DOCUMENT RESUME

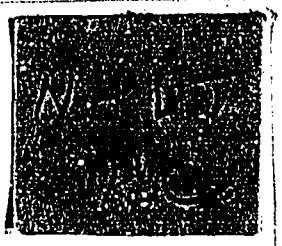
ED 058 988 32 RC 005 919

AUTHOR Kopp, Frederick S.; Barnes, Jarvis
TITLE Evaluation of the Camp Project for Seventh, Eighth, and Ninth Graders. Research and Development Report, Vol. V, No. 4, Summer 1971.
INSTITUTION Atlanta Public Schools, Ga.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
PUB DATE 71
NOTE 55p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Anglo Americans; *Camping; Group Living; Junior High School Students; Negro Students; *Outdoor Education; Personal Growth; *Program Evaluation; Recreational Activities; Self Esteem; *Summer Programs; *Urban Youth

ABSTRACT

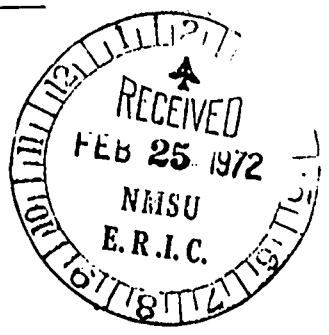
The Title I (Elementary and Secondary Education Act) 1971 Summer Camp Project of the Atlanta Public Schools offered to a group of 427 seventh-, eighth-, and ninth-grade boys and girls of 5 1/2-day camping experience. Camp activities were directed at an attempt to integrate the children's knowledge of the outdoors with actual experience in nature and, at the same time, afford the children an opportunity for fresh air, exercise, and personal development. Also central to the meeting of camp goals was the life-style itself, which consisted of family-style meals, community living and bathing facilities, and competitive endeavors such as team sports and cabin competition. Evaluation of the program included the administration of the Coppersmith Self-Esteem Inventory, the All About Myself Scale, the Children's Form of the Manifest Anxiety Scale, and pre- and post-questionnaires relating directly to the camp experience. All aspects of the program were evaluated, with resulting recommendations in the areas of planning, facilities and equipment, staff, management and control, and participating students. A related document is ED055693. (JH)



RESEARCH AND DEVELOPMENT REPORT

Vol. V, No. 4 Summer, 1971






# *Evaluation of the Camp Project for Seventh, Eighth, and Ninth Graders*

*Summer, 1971*

Funded Under ESEA Title I, P. L. 89-10

Prepared by

Frederick S. Kopp
Graduate Research Assistant

and

Dr. Jarvis Barnes
Assistant Superintendent
for Research and Development

Dr. John W. Letson
Superintendent

Atlanta Public Schools
224 Central Avenue, S. W.
Atlanta, Georgia

TABLE OF CONTENTS

TABLE OF CONTENTS (Contd.)



LIST OF TABLES



LIST OF FIGURES

# I. INTRODUCTION

To one who has been long in city pent,
'Tis very sweet to look into the fair
And open face of heaven -- to breathe a prayer
Full in the smile of the blue firmament.

-- Keats

The inner city child, owing to his environment and his poverty, is oftentimes denied access to a firsthand look at Nature at work in both its aesthetic and pedagogic facets. Noted educator, John Dewey, in his monograph, The Child and the Curriculum, tells us:

> The logically formulated material of a science or branch of learning, of a study, is no substitute for the having of individual experience . . . it (individual experience) gives past experience in that net form which renders it most available and most significant, most fecund for future experience.

Given, then, that the inner city child is incarcerated in his world of steel and concrete, and given also that the intertwining of Man and Nature is the stuff of which Life is really made, it follows naturally that by sending him to camp in a natural setting, we can enhance the inner city child's life, and later use this experience as a building block upon which to create a superstructure of appreciation for Man's relationship to his world.

In addition to the advantages of being in a natural setting, the group dynamics of such a living arrangement as is necessitated by a camping venture such as this are in and of themselves valuable in that they "provide means for pupils to meet and work out life situations and develop attitudes and skills to face home and school problems" as the originators of the program desired.

The Title I Summer Camp Project of the Atlanta Public Schools offered to a group of 427 seventh, eighth, and ninth grade boys and girls (chosen from among 1,748 community school pupils) a 5-1/2 day camping experience, which lasted from 9:00 a.m. on Monday until they left the campsite at noon on the following Saturday. During this short period the well-trained staff of the camp worked with the pupils in various activities primarily related to nature study (a laudable area of pursuit in itself), and hoped to achieve, as a

byproduct of the experience, a measurably or observably increased sense of personal worth and competence, and other alterations in need areas of the children involved.

## II. PROCESS

### A. RATIONALE

1. The Plan. The description of the camping project as stated in the original funding proposal would seem a logical stepping off point for an evaluation of the project which followed. To wit, this description was as follows:

> Five hundred of the 1,748 boys and girls attending the thirteen community school centers will be provided pre-camping experiences. These experiences will be designed to enhance the 5-1/2 days of outdoor camping activities. Units designed to develop and extend the pupil's knowledge of plants, ecology, water safety, camping responsibility, human relations, and proper materials and clothing will be provided by community and school staffs. The camping experiences will include 5-1/2 days of outdoor activities at Camp Pioneer, Hiawassee, Georgia. The activities at the camp site will be coordinated by two supervisors. Direct teaching will be provided by three teachers certified in the areas of ecological studies of the camping site, water conservation and water safety, human relations, and camping responsibilities. Ten college students will serve as assistants in the program. These ten college students will be assisting pupils in areas of counseling and academic studies within the subjects which the college students are now studying. These areas of studies will be reading, social studies, mathematics, history, language, arts and crafts, music, drama, and physical education.
>
> The program will be designed wherein pupils will utilize the resources of the camping environment as a laboratory for learning. Concrete experiences will expand the pupils' knowledge as they express their experiences in oral and written activities.
>
> The following is a tentative schedule of the camping activities of the boys and girls and 300 of their parents. The 500 boys and girls are included in the 1,748 community school participants:

| | | |
|---|---|---|
| Pre-camping Experiences | 17 May-28 May | Community Schools |
| Pre-service for Staff | 1 June-4 June | Community Schools |
| 1st Camping Session (100 boys and girls) | 7 June-12 June | Camp Pioneer |
| 2nd Camping Session (100 boys and girls) | 14 June-19 June | Camp Pioneer |
| Camping for Parents (100 family members) | 19 June-20 June | Camp Pioneer |
| 3rd Camping Session (100 boys and girls) | 21 June-26 June | Camp Pioneer |
| Camping for Parents (100 family members) | 26 June-27 June | Camp Pioneer |
| 4th Camping Session (100 boys and girls) | 28 June-3 July | Camp Pioneer |
| Camping for Parents (100 family members) | 3 July-4 July | Camp Pioneer |
| 5th Camping Session (100 boys and girls) | 5 July-10 July | Camp Pioneer |
| Post Session for Evaluative Purposes (Camping Staff) | 12 July-16 July | Community Schools |
| Post Camping Activities | 12 July-14 Aug. | Community Schools. |

Post camping experiences will be provided by community school staffs. Pupils will be encouraged to extend their camping experiences by utilizing resources in the library and in the community, their skills in reading, writing, mathematics, and in other related areas.

This description can then be seen as a statement of the major purpose of the project as initially set forth in the original funding proposal.

During the week immediately preceding the first group's arrival at the camp, the camp staff met at the Instructional Services Center of the Atlanta Public Schools and outlined a set of performance objectives to be followed in the operationalization of the broad goals of the program.

2. The Performance Objectives

The reader familiar with the 1970 summer camp project will note a distinct similarity, and in some cases an exact correspondence, between the objectives of this year's project and those of last year's project. The delineation of the objectives was left entirely to the discretion of those persons (that is, the camp staff) entrusted with the implementation of the activities designed to alter the critical variables supposedly implicit in each of the objectives: this being

the case, the objectives as stated are technically above reproach. Insofar as the goals of the 1970 and 1971 summer programs were the same, the similitude of the performance objectives is justified. Moreover, the 1971 project becomes, then, in a sense, a replication of the 1970 project. For this reason, the present evaluation will make comparisons with the 1970 data wherever this seems apropos.

In a sense, the staff's objectives, as was mentioned, are not subject to reproval for the simple reason that it was they who were to bring the proposed changes to fruition; and they, and only they, it might be argued, could know what they felt capable of effecting. Professional and administrative guidance was available in the formulation of the objectives but was not utilized.

The objectives as constructed by the camp staff (in process terms) follow:

a. To provide an opportunity for pupils to assume responsibility and develop self-reliance, thereby increasing self-respect.

b. To teach worthwhile use of leisure time.

c. To help pupils establish self-identity.

d. To provide direct experience in the natural and biological sciences.

e. To integrate into a framework, outdoor experience with formal school experience.

f. To teach health and safety.

g. To teach a pupil how to function as an individual for the sake of group unity.

h. To teach a pupil how to react to failure as well as to success.

i. To teach the skills involved in outdoor recreation such as fishing, camping, boating, and hiking.

j. To teach the elements of democratic living through group living, planning, and sharing.

These objectives are submitted verbatim as constructed by the staff. A set of objectives was never submitted which were in behavioral terms.

3. The Critical Variables. The behavioral objectives as stated by the camp personnel are submitted in their original form. Whenever and if ever a critical variable was demonstrable in the objectives, it was included as an element in one of the measurement instruments employed in the evaluation. As will become obvious, it was necessary to infer (but only after consulting the camp staff) certain assumptions of the camp rationale which were not explicit in the objectives as stated. It is this sort of post hoc interpretation and alteration of intent that could be avoided by professional explication during the formative stages of the objective construction.

