



View from front of Audubon Nature Camp. Photo by Lacroix.

Summer School at the Audubon Nature Camp

DONALD S. LACROIX
Amherst High School, Amherst, Massachusetts

For the person interested in general biology, natural history, bird-study, or conservation of natural resources; or for the person interested in teaching in any of these fields, a two-week summer session at The Audubon Nature Camp offers much in the way of practical experience and in the way of refresher courses that cannot be acquired at many summer schools. Located as it is, in Muscongus Bay on the coast of Maine, a wide variety of plant and animal associations is at the very elbow of the student. Bleak, rocky, tree-less islands, upon which nest some of the rarer forms of bird-life as well as some of the more common gulls and terns are within reach of the birdlover. Spruce- and fir-covered islands left in

their original state are carpeted with many forms of mosses, lichens, ferns and fungi that delight the heart of the botanist; and the variety of rocky shores, small beaches, tide-pools, salt marshes, and fresh water streams contain a wealth of material for the student of marine life; insects of these many associations provide a rich field for the entomology student and insect collector. Also, the near-by mainland has its typical habitats for still other forms of life that do not exist on the islands. Nature's laboratory is within the reach of the biologist in its most complete form.

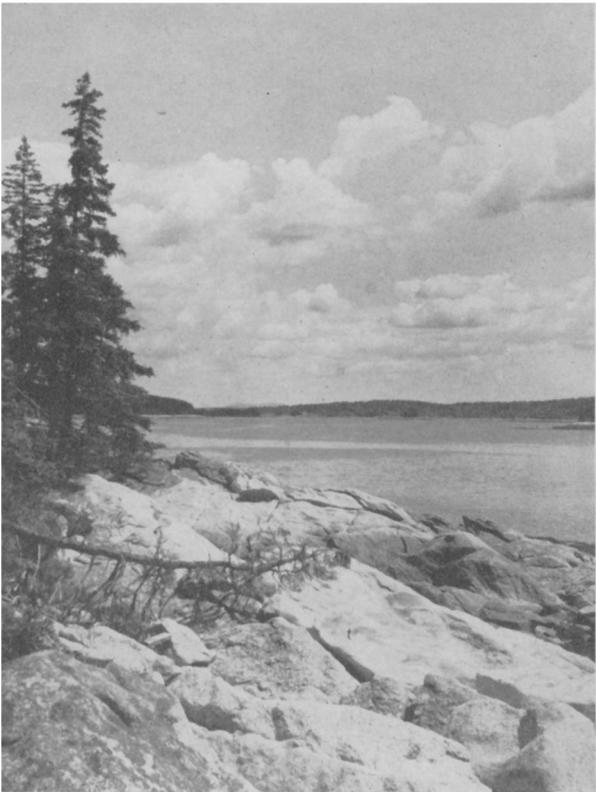
The Audubon Nature Camp is located on the northern tip of Hog Island near Medomak, Maine, and comprises some

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for teaching natural history and elementary biology in the grammar and junior high school grades as well as for the high school teacher who has had little or no practical experience in preparing laboratory demonstrations, aquaria, terraria, exhibits, models, slides, charts, and various other devices. There is also a lot of general science on weather, soils and elementary geology that can be used effectively in the classroom from grade one through grade nine. Conservation is the keynote throughout all the Nature Study course.

Bird Study

In the work covering bird study, the student is taken afield to see many of the common upland forms in their nature habitat and to the coastal islands to observe water birds. Some of the rarer birds such as the Leach's Petrel and Double Crested Cormorant are seen nesting and gulls and terns are found in all stages of development. The student is given the opportunity to learn how



Typical scenery at Hog Island, Muscongus Bay, Maine, on which the Audubon Nature Camp is located. Photo by Lacroix.

ten or a dozen buildings—dormitories, laboratory, lecture hall, headquarters and dining hall, miscellaneous buildings housing the power plant, laboratories and shower-bath facilities, pumping stations, etc., are scattered through a spruce-fir forest. Two large motor boats furnish transportation to and from the mainland and carry students on field trips to other islands.

COURSES

The student is required to take courses in Nature Study and Bird Study and one elective from the following: Marine Biology, Plant Biology and Insect Biology. The underlying philosophy of all the work at the camp is conservation of wildlife resources and the interdependence of plants, animals, and man. Each student is furnished with outlines for teaching conservation, ecology, plant-life, bird study, etc.

