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PROGRAM
of the
MODERN CAMP

PRENTICE-HALL PHYSICAL EDUCATION SERIES

ELMER D. MITCHELL, *Editor*

PROGRAM *of the* MODERN CAMP

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(Chapter Fifteen).

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Preface

Organized camping can best be understood in terms of its program. Just as the *curriculum* is everything that happens to the pupil in school, the *program* is everything that happens to the camper in camp. There is no general agreement on what constitutes the best *type* of program, but a majority of competent leaders in camping agree that, regardless of its content, the program is the heart and essence of the organized camp.

The program, and even the camp itself, are merely means to an end; the end or desired result is a significant contribution to the proper growth and development of the campers. It is abundantly clear that the results of camping are attainable only through good program. Certainly a need exists for an analysis of what makes for good program and a synthesis of the principles and practices of camp programming.

When we realize that the true success of a camp program is measured by its effect on the campers, it is evident that individual activities are less important than the program as a whole. The vital issue is, do these activities produce the desired results? Many things besides activities enter into the formation of these results. Such things as leadership, administration, timing, location, and a myriad of organizational details are included. In fact, greater emphasis is placed on the connecting bonds and

structure of camp program than upon its individual units of activity or subject matter. Dozens of good books and hundreds of valuable articles on specific activities and their use are available. The aim of this book is to present the basic features of camp programming in a way that will reconcile accepted theory with demonstrated practice.

The ingredients of the balanced program of the modern camp are described. These ingredients are a composite or amalgamation of the salient features to be found in the most successful camps of the nation; camps that are successful in building better citizens through a creative and constructive recreational and educational contribution. These ingredients are not simply the subjects or activities that make up the program; they are the *activities*, plus the *methods* of presenting them, plus the *reasons* for including them, plus their *relationships* to other activities, plus an *evaluation* of their contribution—in short, the principles and content of programming. The significance, functions, objectives, general content, classifications, divisions, and interrelationships of program activities need specific attention if the best possible program is to emerge.

It is hoped this material will prove valuable to all who work with groups in the outdoors, especially with groups of children in the setting of the summer camp. The book is designed particularly for present and future leaders in camping, which includes experienced program planners, such as long-time camp directors, as well as college students studying the principles and philosophy of camping.

The author has drawn liberally on his experience in six different camps, in positions varying from cabin counselor to owner-director. In addition, visitation to approximately 300 camps throughout the nation and close relationship with the 5,500 members of the American Camping Association have provided rich experience. The knowledge developed from visits to these many camps and from professional discussions held with innumerable camp leaders is shared through the medium of this book. Moreover, each of the collaborators brings to this volume

a wealth of knowledge and experience of camping in general and his (or her) subject in particular.

Camping is dynamic. No program worthy of the modern camp remains static. Consequently the material presented here is more than a report of present practices. It embodies the best concepts that may be carried over from years past; it incorporates desirable features of present programs; it points out new emphases and trends that may well prove to be the backbone of camp programs in the days ahead. It is inevitable that change will occur and that, within the next few years, practices will differ. Revisions and modifications occur with the changing times. Therefore, this volume is not offered as the last word in programming, but as a step toward the development of a fuller consciousness of what constitutes the balanced program of the modern camp.

GERALD P. BURNS

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Part 1

Program Philosophy,
Planning, and
Organization

One

The Social Significance of Camping

The democratic life is said to be the heritage of the American people, but it does not necessarily follow that this heritage will endure forever. At present people are stirred to prodigious activity in defense of that way of life. Even with its successful defense, the necessity remains for providing young people with experiences that will enable them to perpetuate the democratic way in their own generation,

The American Way of Life. Direct experience and training in the democratic way of life was formerly a part of daily living in this country. People learned the lessons of democracy because their group contacts were primary social relationships. They saw one another face to face frequently and regularly. They regarded relationships with one another as both personal and permanent. It was assumed that by talking things over they would arrive at understandings acceptable to all members of the group and that, when the time of decision was at hand, majority rule was the most effective method of decision.

Today, with the urbanization of society and the mechanization of agriculture and industry, it is no longer possible to enjoy these democratic experiences directly as part of daily living. Social groups have become non-primary in character because of

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easy and rapid modes of travel, expanded means of communication, utilization of women in industry, and many other social phenomena of our day. At present, there are fewer intimate or permanent groups. Frequent and natural primary group discussion has been replaced by motion pictures, radio, television, commercial amusements, and other factors that tend to remove social contacts from a primary to a non-primary level. Thus people are deprived of the opportunity to learn from one another how to live in a democratic society.

This change has not come about suddenly in the past few years, but as the cumulative effect of changes occasioned by the industrial revolution. Nevertheless, it has come about with a rapidity sufficient to make it difficult for schools, homes, and churches alone to meet fully the need for new ways of training youth for democratic living.

The public schools have long been cognizant of the necessity for training youth in the democratic philosophy and practice. Recently, however, critics have charged that the schools have failed in this function. It is alleged that the schools have failed to teach boys and girls how to assume civic responsibility upon their graduation; in other words, to teach them an understanding of the democratic philosophy and how to operate democratic government. Critics have affirmed that manners and morals, the result of training in everyday living in yesteryear, are no longer inculcated in our youth. It is said that boys and girls complete their public schooling with a feeling of insecurity and frustration, and that they wander aimlessly after graduation.

These charges are all serious but, if examined, they will be found to be unfair to the schools. Many of the modern social ills are the result of our complex way of life. It is entirely unrealistic to think that the schools alone can instill in youth a philosophy of life, a knowledge of and appreciation for the functions of government, and a respect for the rights of others. Inasmuch as the school is a society in itself, artificially created for a purpose not essentially democratic in character, can it be expected to devise a program of work, recreation, and rest that

will give youth a social philosophy forged through self-knowledge, self-criticism, self-control, and self-reliance? Alertness to human values and a responsiveness to human problems come out of social experiences that are built on intimate contact with and sympathetic understanding of other people. Evaluation of policies can be made only by those who have had experience in formulating policy. Appreciation of general welfare is achieved only if people, working together in intimate contact, can appreciate the struggle and enjoy the achievement of the social group.

Surely schools, homes, and churches all make a contribution toward giving youth a democratically oriented social philosophy. But the time has come in American society when there must be other institutions to provide social experience that will enhance the development and molding of character.

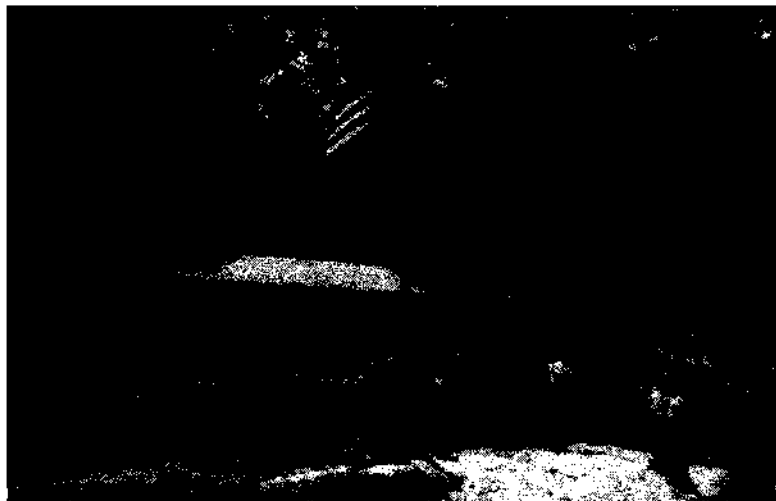
It would be tragic indeed if there were no further avenues available. It would be difficult to create such an institution if there were no experiences that could be utilized to make the beginning. Fortunately, however, there is at hand a program which already has involved many of the country's youth. That program is the camping program. In it may be found a new approach to the problem of helping youth learn to live with others.

The Historical Role of Camping. Camping is not new in America. Historically, camping goes back to the dawn of civilization. Long before there were classrooms, textbooks, and libraries, people learned from one another as they struggled to survive in the outdoor environment. Even with the advent of specialization in society, camping as a recreation-education experience continued. It has much to offer in this particular time of crisis.

The earliest camp in this country is said to have been founded by Frederick Williams Gunn in 1861. At that time he started the Gunnery Camp, connected with the Gunnery School. Other camps followed in quick succession: The School of Physical Culture in 1876, the first church-sponsored camp in 1880, the first agency camp in 1885. By 1900 the movement was well

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established, and the number of camps increased rapidly. The year 1912 marked the beginning of camping as a function of the public school.¹ Welfare organizations, religious organizations, and youth-serving agencies of many kinds established camps for children for whom they felt responsible. At the present time it



Camp Laktwood, St. Louis Y.M.C.A. Courtesy CAMPING MAGAZINE.

Saluting the flag is one of the few *formal* patriotic activities in the camp program. However, on an *informal* basis, the proper concepts of American patriotism and democracy are ever present.

is possible to distinguish four types of camps according to sponsorship. These are: agency camps, private camps, church camps, and public camps.

Many varieties of camping programs began to appear. In most camps, programs were rigidly fixed in all details well in advance. In others, the program was broadly arranged before the camp started but was left sufficient flexibility so that it could be modified daily, or even more often if necessary. Still

¹ Gerald P. Burns, "History of Camping," *Camping Magazine*, Vol. 21, No. 2, February, 1949, pp. 14-15.

other programs, not planned by the staff in advance, were planned on the spot by all of the people after their arrival at camp. Day camps, weekend camps, summer camps, and, more recently, winter camps made their appearance.

Dimock identifies three stages in the development of camping practice; the recreational stage, the educational stage, and the stage of social orientation and responsibility.² Despite great variations in the planning of camp programs and in the sponsorship of the various camps, the camping movement as a whole has gone through these stages. The final stage, that of social orientation and responsibility, includes phases found to be beneficial in the two previous periods. Therefore, camping is at present ready to use recreational and educational methods to fulfill its social responsibility.