Critical variables gleaned from the objectives are listed as follows in an order parallel to the objectives (see Section IIA2) which they inspired:

a. Self-esteem
b. Self-motivation
c. Competence, self-worth, and identity
d. Natural and biological sciences experience
e. Synthesis of school (formal) and informal experience
f. Health and safety knowledge
g. Ability to work toward group goals
h. Ability to accept failure
i. Ability in canoeing, swimming, fishing, birding, tree classification, camping, and hiking
j. See "g" above.

4. The Camp Activities. The camp activities were directed at an attempt to integrate the children's knowledge of the outdoors with actual experience in Nature, and, at the same time, afford the children an opportunity for fresh air, exercise, and personal development as outlined in the objectives listed earlier. The basic framework around which activities were conducted consisted of nature study in the form of fishing, hiking, canoeing, camping out, cooking out: and, after the second week, horseback riding at a local stable. Other less direct approaches to nature study included arts and crafts utilizing natural resources, singing, dance, athletics, swimming, and Indian ceremonies.

Also, central to the meeting of the goals of the camp was the life style itself: family style meals, community living and bathing facilities, and competitive endeavors (such as team sports and cabin "tribe" competition). These and other facets of 'life at camp' per se contributed, though not premeditatedly and calculatedly, to the bringing about the growth desired. In fact, in the final analysis, it may well be that it was this aspect of the experience, rather than the carefully planned activities, which actually produced results. Of course, there is no way of partialing out any one element from the over-all camping venture.

Planned undertakings followed a schedule of classes rigid enough to ensure the inclusion of all activities while remaining sufficiently flexible as to bend to spontaneous desires (this schedule appears in the Appendix, Section VII). "Free time" outside of camp was spent with one's own cottage mates or "tribe" for the most part, but whole group activities were also included.

The following, listed in an order parallel to the critical variables (see Section IIA3) they were aimed at changing, are the camp activities:

a. Self-esteem: activities designed with "accomplishment" in mind as the main product, (for example, swimming, crafts, athletics).

b. Self-motivation: each child was in charge of "his" activity at some point.

c. Competence, self-worth, and identity: matched teams "stacked" so certain ones would win.

d. Natural and biological sciences experience: nature study classes, hikes, camping out, fishing, canoeing, horseback riding, and arts and crafts.

e. Synthesis of school (formal) and informal experience: classes held in natural setting; children helped plan curriculum.

f. Health and safety knowledge: explained dangers and good practices in both group and one-to-one settings both in advance of anticipated hazards and as part of curriculum in classes.

g. Ability to work toward group goals: group projects were undertaken which necessitated unity, (for example, building terraces, building dams).

h. Ability to accept failure: as in item c, "stacked" teams offered opportunity for staff to help pupils to behave appropriately after failure.

i. Ability in canoeing, swimming, fishing, birding, tree classification, camping, and hiking: experiences in canoeing, swimming, fishing, birding, tree classification, camping, and hiking.

j. See item "g."

B. THE PROJECT

1. The Community Schools Involved. The community schools supplying the campers were Coan and Moreland (7-12 June), Mayson and Price (14-19 June), Archer and Brown (21-26 June), Howard and Williams (28 June-3 July), Capitol Avenue and Kennedy (5-10 July).

The original proposal called for 500 campers, 50 per cent male, and 50 per cent female; which meant that each week, two schools would be responsible for signing up 25 girls and 25 boys each. Table 1 shows how many pupils were actually sent to camp from each school.

TABLE 1

CAMP ATTENDANCE BY SCHOOL AND SEX

| School | Number of Boys | Number of Girls | Total |
|---|---|---|---|
| Coan | 26 | 20 | 46 |
| Moreland | 24 | 24 | 48 |
| Mayson | 25 | 25 | 50 |
| Price | 25 | 25 | 50 |
| Archer | 20 | 17 | 37 |
| Brown | 16 | 33 | 49 |
| Howard | 26 | 19 | 45 |
| Williams | 15 | 15 | 30 |
| Capitol Avenue | 18 | 17 | 35 |
| Kennedy | 19 | 18 | 37 |
| TOTAL | 214 | 213 | 427 |

2. The Campers. The original plan for the program called for seventh, eighth, and ninth graders. The actual distribution of grade levels appears in Table 2.

TABLE 2

GRADE DISTRIBUTION OF CAMPERS IN PERCENTAGES

| Per Cent | 6 | 7 | 8 | 9 | 10 | 11 | Mean Grade Level |
|---|---|---|---|---|---|---|---|
| Boys | 12.8 | 64.1 | 23.1 | -0- | -0- | -0- | 7.1 |
| Girls | 3.9 | 63.4 | 26.7 | 3.9 | -0- | 1.9 | 7.4 |
| Total | 7.7 | 63.7 | 25.3 | 2.2 | -0- | 1.1 | 7.3 |

Statistical manipulations performed on the frequencies comprising the percentages yielded no grade by sex interaction, indicating that while the pupils were not distributed anywhere near equally among grades seven, eight, and nine, the distribution of grade levels was comparable between the boys and the girls.

All pupils were selected from within the various Title I target areas, implying that they came from low income families and suffered the lack of enrichment usually associated with ghetto living. Since, for the most part, the campers were also involved in the community school project, these pupils were also those having learning disabilities and needing well-planned recreational and instructional activities. Beyond these generalized qualifications, community school directors also identified the selected pupils as: (1) those who otherwise would not be able to afford such an experience, (2) those who had never had any camping experience, (3) those whose behavior had "deserved" it (that is, as a "reward"), (4) in one instance, a logical selection procedure was attempted, but was ultimately seen as futile, being then replaced by random selection. This was reported in only one instance, but it is believed that in most cases where last minute replacements were needed, they were selected without any particular rationale other than filling the group.

The first group of campers were racially distributed equally between blacks and whites as per the original design which hoped

to lessen racial tensions, if and where they existed, and give experience in totally integrated living in a cooperative setting. Other than in the first week, there were no white campers. To expect an equal racial mix, it must be quickly added, however, was unrealistic in the first place since the neighborhoods from which the participants were drawn contained far fewer whites than blacks. If such an attempt to integrate a project is made in the future, it would be wise to take an informal census of the population from which the sample is to be drawn lest unrealistic results be again expected. A report issued earlier this year indicated that 724 whites and 1,631 blacks were in the area from which the 1,748 community school pupils came, but this distribution was not reflected in the camp population.

3. The Camp Staff. The professional staff at camp consisted of a black/white mix of personnel distributed in areas of specialty among the areas germane to the camp rationale. The members of this staff were headed by Earl Williams, a teacher in Atlanta, who served as director of the camp and taught athletics; and Gwendolyn Middlebrooks, a teacher at Spelman College, who taught dance, as well as acting as co-director. Swimming and nature study were taught by two Morehouse graduates, David Watkins and James Young, respectively. Arts and crafts were taught by Gail Crim, a former Atlanta teacher. Alfred Campbell, a teacher in Atlanta, was the parttime music teacher of the camp and was in residence from Thursday night until Saturday noon.

One counselor (a college student) and one junior counselor (a high school pupil or Neighborhood Youth Corps member) were assigned to each of the eleven cabins. The eleven counselors were Reva Paden, Ruby Jackson, Angela Harris, Valeria Bozman, Gloria Hollinshead, Schuyler Webb, Keith Bates, Raymonde Odom, Steve Erickson, Andy Scott, and Joseph Warren.

Other staff members, specifically the maintenance and operating personnel of the camp and kitchen, were supplied by the YMCA of Atlanta, owners of the camp.

A registered nurse, Mrs. Charlie Ruth Harris, was written into the original design of the project, but did not appear until the third week of the camp's operation and even then, was only parttime. Mrs. Harris was an acquaintance of Mr. Williams, the camp director, and it was through him that she was hired. Great difficulty was encountered in securing a nurse.

4. The Physical Arrangement of the Camp. Camp Pioneer, an Atlanta YMCA-owned camp, is located in Hiawassee, Georgia, in a remote wooded area. At camp, "The Lodge" was the center of activity for the group as a whole; it was here that the campers and staff ate their meals (family style), had dances and other whole-group activities, and organized at arrival and departure time for bussing.

The campers lived in eleven rustic cabins: five cabins for girls and six for boys, with approximately seven to ten campers per cabin. The camper composition in each cabin was half and half from each of the two schools represented at the camp in any given week. Prior to departure, an attempt was made in most cases to keep friends together and enemies apart by forming fellow cottage dweller groups at the home school. In theory, this seems the reasonable thing to do since it is the home school director and not the camp director who would best know which pupils are likely to be compatible. In practice, however, the camp personnel found this to be a less-than-convenient plan since they were then faced with the prospect of having to split up these pre-formed groups in order to properly utilize the cabin and counselor facilities by distributing the campers evenly.

Other facilities at the camp included a canopied gymnasium floor, a health building, a swimming pool, and a small body of water.

C. THE PRE-CAMP AND POST-CAMP EXPERIENCES

One of the major differences between the basic plans of the 1970 and the 1971 projects was the addition of the pre- and post-camp experiences

in the latter as explained in Section IIA1. What follows is a description of what actually went on during the time preceding and following the 5-1/2 day camp experiences.

1. The Pre-Camp Experience. Owing in large part to a late start, but also to a misunderstanding and a lack of desire and facilities, the pre-camp experiences did not even come close in most cases to what was intended by the original design which called for "units designed to develop and extend the pupils' knowledge of ... ." In most cases the days or weeks preceding a school's 5-1/2 day session were spent in organizational activities for the most part. Some schools were very well organized and held meetings to orient the pupils toward their upcoming experience. Others were lax and gave only a fleeting introduction to their pupils. One community school director, when asked to describe his pre-camp program said "we didn't get around to that."

   In short, the pre-camp experience was not what it was supposed to be at all.

2. The Post-Camp Experience. Rather than attempt, through academic activities, to consolidate their pupils' camp experience, most Community School Directors (CSD) held "rap" sessions where the experience was discussed casually. Some mention of writing exercises was made but this consisted only of "a paragraph or two."