Nature Study

This course is ideal for all teachers who want to get ideas and concrete suggestions



Young Double-Crested Cormorants, almost extinct on eastern seaboard in 1931, now breeding by the thousands on bleak island near the camp, thanks to Audubon Society's campaign to prevent extinction. Photo by Lacroix.



Upper left: Eggs of Herring Gull, found on many of the neighboring islands. *Upper right:* Marine biology class checking over specimens just collected from two dory-loads of kelp harvested a few hundred yards off shore. *Lower left:* Rock Snails (*Thais lapillus*) and egg capsules found on rocky shores at low tide under the protective cover of sea-weeds. *Lower right:* Immature Great Blue Heron. All photos by Lacroix.

to identify the various species from field markings, song, method of flight and habitat. Motion pictures in natural colors supplement the field work. Here again, conservation and inter-relationships are stressed.

Marine Biology

The coastal waters abound in the many forms of marine life which are usually presented in preserved form to the ordinary biology student, but here he is able to see, collect and observe the natural reactions of all sorts of snails, clams, mussels, lobsters, crabs, fishes, and microscopic floating forms called plankton. Deep-sea forms are dredged, shallow tide-pool forms are studied in their natural situations; salt marsh associations of

forms are examined as they exist, not in pictures; fresh water ponds and streams on the mainland are also given a "thorough going-over." Material collected is brought into the laboratory for further observation in aquaria or under the microscope or both. Supplementing the field work are illustrated lectures on the lobster, the oyster, food fishes and the importance of the industries involving each.

Plant Biology

Here again the student is taken afield to observe plant associations and is given the opportunity to learn to identify most of the species common to the northeast. Many forms of ferns, lichens and mosses that are not found elsewhere, grow in abundance

here. The islands present a spruce-fir cover that is typical of the Canadian zone and which has not been cut over for pulp-wood, so the forest is very dense. On the adjoining mainland certain other types of plant life abound which serves to round out the student's observations.

Insect Biology

Elementary entomology is very effectively presented by going on collecting trips and bringing back material to be identified at leisure in the laboratory. The student is given keys for "running down" each type and has a real chance to learn the use of systematic keys for just this purpose. At the same time he can build up a collection of his own for later use in the classroom in his own school.

teaching, lecturing, and writing. They give freely of their time to each individual so that a school teacher or nature-lover can work out his own problems under qualified guides. The outstanding characteristic throughout the staff is a sparkling atmosphere of tremendous enthusiasm for the work.

THE STUDENTS

The student body is made up of science supervisors from large school systems; school teachers of kindergarten and grade one through grade twelve, coming from both public and private schools. There is also a smattering of lecturers, nature-lovers, garden-club members and photographers of natural history. The

THE SCHEDULE

<i>Monday through Saturday</i>		<i>Sunday</i>	
6:30 A.M.	Reveille	7:30 A.M.	Reveille
7:00	Breakfast	8:00	Breakfast
8:15	Assembly	9:00	Recreation, Reading, Study,
8:30	Field Trips and Instruction	to	Field Trips, Swimming,
to		12:00	Boating, Church (on
11:30			mainland)
12:30 P.M.	Dinner	1:00 P.M.	Dinner
1:30		2:00	
to	Rest and Study	to	Free
2:30		3:00	
2:30		3:00	
to	Field Trips and Instruction	to	Field Trips
5:30		5:30	
5:30		5:30	
to	Free	to	Free
6:15		6:15	
6:15	Supper	6:15	Supper
7:30	Illustrated Talks, Discus-	7:30	Illustrated Talks, Campfire,
to	sions, Entertainment,	to	Free
9:30	Free	9:30	
10:00	Lights out	10:00	Lights out

THE INSTRUCTORS

The teaching staff is comprised of specialists in each subject, most of whom are nationally known. They are especially equipped to teach teachers, and know the problems with which teachers are faced in the classroom. These instructors are not novices, but are experts who have devoted their lives to research,

enrollment lists contain names of students from all over the United States and Canada. Most of the school systems send their teachers with all expenses paid—tuition, travel, and incidentals.

No academic credit is given for the work, but each person who satisfies the staff that he has completed the work is presented with a certificate.