A Study of Clear Lake Camp’s Contributions to the Elementary Curriculum

Herman C. Kranzer

The University Of Michigan

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A STUDY OF CLEAR LAKE CAMP'S CONTRIBUTIONS TO THE ELEMENTARY CURRICULUM

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in the University of Michigan

by

Herman G. Kranzer
Ann Arbor, Michigan
May, 1952
The writer is greatly indebted to Dr. George G. Mallinson, who acted as advisor in the writing of this thesis. His patience, cooperation, and valuable suggestions contributed substantially to the writing of this paper. Special acknowledgement is made to Mr. Leslie Clark, Director of Clear Lake Camp, for his help in the selection of the problem and his assistance and advice on evaluative procedures. Sincere thanks are due to the camp staff for their help in describing practices at Clear Lake Camp, and for their time and cooperation in evaluating the program.
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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

The Aims of Elementary Education

The aims of elementary education in the United States, at present, appear to be centered about the transmission and improvement of our culture, and the development of integrated personalities best suited to life in a democratic society. These aims are attained through a great number of experiences, among which are school subjects, play experiences, work experiences, social living experiences, and outdoor and camping education.

The Educational Policies Commission\(^1\) states that (1) a good elementary school will help the student to develop those basic skills and that sturdy independence and initiative that will enable him to attack the problems that he faces, and to press forward toward ever-improving solutions; (2) a good elementary school strives for the discovery and full development of all the humane and constructive talents of each individual; and (3) a good elementary school emphasizes social responsibility and the cooperative skills necessary to the progressive improvement of social institutions.

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Elsbree and McNally² say that the school is now concerned with developing children into self-disciplined individuals, and that discipline, perhaps a major goal of education, means "intelligently civilized behavior and constructive self-direction".

In The Purposes of Education in American Democracy,³ it is stated that the general end of education in America at the present time is the fullest possible development of the individual within the framework of our present industrialized democratic society.

Therefore, it seems that elementary education has as its long term objectives the transmission of our cultural heritage, the improvement of our cultural milieu, and the fullest possible development of the whole child in all areas of his living.

The Place of School Camping in the Elementary Program

During the past years the camping program has become an established part of the experiences in many elementary schools. Thus, it would seem that such a program is of value


for attaining the objectives indicated directly or tacitly in the previous section.

Eliot emphasized this viewpoint when he states that the principal purpose of camping is education, and that American children have the same right to camping as to education in the schools. He says further that publicly-sponsored camping does not mean that "government" must do the whole job or interfere with private enterprise any more than public schools interfere with private or parochial schools. Rather it is a challenge to adapt ... methods and experience ... to the needs of very large numbers of children.

A justification for the school camping program in Michigan is well set forth in Community School Camping. It states that (1) the camp is considered to be a regular part of the school district's investment in physical plant and equipment; (2) the camp program is as much an integral part of the curriculum of the entire school as is any educational experience that takes place in the classroom; and (3) the school camp is a place and instrument through which children and youths can have educational experiences otherwise difficult to obtain.

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"Lee M. Thurston (Publisher), Community School Camping, Superintendent of Public Instruction, Lansing, Michigan, p. 5."
Clarke⁶ says that although the teaching of outdoor skills is held to be the "unique" function of camping, the main function of camp is the same as that of the schools—the education of the "whole child".

The objectives of school camping and outdoor education, as listed by Smith⁷ are learning to live happily and healthfully in the out-of-doors, and experiences in democratic living. He states that the general areas to which school camping makes unique contributions are social living, healthful living, and outdoor educational activities. All of these objectives seem to be in harmony with those of the elementary school.

Thus, it appears that the school camp may serve as a laboratory for the classroom group, functioning as an integral part of the elementary curriculum in those areas for which it is particularly well suited.

Criteria for Measuring the Success of a Camp Program

If the camping program is a part of the elementary program two facts are immediately evident:

1. It should be in harmony with the basic concepts of the elementary program.

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2. The program should be evaluated continually.

One statement of these basic concepts of elementary education is made by Thompson:8

1. Children learn best through first hand experience.
2. Children learn best what they feel a need and interest in.
3. Children cannot be forced into learning.
4. Children learn the fastest when there is readiness.
5. Children must start with the familiar and work into the unfamiliar.
6. Children must constantly apply learning and use it frequently for retention—the functional basis for learning.
7. Individual differences in children must be recognized.
8. Differences in individuals within the group must be recognized.

Statements of authorities in the field of camping seem to indicate either directly or tacitly that camping is in harmony with these concepts.

According to Clarke,9 the basic assumption of school camping is, in general, the more opportunities the individual has to learn in a variety of situations, and the more vital

8Battle Creek Public Schools, "Digest of Talk Given by Dr. Ethel Thompson," Summary and Recommendations Growing Out of Informal Meeting of the Board of Education of Curriculum Development and Improvement of Instruction, 50--6/26/51. p. 3.

and meaningful are the resulting experiences, the better his education will be. He states further that the school camp curriculum is an integrated whole, in which experiences cannot be identified by type or by outcome, only by what children actually do.

Smith\textsuperscript{10} says that learnings that can best be achieved in the out-of-doors, or best be practiced in round-the-clock group living, find their place in the camp program.