Camping—A Social Force. "It is estimated that there were at least four million organized campers in 1951."³ Four million constitutes a sizeable segment of our national population. Since these four million were living together in organized camps and were exposed to particular programs, it is reasonable to assume that the ideas and ideals inculcated constitute an important social force.

Camp directors and program planners recognize the responsibility and opportunity inherent in their shaping this social force. Properly oriented camp activities can make a signal contribution to the campers. The program is the actual expression of the camp's philosophy translated into activity. Because each agency or individual sponsoring a camp has a different philosophy, camp programs are bound to differ. Other factors, such as geographical location, number of campers, type of environment and quality of leadership, influence the program, but these factors are secondary to the ideas and ideals the camp sponsor wishes to promulgate. It is therefore desirable that program planners realize the scope and influence of camping,

2 Hedley S. Dimock (ed.), *Administration of the Modern Camp* (New York: Association Press, 1948), p. 24.

3 Robert E. McBride, *Camping at the Mid-Century* (Chicago: American Camping Association, 1953), p. 17.

attested to by the innumerable sponsoring agencies and individuals throughout the nation.

Camps are classified in various ways. Using sponsorship as a base, they are usually divided into the following categories:

Agency camps—sponsored by such nonprofit organizations as:

Big Brother Associations	Girls' Clubs
Boy Scouts	Jewish Welfare Boards
Boys' Clubs	Pioneer Girls
Camp Fire Girls	Salvation Army
Community Chests, Councils, and Welfare Boards	Settlement and Neighborhood Houses and Clubs
Federation of Protestant Welfare Agencies	Societies for Crippled Children
Four-H Clubs	Young Men's Christian Associations
Girl Scouts	Young Women's Christian Associations

Agency camps operate for periods of 10 days to two weeks, charge \$3.00 per day, and are close to the area served. There are 8,500 such camps enrolling 2,750,000 campers.

Private camps—sponsored by individuals or corporations and operated as a business enterprise. They operate for four- to eight-week periods, charge \$8.00 per day, and are distant from the area served. There are 2,400 such camps enrolling 330,000.

Church camps—sponsored by religious organizations and usually operated as a nonprofit enterprise. They operate for two- to three-week periods, charge \$4.00 per day, and are moderately close to the area served. There are 900 such camps enrolling 200,000.

Public camps—sponsored by tax-supported departments at various levels of government, such as

City Board of Education	County Welfare Department
City Department of Recreation	State Health Department

Public camps operate for periods of one to two weeks, charge \$2.00 per day, and are close to the area served. There are 90 such ⁴ camps enrolling 60,000 campers.

< Resident camps only; day camps not reported.

It is difficult to secure information on all the camps in operation at any given time. There are probably another 500 camps presently operating, in addition to those listed above.

It is essential that the reader remember that the figures given above are averages and approximations. The writers are indebted to the American Camping Association for much of the above information. Additional vital statistics of the camping movement are provided by the A.C.A.'s Camp Census Study Committee.

1. This report is based upon 3,673 organization (agency) camps, 1,213 private camps, and 1,140 other camps, or a total of 6,032 organized camps.

2. In 1951 there were approximately 12,600 organized camps in the United States.

3. Although day camping is expanding rapidly, there are still three resident camps for every day camp. Resident camps are generally larger and serve more campers than do day camps.

4. Of the 6,032 camps reporting, 1,891,087 girls, boys, coeds, and adults had an organized camping experience in 1951.

5. It is estimated that there were at least four million organized campers in 1951.

6. Ninety-six per cent of all campers in this study were school-age children.

7. There are many more boys enjoying a camping experience than girls.

8. New York, Pennsylvania, and California are the most heavily populated states and reported the most camps.

9. The greatest number of campers served was between nine and fourteen years of age. The largest group of boy campers was between eleven and fourteen while the majority of girl campers was between nine and twelve years of age.

10. The greatest number of camps served between fifty and one hundred campers per period.

11. The organization-sponsored camps served 1,295,062 campers or 68.4 per cent, the privately-sponsored camps 156,826 or 8.2 per cent and all other camps served 439,199 or 23.4 per cent of the total campers.

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12. Private camps have fewer camp periods and camp periods of longer duration than organizational camps.

13. Ninety-three per cent of the organization camps had a camper fee of less than three dollars per day. Sixty per cent of the private camps had a camper fee ranging from six to ten dollars per day.

14. It is estimated that camper fees exceeded eight million dollars in 1951.

15. It is estimated that the total value of organized camp property in America exceeds 350 million dollars.⁵

Who's Who in Camping. The quality of the camp program is directly dependent upon the leadership involved. Regardless of how fine a program is planned and how plentiful the facilities, equipment, and time, if the leadership is weak the program is threatened.

In reality, the entire personnel of the camp must be of highest caliber if the best possible program is to emerge. This includes the director, program director, specialists, and counselors. In this context, the broad definition of the specialist is used to include such "nonprogram" staff members as the physician and nurse, the dietician and chef, the business manager and secretary, and the caretaker and maintenance man.

It is interesting to note that the majority of the leaders in camping today—the owners, administrators, and directors—come from the same three professions that launched the movement nearly one hundred years ago: educators, clergymen, and physicians (in that order) are still in the forefront of camping.

In considering "Who's Who" in camping, it is well to analyze the backgrounds of the staff members as well as the directors. College students form the bulk of the counselors in camping. Although physical education "majors" predominate, almost all subject fields are represented. Another sizeable group is the adult or post-college people, who serve chiefly as specialists in the program and administrators in the top-level management of the camp. Older high school youth, used primarily as counselors and junior counselors, form another identifiable segment.

⁵ *Ibid.*, (p. 17).

It's safe to say that one reason for the significant contribution that camping makes to children and adults is the caliber of the persons engaged in this work. In the chapters that follow, specific reference is made to the type, quality, and quantity of leadership needed in particular activities.

Camping—Education or Recreation? The fields of education and recreation have established themselves among the most socially significant areas in our society. The reason is readily apparent—they deal directly with people in basic and fundamental situations. Since organized camping embraces the best features of both recreation and education, it, too, makes a considerable impact on our social scene. Children living together in small groups under skilled and inspired leadership are bound to develop worth-while attitudes toward their peers. These attitudes grow into understandings and appreciations of the institutions fundamental to our way of life—the home, the church, and the school.

The learning that takes place in this natural environment is unequaled in these other institutions. Yet the function of the camp is to supplement them, not supplant them. One definition of camping that will help to resolve the difficulty of describing the movement is that camping is the merging of education and recreation out-of-doors.

It has been said that the *means* of camping are recreational, the *ends* of camping are educational. The leaders of the camping movement, representing education, recreation, and other allied areas, issued a statement that will clarify this matter through their professional society, the American Camping Association.

Camp affords admirable conditions for the diagnosis and correction of emotional difficulties. Here the child is temporarily separated from the home and, therefore, among new personalities and under new influences, has an opportunity to develop a greater independence and self reliance. Here, a child need not and cannot rely upon the indulgence of home. He is stripped for a time of dependence on the wealth of his parents and lives a thoroughly democratic life in

an environment where all are on an even social level. His innermost nature functions because he is in the environment in which he is happiest and in which he expresses himself most naturally, without undesirable inhibitions and repressions or equally undesirable stimulations. The camp observes and influences him throughout the twenty-four hours of the day and faces no requirements except the welfare of the camper. Unlike the church and the school, it is free from dogmatic traditions and the requirements of both catechism and college. The camp which would most completely fulfil its educational possibilities must carefully avoid duplicating the academic functions of the school or the formal, dogmatic procedures of the church. Here the child can best acquire the fundamental, basic intellectual attitudes and spiritual consciousness upon which the school and church can build.⁶

Potentialities of the Camp Program. The educational possibilities of camping should not be minimized. Camping is, first of all, an adventure to which children come with enthusiasm. They are ready to experience and to learn. The camp director must take advantage of this attitude by providing the kind of adventuresome experiences that will stimulate growth and learning.

In the second place, the learning that takes place at camp is direct. It arises from the need for knowledge in order to participate. The environment evokes curiosity, which can be satisfied through direct experience and as a result of the camper's own efforts. Interest can be maintained over a long period of time because it arises out of direct experience.

The third reason why the educational potentialities of the camping movement are so great is that camping represents a return to the realities of primary group living. Campers find it necessary to depend upon one another; they discover that the actions of each member of the group affect the well-being of all the group members.

Further, camping provides a broad range of experiences that

6 *The Place of the Organized Camp in the Field of Education* (Chicago: American Camping Association, 1938).

give satisfaction and make the camper feel useful and socially successful. A well-planned camp program takes account of the interests of the campers. The individual is given opportunity to plan, execute, and measure the worth of his own activities.

Camps vary markedly in the ways they attempt to realize the potentialities of camping. One of the great strengths of the camping movement is that no two camps are alike in their programs of activities. Nevertheless, there are similarities that extend throughout the camping movement.

Hypothesis of Camp Programming. Although there are vast differences in camp programs, their broad objectives are similar. Camps offering a balanced program share the universal aim of designing their activities *to contribute to the preparation of the camper for taking his place and succeeding in the complex society of our times.* Through this balanced program, effected in the outdoor environment under skilled leadership, camps seek to develop attitudes, habits, skills, and concerns which will aid in the proper growth and development of the campers.

The program that will provide these desired results is not limited to any one camp or type of camp. Camps sponsored by specific groups may have certain emphases, such as recreation in the private and agency camps, spiritual values in the church camps, and learning in the school camps. Nevertheless, elements of each appear in the well-balanced program of the modern camp regardless of its sponsorship.