   One CSD stated that he did not conduct a post camp session whatsoever. On the otherhand, many of the others "conducted" activities which were poor approximations of true follow-up as outlined in the design.

## III. DIAGNOSIS

### A. TESTING

1. The Testing Schedule. In the 1970 camping project, pupils were pretested immediately prior to boarding their campbound busses and posttested in the dining hall of the camp just before leaving camp

after their 5-1/2 day stay. This schedule of testing insured the fact that all children who were at camp would be tested and that all children tested would have attended camp, two conditions which might otherwise be doubtful. On the other hand, testing a group of children who are about to board a bus to go to camp also insures a room full of children who are chafing at the bit in their desire to leave, and therefore, perhaps rush through their responses. Likewise, at the end of the 5-1/2 days, it is likely that their desires, rather than wanting to be tested, would be to either get home again or to squeeze the last few drops of enjoyment out of the camp. Weighing the advantages and disadvantages of the 1970 testing schedule, it was decided that the decision of choice was to not follow the 1970 procedure, but to take advantage of the fact that owing to the design of the project, the 1971 pupils would be in their home schools during the preceding and following weeks for the precamp and postcamp experiences anyway, and to test them at these times.

Pupils were tested in their home schools on the Thursday or Friday of the week before they went to camp and again on the Monday or Tuesday following their return. The testing took approximately 45 minutes, and met with varied responses from the CSD's, ranging from well-planned testing sessions with proctors and a room set aside at some schools, to less desirable conditions at other schools where the room and proctors had to be found at the last minute before testing.

2. Test Attendance. Attendance at the testing sessions is a rough indicator of the pupils' willingness to be slightly inconvenienced by a short evaluation process in return for the opportunity they received as well as being an indicator of the CSD's willingness to keep track of his pupils and schedules. The pre-camping evaluation attendance is naturally elevated by the fact that many of the campers were told by their community school directors that the testing process was a prerequisite upon which their going to camp was contingent, just as the physical examination was required. The posttesting suffered by the same token since it occurred after the

fact and the community school directors felt they had no leverage by which to inveigle the pupils into posttest attendance. One CSD promised his pupils a field trip if they showed up for posttesting. His wise reasoning in this potentially impotent situation yielded a 75 per cent pre/post over lap while the mean overlap among the other schools was 48 per cent.

Table 3 shows the test attendance at each of the six schools tested. The four schools attending camp in the first two sessions were not tested due to a late start in planning (see Section IV on maintenance and control).

TABLE 3

TEST ATTENDANCE

| School | Pre-test N | Post-test N | Over-lap* N | Overlap Per Cent | N Sent to Camp | Test-Camp Overlap Per Cent |
|---|---|---|---|---|---|---|
| Archer | 21 | 20 | 14 | 67 | 37 | 38 |
| Brown | 44 | 41 | 33 | 75 | 49 | 67 |
| Howard | 41 | 12 | 12 | 29 | 45 | 27 |
| Williams | 27 | 16 | 16 | 56 | 30 | 53 |
| Capitol Ave. | 35 | 15 | 15 | 43 | 35 | 43 |
| Kennedy | 39 | 20 | 18 | 46 | 37 | 49 |
| Mean | 34.5 | 20.67 | 18 | 53 | 39 | 46 |

* Overlap = The number of pupils attending both pretests and posttests.

The column in Table 3 headed "Overlap Per Cent" contains data which in themselves are quite distressing: to think that an average of only half of the pupils (53%) were present for the pretest were also present for the posttest as well. But the truly disquieting tale is told by the final column on the right which indicates that only 46 per cent of the pupils involved in the project are represented in the data comprising this evaluation.

3. Diagnostic Approach. The following, listed in an order parallel to the critical variables they measured (see Section IIA4) are the

diagnostic instruments used. These instruments are described in the next section.

a. Self-esteem: The Coopersmith Self-Esteem Inventory (SEI), Form B.

b. Self-motivation: The All About Myself Scale, item number C.

c. Competence, self-worth, and identity: The All About Myself Scale, all items both jointly and separately.

d. Natural and biological sciences experience: This critical variable was altered ipso facto by attending camp.

e. Synthesis of school (formal) and informal experience: Questionnaire, item numbers 7 and 8.

f. Health and safety knowledge: The All About Myself Scale, item numbers J and S.

g. Ability to work toward group goals: The All About Myself Scale, item numbers B, H, M, N, and O.

h. Ability to accept failure: The All About Myself Scale, item number T.

i. Ability in canoeing, swimming, fishing, birding, tree classification, camping, and hiking: Questionnaire, item numbers 3, 4, 6, 7, 8, and 9.

j. See item "g."

4. The Test Battery. The test battery included the following instruments, specimens of which can be found in the Appendix (Section VI) at the end of this report.*

   a. The Coopersmith Self-Esteem Inventory (SEI), Form B, (a shortened form) as originally published in Stanley Coopersmith's 1967 book The Antecedents of Self-Esteem (W. H. Freeman and Company, San Francisco). The correlation of this 25-item form with the full length 58-item form is .86. As with any concept as nebulous as self-esteem, one encounters a variety of criticisms regarding definitions of terms and incredulity in the question of test validity. As concerns the former point of definition, 'self-concept,' when used in this study will refer to a person's sense of personal worth, competence, and self-acceptance. As concerns the validity of this instrument, let it suffice to say that in a field of self-concept instruments in general disrepute, the Coopersmith has proved the most robust and respected, or at least, the least deprecated.



* Copyrighted material deleted.

b. The All About Myself Scale (AAM). An instrument of unknown origin the AAM was used in this evaluation as it has been in several previous studies conducted by the school system. It consists of a group of statements concerning the testee's abilities which he is to rate by circling a point on a five-point Lickert scale ranging from 'very great' to 'somewhat small.' Like the Coopersmith, which is responded to in a true-false type dichotomous manner, the AAM, with its five points of shading, gives the child more flexibility of response.

c. The Children's Form of the Manifest Anxiety Scale. (A. Castaneda, B. R. McCandless, and D. S. Palerma, "The Children's Form of the Manifest Anxiety Scale," Child Development, Volume 27, Number 3, September, 1956). The Manifest Anxiety Scale (MA) was split into two equal halves to create two forms of the test for use as pretests and posttests. The forms were counterbalanced across schools.

Embodied in the MA were items L (Lie score) used as an index of the testee's tendency to falsify his responses to the anxiety items A (Anxiety score).

Some of the functional properties currently ascribed to anxiety indicate a utility in measuring the level of drive with the immediate purpose of attempting to determine its role as a determinant of performance. The L score was seen as a social indicator of the testee's willingness to please as evidenced by his attempts to "look good."

d. The Questionnaire

A questionnaire relating specifically to the child's expectations of the camp (prior to attending) and his evaluation of his experience (after returning) was constructed for use in the 1970 camp project. Since this questionnaire proved appropriate for this year's program as well, it was used again, thereby also affording an opportunity to compare the groups of the two years.

The pre- and post-questionnaire forms included two types of questions: Those questions which were asked twice and worded identically in the pre and posttest forms save the fact, of

course, that they were in the future tense in the pretest condition and in the past tense in the posttest, for the obvious purpose of measuring gain. These "pre-post" comparison items were numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 on the pre and the post questionnaires. Also on the questionnaires were items which were asked only once for the gathering of descriptive data. These questions were number 5 on the pre-questionnaire and numbers 5, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20 on the post-questionnaire.

The "pre-post comparison" questionnaire items and the "descriptive" questionnaire items will be discussed in separate sections.

B. THE TEST RESULTS

1. The Coopersmith Self-Esteem Inventory. The 25-item (Form B), Coopersmith SEI was evaluated by performing a two-tailed t test against a hypothetical test statistic of no difference, (D=O) on the difference between the pupil's pretest and posttest scores. This was done on all data combined across school and sex as well as on the data after they had been broken down to inspect for differences in the individual schools and sexes. Table 4 shows the results of these tests.

The breakdown of data by school and by sex indicated that in 33 per cent of the schools, the boys showed a significant (p=.03) increase in self-esteem, while in 17 per cent of the schools, the boys showed a significant change (p=.01) in the opposite direction. The girls showed no change.

TABLE 4

THE COOPERSMITH SELF-ESTEEM INVENTORY

| School/Sex | Mean (Pre) | Mean (Post) | Change* | s.d. | t | Level of Significance |
|---|---|---|---|---|---|---|
| Archer/Male | 15.7 | 16.6 | 0.88 | 2.69 | ** | ** |
| Archer/Female | 17.7 | 17.3 | 1.33 | 2.42 | ** | ** |
| Brown/Male | 13.2 | 14.5 | 1.08 | 4.54 | ** | ** |
| Brown/Female | 14.6 | 14.6 | -0.05 | ** | ** | ** |
| Howard/Male | 15.2 | 11.6 | -3.40 | .89 | -8.5 | .01 |
| Howard/Female | 15.1 | 15.8 | 2.00 | 1.00 | ** | ** |
| Williams/Male | 14.3 | 12.0 | 1.00 | 1.41 | ** | ** |
| Williams/Female | 14.5 | 13.8 | -0.13 | 2.42 | ** | ** |
| Capitol/Male | 15.1 | 15.8 | 3.00 | 1.00 | 5.19 | .03 |
| Capitol/Female | 14.8 | 17.0 | 1.67 | 3.39 | ** | ** |
| Kennedy/Male | 13.3 | 16.0 | 2.00 | 2.35 | 2.56 | .03 |
| Kennedy/Female | 13.6 | 14.1 | 0.33 | 2.65 | ** | ** |
| Overall/Males | 14.5 | 14.4 | 0.72 | 3.45 | 1.30 | ** |
| Overall/Females | 15.1 | 15.4 | 0.17 | 2.67 | 0.47 | ** |
| Total | 14.8 | 14.9 | 0.41 | 3.02 | 1.28 | ** |

* In cases where the mean change and the difference between the pretest and posttest means do not seem to agree, it is due to the fact that the latter is descriptive data gathered from all testees, including non-overlap data, whereas, the mean change is computed only from pre-post overlap data where a difference was computable.