Clark\textsuperscript{11} believes, that with present-day concepts of elementary education in mind, it is logical to assume that the function of the classroom is changing, and that educational experience must move from the classroom, as needs and experiences indicate, into areas where some learning can take place more naturally and more efficiently. He states that the camp, then, should serve basically as a laboratory of the classroom group to meet some of the aims that are difficult to meet in the four walls of the school.

The foregoing statements appear to indicate that the philosophy and direction of the school camp program are in harmony with the basic concepts of elementary education. It seems to be implied also, either directly or indirectly, that

\textsuperscript{10} Smith, \textit{loc. cit.}

there is need for a continuous evaluation of the camp program in terms of the purposes and concepts of elementary education.

The Clear Lake Camp

The school system of Battle Creek, Michigan has for sometime believed in the values of the camping program as part of elementary education. As a result, it operates as an integral part of the educational program, the Clear Lake Camp.

Clear Lake Camp is located in a relatively hilly and wooded area on the east shore of Clear Lake, about one mile south of Dowling and twelve miles north of Battle Creek. The property is reached easily from highway M 37.

The camp area comprises about forty acres, twenty-nine of which are located on the east shore of the lake, and the remainder on the west side. The camp's facilities are concentrated in one large building on the east shore, and are suitable for eighty students. This lodge contains kitchen and dining areas, boy's and girl's bunkhouses, meeting rooms, living and recreation rooms with fireplaces, a library, trading post, craft shop, toilet and shower facilities, health room, and staff living quarters. Two staff cabins and twenty-two summer cabins lie in close proximity to the lodge.

Parts of the property are maintained in a wild, natural state, while other areas contain some improvements,
such as shelters, bridges, and fireplaces. Many nearby landowners have opened their property to the use of the camp for exploration, inspection, and camping, thereby enabling the camp activities to extend beyond the confines of the camp boundaries.

Finance

The camp program has been made possible by a $110,000 grant from the W. K. Kellogg Foundation on a plan of gradually diminishing support. Nineteen hundred and fifty-two is the final year of a five year agreement sponsored by the foundation as a pilot project in year round school camping.

The school camping program is paid for in the following manner:12 (The figures used are those for 1951-1952)

1. School camping pupils pay $7.50 per week, including lodging and meals; youth groups, $4 per day per person; adult groups, $6 per day per person.

2. The rate charged to the local school district per elementary pupil per week is $5. (This may be paid either directly from school funds, Community Chest, or other sources, depending upon the decision of the local community.)

3. The remaining funds unexpended from the W. K. Kellogg grant, approximately $54,000, will be used to make up any deficit at the end of the year, and for capital replacements and major repairs.

Older youth and adult groups are accommodated at the camp, both on week-ends during the school year and throughout

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the summer, with a view to helping to defray part of the 
cost of carrying on the school camping program.

Administration

There is a direct line of administration from the 
Superintendent of Schools of Battle Creek, through the 
Assistant Superintendent in Charge of Instruction, to the 
Camp Director. A Camp Board, composed of superintendents of 
other participating school districts, 13 other school person-
nel, and laymen acts solely in an advisory capacity to the 
Superintendent of Schools of Battle Creek.

The camp staff, under the leadership of the Camp 
Director, is composed of four permanent counselors and a 
nurse-counselor, who act as resource persons to the teachers 
and campers. A number of education and recreation students 
doing practice teaching at the camp are on hand at various 
times to work along with the regular camp staff.

The camping program operates under the following 
basic tenets:

1. Camp is an integral part of the school curriculum.

2. Camp is used as a laboratory for the classroom.

3. Camp is concerned with direct experience in all 
phases of curriculum.

13 Other school districts that use the camp facilities 
are Albion, Allegan, Athens, Calhoun Agricultural, East 
Lansing, Lakeview, Level Park, Marshall, Springfield Place, 
W. K. Kellogg Agricultural.
4. Camp should extend the curriculum in areas best done out-of-doors and in a total living experience.

5. Program planning will involve campers, teachers, and camp staff to meet the real needs of children.

6. The program will be adapted to the local site and environment.

The Activities at Clear Lake Camp

Originally, children remained in camp for two weeks at a time, but for the past three years the camp period has been one week in length. The pupils arrive on Monday morning and depart on Friday afternoon.

Most of the available camp time is used by the fourth, fifth, and sixth grades of the elementary schools. The remainder is used by the junior high schools. In the vast majority of cases, the classroom teacher accompanies the class to camp, and the classroom group maintains its identity throughout the week. Three such classroom groups are accommodated, each having a counselor as a resource person.

Each of the three groups maintains its identity throughout the week, functioning as a separate and independent unit in the planning, executing, and evaluating of its particular choice of daily and evening activities. A group may, and often does, exercise the option of inviting another group to a certain function, such as a party or a square dance. All groups are together for meals, sleeping, and Thursday evening council fire evaluation.
Some activities, by their very nature, are common to all groups. These include dining hall duties, such as setting tables, acting as hosts and hostesses, clearing tables, drying dishes, and cleaning up in general; "big housekeeping"; operating the trading post, including banking, and using the camp store and post office; and the camp council fire near the end of each week, for the purpose of evaluating the entire camp.

All other activities are a result of group planning, limited only by health and safety standards, lodge facilities, and the local site. Some of the more popular year round activities include crafts, cookouts, hikes of various kinds, logging, evening campfires, square and social dancing, parties, and community work projects. There are numerous seasonal activities also entered into, such as ice-fishing, ice-cutting, maple sugaring, boating, and tree planting.