The hypothesis of camp programming that will be followed in this book is this: best results occur through the use of the *recreational* approach with emphasis on *educational* and *moral* values. Organized camping is uniquely suited to blending these three fundamental facets to aid the total growth of the camper. Through its rich and varied program, camping holds hope for a more wholesome life through recreation and offers unplumbed possibilities of such educational importance that it may well become the most significant social development of the new half-century.

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Suggested Problems

1. "Democracy is the heritage of the American people." Discuss this statement.
2. How do people learn to operate a society founded upon democratic philosophy?
3. What events, movements, and ideas of recent times contribute to the difficulty of educating youth for a democratic society?
4. List some features of camping that contribute directly to understanding democracy.
5. Enumerate some educational potentialities of a camp program.
6. In your opinion, what is the future of organized camping? Elaborate.
7. Name several characteristics exemplifying what is meant by "the American way of life."
8. List the four major divisions of camps in terms of sponsorship. Give identifying features of each classification.
9. With 4 million persons involved in camping, is it proper to assume that camping constitutes a significant social force in our society of some 160 million people? Discuss both sides of the question.
10. What are the three major professions identified with the sponsorship and direction of camps?
11. Where is the bulk of the leadership for the following echelons of camp staff obtained: (a) Assistant directors, program specialists, unit leaders; (b) Tent and/or cabin counselors; (c) Junior counselors and counselors-in-training?
12. Discuss the proposition: Camping is the integration of education and recreation.

Selected Reading

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Two

A Philosophy of Camping

When a new concept of education, recreation, camping, or any other movement is propounded, either in terms of administration or program, it would seem necessary to state, unequivocally, the fundamental beliefs upon which it is based. Consequently, a succinct statement of the author's philosophy of organized camping in general, and the camping program in particular, appears essential at this point.

What is a Philosophy? The term *philosophy* means many things to many people. Without delving into semantics, a brief statement of its use here will help clarify the passages that follow. For purposes of this presentation, *philosophy* means the aggregate of a person's convictions, theories, and beliefs on a particular subject.

Unless a philosophy clearly interprets a person's convictions, it is a weak statement of ideas and feelings. If, on the other hand, it presents in straightforward fashion strong convictions and honest beliefs of the individual (or group), even though it is at variance with other philosophies, it is deserving of consideration and evaluation.

Every thoughtful person has his or her personal philosophy about those major movements or issues in which an interest or

close contact is maintained. There will be many who will accept what follows as close to their own philosophies of camping; there will be some who will turn from these interpretations. This philosophy is offered not as a last word in a profound synthesis of the movement, but merely as one person's fundamental beliefs about the field.

It is doubtful that any two philosophies of camping are identical. Certainly there will be common elements in each; but, if explored properly and completely it is reasonable to expect that each will vary. In a movement as diverse as camping, this is inevitable. Anticipating these differences, it is logical to point out that there are few criteria with which to measure and judge which is the *best* philosophy. An interpretation of convictions that are morally bad is easy to isolate, but the degrees of goodness in a philosophy of value permit only a most subjective evaluation.

Relation with Allied Theories. Innumerable theories and philosophies have been advanced over the years in fields allied to camping. Since organized camping is relatively young, some of these interpretations have the weight of tradition and venerable acceptance on their side.

It is generally accepted that *education* and *recreation* are the major movements or professions upon which organized camping is based. Physical education, outdoor education, resource education, outdoor recreation, group work, home economics, and other disciplines also contribute to the body of theory and practice that constitutes camping. However, these latter disciplines are so closely connected with the larger movements of education and recreation that an analysis of all would prove repetitious.

Among the widely accepted philosophies of education stands that of John Dewey. Dewey views education as the scientific method by which man studies the world, acquires knowledge, and applies the results of his studies and knowledge to living the better life. Dewey looks upon the methodology of education as the arrangement and ordering of experiences that will

favorably and intelligently affect the behavior of the learner. Along with such leading educational philosophers as Kilpatrick, Childs, and Hook, Dewey agrees on such basic beliefs as the need for the employment of a progressive organization of subject matter, the affording of choices, the continuity of significant knowledge, and the well-rounded education of the total organism.

The linking of education and experience as inseparable in the proper growth and development of the child, as enunciated in the philosophy of education propounded above, is in complete rapport with the educational aspects of any reasonable philosophy of organized camping. Camping is learning by doing; the camper is not merely shown, told of or exposed to an experience, but, in most instances, he or she *lives* the experience.

Greater latitude is permitted in discussing philosophies of recreation than in discussing education. Recreation, like education, is a word of many meanings. Then too, it is doubtful that any of the philosophers and theories in the field of recreation occupy the preeminent position that Dewey and his theories hold in education. Being younger than education in the formal sense, recreation has fewer spokesmen and less historical data upon which to anchor its theory and practice. Perhaps this is a strength rather than weakness, for recreation is gaining worldwide recognition as an essential element of the good life at a speed equalling or exceeding that of education. No longer a luxury, recreation is now accepted as a necessity in the proper growth and development of every man, woman, and child.

Lee, Gulick, Braucher, Lindeman, Hjelte, Meyer, Butler, Brightbill, and others have made significant contributions to an emergent philosophy in recreation. As in the case of the nation's leading educators, these recreationists are not in complete agreement on any single philosophy of recreation. Nevertheless, it is possible to construct a series of basic beliefs to which many will subscribe.

One such series of beliefs, or common philosophy, includes

the following salient points: Recreation is the worthy use of leisure; the primary responsibility for recreation resides in the local community; recreation is an essential pursuit of the full life; ideally, recreation deals with the physical, mental, social, spiritual, and emotional make-up of the individual.

The objectives of recreation propounded by Meyer and Brightbill¹ exemplify the all-inclusive type of recreation philosophy gaining general acceptance today. These authors indicate that the objectives of recreation include the provision of happiness, satisfaction, balanced growth, creativeness, competition, learning, health, citizenship, character, socialization, individualization, prevention and cure, and democracy.

A joint committee, representing three of the leading professional groups in recreation—the American Recreation Society, the American Association of Group Workers, and the American Association for Health, Physical Education and Recreation—has issued a *Recreation Platform* which received the endorsement of many national, regional, and local organizations in the field. The *Preamble* is, in essence, a statement of a philosophy of recreation:

Preamble. Recreation is a basic need for living in a democratic society. It may be an organized or spontaneous activity under governmental, voluntary, or private auspices. For the individual, recreation may be any wholesome leisure experience engaged in solely for the satisfaction derived therefrom. It includes games and sports, camping, hiking, dancing, picnics, discussion groups, drama, music, arts and crafts, and other activities of personal choice. Recreation may be an individual hobby or an experience shared with others. It is man's principal opportunity for enrichment of living.

The present mechanized age and its prospect of increased leisure demands comprehensive planning for recreation. In every community there should be a citizens' recreation council representing all interested groups and, in addition, a board or commission officially responsible for direction of a tax-supported public recreation

¹ H. D. Meyer and C. K. Brightbill, *Community Recreation* (Boston: D. C. Heath and Co., 1948), p. 27; *Recreation: Text and Readings* (New York: Prentice-Hall, Inc., 1953).

program. As part of the complete community plan the voluntary and private agencies can provide significant opportunities for individual and group recreation.

The modern community supports education, health, recreation, welfare, and related services as essential to the individual and society. The provision of these services is a responsibility of the entire community including public, private and voluntary agencies.

Current Theories and Philosophies. The majority of the theories and philosophies in organized camping center in either program or administration. Although this book is chiefly concerned with program, it is desirable that both areas of philosophy receive attention.

Before the turn of the century, the leaders in the movement held that the camp was essentially a group experience in recreational pursuits out-of-doors. This concept has not been entirely superseded. These early camps, averaging less than fifty campers, operated on a rather centralized, authoritarian basis, with a program that varied between a fixed sequence of activities and a completely unplanned program.

After World War I camps expanded in numbers and size, and improved their program offerings. Educational implications were recognized, along with character building and citizenship training. As camps grew larger, the idea of breaking down the administrative and program units—of decentralizing—was put into practice. The majority of current philosophies include the practice of decentralization. In addition, they incorporate convictions about leadership, management, training, and program. Since we are particularly concerned with the latter, the consideration of a few *program philosophies* is in order.

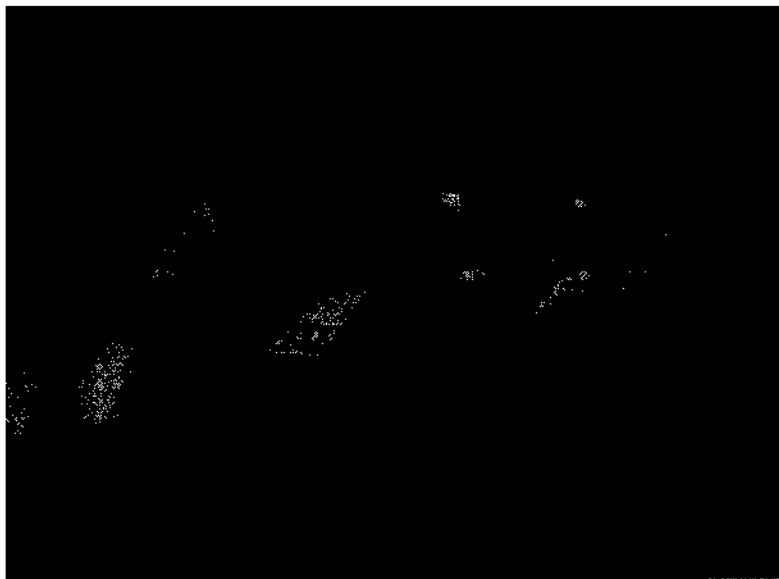
One school of thought advocates "a return to *real camping*." This implies introducing more activities, such as campcraft, tripping, and naturelore into the program. This school defends the idea that "city activities," such as Softball, volleyball, and tennis, have no place in camp because they can be played "at

home." Critics of this philosophy are quick to point out that there should be some connecting bonds between what is done at camp and what is done in the city environment. Also they observe that many children never develop proficiency in physical skills in the city because of insufficient and/or inadequate coaching. One of the most convincing arguments for more *real camping* is that in summer camping, especially in the short-term agency camp, there is not enough time to schedule all of the activities one might desire. Therefore it has proven expedient to emphasize those activities most *indigenous* to rugged out-door living in the natural environment.