** Computation of data replaced by asterisks was foregone since data already calculated made their lack of significance obvious.

E. Aronson and J. Miles ("The Effects of Severity of Initiation on Liking for a Group," Journal of Abnormal Social Psychology, 59:177-181, 1959) showed that persons are generally unwilling to accept evidence that they are better or worse than they themselves have decided, and generally resolve any dissonance between the evidence and their judgment in favor of their customary judgment. Perhaps this explains, in part, an unwillingness on the part of the children to report any altered feelings, which might be attributed to the camping experience. (This sort of explanation, of course, is somewhat post hoc.)

The data, when broken down by schools, give a bit more credence to the possibility that the camping experience operates on those things which comprise one's self-concept, but still fall short of proving this point conclusively. The tendency evidenced in these findings, however, would indicate that self-esteem is a fruitful area of investigation for a future project of this sort, perhaps seeking a more sensitive instrument, should one arise. This indication is further supported by the rather conclusive results obtained on the All About Myself Scale reported below, in which the various components of self-esteem and competence are measured separately.

2. The All About Myself Scale (AAM). To sum the ratings on all of the nineteen items of the AAM and present this as a composite self-concept score would seem at first to be mixing data which are not comparable. This is both true and untrue. A two-tailed t test run on the total gain on all nineteen items yielded a mean change of 1.7 with a standard deviation of 9.68, not anywhere near being significant. So, whereas, one might argue that a composite score does say something meaningful, and can therefore be evaluated, in the present instance, it tells us only that the overall self-concept (if it can be granted that this is what such a composite score would reflect) was not significantly altered.

A desirable consideration in this study, would be an item by item analysis of the questions to ascertain which, if any, of the areas measured changed significantly as a result of the camping experience. It is here that the effect of the camp is demonstrated most clearly, as is shown in Table 5.

Some of the areas which, upon individual analysis, showed no significant change were, in fact, areas in which no change would be expected, since the program did not aim at change in these areas (for example, ability to speak in front of the class, ability to work alone).

TABLE 5

THE ALL ABOUT MYSELF SCALE

| Ability* | Mean Change | s.d. | t | Level of Significance |
|---|---|---|---|---|
| A. (Example on instrument) | | | | |
| B. Leadership | .23 | 1.12 | 1.97 | .05 |
| C. Independence in work | .14 | 1.27 | 1.07 | .29 |
| D. Lack of shyness | .14 | 1.26 | 1.08 | .28 |
| E. Artistic ability | .33 | 1.17 | 2.68 | .009 |
| F. Athletic ability | .29 | 1.07 | 2.55 | .01 |
| G. Musical ability | .18 | 1.19 | 1.41 | .16** |
| H. Get along with others | .14 | 1.18 | 1.16 | .25 |
| I. Self-confidence | .19 | 1.25 | 1.51 | .13 |
| J. Physical Health | -.08 | 1.23 | -0.60 | .55 |
| K. To not daydream | .24 | 1.17 | 1.96 | .05 |
| L. Be proud of deeds | .06 | 1.06 | 0.59 | .55 |
| M. Be likable | -.03 | 1.18 | -0.27 | .80 |
| N. Not fight | -.32 | 1.36 | -2.23 | .03 |
| O. Have others follow ideas | .12 | 1.23 | 0.93 | .35 |
| P. Acknowledge authority | .12 | 1.17 | 0.98 | .32 |
| Q. Feel sure of self | .02 | 1.44 | -0.18 | .86 |
| R. Have fun alone | -.01 | 1.55 | -0.07 | .95 |
| S. Not get hurt | -.26 | 1.20 | -2.01 | .05 |
| T. Not get angry | .19 | 1.37 | 1.29 | .20 |

* The abilities listed are merely for quick reference. The actual abilities as worded on the AAM can be found on the specimen test Appendix of this report (Section VII).

** Significant at the .009 level for girls alone.

Other areas showing no change are more directly related to the objectives of the project, and show that, in these areas at least, either the project did not succeed or the instruments used did not detect any change. But in some of the areas directly scheduled for alteration, a significant change is noted. (See Section IIIA3 for specific pairings of successes and critical variables.)

Of particular note among things changed are those abilities directly related to the pedogogic activities of the camp (artistic, athletic, and musical abilities) and the interpersonal development (leadership, to not daydream). Some of the significant changes noted might be seen as changes for the worse (ability to stay out of fights -- decreased; and ability to do things without getting hurt -- decreased), but may

also be seen as a first view on the part of the children of their relationships with others in a natural setting, and as such should be accepted as growth of a sort also much as are the bruises of the child just learning to ride a bicycle.

3. The Children's Form of the Manifest Anxiety Scale (MA). Analysis of the "changes in anxiety" ($D_A$) yielded no significant results in separation of data by school, sex, test form order of administration, or interactions of any of these elements.

While the children's manifest anxiety, as measured by this instrument, was not altered significantly, 50 per cent of the males showed a significant increase in their L scores, 33 per cent of the females showed a change in the same direction. What does this increase tendency mean? Most basically, it indicates a desire on the part of the children to appear or feel (or both) more at ease. Possibly this is a compensatory act in response to being put ill at ease by the camp (which is doubtful in view of the $D_A$ data) or, and this would seem more likely, the children are feeling a pressure of some sort to be more relaxed -- a common symptom of those "... long in city pent ..." when given an opportunity to relax in the country for perhaps the first time. It is as though the children possessed a degree of manifest anxiety too well-ingrained by their lives in the city to be altered by so short a stay in the country as theirs was, but at the same time, they were trying to fight this anxiety and be relaxed -- in spite of themselves.

4. Pre and Post Questionnaire Comparison Questions. Each of the nine 'pre/post comparison' questions will be discussed separately. The figures in parentheses following each question are the mean responses of those questions.

a. Question 1.

Pre -- Do you expect that the next five days will be (1) no fun, (2) a little fun, (3) a great deal of fun? (2.9.)

Post - Did you find that the last five days were (1) no fun, (2) a little fun, (3) a great deal of fun? (2.8.)

The pre/post difference, tested against a hypothetical mean difference of zero, was significant at the .03 level indicating that the camping experience was less fun than anticipated. Table 6 shows that the reverse was true in the 1970 camp project; then, the children had significantly more fun than they had expected. In view of this difference, it is interesting to note that the posttest mean responses of the 1970 and 1971 groups were identical, leading to the conclusion that it was not the camp experiences per se which differed between the two years, but rather the a priori expectations which had been set. Keep in mind, in weighing this conclusion, that only the 1971 group had a precamp experience designed presumably to enhance the camping venture. Perhaps the 5-1/2 days were built up at this time to a level which the camp could not hope to match; whereas, the 1970 group had more fun than they could have imagined on their own without a precamp experience.

b. Question 2.

Pre -- Do you expect that over the next five days you will (1) learn nothing, (2) learn a little, (3) learn a lot? (2.9.)

Post - Did you find that over the last five days you (1) learned nothing, (2) learned a little, (3) learned a lot? (2.7.)

The pre/post difference is significant at the .03 level indicating that the campers did not learn as much as they had been led to anticipate. Table 6 shows that whereas the 1971 group expected to learn more than did the 1970 group, it was the 1970 group that actually felt they had learned more. While the 1970 raw scores were not available for statistical comparison with the 1971 scores, the 1970-71 differences in both the pretest and posttest conditions would seem to be sufficiently great as to suggest what was in operation here. In the case of the pretest, it is plain that the campers' hopes were built up in Question 1: the same unwarranted eagerness may be suggested again in Question 2.

As concerns the posttest values for the two years, the efficiency of the 1971 program may come into question.

c. Question 3.

Pre -- How well can you paddle a canoe? (1) not at all, (2) a little, (3) very well. (2.0.)

Post - Same question. (2.3.)

The 1971 and the 1970 groups both showed a significant increase ($p=.001$ and $p=.05$ respectively) in this skill as measured by the relative pre/post scores. On the absolute level, however, the 1970 group ended up with a higher mean response than the 1971 group. While the 1970 scores were not available for direct comparison, it is believed that a significant difference would be demonstrable if they had been available. This is to say that whereas both years' groups improved, the 1970 group appeared to have improved more. Perhaps the difference can be attributed to a difference in the quality of teaching in the two projects, or to the planning and execution of the canoe trips themselves. The latter is a strong possibility since some difficulty was encountered in the transport of the canoes this year.

d. Question 4.

Pre -- How well can you swim? (1) not at all, (2) a little, (3) very well. (2.2.)

Post - Same question. (2.4.)

Both groups showed a significant improvement in this skill, 1970 at the .05 level, 1971 at less than the .01 level.

e. Question 6.

Pre -- How well can you fish? (1) poorly, (2) fair, (3) well. (2.1.)

Post - Same question. (2.1.)

Whereas the 1970 group showed a significant (p=.05) improvement in this ability, the 1971 group showed no gain whatever. This may be due to the fact that the activity was stressed differently in the two projects.

f. Question 7.

Pre — How well can you tell the difference among birds?
(1) not very well, (2) fairly well, (3) very well.
(1.4.)

Post - Same question. (1.7.)

Whereas both groups showed a significant increase (1970, p=.05; 1971, p=.001) in this skill owing to their respective camping experiences, the 1970 group (Table 6) started out with an appreciably higher mean score on this question. No explanation of this anomaly is proffered other than the conjecture that, rather than teach the 1971 pupils anything, the precamp experience may have served primarily to indicate to them how little they actually knew. Were this the case, however, it would seem it should also have appeared in Question 8 as well -- it did not.

g. Question 8.