All activities are co-educational ventures in which the whole, or part of the whole, group participate. Planning, execution, and evaluation are geared as far as possible to the particular group learning level.

The Need for Evaluation

The need for a continuous evaluation of the program is obvious. At Clear Lake Camp evaluation is a continuous process beginning with pre-camp planning activities in the
classroom, continuing throughout the camping period, and extending into the post-camp situation. This particular study, however, will be concerned with one phase or area of that process; namely, the relation of camp activities to the aims or objectives of elementary education.

The Problem

Therefore, it is the purpose of this study to determine the degree to which the camp program contributes to the purposes of elementary education.
CHAPTER II

DESCRIPTION AND TREATMENT OF DOCUMENTARY MATERIAL

The Problem

The purpose of this chapter is to present a composite picture of the camp program since its inception. The first three sections are concerned with (1) the description and limitations of the documentary material, (2) the technique of handling the data in this material, and (3) the method of compiling the data. These are followed by a tabulation of the documentary data, and an analysis of the table with respect to the evolution of the camp program.

Description and Limitations of Documentary Material

In order to ascertain the degree to which the camp program contributes to the objectives of the elementary school curriculum, it was deemed advisable to use certain data kept on file in camp.

Weekly records of the program of camp activities in which the pupils engaged have been kept for the years 1945 through the present. This material has been copied by the camp secretary from a "master-plan board" on which every group records its weekly plan of activities. The weekly

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1See Appendix for sample of data.
program is usually developed and posted in the evening of the first day. Since the program is conditioned to some extent by the exigencies of the weather and by the element of time, it is necessarily flexible and subject to changes. These changes, however, are not always placed on the master-plan, and hence, do not become a part of the record. For this reason, there are some unavoidable discrepancies between the data used and the activities actually carried out.

This study will be concerned with the material from the school year of 1945-46 through the year 1950-51, with the exception of 1948-49, for which records are not available.

Technique of Handling Data

In view of the original problem, the data on hand for this study seemed to lend itself particularly well to a documentary-frequency treatment.

In The Methodology of Educational Research it is pointed out that school records and reports lend themselves well to documentary-frequency studies, and are based largely on collected specimens. It states further that documentary-frequency procedures are definitely quantitative, and are not concerned with the importance of existing documents, but with the characteristics that can be identified and counted.

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Lastly, it describes counting as a procedure for ascertaining and analyzing current practices. Hence, it was decided that the documentary analysis technique would best serve the purposes of this study.

Method of Collection and Compilation of Data

The weekly record sheets of group activities were withdrawn from the files and treated in the following manner:

1. Each year's collection of weekly programs was cataloged according to activity and frequency.

2. Each year's collection of weekly programs was counted to determine the number of weeks of camping represented by the data.

3. A total frequency was obtained for each activity.

4. The total number of weeks represented by the data was determined.

Tabulation of Documentary Data

A listing of the activities of the Clear Lake program is shown in Table I. This table lists in descending order the pupil-planned camp activities with respect to the annual and total frequency of occurrence.
### Table I

**FREQUENCY OF OCCURRENCE OF CAMPER-PLANNED ACTIVITIES**

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<td>19</td>
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<td>Movies and Slides</td>
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<td>Visit Blacksmith</td>
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<td>Games</td>
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<td>Make Ice Cream</td>
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<td>Trailing and Trail Blazing</td>
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<td>Tree Study</td>
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<td>Plant Trees</td>
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<th>Activity</th>
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<td>Weeks of Camping</td>
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<tr>
<td>Cut and Store Ice</td>
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</table>

*Activities having a total frequency of less than twenty are not shown on the table.*

It seemed probable that activities with a frequency totaling less than twenty over a period of one hundred and twenty-six weeks of camping would be of insignificant value in the previous tabulation. However, a list of these activities follows:

Visit Bowling  
Folk Dance  
Bird Hike  
Canoeing  
Terreirum  
Lake Cruise  
History  
Archery  
Puppet Making  
Graveling and Sanding  
Road and Beach  
Nature Survey  
Thornapple River Trip  
Lake Sounding  
Train Study  
Stream Trip  
Wild Flowers  
Bugs and Insects  
Nut Hunt  
Write Letters  
Repair and Wax Skills  
Taffy and Fudge Making  
Fire Building  
Sand the Boats  
Paint Tables and Raft  
Visit School Farm  
Frogging  
Visit Grist Mill  
Trucking Sawdust for Ice-House  
Museum Trip  
Tree Trimming  
Wood Collecting  
Skinning  
Visit Mink and Fox Farm  
Sleep Out  
Visit Oil Well  
Candle Making  
Pitching Tents  
Gathering Bait  
Wild Life Hike  
Building Bird Feeding Stations and Shelters  
Camp Library Study  
Fruit Gathering  
Visit Farmer Drakes
Analysis of the Tabulation with Respect to the Evolution of the Camp Program

An analysis of the data in Table I has been undertaken for the purpose of obtaining evidence on the evolution of the camp program. Although it may be considered a slight digression from the main problem of this thesis, it is felt that such an analysis will provide greater depth and meaningfulness to the study.