Opposing the "real camping" concept is the philosophy advanced by a sizeable minority of camp owners, that the campers must be given whatever they choose in the way of activities. Some camps even rival the fancy summer resorts by providing bowling alleys, motor boats, skating rinks, steam baths, and maid service. While few would disagree with the principle of encouraging free choice of activities by campers and their sharing in program planning, the idea of letting that choice include commercial-type recreation services and facilities in camp is repugnant to many.

A third school of thought holds that campers should construct their living quarters, facilities, and equipment. A certain amount of shelter construction and maintenance, and some experience in selecting and preparing food, is enjoyable and educational. But when such activities occupy the bulk of the day they soon become chores.

There are other philosophies current in camping that call for heavy emphasis on certain activities, such as those purely in education, recreation, naturelore, physical education, and inspirational subjects. In camps that "specialize," such emphasis is expected; in camps claiming a broadly comprehensive type of program, such emphasis is questionable. What is needed in the general, all-purpose type of camp is a balanced program that incorporates the best elements in each of the foregoing philosophies, *especially those of education and recreation.*



Camp Kiamesha, Paul Parker Photo.

Tremendous growth and development occurs in children in camp through living together under skilled leadership in the outdoors.

A Philosophy for the Modern Camp. As mentioned earlier, no one philosophy of camping is accepted by all practitioners. The interpretation that follows is offered merely as *a* philosophy—the author's contentions and convictions regarding the nature and essence of camping. In comparison with other theories of camping it will appear as a new concept, falling somewhere between a middle-of-the-road concept and a progressive view. The job of a new philosophy, regardless of its position on the philosophical spectrum, is the introduction of a new order of conceptions leading to new modes of practice.

A word of caution is warranted at this juncture. In discussing the underlying principles and precepts of camping, the movement *as a whole* is considered. A philosophy of camping must deal with the total concept, or be distorted by detailed treatment of the parts. Therefore, those looking for a fresh, new

approach to camping should think in terms of organized camping in general, rather than some phase or type of camping; some camp-ism or *camp-ization*.

Camping is the outdoor merging of recreation and education. The above definition presents the fundamentals (recreation, education, out-of-doors) that make up *camping*. Certain secondary characteristics are added to further identify the activity as *organized* camping: the presence of qualified *leadership*, two or more participants forming a *group*, the out-of-doors site being a primitive or *natural area*, and the experience being one of *extended duration* (preferably a period of several days and nights).

The basic beliefs forming the core of this philosophy are as follows: (1) Familiarity with, and knowledge of, the natural environment is the birthright of every child. (2) An understanding of social relationships, as developed through close and continuous contact with cabinmates, is essential to growth. (3) Ability to recognize causal relationships, as exemplified in the responsibility assumed for freedom of choice and self-determination, is a part of the maturation process. (4) Skills in caring for one's self and others, learned quickly and thoroughly with friendly counselors, are highly desirable. (5) Proper attitudes concerning authority and responsibility in a democratic society are a "must" for the future citizen. There are few, if any, institutions in our society that provide all these significant opportunities. Welded together, they constitute a singular contribution toward the over-all goal of preparing children and youth for what lies ahead.

For purposes of discussion, it might be considered that the theories mentioned earlier, in the section on "Current Theories and Philosophies," are of the *traditional* type, whereas those in this section will be *progressive* in type. A lucid comparison of the two general types proves interesting. Where the traditional philosophy relied completely upon *activities* for its content, the progressive or modern philosophy exalts the camper's impulses and interests in the current happenings in a dynamic

world of nature and the problems of a changing society. To promote one without the other—nature without society or things without people—would cause imbalance in the development of the well-rounded camper, who soon must take his place *and succeed* in a complex world. It is because of this conviction that this book deals with the *reasons for, and values of*, the activities that constitute the camp program.

One of the primary criticisms of the traditional scheme of organized camping is that activities and direction are imposed from above and from outside. Adult standards, pursuits, and methods are set upon those who are developing slowly toward maturity. Sometimes the gap is so great that the "required program," the techniques of teaching, and the expected behavior patterns are all but foreign to the existing abilities of the young campers. Hook, speaking of the right kind of direction, authority, and responsibility so essential in a learning situation, says,

Such authority not only differs from the spirit of authoritarianism but is opposed to it. The term "authority" and the term "authoritarian" have the same root but are widely different in meaning. "Authority" is on the whole an emotively neutral word. "Authoritarian" markedly suggests something objectionable. Every authoritarian rule is an authority but not all authority is authoritarian. And happily so, for the social life of man would be impossible without some authority.

In criticizing authoritarian attitudes, then, we shall not be criticizing authority but rather inquiring into the kind and expression of authority most necessary for the enrichment of life. Without some authority there would be some conflict and disorder, but this in no way justifies the equation of authority with any kind of peace and order. The authority of freedom is obviously different from the authority of tyranny...²

Opposing the traditional philosophy, principles, and practice is the negation of authoritarianism—the cultivation of

² Sidney Hook, *Heresy, Yes—Conspiracy, No* (New York: The John Day Co., 1953), p. 124.

individuality, development of free and wise choice of activities, adequate "free" time for personal affairs or contemplation, and opportunity for learning through new, direct experiences. These are not vague, abstract principles. They have formed the ideas, the seedbed from which the program of the modern camp has grown.

The traditional program got along well without a consistently developed philosophy or psychology of camping. All it required was a series of good words, such as character, citizenship, group work, decentralization, and campivities. But such abstractions are not enough. What is needed now is a coherent theory of experience that will afford positive guidance to the operation of a truly modern camp. It is not easy to buck the *status quo*; progress may be slow and arduous, but the goal is worth it. The intention of what follows is to trace the path of program from the philosophy stage, through the psychological mechanics, to the ultimate implementation of thought into action.

A Psychology of Camping. Like a philosophy of camping, a psychology of camping must be stated in words and translated into a plan, for practical purposes. Unless both these courses are followed—the statement and translation—the psychology may prove emotionally stirring or intellectually stimulating, but it will remain completely theoretical.

Using the definition of a camp as a group involved in a unique outdoor experience, it becomes clear that the experience is based upon a prearranged program. The program, in turn, is planned to attain certain end results. The best programs are grounded in a solid philosophy and nurtured by a logical psychology.

To achieve the end results desired, prior planning must carefully evolve the proper pattern of activities that will eventually translate the purposes of the camp into end results. Theoretically, these purposes, ideas, or ideals begin with an urge or impulse derived from a philosophy. If the immediate execution of an impulse is obstructed, it becomes a desire. But neither impulses nor desires are true purposes. A purpose is a view of

an end result. It involves weighing of the consequences of acting upon the impulse. This weighing and considering involves the full operation of intelligence. It involves observation of objective conditions and environmental circumstances. Impulse and desire produce consequences only through their interaction and coordination with surrounding conditions. Obviously the impulse for swimming is executed only in active conjunction with sufficient water for immersion and action.

There are three factors upon which hinges the successful transformation of impulse into purpose. The exercise of *observation* is one, as in the case of the red light at the intersection which, when observed, causes us to delay before crossing. *Understanding* the significance of the consequences of the action, as in the case of realizing that looking into the sun will hurt the eyes, is a second. *Judgement* of what will happen under certain conditions, based upon previous experience, is the third factor.

The formation of purposes is no superficial operation; it involves complex intellectual activity. Properly formulated, however, purposes further the active sequence of events that finally produce the programs. John Dewey says, "Growth in judgement and understanding is essentially growth in ability to form purposes and to select and arrange means for their realization."

So it is that thoughts move from basic beliefs or philosophy, through the mental processes of the urge or impulse via the need or desire, to the purpose which determines the shape and form of the program.

Since sound camping experience is a blend of education and recreation, it involves continuity and interaction between the camper, counselor, and natural environment on an informal, friendly basis. This demands a system of programming resting on a positive—not a negative—philosophy of camping.

Suggested Problems

1. Define *philosophy* in your own words.
2. In education, recreation, and camping respectively, is there one philosophy with which all the leaders agree? If not, why not?
3. What are the criteria by which the value of a philosophy is measured?
4. Name several movements or professions on which camping is based.
5. What is the core concept in John Dewey's philosophy of education? In what way is it closely connected with camping?
6. Explain what is meant by "the education of the whole child."*
7. Present argument on both sides of the following proposition: "No longer a luxury, recreation is now accepted as a necessity in the proper growth and development of all persons."
8. Identify the following leaders in the proper field:

William H. Kilpatrick	Howard Braucher
Joseph Lee	Sidney Hook
Lloyd Sharp	Harold Meyer
9. List three basic beliefs or elements of a common philosophy in recreation.
10. With what two major areas of camping does philosophy concern itself? Describe both areas.
11. In terms of administrative philosophy, how did the early camps differ from their present counterparts?
12. Discuss what is meant by "a return to *real camping*."
13. What are the weaknesses in a philosophy that gives the campers any activities they desire, regardless of the educational consequences?
14. Define organized camping. What are some of the characteristics of camping?
15. Contrast the program philosophy of the "traditional" camp with that of the "progressive" or modern camp.
16. List four of the cardinal principles involved in the program of the modern camp.
17. Define what is meant by "a psychology of camping."
18. What are the psychological mechanics involved in moving from philosophy to the actual program activity?