Pre — How well can you tell the difference among trees?
(1) not very well, (2) fairly well, (3) very well.
(1.6.)

Post - Same question. (1.7.)

In this question the 1970 and 1971 groups entered the camping experience with the same mean score, but the 1970 group appeared to have learned quite a bit more. This could be attributable to teaching emphasis. The differences both years were significant (1970, p=.05; 1971, p=.02).

h. Question 9.

Pre — How well do you think you would do in the woods by yourself?
(1) not very well, (2) fairly well, (3) very well. (1.9.)

Post - Same question. (1.8.)

Whereas the 1970 group showed a significant (.05) increase in this response, the 1971 group showed no such change. This it fairly, safely can be said, was probably due to the fact that the 1971 group was plagued by bad weather and misfortune to match. In short, the camping out (such as it was) which was available to the 1971 group was not the type experience that would be likely to produce noticeable changes.

i. Question 10.

Pre -- How many friends do you expect to make in the next five days? (1) none, (2) a few, (3) many. (2.6.)

Post - How many friends did you make in the last five days? (1) none, (2) a few, (3) many. (2.8.)

The expectancies of the 1970 and 1971 groups were comparable and they both increased significantly (p=.05 and p=.001 respectively), indicating that the children made more friends than they had expected to make.

Summary of the Changes Measured by the Questionnaire

The questionnaire is, in the opinions of the children themselves, a testimony to the success of the camp project. The children had a good time and acquired some valuable skills and experiences, thereby fulfilling many of the objectives of the program. Table 6 shows the pretest and posttest mean responses of the questionnaire for 1970 and 1971.

TABLE 6

PRETEST AND POSTTEST MEAN RESPONSES ON QUESTIONNAIRE

| Question Number | 1970 Pre | 1970 Post[a] | 1971 Pre | 1971 Post |
|---|---|---|---|---|
| 1 | 2.7 | 2.8 | 2.9 | 2.8[b] |
| 2 | 2.7 | 2.8 | 2.9 | 2.7[b] |
| 3 | 1.9 | 2.6 | 2.0 | 2.3[e] |
| 4 | 2.3 | 2.5 | 2.2 | 2.4[d] |
| 5 | 2.3 | 2.2 | 2.2 | 2.2 |
| 6 | 2.3 | 2.4 | 2.1 | 2.1 |
| 7 | 1.8 | 1.9 | 1.4 | 1.7[e] |
| 8 | 1.6 | 2.0 | 1.6 | 1.7[c] |
| 9 | 2.1 | 2.3 | 1.9 | 1.8 |
| 10 | 2.5 | 2.8 | 2.6 | 2.8[e] |
| 13 | * | * | * | 2.67 |
| 14 | * | * | * | 2.36 |

* Not administered.

a. All gains significant at .05.
b. Change significant at .03.
c. Change significant at .02.
d. Change significant at < .01.
e. Change significant at < .001.

5. Questionnaire Items Designed to Gather Descriptive Data.

a. Pre questionnaire 5. How often have you been to a lake? (1) never, (2) less than five times (3) more than five times.

The purpose of this question was to ascertain exactly how deprived of an opportunity to visit a lake these children were by their own admission. Table 7 gives the distribution of responses by schools to this question.

TABLE 7

PERCENTAGE DISTRIBUTION BY SCHOOLS OF
ANSWERS TO PRE QUESTIONNAIRE 5

How often have you been to a lake?

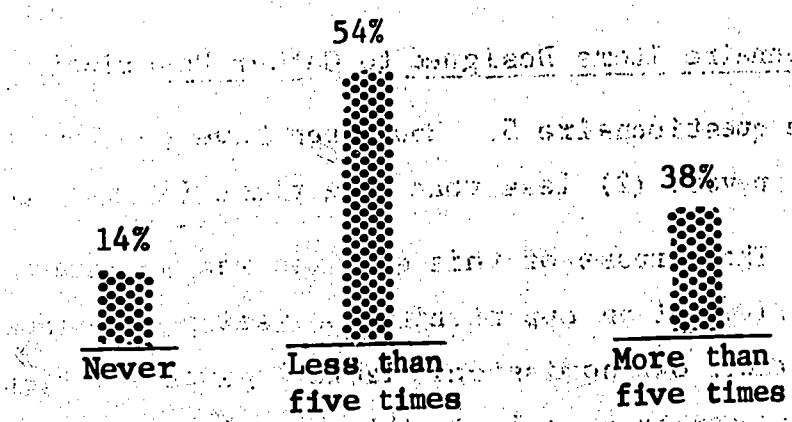
| Schools | (1) Never | (2) Less than five times | (3) More than five times |
|---|---|---|---|
| Archer | 7 | 64 | 29 |
| Brown | 19 | 47 | 34 |
| Howard | 0 | 63 | 37 |
| Williams | 30 | 50 | 20 |
| Capitol Avenue | 0 | 78 | 22 |
| Kennedy | 11 | 50 | 39 |
| OVERALL PER CENT | 14 | 54 | 38 |

Collapsed across school, the percentage distribution of the overall responses are reflected in the bar graph in Figure 1.

FIGURE 1

OVERALL DISTRIBUTION OF RESPONSES
TO PRE QUESTIONNAIRE 5

How often have you been to a lake?



Whether or not to label the campers as "deprived" should be made in consideration of the data revealed in Figure 1. In the opinion of this writer, pupils more genuinely in need of this sort of experience could probably have been found if the proper allotment of time for adequate canvassing had been made.

b. Post questionnaire 5. Would you like to go on another camping experience? (1) no, (2) yes, for about the same length of time, (3) yes, for a longer period of time.

This question attempted to tap the children's overall feelings about the camp as reflected by their desire to return. The distribution of responses are shown in Table 8 and speak for themselves: in the opinion of the children, the camp was a success.

TABLE 8

PERCENTAGE DISTRIBUTION BY SCHOOLS OF RESPONSES TO POST QUESTIONNAIRE 5

Would you like to go on another camping experience?

| Schools | (1) No | (2) Yes, same length of time | (3) Yes, longer period of time |
|---|---|---|---|
| Archer | 0.0 | 14.0 | 86.0 |
| Brown | 9.5 | 9.5 | 81.0 |
| Howard | 37.5 | 25.0 | 37.5 |
| Williams | 10.0 | 70.0 | 20.0 |
| Capitol Avenue | 0.0 | 33.0 | 67.0 |
| Kennedy | 5.0 | 28.0 | 67.0 |
| OVERALL PER CENT | 9.0 | 24.0 | 67.0 |

c. Post questionnaire 11. What did you enjoy most in the last five days?

The answers given by the campers to this question were tabulated and the frequencies converted to a ranking of the activities (the activity which was mentioned most was given a rank of '1' with numerically increasing ranks being assigned in order of decreasing popularity). Table 9 gives the ranks so assigned.

TABLE 9

RANKS OF ACTIVITIES LIKED MOST

| Activity | Rankings | | |
|---|---|---|---|
| | Boys | Girls | Overall |
| Swimming | 1 | 1 | 1 |
| Horseback Riding | 2 | 3 | 2 |
| Dancing | 3 | 2 | 3 |
| Canoeing | 5.5 | 6 | 4.5 |
| Hiking | 5.5 | 6 | 4.5 |
| Counselors | 12.5 | 4 | 6 |
| Archery | 5.5 | 9.5 | 7.5 |
| Music | 12.5 | 6 | 7.5 |
| Parties | 12.5 | 8 | 9.5 |
| New Friends | 8 | 9.5 | 9.5 |
| Opposite Sex | 5.5 | 13 | 11 |
| Playing | 12.5 | 13 | 13.5 |
| Ball Playing | 12.5 | 13 | 13.5 |
| Camping Out | 12.5 | 13 | 13.5 |
| Classes | 12.5 | 13 | 13.5 |
| Fishing | 12.5 | 16.5 | 16 |
| Arts and Crafts | 17 | 16.5 | 17 |

An immediately noticeable failing of this method of activity evaluation is the fact that some activities of the camp are not mentioned at all. What, for example, if a camper enjoyed one activity almost as much as another? Obviously, the lesser activity would not get mentioned in a question such as this one. In short, some activities were

mentioned at the expense of others. It is suggested that in the future a five-point Lickert scale encompassing all activities be employed in this evaluation in order to retain independence among the ratings. Another possibility would be to present a list of activities and have the campers assign ranks: this might prove too confusing, though.

The Spearman rank correlation between the girls' and boys' rankings was .82 ($p < .01$). In addition to being at least first, second, or third in all instances, it might be mentioned that swimming, horseback riding, and dancing constituted 32, 13, and 12 per cent respectively of the activities listed by the pupils as having been most enjoyable.

d. Post questionnaire 12. What did you enjoy <u>least</u> about the last five days?

The data collected in this question's analysis were treated in the same manner as those of post questionnaire 11. The results of this tabulation appear in Table 10.

The Spearman rho between the girls' and the boys' dislikes was .38 ($p=.10$). The failure of this low correlation to reach significance explains why there is no overall ranking in this question's evaluation: such a collapsing across sex would obscure rather than consolidate the findings. What the low correlation primarily tells us is that the girls' and boys' dislikes must be looked at separately.