Some trends appear evident in the frequencies of activities over the years. Certain activities show a definite gain in popularity. These include:

1. Square Dancing
2. Compass Hikes
3. Treasure and Seavenger Hunts
4. Cutting and Storing of Ice
5. Fishing
6. Making Ice Cream
7. Planting Trees

A downward trend is indicated in the following activities:

1. Sawmill Visit
2. Bird Sanctuary Visit
3. Rocks, Clay, and Soils
4. Weather
5. Stamp Detecting
6. Exploring
7. Play Production
8. Ice Fishing
9. Glacial Hikes
Activities that have apparently retained the same levels respectively of popularity are Boating and Star Study.

There was no trend discernable in the frequencies with which the remaining activities fluctuated. Some constantly fluctuate, while others take an abrupt rise or decline, immediately before or after an apparent trend.

The trends and fluctuations in the camp program are probably a result of a great number of interrelated factors and influences. Some of the physical factors that have probably played an important part in determining the program are the annual climatic conditions, and the relocation of the camp site from St. Mary's Lake to Clear Lake in the fall of 1947.

The influence of the human element cannot be discounted. The camp director, staff, teachers, and school administrators are in a position to exert great influence on the character of the camp program. The roles they play, either directly or indirectly, in providing leadership and learning experiences for the children have far-reaching effects on the type and functioning of the camp. Various changes in camp personnel, direction, and philosophy have occurred over the years. In 1946, the program was changed from one in which each staff counselor was a specialist in a certain area of learning, to the organization prevailing today, in which each counselor works with his particular
group in all areas of learning. The only change in director-ship occurred in 1949. Under new leadership, many important alterations took place. The position of assistant director was eliminated. Camping was reduced from a two to a one-week period. Classroom units were kept intact, where previously they had been broken up. The number of usual operating groups in each camp period was reduced from four to three, and for the first time, each group was co-educational. The type of staff was changed from persons with recreational training to those with educational backgrounds. Pre-camp classroom visitation by the staff was altered in complexion from one of camp orientation, to manners and means of meeting classroom objectives in the camp situation.

All the foregoing factors, and perhaps many more, have played an important part in the evolution of the camp program to date. No attempt will be made to show a cause and effect relationship between factors influencing the camp program and the trends discernible in Table I.
CHAPTER III

PURPOSES OF THE ELEMENTARY CURRICULUM

The Problem

This chapter is concerned with the selection of a list of purposes for the elementary school. It is devoted to a brief review of related literature and enumeration of a list of purposes of elementary education to be used in this study.

Review of the Literature

The first step in any evaluation is to establish a set of criteria or standards. In this study, the standards will consist of an acceptable list of purposes of elementary education. The camping program will then be evaluated in terms of its contributions to these purposes.

During the past few years, many statements of aims and objectives of elementary and general education have been made. Those emanating from national organizations have probably had far reaching effects upon local school district policies.

The *Purposes of Education in American Democracy*¹ is generally considered a milestone in modern education. It

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lists four groups of objectives, namely:

1. Self-Realization ... person.

2. Human Relationship ... member of family and community group.

3. Economic Efficiency ... producer or consumer.

4. Civic Responsibility ... citizen.

A more recent statement of purposes by the Educational Policies Commission, pertaining specifically to the elementary school, lists the following:

1. Development of basic skills, independence, and initiative.

2. Discovery and development of humane and constructive talents of each individual.

3. Emphasis on social responsibility and cooperative skills.

Conservation Education in American Schools contains some statements which, though specialized in content, have particular significance for school camping and outdoor educational programs. These include:

1. Education for conservation should be included in both elementary and secondary schools.

2. Conservation education lends itself well to direct outdoor experience; and wherever practicable, such experience should accompany the vicarious classroom experience.

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2Educational Policies Commission, Education for All American Children, loc. cit.

3. Appropriate conservation knowledge and experience should be correlated with, or integrated into, the prevailing curriculum.

4. Education for the wise use of natural resources should be included in both urban and rural school programs.

A summary of the major objectives of the Battle Creek Schools is included in the pamphlet, *The Instructional Program of the Battle Creek Schools*. It states that every child's education should help him to develop to the maximum extent:

1. Command of the fundamental skills of communication and thought.
2. Control of his actions in accordance with accepted social standards.
3. Cooperative habits and attitudes of living.
4. Creative interests and abilities.
5. Understanding of the physical and cultural world around him.
6. Ability to use leisure time constructively.
7. Skills and knowledges for citizenship, home living, work, and further training.

This list of objectives appears to indicate that purposes of the Battle Creek Schools are in harmony with nationally stated aims.

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Selection of List of Purposes

Before deciding which set of purposes of elementary education would be used for this study, certain factors were considered. Clear Lake Camp is an integral part of the Battle Creek elementary school curriculum. This study has been undertaken to determine the extent to which the camp contributes to the elementary curriculum. Therefore, since the objectives of the Battle Creek Schools appeared to be consistent with nationally advocated aims, the list of objectives of the Battle Creek Schools was accepted for use in this study.
CHAPTER IV

EVALUATION OF THE CAMP PROGRAM

The Problem

The problem of this chapter is to evaluate the camp program with respect to the list of purposes of elementary education mentioned at the end of the previous chapter. A discussion of the techniques and methods used in the evaluation is followed by a series of descriptions of the activities to be evaluated. The data obtained from the evaluation are then tabulated.