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Three

Program Planning and Development

Program forms the keystone in the arch of camping. Program planning exists as the first step in programming; development or implementation, integration, coordination, supervision, and evaluation follow. The essential consideration in programming may be stated as "what is the effect on the camper?" With this thesis accepted, the planning and development of the program becomes one of the most practical, urgent, and constant concerns of all camp directors. The philosophy, principles, and practices enunciated throughout this book converge upon it, and a consideration of their bearing upon it not only shows how this continually recurring problem may be solved to best advantage, but also throws further light upon the meaning of the disciplines themselves, and their relationship to one another. Because of the complexity of the problem, this chapter may not answer all the questions on program planning and developing. If it stimulates the reader to explore the subject further, and if it points the way to self-appraisal of program planning in any camp or groups of camps, it may serve a useful purpose.

The Program of the Modern Camp. The wise camp director envisions program as everything planned for the child in camp.

Obvious facets of program are activities such as swimming, sports, cook-outs, and crafts. Less apparent but equally important parts of the program are such functions as meals, health measures, rest periods, and housing arrangements. The former fall within the specific province of the program director or head counselor, while the latter usually remain the administrative responsibilities of the camp director. Since they bear upon administration, less attention is given to these latter items in this text. Greatest emphasis in this presentation strikes those program facets most closely related to educational and recreational activities.

The program of the better camps, being designed to achieve specific objectives, attains a particular goal. The ultimate aim distills into a significant contribution to the over-all growth and development of the camper. Skillful integration of all program offerings, plus a smooth-functioning administrative set-up, becomes essential to the attainment of these aims, objectives, and goals.

Historically speaking, the forerunners of the modern camp approached programming on a relatively hit-or-miss basis. Planning and developing the program, considered a dull task performed just prior to opening camp, usually reverted to the camp director as a secondary assignment after the completion of all administrative responsibilities. Until recently, even the better camp directors considered proper and effective programming more of an art than a science. With the expansion of the camping movement came research and study, a pooling of experience and knowledge, and other more scientific approaches to programming. Today the planning and developing of camp program is considered both an art and a science.

Good planning is accomplished scientifically. Many claim the existence of an art of planning. If such is the case, the art of planning demands amalgamation with the science of planning. Planning is a process of growth; the more it fulfills the conditions of growth, the better it becomes. It begins with the emergence of a general idea or ideas, far in advance of the

event. Innumerable irrelevancies, imperfections, and omissions occur at this embryonic stage. As the thinking, discussing, weighing, and evaluating continues, new possibilities present themselves, relevant suggestions formerly unnoticed appear, vagueness is steadily dissipated, and the working idea gains clarity and feasibility. Then comes fulfillment of the plan, when program divisions and activities, their scheduling and servicing, become definite and final, for better or worse. The first planning stage ends here; but after the program is developed and implemented—after the action—should come reflection, when everything is reviewed, criticized, and evaluated.

What is Camp Programming? Camp programming consists of planning, developing or implementing, integrating and coordinating, supervising, and evaluating. It also includes such administrative factors as staffing, equipping, and facilitating the program. Since the program relates to the objectives of the camp, and since these objectives reflect its philosophy, a primary consideration in programming must be an interpretation of the camp's philosophy.

As mentioned earlier, philosophy varies in every camp. Among the four major sponsorships of camping, this variance is considerable. While the majority agree that camping is a combination of recreation and education enjoined out-of-doors under skilled leadership, each retains its own basic beliefs as to the balance in this combination and the approach to it. The *private* camp uses a direct recreational approach in its presentation of program. The *agency* camp employs a recreational approach modified by its year-round, in-town program. The *church* camp approaches program from an ecclesiastical or religious viewpoint. The *school* camp, by necessity, takes an educational approach. Programming invariably reflects the philosophy and "approach" of the sponsor.

As philosophies differ, so do the objectives, principles, and practices based upon them. Even the *methods* of programming vary markedly. For example, the private camp with an eight-week season can approach the problem of programming in a

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leisurely fashion. If certain activities prove unpopular the first week, changes can be made in the remaining seven weeks without any serious damage. The agency camp, however, with its one- or two-week period (per group), must not chance failure for as long as a week, since that may be the major portion of the camping season for a particular group.

As principles are the tools of philosophy, program practices are the tools of objectives. Camp programming, if done in a logical, systematic fashion, starts with the interpretation (or interpolation) of objectives into practices. Out of these practices come content or activity, scheduling and timing, assignment of areas and leaders, and coordination and integration of all activities.

Almost every camp measures progress toward its objectives, but the real test is what actually happens to the campers. To date, the research is insufficient to warrant definite conclusions. It is recognized that *good camping* favorably affects camper behavior, but just *which* type of programming is responsible for good camping poses a problem.

In 1929, Dimock and Hendry presented an excellent definition of the camp program:

The summer camp is in a rather unique position to provide the essential conditions for the development of a curriculum of education for living... the curriculum is identified with a total process of living in the camp rather than with the organized and directed activities which we usually think of as program. The whole life of the camp is the curriculum. Education is conceived as the series of activities, adjustments, relationships, and attitudes which make up the campers' daily experience. The emergence of the camp program simply represents the way in which the camp community gets organized to live cooperatively in pursuit of its ends.¹

The Objectives of the Program. The objectives of the program usually parallel the objectives of the camp. Logical sequence in programming lists the erection of such objectives as

¹ Hedley S. Dimock and Charles E. Hendry, *Camping and Character* (New York: Association Press, 1929), p. 33.

a first step. The objectives appear as concrete statements specifically outlining the method (and sometimes the priority) in which the philosophy of the camp seeks fulfillment. The objectives also exemplify the slant, point-of-view, or approach in accordance with the ideals and ideas of the sponsor. These objectives give direction, and point the way to proper programming. Regardless of the location or equipment of a camp, its program should operate within a framework of desirable program objectives and practices. This chapter will not reiterate all the fine standards which appear in camp literature. The reader should acquaint himself with *Marks of Good Camping*, published by the Association Press. It contains an excellent synthesis of current standards in programming and presents the thinking of many persons who participated in the Workshop on Standards sponsored by the American Camping Association. These authorities make the following statements about objectives:

A. The objectives of the camp should be clear, specific, and recently formulated.

1. The directors, counselors, and staff should fully understand, and be fully in harmony with, the objectives as formulated.
2. Objectives should be reviewed at least every year and reformulated if necessary.

B. The objectives of the camp should have a definite relationship to the community backgrounds from which the campers come. Socio-economic, racial, national, and cultural factors of the communities should be taken into account in the formulation of the camp's objectives.

C. The objectives set forth in publicity material or otherwise publicly stated should be consistent with the operating objectives of the camp as reflected in its equipment, personnel, and program.

D. Counselors should be stimulated to formulate specific objectives for their groups and for each individual, based on an understanding of the camper's needs and the purposes and resources of the camp.

E. Counselors should help campers clarify and develop meaning-

ful purposes for their camp experience and to set desirable goals for themselves in activities in which they participate.

F. Counselors responsible for instruction in a particular activity should be helped to define specific objectives that are in harmony with the general objectives of the camp and the individualized objectives both of the camp and of the campers themselves. These objectives should include not only the teaching of skills in the particular activity but also the attitude and habit learnings inherent in the situations and relationships implicit in the activity.

G. The objectives formulated by each of the following groups should be understood by the other groups (within whatever limits are necessary): agency, camp committee, director, parents, campers, and staff; and all should be integrated into a single set of working objectives.

H. An appraisal of the extent to which objectives are being achieved should be made periodically during the camp season. This should be done through such means as written reports, reports in staff meetings, conferences between the counselors and directors, and in staff discussions or interviews with campers.²

The same chapter clearly outlines desirable practices in programming as they pertain to activities, guidance, motivation, cooperative planning and practice, grouping, relation to year-long experience of camper, records, and evaluation and appraisal.

The Essence of Program Planning. Planning is thinking. It means focusing sound general ideas upon a particular situation. James Mursell suggests, "The better one thinks—the more comprehensively and yet at the same time specifically—the better one plans."³ Planning is the theoretical side of developing, consisting of blueprinting organization and implementation, and shaping all related factors that will later become a practical reality.

Every proposed action of any magnitude requires planning.

2 American Camping Association, *Marks of Good Camping* (New York: Association Press, 1941), pp. 23-24.

3 James L. Mursell, *Successful Teaching* (New York: McGraw-Hill Book Co., Inc., 1946), p. 323.

The greater the number of variables involved in the action, the more extensive the necessary planning. The core of good programming is careful planning. The essence of program planning, therefore, consists of exploring all possibilities, selecting those best suited to the given situation, properly integrating them, and adding or deleting as the program unfolds. A dynamic program requires *continuous* planning.

Reduced to its basic elements, planning means following an orderly scheme for deciding what to do (and how to do it) in the future. The director—sometimes considered a program architect—and his planning staff must think comprehensively and discriminately; they must decide upon and initiate the plan for a flexible, yet definite, program.

Individual program divisions, and sometimes individual activities, lend themselves to certain programming methods that are different from those used for other divisions or activities. For that reason, specific suggestions for details of programming particular activities are included in the chapters treating of those activities in detail.

Early planning and systematic development of the program tends to produce the most desirable combination and balance of activities. There are some dangers, however, that must be recognized in too early or too detailed planning of the camp program. Neumeyer points up some of the hazards:

While it is necessary to plan and to organize for leisure, it must be remembered that a too highly standardized scheme for recreation [or camping] defeats its own purpose. It thwarts the fine and spontaneous element which is so essential in all leisure pursuits. Regimentation in this field runs counter to freedom to follow our spare time interests.⁴

Other chapters mention the desirability of having unplanned periods in the daily schedule. In addition, rigidity of programming in advance of the opening of camp denies the democratic

⁴ M. H. Neumeyer and E. S. Neumeyer, *Leisure and Recreation* (New York: A. S. Barnes and Co., 1936), p. 105.

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principle of giving the counselors and campers opportunity to assist in the formulation of the program. Most successful camp directors complete a preliminary or tentative program in skeletal outline, leaving the details and certain special events for insertion at more general planning sessions. Some camps even withhold final planning until one day before the activity is scheduled.