TABLE 10

RANKS OF ACTIVITIES LIKED LEAST*

| Activity | Boys | Girls |
|---|---|---|
| Dancing | 3.0 | 15.0 |
| Camping Out | 3.0 | 8.0 |
| Canoeing | 11.5 | 8.0 |
| Hiking | 6.5 | 1.0 |
| Swimming | 11.5 | 15.0 |
| Food | 6.5 | 2.0 |
| The Director | 3.0 | 4.5 |
| The Bugs | 11.5 | 3.0 |
| Basketball Courts | 11.5 | 19.5 |
| Counselors | 18.5 | 8.0 |
| Early Bed (and Rise) | 11.5 | 4.5 |
| Lavatory Facilities | 18.5 | 11.0 |
| Working | 3.0 | 18.0 |
| Arts and Crafts | 3.0 | 6.0 |
| Horseback Riding | 18.5 | 11.0 |
| Fishing | 11.5 | 19.5 |
| Nature Study | 18.5 | 15.0 |
| Archery | 11.5 | 19.5 |
| Meeting New People | 18.5 | 15.0 |
| Fighting | 18.5 | 15.0 |
| The Pool | 11.5 | 19.5 |

* Low rank (1, 2, 3) indicates stronger dislike. High rank (10, 11, 12) indicates milder dislike.

e. Post questionnaire 13. Learning things at camp was (1) less fun that at school, (2) about the same as going to school, (3) more fun than going to school.

The responses to this question showed means of 2.67 for the boys and 2.69 for the girls with standard deviations of .62 and .54, respectively. Both distributions, when tested against a hypothetical distribution with a mean of 2.0 yielded probabilities of less than .001 meaning that the true means of responses definitely approached a response of 3 ("... more fun ...").

f. Post questionnaire 14. At camp I: (1) learned less than by going to school, (2) learned about the same as by going to school, (3) learned more than by going to school.

The boys responses' were distributed about a mean of 2.49 with a standard deviation of .68; the girls' mean response was 2.23 with a standard deviation of .65. These two distributions, tested against the hypothetical mean of 2.0 yielded probabilities of < .001 and .01 respectively. These probabilities tell us that the true mean lay closer to 3 ("... learned more ...").

g. Post questionnaire 15. Who was always pushing other kids around?

The original intent of this question was to gather data for a sociogram. The incomplete nature of the data collected, however, precluded the construction of a sociogram for each session's campers since only one vector made itself apparent: the director who was given in answer to this question by 67 per cent of the boys and 69 per cent of the girls.

In view of this trend, an informal inquiry was conducted among the community school liaison persons to ascertain whether this was, in their opinions, a valid finding. Most of those asked felt that it was the director's adamant adherence to rules which was interpreted as "pushing around" by the children.

h. Post questionnaire 16-20 used the "Guess who" technique and asked the following questions respectively (16) "Who got pushed around more than anybody else?"; (17) "Who got real mad when he (or she) did not get his (or her) own way"?; (18) "Who was a real good leader?"; (19) "Who were the two nicest kids at camp?"; (20) "This was a good person -- friends with everybody no matter who they are."

These questions were included in order to construct sociograms but no trends appeared, rendering the information useless. The very absence of a trend; however, is indicative of the parallel absence at camp of an opportunity for children

to form friendships outside their own home school circle of friends who nominated each other mutually on these questions, yielding no information about the group as a whole.

C. WHAT THE TEST RESULTS SAY ABOUT THE CRITICAL VARIABLES

The critical variables listed earlier in Section IIA3, are evaluated in the same order below with references given to the supporting data to which the reader is directed for a full explanation of the results.

a. Self-esteem. As measured by the Coopersmith SEI, this critical variable showed no significant overall alteration. Within schools; however, there were some significant results. A fuller discussion of these results can be found in Section IIIB1. Also, a more detailed discussion of a critical variable of essentially the same gendre can be found in the references to critical variable "c" in this Section.

b. Self-motivation. As measured by the AAM, item C, this critical variable showed no significant change as a result of the project.

c. Competence, self-worth, identity. This constellation of critical variables was measured by the AAM test in the composite score as well as the individual items. The former, as was fully explained in Section IID2, held so much variance that a significant change was not evidenced. In that same section; however, conclusive data were given to show that there were significant increases in several abilities leading to the conclusion that this critical variable was, in fact, altered.

d. Natural and biological sciences experiences. This critical variable (as was explained in Section IIA4) was altered by the existence of the scheduled activities.

e. Synthesis of formal (school) and informal experience. As measured by pre/post questionnaire items 7 and 8, this critical variable showed a statistically significant gain.

f. Health and safety. This critical variable, as measured by AAM items J ("My physical health") and S (To do things without getting hurt") showed no change, and a change in the opposite

direction respectively (that is, they decreased rather than increased).

g. Ability to work toward group goals. Changes in this critical variable, as measured by AAM items [B ("To be a leader"), H ("To get along with others"), M ("To have people like me"), N ("To stay out of fights"), and O ("To have other kids follow my ideas")] showed respective significance levels of .05, .25, .80, .03, and .35. These changes are more fully explained in Section IIIB2.

h. Ability to accept failure. Item T ("To not get angry when things go wrong") in the AAM was significant only at the .20 level showing only a dubious trend of improvement.

i. Abilities in canoeing, swimming, fishing, birding, tree classification, and camping were measured by pre/post questionnaire items, 3, 4, 6, 7, 8, and 9 respectively. Changes were significant at the following levels respectively, < .001, < .01, NS, < .001, .02, and NS.

j. See item "g."

## IV. MANAGEMENT AND CONTROL

### A. AVAILABILITY OF ADVANCE INFORMATION AND FUNDING

A chain, it is said, is only as strong as its weakest link. The availability of advance information (or lack of it in the present instance) could then be held largely responsible for the shortcomings of this program.

Who then, it must be asked, was the responsible party? To this question several answers appear as one addresses himself to the various phases of the project in turn. The main culprit, however, would appear to be the funding process and its many unforeseen complications, since nothing can begin before the funding is definite. The application procedure was late this year (application submitted April 30, 1971 and approved May 24, 1971) with an effective beginning date of April 30, 1971. Coupled with this fact is a duality of financial commitments which need

not be elucidated here, but which bore directly upon the fact that this project was late in getting off the ground. This situation was handled by the Director of the Title I Office, but according to his accounting of the situation, was largely beyond his control and created an unavoidable delay.

Singular responsibility neither can, nor need, be assigned in the issue of the late start since the intertwining of the initial financial procedures has so obscured the facts as to render the allocation of blame impossible. Suffice it to say that funds must be made available much earlier in the future if such a project is to succeed.

It might be of value to note at this point that despite the late date of funding, the following meetings are on record:

1. October 28, 1970. Title I activities and objectives were revised by parents and Title I staff.
2. January 28, 1971. Members were asked to formulate plans for the summer project.
3. April 7, 1971. Plans for the summer program were submitted and discussed by parents, community agencies, and school staff members. Of a list of sixteen priorities, the outdoor educational program was number four.

Once the financial situation gave the program a late beginning, the rest of the cogs in the mechanism were doomed before they began. Everyone was forced to do his job in a sharply limited time: the camp staff had to outline their objectives in less than a week; the evaluator lost two full weeks' worth of data while setting up the evaluation process; the community school directors had to canvas their often phoneless Title I target areas to recruit pupils after school had closed, rather than being able to take advantage of the school year time to communicate with families via the daily attending pupils; and the camp operators had not sufficient time to prepare the site properly. These are just a few of the many crippling pressures which were unnecessarily suffered by those affiliated with this project. Some of the participants broke under the strain and the

project suffered as a result of their loss. Others acted on their own without prior information: in some cases, this worked out well. Once again, it must be stressed that time and planning are vital to the implementation of a project in a school system the size of Atlanta's.

To say that proper communication is crucial would approach triteness, but it must be said that many persons involved in this project seemed to be unaware of the basic purposes of the program. Many individuals had their own ideas of what should be accomplished: some thought that "just operating" a typical camp program without regard to the needs of pupil participants would be sufficient; and then there were others who did not give recruitment and program planning sufficient thought.

On the topic of communication, it should be noted that information was available (even if not readily so). A clear case in point is that of one community school director who "pushed the idea around" even before the program was given an unequivocal green light, but appeared as though the go ahead would be given. In this way, the director avoided the "surprise" reported by others.

B. ISOLATION VERSUS INVOLVEMENT

On this count, the summer camp project fared quite well. The pupils selected to go to camp were, in fact, selected from the district under the direction of each community school, an organ whose purpose is to create community involvement in the education process in Title I areas. This integrative function was particularly well served, it seemed, through the inviting of families from the community to the camp. Of course, this statement is made in theory only since the parent weekends were not to be included in the formal evaluation process.

On the other hand, as concerns the isolation of this project from the school system-at-large, this isolation existed only insofar as the Title I areas themselves were isolated.

C. ENVIRONMENT IN WHICH THE PROGRAM WAS OPERATED

The environment to which the pupil participants in this program were exposed was alien: this, however, was the entire raison d'etre

of the program. But during the last few days of the final week, what had already been acknowledged as a potentially ominous racial relationship with the local community developed into a hostile atmosphere. Fortunately, administrative persons from the project went to Hiawassee and were able to quell sufficiently the troublesome sentiments as to permit the conclusion of the project without incident.

This year's racial incident (coupled with an unreported one in the 1970 project) should lead to serious reconsideration of the advisability of this site's use. If, despite the potential strife, this site is chosen again, steps should be taken to avert any adverse occurrences. Perhaps more white staff members or campers would mollify the local residents.

D. DID THE PROSPECTIVE PARTICIPANTS WANT TO BE A PART OF THE PROGRAM?

As concerns the children who actually got to camp, it would seem almost incumbent upon one to say that the children looked at the opportunity with fervid anticipation. None the less, there were widespread mixed emotions and misgivings which in some cases led to withdrawal before going to camp. There was no report of campers leaving the camp once they got there. The very fact of their dropping out made pupils who did so inaccessible to quantification regarding their reason for quitting; but some soft data from the school personnel indicated that among the prime reasons pupils reneged was the "involved" preparation which included such things as the physical examination, the pre and post camp classes, and the evaluative testing. The consensus among these camp liaison persons at various schools seemed to be that the children would have been more enthusiastic were it possible to merely "hop on the bus ... with no strings attached." But this is no surprise to anyone familiar with the likes and dislikes of children. However, it is believed that appropriate advanced planning will minimize the shuffle and many changes in determining future camp participants..

