SURPLUS REAL PROPERTY

- FOR PUBLIC USE
- FOR PRIVATE USE

how it may be obtained through the

GENERAL SERVICES ADMINISTRATION
WASHINGTON, D.C. 20405

APPENDIX III

A DIRECTORY OF STATE EDUCATION OFFICIALS

INVOLVED WITH ENVIRONMENTAL EDUCATION

JUNE 1970

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State Department of Education
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APPENDIX IV

STATE RESOURCE AGENCY OR

COMMISSION PERSONNEL CONCERNED WITH ENVIRONMENTAL EDUCATION

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Information & Education Section
Department of Conservation
64 North Union Street
Montgomery, Alabama 36104

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

ARIZONA
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Information and Education
Game and Fish Department
1688 West Adams
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ARKANSAS
F. H. Martin
Information and Education
Arkansas Forestry Commission
3821 Roosevelt Road
Little Rock, Arkansas 72203

George M. Purvis, Chief
Information - Education
Game and Fish Commission
State Capitol
Little Rock, Arkansas 72201

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APPENDIX V

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ENVIRONMENTAL/CONSERVATION EDUCATION PROGRAMS

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Director
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University Park, Pennsylvania 16802

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Chairman
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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
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Wisconsin State University
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