Referring to program planning and related objectives, Neumeyer contributes the following:

Modern organized camps are becoming more democratic, allowing for freer participation in activities and in the planning of the program. The interests of campers are ascertained by means of various devices and used as the basis of program working. Democratic participation in program planning and in the management of the camp, and the provision of opportunity for free discussions and active participation in the activities which are enjoyed most, enhance the values of camping.

The emphasis in summer camps has shifted from the idea of an outing and play to an enlarged program of education and recreation. Objectives are now defined in terms of social attitudes and behavior, health and physical growth, knowledge and appreciation of nature, and social adjustment. They are determined more realistically and precisely in terms of actual needs of the group. Program building is increasingly being guided by knowledge of educational principles, psychology, sociology, mental and social hygiene. The educational values are linked with fun, but after a camp experience there is something to show for it besides the memory of fun.⁵

The importance of planning in advance of programming receives attention in this chapter and others. The value of prior planning is recognized by leaders in every field of endeavor, especially in education and recreation. Brownell and Hagman summarize factors indicating the worth of planning as follows:

(1) To be effective, education must be purposive; planning assures directional activity; (2) the complexity of the social order requires careful choice of educational activities that are of paramount im-

s Ibid., p. 347.

portance; planning enhances the possibility of wise choice; (3) the complexity of the educational structure indicates the need for shared responsibility among many individuals and institutions; planning aids in the coordination of all influences and provides for the continuity and logical sequences of educational experiences; (4) each educational experience is unique to the time, place and learner; only careful planning can assure full understanding of all factors involved and point the activity toward socially desirable outcomes; (5) the process of planning is itself an educative experience, increasing the readiness of all involved to benefit from the terminal activity; (6) planning gives security and increases the self-confidence of leaders of the activity; (7) planning as an integral part of educational activity increases the possibility that the goals will be continually reevaluated and that curriculum change will be an ongoing process designed to meet the needs of a dynamic, ever-changing society.⁶

Factors Affecting Program. Since the program is directly related to the objectives of the camp, all programming should be carried on with this in mind. Some of the major factors affecting program planning and developing are:

i. *Location of the camp:* The program should be indigenous to the site—it should be natural to its location and also take advantage of many things and people in the vicinity. Such a program gives a camp uniqueness and individuality. There are usually camp neighbors who have interesting and first-hand contributions to make to the program. They have plenty of yarns to tell concerning the background and lore of the area. Programming consists of providing crafts, music, art, dramatics, council fires, folk dancing, and many other activities; utilizing the actual background of the site and its people invariably enriches the program.

Local libraries hold valuable resource materials; librarians readily offer help. The neighbor who might be a craftsman, farmer, lumberjack, Indian, miner, forest ranger, guide, or historian, is flattered when he is invited to participate in the

⁶ C. L. Brownell and E. P. Hagman, *Physical Education—Foundations and Principles* (New York: McGraw-Hill Book Company, Inc., 1951), p. 237.

program. Campers and counselors too often forget the wonderful program opportunities in and around the site.

2. *Abilities and limitations of the director and staff:* Occasionally the director overemphasizes his particular interests and distorts an otherwise well-balanced program. A counselor who imposes his interests and abilities on the campers makes the same mistake. This danger predominates when the primary qualification for counselor selection is proficiency in camp skills. Many times persons with excellent skills lack understanding, patience, sense of humor, imagination, and other important requisites.

The leadership of a camp should be planned so that the program can meet the needs of each camper. For example, a camper interested in art might not find means of expression because of staff inadequacies or the lack of equipment. This camper would be robbed of pleasure and might be deprived of much needed recognition and status in the group.

Traditions may deter good program planning. The "we've always done it this way" and the "we've tried it but it doesn't work" attitudes become stifling. Some traditions are fine, but all should be scrutinized carefully to the end that there is a permissive "let's try it" climate in camp programming.

3. *Needs and interests of the campers:* The social, physical, and emotional needs of campers vary greatly. Activities should be planned to meet the needs of the different age groups as well as the needs of individual campers. It is self-evident that the program for the younger age group will differ markedly from that of the older age group. Camp people today are quite concerned about the older camper. In many camps enrollments in this group have fallen off considerably. There is evidence that many camp programs do not meet the needs of the older camper. Individuals and groups in the camping profession have studied and are studying program planning as it relates especially to this age group.

Some of the recognized needs of older campers in program planning are: more freedom and privileges; more rugged and

adventuresome types of activities; a location away from the younger campers; meaningful responsibilities, which gives more status and recognition to older campers; coeducational experiences; opportunities for discussion on subjects that involve the campers' problems and those of their community, state, and nation; and opportunity for counselor training, which involves real leadership training and not just routine responsibilities.

In program planning everyone cannot be thrown into the proverbial hopper if anything beneficial is to be achieved. The pendulum has swung from the centralized camp with its highly scheduled regimented programs motivated by awards, to the decentralized camp with overly progressive programs in which campers may follow aimless whims and even do as they please. Somewhere within these extremes cooperative planning must occur, if the needs and interests of the various individuals and age groups are to be met.

4. *Length of the camp period:* The length of the camping period exerts a significant influence on various interest groups involved in program planning. The problems of the living group, which might form the basis of participation, vary with the length of the camping period. Methods of effecting the democratic process in program planning also are related to the length of the camp period. The duration of the camp term influences living group and interest group leadership. It is imperative, however, to follow approved practices in program planning regardless of the length of the camping period. For example, in planning sports tournaments and athletic leagues, it has been found desirable to extend them a full eight weeks in the long-term (private) camp and limit them to single events or brief round-robin competition in the short-term (agency) camp.

5. *Physical equipment:* Such factors as the number of children in each cabin or interest group, the number who sit together at a table in the dining hall, the ratio of campers to staff—all are influenced by the size and arrangement of the physical plant. The democratic process in program planning is

facilitated if the living group remains small and exists as part of a decentralized plan. Program arranging becomes easier if the cabin or tent groups are scattered and not in congested rows, military style. One should not be discouraged, however, if the physical arrangement of the camp cannot be changed; skillful program planning can usually present a decentralized activity curriculum regardless of limitations.

Programs are influenced by the type of equipment in a camp. Fine tennis courts and baseball diamonds may unduly influence the camp program. It is the author's opinion that better programming might take place in camps which have too little, rather than too much, equipment. The austerity of the war years, in terms of equipment, supplies, and facilities, may have been a boon in disguise, by necessitating use of indigenous materials and equipment.

Who Plans the Program? The question of who plans the camp program and what groups are involved is complex. The answer depends upon so many factors that difficulties arise when considering methods that would be applicable to all camps. Each camp should determine for itself which person, group, or combination of groups is to plan the program. Proven principles of planning for group and community living should be utilized.

One of the cardinal principles of good program planning, particularly in organizing any kind of genuinely cooperative situation, is that the planners should be broadly representative of the group for whom the planning is done. In striving for a cooperative and democratic situation in camp, better morale and a real sense of joint responsibility results from planning *with* the campers instead of merely planning *for* them. The wise camp director and counselor takes the campers into confidence as much as possible. Also, one should remember that if such a policy is to prove effective it must be honest and sincere, and the campers must know that they are not merely being manipulated, but that their wishes and choices will have real weight in shaping the conduct of events.

The program staff usually assists the director in planning. This staff comprises the program director and such key counselors or department heads as the camp possesses. The director should give free rein to all possible reflection and imagination, cultivation of ideas and suggestions, and the leisurely emergence of clarification.

Democratic and cooperative planning becomes fundamental in formulating the camp program. The program cannot and should not be planned completely in advance by the director and staff. Cooperative planning of program proves the most difficult method, but it provides the only way in which real learning can take place and objectives for the individual camper can be realized.



Girl Scouts of the U.S. A., Paul Parker Photo.

Experience proves that the most effective and successful camp programs are those in which campers, counselors, and directors participate in planning.

A seminar on "Camping in a Democracy," held at George Williams College, brought forth many criteria indispensable in planning for the democratic process. The following list is a summary of these criteria:

1. Ample evidence of mutual trust and confidence among campers, counselors, and staff.
2. Guarantee of self-expression and other civil liberties to campers and staff.
3. Considerable opportunity for group experience in planning and carrying out camp projects.
4. Acceptance of campers, counselors, and staff as equals by all, regardless of race, religion, etc. Each camper accepted as a person of worth in and of himself.
5. Evidence of healthy and active participation in camp life, with a noticeable absence of strong external motivation or coercion.
6. Presence, to a high degree, of sharing among campers and between groups.
7. Cooperation between individuals and groups toward achieving common goals.
8. Competent leadership that helps individuals and groups assume responsibility for the initiating, planning, and evaluating of enterprises. Assuming of responsibility by campers, as individuals and groups, for their decisions, too.
9. Evidence of dignity toward all persons in the camp community (nurse, caretaker, etc.) on the basis of their genuine worth and contribution to the common welfare.
10. Frequent meetings of groups of all kinds (council, cabin) and the use of the discussion method for the solution of common problems.
11. Reliance upon skilled and experienced resource persons for facts in solving problems.
12. Purposefulness and initiative exhibited by campers.
13. An atmosphere of relative freedom, with a noticeable lack of restraints, rules, and authoritarian control.
14. Evaluation of camp enterprises on a basis of measurable criteria wherever possible, not on the basis of personal opinion.
15. Evidence by campers of real interest in what they are doing.
16. More use of the pronouns "we" and "ours" and less use of the pronouns "I" and "mine."
17. Show of interest by individual campers and groups in wider concerns than just their own personal ones.