Given, then, that those children who went to camp, for the most part, had had sifted out from their numbers those who for one reason or another did not want to go, it is possible to say pretty safely that

the children who went to camp, at least at the outset, had wanted to go to camp (or at least the camp as it had been described to them at their home schools -- and this varied from school to school).

The means so readily available to the pupils for opting out of the project entirely; however, was not offered to the community school directors, whose participation ran the full range from zealous to passive agressiveness. At the time of this writing, there are still schools which have not returned forms and information essential to the proper execution of this report (originally requested June 9, 1971).

E. WERE THE OBJECTIVES, AS STATED, REALLY PURSUED?

Many of the objectives were, by the very existence of the program, destined for fulfillment (for example, "to provide direct experience in the natural and biological sciences"). On the other hand, some of the objectives were sufficiently vague as to lead one to question their utility and/or the means by which they might (if at all) be implemented, (for example, "to teach worthwhile use of leisure time" -- what is "worthwhile"?). Fundamentally, the objectives were admirable, but being stated in process terms, lacked the specificity necessary for adequate inferences as to their method of execution and for identifying the expected changes to occur among the participants. Further, because of the indefiniteness of the objectives, one also wonders if the camping program was embarked upon to operate (1) a 5-1/2 day "free wheeling" experience or (2) a program with specific objectives to be accomplished. These deficiencies lead one to doubt the practicability, if not the very attainability, of the objectives as a realistic rather than ethereal mission.

F. DID THE TOP AND INTERMEDIATE MANAGEMENT PERSONNEL ACTUALLY SUPPORT THE PROGRAM?

Support of the program at the camp per se and at the upper end (the Title I planning and funding offices, and the administrative offices) was excellent. The Coordinator of Health and Physical Education and the Director of Title I services were unfailing in their efforts to get the program off the ground and keep it going. Also very strong, once they got over an initial problem with malcontent, were

the camp staff members. Here, however, it was reported that staff morale, while it improved, never reached the point it should have. A primary weakness lay in lack of support from the community school in some cases.

Area superintendents' support was not assessed since there seemed no direct need for them to participate directly. Now, in retrospect, it would seem best for directions to flow to the schools via these intermediate administrators at least in the early stages of a program.

G. THE TIMETABLE OF ACTIVITIES

Perhaps the most surprising aspect of the camp project is the fact that everything followed the schedule as well as it did. On one occasion, a few children missed their bus; but aside from this near-inevitable failing, everything was well scheduled and activities adherred to this schedule both within sessions and between sessions.

H. OTHER ASPECTS OF MANAGEMENT AND CONTROL

Again, temptation exists to blame a late start for all subsequent deficiencies ranging from minor, annoying events to the major, debilitating imprecisions. But regardless of the accountability of the situation, certain weaknesses of the program must be made known lest they recur needlessly in the future. Some of the major shortcomings and recurrent complaints are enumerated as follows:

1. After getting off to a fine start, the program seemed destined to fall to pieces on the second day of the first week when at least fifty per cent of the children and camp staff contracted what was loosely diagnosed as dysentery by a local physician in Hiawassee. The camp maintenance man, by his own admission at the time was solely responsible for the onset of this situation: through a lack of knowledge of the water system, he had shut off two valves thereby bypassing the important sedimentation and filtration phases of the water purification process -- the children were given stagnant water which had sat in the dormant camp's water system since the previous season. This man, a mathematics teacher by trade, had been hired when the YMCA's groundskeeper quit his post unexpectedly at the beginning of the season.

Other physical deficiencies of the camp included the absence of an automatic skimming device for the swimming pool and uncut lawns. The lawn had not been mowed when the first campers arrived and still had not been mowed until the middle of the second session. Aside from the fact that it was unpleasant to trudge through knee-high wet grass, the tall weeds also posed a far more serious threat of dangerous snakes given refuge in the tall grass.

The onus in the case of the imperfections in the physical plant, of course, is ultimately on the YMCA, owners of the camp. This fact notwithstanding, it is the responsibility, as well, of the lessee to check a facility before he enters into a contract for that facility, and refuse to enter the agreement if the original conditions of the contract are inadequately met or are unacceptable to begin with. The case of the inadequate grounds maintenance is dealt with at length here because it points up best the dire consequences that can be obtained in such a situation of ineptitude and inadequate planning.

2. The kitchen staff, like the maintenance staff, was provided by the YMCA and was responsible to the YMCA and only to that organization; this created an unworkable situation in which the staff was not responsible to those they served. The awkwardness of this arrangement was alleviated in large part by the fact that the kitchen staff members were Atlanta Board of Education Food Service employees during the school year and were, by concidence, known to the director of the camp, a fact that made interpersonal relations somewhat more affable, but did not alter the fact that the kitchen help were bound to the YMCA for their bidding. Along with the food preparation staff, the YMCA also supplied the food, thereby leaving the camp project staff nearly powerless in the decision of what they were to eat.

Whether or not dollar value was received for the charges made for food will never be known unless an inquiry is made

into the food purchasing records of the YMCA. Comments from the camp staff indicated that the food had improved in both quality and quantity over the food served in the 1970 program, but that the food still fell objectively short of what one would expect for the amount charged, (for example, orange flavored Kool Aid was served at breakfast rather than orange juice with the justification of "it's got vitamin C, too"). In short, while the camp staff was not qualified to evaluate the food per dollar value obtained, it was speculated that the YMCA derived excessive profit by cutting corners at the expense of the project participants. Again, this must stand as a mere conjecture albeit an adamant one.

3. A registered nurse was written into the original project proposal, but did not arrive on the site until the third week.

4. Communication, vital to a program as large as this, was lacking in several important areas: lists of campers did not precede the campers to camp, oftimes not reaching the camp until the campers themselves did -- and even then, not necessarily were they in total agreement with the campers who actually arrived. Until the third week, there was no telephone at the camp except one in the home of the caretaker, who was reluctant to have the camp staff use it. Several dire emergencies transpired before the telephone was installed, leaving the staff dangerously incommunicado. Equipment, such as snakebite kits, reached the camp on schedule, but were rendered essentially useless due to inadequate listing and marking of supplies, and the fact that the staff complained about absent equipment before they had looked among the supplies not yet unpacked.

5. Counselors, who were college students or 1971 college graduates in many instances, were not all present at the camp site until the first week of the program was already underway by reason of several counselors' having to attend graduation ceremonies in Atlanta. This staff shortage left those who <u>were</u> at camp with

an inordinate amount of work in the already difficult adjustment period of the first few days.

## V. FINANCIAL REPORT

| Item or Service | Budget | Spent |
|---|---|---|
| Materials and Supplies | $ 2,022.00 | $ 1,459.31 |
| Food and Lodging | | |
| Children | | 13,750.00 |
| Families | | 1,650.00 |
| Total | 16,666.00 | 15,400.00 |
| Nurse | 1,027.00 | 513.00 (only worked 1/2 time) |
| Insurance for Campers | | |
| 500 Boys and Girls @ $2 each | 1,000.00 | 1,000.00 |
| Salaries | 22,361.00 | 18,769.76 |
| TOTAL EXPENSES | $ 43,076.00 | $ 37,142.07 |

| | | |
|---|---|---|
| Number of Pupils | 500 (expected) | 427 (attended) |
| Cost of Sending One Child to Camp for 5-1/2 Days | $ 86.15 | $ 86.98 |
| Daily Cost Per Child (total) | 15.66 | 15.81 |
| Daily Food and Lodging Cost Per Child | 6.06 | 6.56 |

While the total amount spent was less than the amount budgeted, the number of pupils anticipated was also less by 14.5 per cent. The amount saved in the decreased number of pupils, however, was only 13.7 per cent, reflecting a new over expenditure.

The total daily expenditure per child represents an amount which over spends the allotted per child budget amount by 1 per cent. On the other hand, looking at the food cost alone, there is an over expenditure of 8 per cent.

## VI. RECOMMENDATIONS*

(Asterisked recommendations were made by the camp staff)

### A. PLANNING

1. Funding applications should be submitted and approved in early spring.

2. Actual planning of the project (after funding has been finalized) should begin by May 1st at the latest, preferably by April 1st. Specific decisions should be made as to whether the camp program should be essentially "just a typical program" or one based on the needs of the participants.

3. Before funding has been finalized but seems probable, tentative plans should be outlined.

4. Orientation must be adequate.

   a. Behavioral objectives should be constructed early to lead to a unity of purpose.

   b. Regular, brief meetings or communiques should be instituted to provide a common medium of information availability to keep all levels of personnel up to date on planning progress.

5. Activities should be planned which could not be done just as well in downtown Atlanta.

* 6. Physical examination for the staff should be considered.

7. Contact E. F. Peffer (526-5191) of the U. S. Forest Service's Information and Education Division. He and his staff on Brasstown Bald are able and eager to help in the development of an education and evaluation plan of the camp site, <u>if</u> they are given enough time in advance.

### B. EQUIPMENT AND THE CAMP SITE

1. The site should be properly evaluated. This includes such things as the local environmental climate as well as the facilities and other more obvious facets. Perhaps the administrator doing the evaluation would profit from the assistance of a past staff member of the project.

2. Inventory should be taken of the site's facilities and stored belongings (for example, broken screens, stored T-shirts, etc.). This inventory should reflect conditions prior and subsequent to the camping program.

3. A telephone should be easily accessible to the staff.

4. Equipment should be properly marked and an inventory list kept.

* 5. A vehicle is needed for group transportation while at camp.

* 6. A means of transporting canoes is needed.

* 7. The camp director should have full knowledge of the facility for which he is to be responsible.

8. If the site is to be leased, the duties and responsibilities of the lessor must be made more explicit.

C. THE STAFF

1. Job descriptions should be written for <u>all</u> personnel, including non-Board of Education (for example, YMCA) personnel. Duties and responsibilities should be made clear to employees who have been hired by contract, but are working for others than those paying their salaries.