Techniques Used in the Evaluation Procedure

The final step in this study is to evaluate the camp program in terms of its contributions to the objectives of the elementary school. The particular problem of ascertaining the extent to which camp activities supplement the acceptable list of purposes, (see p. 24), appears to lend itself most suitable to a rating-scale technique. In The Methodology of Educational Research¹ it is stated that the rating scale is probably the most commonly used instrument for making appraisals. It is stated further that rating scales typically direct attention to different parts or

¹Good, Barr, and Scates, op. cit., p. 424.
aspects of the thing to be rated, and provide a scale for assigning values to each of the aspects. Hence, it was decided that the rating-scale technique would best serve the purposes of this evaluation.

Method of Collecting and Compiling Data

The list of pupil-planned camp activities contained in Table I, and routine activities common to all groups, were used as the basis for the appraisal. It was felt that the routine activities of "big housekeeping", dining hall, trading post, and council fire should be evaluated along with the camper-planned program because of their high frequencies of occurrence, and importance.

It was evident that time, space, and the nature of this thesis would place certain limitations on the scope of the appraisal. Consequently, only the first eleven activities, having the highest total frequencies in Table I, were selected for this phase of the study. In addition, the four routine activities mentioned above were included to provide a total of fifteen activities to serve as the core of the evaluation.

Each of the fifteen activities was treated in the following manner:

1. Each activity was described as completely as possible, so that it might be rated more objectively, and also
portray a true picture of practices at Clear Lake Camp. The camp staff, director, and interns acted as a jury in analyzing each activity into its component parts.

2. The component parts of each activity were listed so that each could be rated with respect to its contribution to the seven objectives of the Battle Creek Schools. The rating scale was as follows:

<table>
<thead>
<tr>
<th>Contribution to Objectives</th>
<th>Value Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>1</td>
</tr>
<tr>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>Fair</td>
<td>3</td>
</tr>
<tr>
<td>Poor</td>
<td>4</td>
</tr>
<tr>
<td>None</td>
<td>5</td>
</tr>
</tbody>
</table>

3. Each member of the camp staff, the director, and interns were requested to fill out a complete set of rating scale forms. Six sets were returned.²

²The number of persons from whom ratings were received seems ample in the light of evidence presented by Keeslar.³ He states:

"...group judgments are both reliable and valid within the frame of reference set up for them providing (1) that the judges be well-trained and experienced, i.e., experts in their fields of specialization and (2) that the criteria in terms of which the judgments are to be made be clearly and concisely stated for that purpose." Keeslar further presents evidence which indicates that the average of the ratings made by three raters is almost identical with the average of those made by many raters, provided the criteria, in terms of which the ratings are to be made, are clearly and concisely stated.
4. The ratings were totaled for each of the seven school objectives.

5. The scores for contributions to each of the seven objectives were totaled for all of the fifteen activities evaluated.

6. From these totals for each activity, seven averages were then computed to the nearest tenth.

7. A table was then made showing average activity ratings, and an overall average rating, with respect to the selected list of seven purposes.

The descriptions of activities as used in the evaluating procedure follow:

**Crafts:**

1. Identifying hand tools, such as draw shaves, back saws, and many others.

2. Using tools properly and safely.

3. Keeping tools and equipment stored in designated places within a distributing cage.

4. Inspection of equipment for working condition and safety before use.

Since the persons who were used as raters were those who were directly concerned with the operation of the camp program, it seems reasonable to consider them experts.

5. Caring for tools by repairing, sharpening, and returning to storage cage.

6. Placing tools down properly and safely at place where being used.

7. Collecting native materials for use in shop, such as clay, wood, rocks, weeds, and grasses.

8. Working with native materials and learning of their physical properties.

9. Developing own project plan.

10. Group and individual responsibility for distribution and storing of tools and equipment.

11. Sharing and helping between boys and girls.

12. Production of articles to meet individual or community needs, such as making signs, candles, rope, murals, fish poles, table center pieces, and tin can craft.

13. Cleaning of craft shop.

14. Repairing camp equipment.

Cookout and Mealplanning:

1. Group planning, involving balanced meal, quantity, and costs of foods.

2. Delegation of certain responsibilities to individuals in the planning, preparation, packing, and cooking.


4. Cooking own food.

5. Trying new dishes.

6. Collecting, identification, and learning properties of firewood.

7. Building and extinguishing fires.

8. Carrying food and equipment.
9. Cleaning own dishes and utensils.

10. Providing for future use by leaving camp sites in clean, usable condition, with wood supply on hand.

11. Experimenting with use of native materials for cooking and eating utensils.


15. Choosing a suitable camp site.

16. Helping and sharing between boys and girls in all tasks.

Mike:

1. General exploration around camp, lake, streams, and other areas.

2. Provision for physical exercise.

3. Self-realization of physical endurance.

4. Setting up purposes, making observations, and carrying on discussions.

5. Collection of specimens and materials for individual and group interest.


7. Investigating the history of an area by talking to natives, and using indicators, such as present land use, soil, vegetation, and topography.

8. Using different techniques of travel, such as maps, landmarks, sun, and compass.

9. Fostering a spirit of adventure, pioneering, and discovery.
10. Practicing safety by use of proper clothing, proper highway and cross country hiking, and taking drinking water precautions.

Lumbering:

1-6. Same as Crafts 1-6. Do not rate.

7. Experimenting with use of simple machines, such as how the axe operates as a lever, the inclined plane and wedge, and pulleys.