18. Participation in the development of rules and traditions by all those in the camp community who expect to live under them.
19. Opportunity and encouragement for every camper, even the youngest, to be constructively critical of all phases of the camp life.⁷

Group Factors in Program Planning. The cabin, tent, or family group is identified in this chapter as the living group in planning for program. The more compatible the group the better. The group should be the kind that gives each camper a feeling of security and acceptance. It should be the kind in which campers have "lots of fun." Planners recognize that no group can be entirely homogeneous; individuals cannot be so accurately matched. A living group can vary in camp experience, interests, abilities, independence of thought and action, and ability to get along with others.

Flexibility in grouping becomes essential so that flagrant mistakes or poor matchings permit prompt rectification. Changes should be made in a discreet, tactful manner with as little disturbance as possible.

It should also be recognized that group pressures often are damaging to individuals and to the group itself. Definite reasons why campers should follow a freedom of choice program, which at the same time affords an adequate amount of group experience, were given by Joy as follows:

Campers want "to make new friends." We adults call it expanding social relationships and it is high on the list of our objectives, too. Except for casual unit or all-camp meetings, the one-group idea deprives campers of the chance to work and play with *many* campers over a given period. If the one-group-idea camp also arranges living units on a home-group system, campers certainly have a dim outlook for making new friends and increasing their "social literacy."

We have already mentioned the obvious lack of any truly individual choice when the entire group moves about the camp as a

⁷ H. J. Boorman and others, *Camping in a Democracy* (New York: Association Press, 1941), p. 16.

compact, never-changing, small tribe, even eating together as a group. A camper can continually be out-voted and out-maneuvered in his personal choices day after day by the more aggressive, articulate, and quick-witted of his cabin-mates. It must be a frustrating experience for any child to *always* have to do what the others do. We often speak of camp as furnishing freedom from home pressures. What of the group pressures in camp? Could it not be that the camper goes from the trying pan into the fire?⁸

In fairness to those camps which use the living group as the basis of program planning, it is pointed out that this family group method functions successfully in many camps. It places a greater premium on leadership and might prove difficult in the long-term camp. Such a discussion also leads to the conflict of definitions and interpretations. What Camp X means by the term "living group" might differ from the interpretation given to it by Camp Y.

The interest group, sometimes called instruction group, widens the social relationships with other campers and counselors. These project or activity groups meet in situations where the camper usually enjoys complete security. He joins the group of his own choice and finds himself with other campers of similar interests and abilities. The counselor usually feels secure because the group comes to him voluntarily and evidences interest. Swimming classes, campcraft, nature lore, and dramatics are examples of such groups.

Club or interest groups should never be closed groups. Opportunity should exist for anyone with similar interests to join. The most successful clubs operate democratically and "inclusively." Leadership usually exists on a sponsorship or advisory basis. Interest groups which function as service clubs operate smoothly when put on the same basis. Most camps have groups which not only assume the responsibilities of camp-keeping chores but also function as service units. A healthy situation

⁸ Barbara Ellen Joy, "Let the Camper Choose," *Camping Magazine*, Vol. 23, No. 6, May, 1951, p. 15.

results when all groups involved in the program function at times as service-to-the-community groups.

Committee groups, which edit the camp newspaper, plan special days, stage shows, and coordinate evening programs or council fires, warrant encouragement; they set the stage for similar interest groups to meet any situation in camp. Leadership should, again, function on an advisory basis. The constituency of such groups should not be closed to anyone manifesting *sustained* interest.

In a decentralized camp ample opportunities should exist for unit or village program planning. The director, staff, and campers cooperatively plan these programs. Such planning should develop unit cohesiveness and morale, but not to the detriment of the entire camp. In this program, care should be taken that inter-cabin or inter-tent competition does not ruin the spirit of the unit. It would be unfortunate if Cabin X claimed to be the "best" cabin in the unit. Here, too, is another opportunity for the entire unit to contribute, as a service group, to the total camp.

Programs which envelop the entire camp are desirable and necessary. The camp community should remain a friendly one with many interrelationships. Cooperatively planned special events, which scramble together campers of all ages, prove highly desirable. Out of these emerges the healthy, happy, well-balanced scheduling of activities desired on a total camp basis. The camp religious services, community life at meal times, council ring programs, dramatics, special days and events, camp singing, and opening and closing ceremonies offer examples of all-camp programs.

Opportunities for a camper to go his own way, to engage in an activity at his own tempo, are desirable. Campers need time for reading, writing, and even personal meditation. Such license may present difficulties, but few real problems result if sympathetic and understanding leadership prevails.

These brief suggestions indicate *who* develops the program and *how* it is planned. There are many excellent examples of camping programs encompassing one or all of the above ideas.

A unique program philosophy was that developed in the Life Camps under the guidance of Lloyd B. Sharp. The "campactivities" of Life Camps significantly influenced the programming for many camps, especially those sponsored by boards of education. Cooperative planning, which involves the objectives of the camp as well as the needs and interests of the campers, results in a program design of greatest value to the campers.

The fundamental reason for the tremendous success and popularity of camping rests in its "difference." It is different in philosophy, principles, and practices from any other situation or experience afforded children. The environment, facilities, leadership, and (most of all) program offer the vehicles through which this difference reaches the camper. In developing its program, therefore, the camp must capitalize on these differences, for they constitute its basic assets. Maximum capitalization occurs through careful consideration of the above mentioned "group factors" in planning for the program.

When Is the Program Planned? The foundations for program planning are laid when acceptance of the objectives of the camp occurs and interpretation to campers, parents, boards, agencies, and staffs takes place. Next steps follow when the director and staff learn about each camper before he comes to camp. Every possible resource should be tapped for accurate knowledge of the needs and interests of the campers; these needs and interests constitute important factors affecting program planning. The camp staff requires at its disposal such pertinent information as knowledge of a camper's home and community, his health, his developmental stage, his abilities, and his limitations.

During the staff training period the basis for a friendly, well-defined system of supervision develops. The staff should know the resource experts available for advice and counsel. A staff that is happy, friendly, and secure is the first prerequisite of a good program. Program planning, then, begins between camping seasons and before camp opens through interpretation, training, and development of attitudes and appreciations.

The process of planning continues with the campers the very hour they arrive in camp. Many techniques receive attention for program presentation. Campers* privileges and responsibilities require early explanation. Interesting and amusing pageantry proves effective the first day or evening. Sampling or program testing can be encouraged the first few days.

Living-group discussions on all phases of the program should be led by the counselor. Importance attaches to discussions of program conducted in small groups; otherwise, campers may "freeze" and neither ask questions nor participate to the extent they should. Pre-camp information from parents and agencies as well as "interest-finder" techniques may give intelligent direction to individual conferences with campers. Counselors should bear in mind that campers will be concerned with the business of getting settled. They should not be confused at the beginning with too much information made available too rapidly. Let them know, not so much by word of mouth as by action, that their counselor is a friendly, helpful person who is sincerely interested in them. Program problems will then be minimized, and campers can begin their camp life knowing that they will have help in choosing and planning their activities.

Programming for Health, Safety, and Sanitation. This chapter would not be complete without some mention of health, safety, and sanitation in program development. Camp literature offers abundant information and the camp administration should be well versed in all aspects of these related considerations. It is important that camp administrators accept primary responsibility for interpreting to campers and staff the health, safety, and sanitary aspects of program planning.

Sometimes the tempo of the program becomes too strenuous. Ample time for rest, relaxation, and sleep must be provided to meet the energy needs of various individuals and groups. The experienced staff exercises controls to combat the spartan-like and fearless attitude of many campers. A calm, constructive, and positive approach proves most valuable in presenting health and safety education in camp.

The camp program does not require, and should not encourage, the strident blowing of bugles, clanging of horns, and tweeting of whistles to signal every change of period. The rush, push, and pull of city life is one of the things children are sent to camp to avoid. They should not be speedily herded from one activity to the next, but, rather, should enjoy a leisurely blending of one activity into the next. In fact, a short relaxation period between each scheduled activity is desirable. Then too, the activities themselves need not be conducted under forced draft. Josephine Hubbell's philosophy in this matter of slowing down is worthy of consideration.

This leisurely camp living does not provoke homesickness, unrest, or boredom among campers. Group morale is high, and there are no disciplinary problems arising from occasional so-called idleness. As Alice Drought, in her book, *A Camping Manual* wrote, "Time for sitting on a tree stump or the bank of a stream, and just loafing, need not be considered in the light of time wasted." Leisure at camp is not to be construed as laziness on the part of the director or staff. To be sure, one seldom sees anyone frantically rushing about to get this or that ready for a program or a deadline. But this does not mean that there is not deep and thoughtful planning of program. A youngster is carefully guided into activities that most nearly match her ability and inclinations. And at no time is a child pushed beyond her normal, healthy endurance to pass a test or prepare for a pageant, tournament or some other big event.

The best recommendation for this type of programming lies in the fact that a large percentage of staff and campers return summer after summer. Society is geared to an extremely fast pace. Opportunity to slacken this pace without loss of social or individual standing should be welcomed. It has been demonstrated, at least in one camp, that this is entirely possible for both children and adults who participate in its program.⁹

Although sanitation is considered more of an administrative concern than a program responsibility, because of its vital im-

⁹ Josephine W. Hubbell, "The Art of Leisurely Camping," *Camping Magazine*, Vol. 24, No. 2, February, 1952, p. 20.

portance to the health and happiness of the entire camp community, it indirectly exerts a profound influence on planning. The sanitation of the main camp is hardly a matter of day-to-day concern in program planning, but sanitation on the out-camp activities is definitely a matter of concern. In subsequent chapters, a detailed treatment of the subject of out-camp and trail-side sanitation is presented. Suffice to say at this point that in terms of advanced planning the major facets of sanitation that the staff must understand are:

1. the safety of the water supply
2. the cleanliness of camp (especially cooking and eating utensils)
3. the methods of waste disposal (both human and kitchen wastes)
4. the control of pests (such as flies, mosquitoes, and ants)
5. the selection and use of first aid materials

All through this chapter the needs of the individual campers, as they affect the program, received emphasis. It follows that mental health of campers is just as important as physical health; therefore, the staff requires fundamental knowledge of what constitutes good mental health and sufficient insight to proceed in an intelligent manner toward achieving desirable outcomes. One of the dangers of becoming unduly concerned with health is that the camp might take on a "guinea pig" attitude. The attitudes of campers and staff should remain carefree and happy. A happy camp, and this includes staff just as much as campers, usually indicates a state of good mental health. The degree of happiness in camp becomes directly proportional to the understanding which the director and staff possess of individual and group needs and behavior, and the way in which this wisdom is reflected in the program.