2. <u>All</u> employees (Board of Education or otherwise) should be directly responsible to the director of the camp.

3. A full time music teacher would be an asset to the program.

* 4. The camp director should have a part in the selection of the staff with which he will be working.

* 5. All staff members should have explicit employment conditions, stating such things as hours, duties, and responsibilities.

* 6. If "parent weekends" continue as a part of the design additional staff should be hired to set up, clean up, and act as host, as the regular staff needs the week end to prepare for the coming week's campers.

* 7. To strengthen the program, the same director should be hired next year if possible

* 8. A secretary should be hired to assist with the paper work.

* 9. A full time nurse is needed.

*10. Hire more experienced counselors.

*11. Salaries should be commensurate with experience and training.

D. THE OPERATION OF THE CAMP

1. Delay the start until all or most of the staff are available.

2. A "dry run" of one full week should be conducted to "de-bug" the site and plans.

3. More communication is necessary at camp from the director to the counselors.

E. THE CAMPERS

1. It should be made clear to the campers that there is a pedagogic facet to the camp as well as fun.

2. A list of campers is essential prior to their arrival. This list should include a brief personality outline of the pupil. An adaptation of R. B. Cattell's "16 PF" profile sheet is suggested for this purpose.

3. An orderly procedure for identifying participants should be implemented so that the individuals attending the camp would have, in common, certain identified needs. Such a procedure would promote a systematic pursuit of objectives which in turn would enhance the effectiveness of the program.

# VII. APPENDIX

## ALL ABOUT MYSELF SCALE

DIRECTIONS: Below are some things you are being asked to tell about yourself. For each item, circle one of the numbers (1-5) to the right that best describes what your ability is <u>now</u>.

### EXAMPLE

| | My Ability <u>Now</u> Is | | | | |
|---|---|---|---|---|---|
| | Very Great | Great | Average | Not Too Great | Some-what Small |
| A. To play baseball. . . . . | 5 | 4 | 3 | (2) | 1 |

This pupil felt that now his ability to play baseball was not too great, so he circled (2) <u>not too great</u>.

A-1/ A-2

## ALL ABOUT MYSELF SCALE

Date_____

Please Print Name Clearly.

Name_____ Boy Girl
(Last) (First) (Circle One)

Name of School_____ Grade_____

| | My Ability Now Is | | | | |
|---|---|---|---|---|---|
| | Very Great | Great | Average | Not Too Great | Some-what Small |
| B. To be a leader. . . . . | 5 | 4 | 3 | 2 | 1 |
| C. To work on my own . . . . . | 5 | 4 | 3 | 2 | 1 |
| D. To speak in front of the class. . . . . | 5 | 4 | 3 | 2 | 1 |
| E. My artistic ability . . . . . | 5 | 4 | 3 | 2 | 1 |
| F. My athletic ability . . . . . | 5 | 4 | 3 | 2 | 1 |
| G. My musical ability. . . . . | 5 | 4 | 3 | 2 | 1 |
| H. My ability to get along with others . . . . . | 5 | 4 | 3 | 2 | 1 |
| I. My self-confidence. . . . . | 5 | 4 | 3 | 2 | 1 |
| J. My physical health. . . . . | 5 | 4 | 3 | 2 | 1 |
| K. To work instead of daydreaming. . . . . | 5 | 4 | 3 | 2 | 1 |
| L. Do things I'm proud of. . . . . | 5 | 4 | 3 | 2 | 1 |
| M. To have people like me. . . . . | 5 | 4 | 3 | 2 | 1 |
| N. To stay out of fights . . . . . | 5 | 4 | 3 | 2 | 1 |
| O. To have other kids follow my ideas. . . . . | 5 | 4 | 3 | 2 | 1 |
| P. To like policemen . . . . . | 5 | 4 | 3 | 2 | 1 |
| Q. To feel sure of myself. . . . . | 5 | 4 | 3 | 2 | 1 |
| R. To have fun by myself . . . . . | 5 | 4 | 3 | 2 | 1 |
| S. To do things without getting hurt . . . . . | 5 | 4 | 3 | 2 | 1 |
| T. To NOT get angry when things go wrong . . . . | 5 | 4 | 3 | 2 | 1 |

## PRECAMP QUESTIONNAIRE

Print Name Clearly

Date_____

NAME_____
(Last) (First)

Boy Girl
(Circle One)

Name of School_____

Grade_____

Number of Brothers and Sisters_____ How many of them are younger than you?_____

1. Do you expect that the next 5 days will be:
   a. _____ no fun.
   b. _____ a little fun.
   c. _____ a great deal of fun.

2. Do you expect that over the next 5 days:
   a. _____ you will learn nothing.
   b. _____ you will learn a little.
   c. _____ you will learn a lot.

3. How well can you paddle a canoe?
   a. _____ not at all
   b. _____ a little
   c. _____ very well

4. How well can you swim?
   a. _____ not at all
   b. _____ a little
   c. _____ very well

5. How often have you been to a lake?
   a. _____ not at all
   b. _____ less than 5 times
   c. _____ more than 5 times

6. How well can you fish?
   a. _____ poorly
   b. _____ fair
   c. _____ good

7. How well can you tell the difference among birds?
   a. _____ not very well
   b. _____ fairly well
   c. _____ very well

8. How well can you tell the difference among trees?
   a. _____ not very well
   b. _____ fairly well
   c. _____ very well

A-4/ A-6

9. How well do think you would do in the woods by yourself?
   a. _____ not very well
   b. _____ fairly well
   c. _____ very well

10. How many new friends do you expect to make during the next 5 days?
   a. _____ none
   b. _____ a few
   c. _____ many

11. On this page draw a picture of a person. Make sure its a full drawing and not a stick figure. You'll have 5 minutes to complete this drawing.

## POSTCAMP QUESTIONNAIRE

Print Name Clearly

Date_____

NAME_____ Boy Girl
(Last) (First) (Circle One)

Name of School_____ Grade_____

1. Did you find that the last 5 days were:

   a. _____ no fun.
   b. _____ a little fun.
   c. _____ a great deal of fun.

2. Did you find that over the last 5 days:

   a. _____ you learned nothing.
   b. _____ you learned a little.
   c. _____ you learned a lot.

3. How well can you paddle a canoe?

   a. _____ not at all
   b. _____ a little
   c. _____ very well

4. How well can you swim?

   a. _____ not at all
   b. _____ a little
   c. _____ very well

5. Would you like to come on another camping experience?

   a. _____ no
   b. _____ yes, for about the same length of time
   c. _____ yes, for a longer period of time

6. How well can you fish?

   a. _____ poorly
   b. _____ fair
   c. _____ good

7. How well can you tell the differences among birds?

   a. _____ poorly
   b. _____ fairly well
   c. _____ very well

8. How well can you tell the differences among trees?

   a. _____ not very well
   b. _____ fairly well
   c. _____ very well

9. How well do you think you would do in the woods by yourself?

a. _____ not very well
b. _____ fairly well
c. _____ very well

10. How many friends did you make during the last 5 days?

a. _____ none
b. _____ a few
c. _____ many

11. What did you enjoy most during the last 5 days?

12. What did you enjoy least about the last 5 days?

13. Learning things at camp was:

a. _____ less fun than at school.
b. _____ about the same as going to school.
c. _____ more fun than going to school.

14. At camp I:

a. _____ learned less than by going to school.
b. _____ learned about the same as by going to school.
c. _____ learned more than by going to school.

15. Who was always pushing other kids around? _____

16. Who got pushed around more than anybody else? _____

17. Who got real mad when he (she) didn't get his (her) own way? _____

18. What student was a good leader? _____

20. Who were the two nicest kids at camp? 1. _____

2. _____

20. This was a good person -- friends with everybody no matter who they are.

_____

DAILY SCHEDULE
TITLE I SUMMER OUTDOOR EDUCATION PROGRAM
CAMP PIONEER

| TIME | MONDAY | TUESDAY WEDNESDAY THURSDAY | FRIDAY | SATURDAY |
|---|---|---|---|---|
| 7:30 am | TRAVEL | FLAG RAISING | BOYS | SAME |
| 7:35 | | | AND | AS |
| 8:30 | FROM | BREAKFAST | | |
| 8:30 | | | GIRLS | TUESDAY |
| 8:45 | ATLANTA | CABIN CLEAN UP | RETREAT | WEDNESDAY |
| 8:45 | | | | THURSDAY |
| 9:00 | TO | CAMP INSPECTION | FROM | |
| 9:00 | | CONSERVATION - ARTS - CRAFTS | OVER | TRAVEL |
| | HIAWASSEE | ARCHERY DANCE | NIGHT | FROM HIAWASSEE |
| | | HIKING FISHING | CAMPING AND CANOEING | TO ATLANTA |
| 12:00 | | | | |
| 12:00 | | LUNCH | | |
| 1:00 pm | | | | |
| 1:00 | GROUP COUNSELING | HORSEBACK RIDING GROUP COUNSELING | | |
| 2:00 | | | | |
| 2:00 | SWIMMING | CONSERVATION | OVER | SAME |
| | MUSIC | ART MUSIC | | AS |
| 4:00 | | | NIGHT | MONDAY |
| 4:00 | HORSEBACK RIDING AND GROUP COUNSELING | | CAMPING | TUESDAY |
| 5:30 | | | | |
| 5:30 | RETREAT AND DINNER | | AND | AND |
| 6:30 | | | | |
| 7:00 | FREE SWIMMING AND ATHLETICS | | CANOEING | WEDNESDAY |
| 8:00 | | | | |
| 8:00 | CHOICE OF ACTIVITIES FILM - DANCE - CAMPFIRE | | | SAME |
| 9:30 | | | | |
| 9:30 | BED TIME | | | |
| 10:00 | | | | |

OW:et
10/14/71