8. Identification, properties, and uses of wood.

9. Using good conservation practices in selection and use of wood being cut.

10. Seeing use of local farm woodlots.

11. Investigating the ecology and history of the area.


13. Discovering and studying about tree growth, bugs, fungus, checking, and other natural phenomena.


15. Providing wood for others to use.

16. Sharing and helping with use of tools between boys and girls.

17. Dressing for the particular occasion.

18. Mathematical implications, such as scaling logs and estimating stumpage.

Evening Parties:

1. Group planning, arranging for, and participation in various party activities, such as singing, dancing, popping corn, games, and solo entertainment.

2. Delegation of certain responsibilities to individuals in such things as scheduling, decorating, and preparing and serving refreshments.
3. Washing and dressing for the occasion.

4. Fostering group spirit and informal boy-girl relationships.

5. Celebrating certain occasions, such as birthdays and other holidays.

6. Inter-group planning.

Campfire:

1. Group planning for location, program, and purpose of campfire.

2. Delegation of certain responsibilities to individuals for gathering wood, fire building, refreshments, and fire extinguishing.

3. Participation in group singing, storytelling, and games.

4. Individual singing and storytelling.

5. Discussing historical and modern significance of fire and heat.

Dance:

1. Acquiring skill in simple folk dancing, such as pioneer dancing, and individual, group, circle, and square dancing.

2. Practicing social gras ses.

3. Washing and dressing for the particular occasion.

4. Group planning and programming.

5. Delegation of authority to individuals for refreshments, music, and selection of dances.

6. Fostering informal boy-girl relationships.

7. Singing dances.

Compass Hikes:

1. Discussing the advantages of using a compass.
2. Investigating its history and usage.

3. Using and caring for compass.

4. Using and constructing maps.

5. Seeing the mathematical implications, such as parts of the circle and elementary functions.

6. Discovering how and why a compass works as it does, considering such factors as magnetism, geology, and earth rotation.

7. Measuring distances.

8. Using techniques of travel, such as using landmarks and topography to advantage.


10. Studying the history and system of the surveying of Michigan.

Work Project:

1. Establishing reasons for and purposes of community project.

2. Encouraging a pride and spirit of group accomplishment.

3. Group selection and planning of project.

4. Total group participation.

5. Using new tools and techniques.

6. Providing for future use, by engaging in such projects as building shelters and dams, filling the ice house, constructing bridges, planting trees, road improvement, and clearing brush.

7. Doing something that really has to be done--a real job.

Sawmill:

1. Group planning of purposes and procedures.
2. Delegation of responsibility to individuals for making definite observations.

3. Identifying machinery and seeing how it operates.

4. Discovering source and transmission of power for operating the mill.

5. Seeing a finished product of the forest.

6. Mathematical implications, such as log volumes, lumber grading, and scaling.

7. Studying properties and uses of lumber.

8. Observing defects and reasons for defects in lumber.

9. Practicing safety in the mill.

10. Interviewing mill workers.

11. Looking into uses of waste material and by-products.

12. Discussing the historical and social aspects of the sawmill.

Ice Skating:

1. Building campfire for night skating party.

2. Testing ice for thickness—safety.

3. Acquiring a new skill.

4. Improving partially developed skill.

5. Providing for physical exercise.

6. Recreational pursuit.

7. Consideration of warmth and utility of dress for the particular occasion.

8. Helping and receiving help from others, in learning to skate.
9. Investigating the scientific reasons for variable ice surface types, cracks, ridges, and shore line melting.

10. Observing how and discussing why the ice skate functions as it does.

11. Identification and use of different types of skates.

12. Practicing good use and care of skates.

13. Making provisions for use by snowshoveling or flooding the ice, when necessary.


15. Exploring the lake on skates--skating as a method of travel.

**Dining Hall:**

1. Setting tables.

2. Waiting on tables--both boys and girls.

3. Acting as hosts and hostesses.

4. Helping in kitchen, such as putting dishes away, drying silverware, etc.

5. Cleaning tables.

6. Sweeping dining hall.

7. Practicing table manners.

8. Inviting and serving a guest.

9. Saying grace.

10. Group discussion and evaluation of manners and dining hall procedures.

11. Engaging in safety and health practices, such as "in" and "out" kitchen doors, sweeping up broken glass, etc.

13. Conversing with people from other groups during meals.

Big Housekeeping:

1. Discussing the reasons for a community job.
2. Setting standards of building cleanliness.
3. Distributing work equitably, and where possible, without regard to sex.
4. Cleaning the building—dusting, sweeping, emptying baskets, etc.
5. Using push brooms, dust mops, and other equipment properly.
6. Cleaning equipment after use.
7. Storing equipment after use.
8. Delegation of individual and small group responsibility for quality and completion of work.
9. Inspection of work by peers.

Council Fire—Evaluation:

1. Total group assemblage around campfire.
2. Creating a meditative atmosphere.
3. Spontaneous and voluntary verbal self-expression in reply to a general question.
4. Listening to the learning experiences of fellow campers.
5. Looking at the week as a total learning experience.
6. Reviewing and recalling experiences.
7. Organizing thoughts and expressions into socially desirable patterns.
8. Exploring the functional implications of the week’s experiences with respect to future behavior.

**Trading Post:**

1. Delegation of responsibility to certain individuals for the operation of store, bank, and post office.

2. Group and individual use of trading post facilities.

3. Depositing money in the bank.


5. Writing checks.


7. Closing the account.

8. Purchasing candy, stamps, stationery, toilet articles, etc.

**Tabulation of Data**

The average ratings of activities, with respect to the objectives of the Battle Creek Schools, are shown in Table II.
<table>
<thead>
<tr>
<th>Major Objectives of the Battle Creek Schools</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cookout and Mealplanning</td>
</tr>
<tr>
<td>1. Command of the fundamental skills of communication and thought.</td>
<td>3.4</td>
</tr>
<tr>
<td>2. Control of his actions in accordance with accepted social standards.</td>
<td>3.2</td>
</tr>
<tr>
<td>3. Cooperative habits and attitudes of living.</td>
<td>2.9</td>
</tr>
<tr>
<td>4. Creative interests and abilities.</td>
<td>3.6</td>
</tr>
<tr>
<td>5. Understanding of the physical and cultural world around him.</td>
<td>3.1</td>
</tr>
<tr>
<td>6. Ability to use leisure time constructively.</td>
<td>4.2</td>
</tr>
<tr>
<td>7. Skills and knowledges for citizenship, home living, work and further training.</td>
<td>2.4</td>
</tr>
</tbody>
</table>

*The ratings with the highest average values are those deemed to be making the lowest contribution. The highest possible average rating is 5.*
<table>
<thead>
<tr>
<th>BG House - Council Fire - Evaluation</th>
<th>Average Post Trading Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dining Hall</td>
<td>3.4 2.4 2.3 3.4 2.4 2.2</td>
</tr>
<tr>
<td>Conference</td>
<td>2.0 2.5 2.5 3.0 3.5 2.5</td>
</tr>
<tr>
<td>Residence</td>
<td>2.9 2.5 3.0 2.9 3.7 3.0</td>
</tr>
<tr>
<td>Total</td>
<td>2.9 2.8 3.0 2.9 3.7 2.9</td>
</tr>
</tbody>
</table>

Note: *Note that the table values are not provided in the text.*
CHAPTER V

SUMMARY AND CONCLUSIONS

The Problem

The purpose of this study was to determine the degree to which the Clear Lake Camp program contributes to the purposes of elementary education as accepted by the public school system of Battle Creek, Michigan.

Methods Employed

Mass education and the view that the school exists for the child, are commonly accepted features of modern elementary education. In view of nationally stated aims or objectives, relating to the transmission and improvement of our culture and the fullest possible development of the whole child in all areas of his living, it seems apparent that the function of the classroom must change where and when immediate needs, interests, and experiences of children are concerned. One modern method of meeting these objectives is through the program of school camping.

The mushrooming of school camps in many parts of the United States is evidence of the fact that communities are seizing upon this instrument to meet the challenge of education.
A survey of the literature has indicated that the school camp may serve as a laboratory for the classroom group, functioning as an integral part of the elementary curriculum in those areas for which it is particularly well-suited. Furthermore, it has been established that the philosophy and direction of the school camp program are in harmony with the basic concepts of elementary education. Since school camping at Clear Lake has been an integral part of the elementary curriculum of those school districts utilizing the facility, it seemed pertinent to determine the degree to which camping met the objectives of elementary education as accepted by those schools.

The initial step in this study was to present a composite picture of the camp program since its inception. This was accomplished by making a documentary-frequency study of available weekly program records, and tabulating camper-planned activities in descending order of total frequency of occurrence. The table was analyzed with respect to the evolution of the camp program.

Before the program could be evaluated, it was necessary to establish a set of criteria or standards, in the form of a list of purposes of elementary education. The list of objectives of the Battle Creek Public Schools was selected for use in this evaluation after a review of the literature seemed to indicate that they were consistent with
nationally advocated aims.

The problem of evaluating the camp program with respect to the list of purposes of the Battle Creek Schools was solved by using the rating-scale technique. The first eleven camper-planned activities having the highest total frequencies in the documentary analysis, and four important routine activities were selected to serve as the basis for the evaluation. These were analyzed into their component parts by the camp staff acting as a jury. A rating scale and forms based on the component parts of each activity and the objectives of the Battle Creek Schools were developed.

All members of the camp staff, including interns, were requested to fill out a complete set of rating forms. Six sets were returned, and the results tabulated on the basis of average ratings.

Conclusions

In so far as the techniques used in this study may be valid, the following conclusions seem defensible:

1. The program of school camping seems to offer a number of activities that assist in meeting the objectives of elementary education. Furthermore, the objectives of school camping seem to be consistent with those of elementary education.
2. The number of activities is both many and varied. The total number was approximately ninety (Table I and list on pages eighteen and nineteen). The variation is illustrated by crafts, weather study, making ice cream, planting trees, and evening parties.

3. The more popular camper-planned activities are cookouts and mealplanning, crafts, hikes, lumbering, dances, evening parties, campfires, compass hikes, work projects, and sawmill visits. Among the least popular of year round activities are swamp exploration, candle making, and visiting the grist mill.

4. Some activities seem to become more popular. Others seem to decline in general interest value. Among those seeming to become more popular are compass hikes and fishing (Table I).

5. An analysis of nationally advocated aims of education indicates that the aims of the schools using the facilities of Clear Lake Camp are consistent with them.

6. The camp program functions particularly well in helping to develop the skills and knowledge for citizenship, home living, work and further training (Table II).

7. The objectives of (1) command of the fundamental skills of communication and thought, (2) cooperative habits and attitudes of living, (3) control of his actions in accordance with accepted social standards, and (4) understanding
of the physical and cultural world around him, are all met
to a fair degree by the camp program.

8. A slight deficiency is noticeable in the camp's con-
tribution to the development of creative interests and
abilities.

9. The camp program appears to be weakest in helping to
develop the ability to use leisure time constructively.

10. Highly specialized activities, such as lumbering
and compass hikes, tend to contribute favorably only to ob-
jectives that are related immediately to these activities.

11. Certain activities function at a high level of
efficiency with respect to most of the stated objectives.
Among these are evening parties, campfires, and work pro-
jects. It appears obvious that activities of such a general
nature would more likely fall into this category.

12. Regarding the camp program as a whole, it appears
to be a definite asset to the elementary curriculum.

Recommendations

On the basis of this evaluation, it would appear that
school camping may function as a real and vital adjunct to
the elementary curriculum. The following recommendations
are offered:

1. It is evident that school camping, as set forth in
this paper, is basically different from camping as ordinarily
conceived. However, the mere fact that a school system operates a camping program is no real indicator that a school camp—as opposed to an ordinary camp—is in existence. A school camp program will probably be more conducive to the attainment of curriculum objectives if (1) the philosophy and direction are in harmony with the basic concepts of elementary education, (2) the camp serves as a laboratory for the classroom group, functioning as an integral part of the curriculum in those areas for which it is particularly well-suited, (3) the program planning involves campers, teachers, and camp staff to meet the real needs of children, (4) administration and management practices are actually democratic, and (5) evaluation is a continuous process.

2. The total camp environment should be primarily educational. In order to create and maintain such an atmosphere, it would be advisable to utilize the talents of teachers more effectively in the camp situation and, when feasible, to employ a camp staff with an educational, rather than a recreational background.

3. Since the school camp program can contribute successfully to all aims of elementary education, more use should be made of this instrument to expedite effective learning for general education.

4. There is great need for further exploration in the school camp field. Some suggestions follow:
1. A more extensive study could be made of the relationship of camp activities to the purposes of the elementary curriculum.

2. The camp situation offers a splendid opportunity for intensive research in the areas of sociometrics and group dynamics.
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APPENDIX
### Camp Program of Jefferson School—April 21-25

<table>
<thead>
<tr>
<th><strong>Monday</strong></th>
<th><strong>TEAMSTERS</strong></th>
<th><strong>SWAMPERS</strong></th>
<th><strong>CRUISERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.m.</strong></td>
<td>register and unpack</td>
<td>register and unpack</td>
<td>register and unpack</td>
</tr>
<tr>
<td><strong>p.m.</strong></td>
<td>explore</td>
<td>explore and plan</td>
<td>explore</td>
</tr>
<tr>
<td><strong>nite</strong></td>
<td>crafts</td>
<td>square dance</td>
<td>Indian campfire</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tuesday</strong></th>
<th><strong>TEAMSTERS</strong></th>
<th><strong>SWAMPERS</strong></th>
<th><strong>CRUISERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.m.</strong></td>
<td>Paul Bunyan's Woods—nature exploration</td>
<td>plan cookout, Farmer Drakes</td>
<td>make ice cream, plan menu</td>
</tr>
<tr>
<td><strong>p.m.</strong></td>
<td>make ice cream, plant trees</td>
<td>fishing</td>
<td>crafts</td>
</tr>
<tr>
<td><strong>nite</strong></td>
<td>square dance</td>
<td>square dance</td>
<td>square dance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Wednesday</strong></th>
<th><strong>TEAMSTERS</strong></th>
<th><strong>SWAMPERS</strong></th>
<th><strong>CRUISERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.m.</strong></td>
<td>blacksmith shop</td>
<td>Paul Bunyan's Woods—nature exploration</td>
<td>cookout</td>
</tr>
<tr>
<td><strong>p.m.</strong></td>
<td>lumbering</td>
<td>plant trees</td>
<td>nature hike</td>
</tr>
<tr>
<td><strong>nite</strong></td>
<td>cookout, star study</td>
<td>cookout, star study</td>
<td>campfire and songs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Thursday</strong></th>
<th><strong>TEAMSTERS</strong></th>
<th><strong>SWAMPERS</strong></th>
<th><strong>CRUISERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.m.</strong></td>
<td>collecting hike</td>
<td>lumbering</td>
<td>plant trees</td>
</tr>
<tr>
<td><strong>p.m.</strong></td>
<td>compass hike</td>
<td>hike to Indian burial grounds</td>
<td>blacksmith shop</td>
</tr>
<tr>
<td><strong>nite</strong></td>
<td>council fire</td>
<td>council fire</td>
<td>council fire</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Friday</strong></th>
<th><strong>TEAMSTERS</strong></th>
<th><strong>SWAMPERS</strong></th>
<th><strong>CRUISERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.m.</strong></td>
<td>cookout, nature scavenger hunt</td>
<td>blacksmith shop</td>
<td>cookout</td>
</tr>
<tr>
<td><strong>p.m.</strong></td>
<td>pack</td>
<td>fish, games</td>
<td>write up experiences</td>
</tr>
</tbody>
</table>