Principles for Program Planning. There are at least eight basic principles involved in program planning. Coupled with other elements that contribute to activity selection (such as the factor of group action mentioned earlier), observation of the

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following principles should aid the development of a superior program:

(1) The program should relate directly to the objectives of the camp.

(2) The needs and interests of the campers are paramount. The program should broaden their interests and improve their skills.

(3) The program should be planned and carried out co-operatively. The privileges and responsibilities of community-living should be recognized as vital parts of the program.

(4) The activities should be in harmony with site and equipment.

(5) The activities should emphasize out-door living, recreation, and education.

(6) The program should contribute to the mental and physical health of campers.

(7) The program should be continually evaluated and appraised. This appraisal should be performed in terms of the camp's objectives and the objectives formulated for the individual campers.

(8) Camping should be a happy experience for all, full of unadulterated fun.

The most important principle of program planning is that the results of the camping period are measured chiefly in terms of the mental, physical, spiritual, and emotional growth and development of the camper. The growth and development for which directors strive might well be termed *education* of body, mind, and spirit. William H. Kilpatrick, one of the world's greatest educational philosophers, writing under the editorship of Dr. Wood for the first White House Conference on Child Health, said:

Growth, in any defensible sense, means an ever better view of how things work in all their manifold consequences. It means also accepting more and more the larger view of consequences as one's personal guide to choice and action—Our part is first to help our children increasingly to accept these procedures for their own, not

as superimposed or indoctrinated but as learned by and from actual experience, simply as the best available ways of making a go of life. Our further part will be to help the children in any case to think through the meanings of what they face. We have the final task of helping our children to get sufficient variety of experience to give the all-around contact with life.... As we attempt these things we shall be working to enthrone the ever-larger view as the individual's criterion for choices in life. It must be admitted that, here, our competitive social system, with its ever insistent urge for individual, if not actually selfish preferment, works against us. Dean Inge with his characteristic bluntness has said that "democracy disintegrates society into individuals and only collects together again into mobs." That modern industrial life has in it this tendency we cannot deny, but we are in this life and we must do what we can to help the situation. Youth holds great possibilities. We have not yet tried to utilize them. Youthful responsibility, wisely directed, can and does affect powerfully the group that attempts it. Some summer camps have shown most gratifyingly what can thus be done. Some playground directors have found otherwise destructive tendencies turned into constructive channels as soon as responsibility and observable results can be joined equably together. Our educational activities must point the way.¹⁰

Program Development and Implementation. Planning forms the first step in programming. After the program is planned, translation from plan to action takes place. Such translation from blue-print to actuality assumes the title of development or implementation. For key people in this task, the camp director relies upon his program director, or head counselor, and the department or unit heads. Cabin counselors, and sometimes campers themselves lend assistance in the implementation of the program.

The major considerations in developing the program consist of the following:

(i) **Leadership**—properly qualified staff in the appropriate number assigned to specific activities.

¹⁰ Thomas D. Wood, ed., *The School Health Program* (New York: The Century Company, 1932), P. 27-

(2) Facilities—adequate special arrangements (indoors and outdoors) allocated for specific activities.

(3) Equipment—sufficient equipment and supplies placed on hand for specific activities.

(4) Scheduling—wise timing (seasonal, weekly, and daily), avoiding overlap, devised for specific activities.

(5) Selection—careful choice of activities in line with aims, objectives, capabilities, needs, and desires.

(6) Alternatives—standard operating procedures for possible emergencies.

(7) Assignments—designation of particular groups to certain activities.

(8) Publicity—publicizing the program to the campers in the brochure, on the bulletin board, by announcements and in other ways.

(9) Motivation—incentives and/or recognition for participation or meritorious performance.

Suggested Problems

1. Define camping. What is a camp?
2. In what ways do you think *austerity* might benefit program planning?
3. What is meant by the statement, "Program is everything that happens to the child in camp"?
4. Name ten criteria identifying the democratic processes in program planning. Explain the importance of each criterion.
5. What is meant by the term "living group"?
6. If the living group is the only unit involved in program planning, discuss the possible disadvantages and problems.
7. Outline in chart form the various program groups which might be involved in a camp of 120 campers and a staff of 30 in a four unit decentralized camp.
8. Develop specific techniques which might be used in evaluating or appraising the camp program.
9. Discuss ways and means of incorporating camper desires and ideas in overall program planning.

10. List several basic principles identified with sound program planning.
11. What principles should be followed in establishing and maintaining good mental hygiene among campers and staff?
12. Discuss the pros and cons of adopting a leisurely schedule of activities in the camp program and relaxing the rigidity of administrative deadlines.
13. List a few important considerations in the matter of conserving the energy of campers through proper planning for adequate rest and relaxation.
14. In what ways and at what times must program planners be concerned with sanitation?

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Four

Camp Organization for Program

Dynamic efforts designed to raise the standards of program in camps are being made throughout the country. In spite of these genuine attempts—up-grading programs, developing habits and attitudes of greater value, giving campers more assistance in acquiring new skills, emphasizing personality improvement, and raising the level of social interaction—favorable results frequently are aborted by questionable organization and administration. Then, too, the fallacy of considering the program an adjunct of administration in camp is obvious to most experienced leaders. Administration exists to facilitate program; this should be reflected throughout the entire organization of the camp. The better camp, therefore, gears itself for maximum effort along program lines—the camp "organizes" for program.

Dimock points out:

The term 'organization' is given to the process of bringing individual elements in a situation into such relationship with each other that they will function as a whole in achieving the central purpose of the enterprise. Since there are many parts in every camp, the necessity of organization is immediately apparent if the camp as a whole is to function effectively in the achievement of its purposes.¹

¹ Hedley S. Dimock (ed.), *Administration of the Modern Camp* (New York: Association Press, 1948), p. 72.

A Chronology of Camp Administration. Camp administration is young. It evolved as an organizational facet to improve the caliber of the central purpose of camp—the program. Yet, in the past ten years it has, in many cases, grown to dominate the parent. This lusty infant, born in an environment of innumerable camp problems, was quickly hailed by the uninitiated as the savior of the movement, the creator of unity and order out of chaos and uncertainty. No one disputes the value of and necessity for administration; but, it must be continually reiterated, *administration exists for the primary purpose of permitting a better program.*

The purpose of camp administration is best seen through a consideration of its history. As organized camping is strictly an American innovation,² so, too, specialized administration in recreation and camping had its beginning in this country. It was undertaken in its proper light, at the outset, to conserve the time and energies of the program staff. At the start, prior to 1900, it was a rather unimportant consideration in the total function of the camp. This period has been characterized as the "laissez-faire" era in camp administration.³

As directors became concerned more with administration and less with program, the concepts of organizational efficiency and economy grew increasingly clear. During the first quarter of the twentieth century basic principles began to evolve; balanced staffs, qualified personnel, individual camp philosophies, and other professional, yet transitional, steps were taken. It has been said:

Along with these desirable concepts the camp took over some undesirable elements of business administration—its primary emphasis on efficiency, the overcentralization of authority and responsibility at the top level, and the command-obey method of relationship with the individuals at the lower levels. In short, the authoritarian pattern was adopted in camp management. This

2 Gerald P. Burns, "History of Camping," *Camping Magazine*, Vol. 21, No. 2, February, 1949, p. 14.

3 Dimock, *op. cit.*

pattern provided little for the exercise of collective responsibility, for the cooperative group process, and for the interplay of human relations.⁴

This period represented a time of "trial and error*" in camp administration.

The second quarter of the century saw the evolution of what might be considered almost a true science in administration and organization. At this time, unfortunately, a cleavage occurred between administration and program. Where previously the two had been accorded equal importance, during the second period administration was given the keystone spot in the arch of camping. Although the employment of sound scientific business and professional principles of administration is to be applauded, the divorcing of administration from program must be deplored. It was in this period, especially between the wars, that centralization achieved its maximum popularity as a concept of camp organization. In fact, this type of organization was so enthusiastically embraced in many cases that it cast an unfavorable shadow on centralization throughout the country. Adroit use of this method of operation did much to improve the quality of camping. Unfavorable publicity, however, accruing from improper use of this technique, curtailed its acceptance or forced modification of its use in camps that might otherwise have profited through its adoption. The undesirable aspects of centralization are as bad as the older methods of "laissez-faire" and "trial and error" administration; they are: (1) reverting to authoritarianism (2) severing of democratic functions, and (3) assuming of semidictatorial powers by the central figure in camp. This period might aptly be termed the "era of centralization."

In recent years the abuses of centralization gave the pendulum a push in the opposite direction. For lack of better nomenclature the new method invoked in administration and organization was called decentralization. Despite the addition of a mere prefix, this functional concept was more than a repudiation of

⁴ *Ibid.*, p. 43.

centralization. Happily, it brought with it a closer tie, a return to the cohesive relationship of program with administration. Along with the inception of the unit system came a revival of democratic concepts, cooperative planning by director and staff, increased program functioning of the director, and the myriad values of an administrative organization geared to program facilitation and implementation. Although the present period includes the best techniques of the previous three "administrative eras," a marked trend toward "decentralization" exists.

This modern concept, decentralization, is more than a new method of conducting camping. It incorporates the social purposes and philosophy of camping. It has proven itself, during the last few years, more than just a desirable *theory*. By integrating administration with program it has strengthened each, thus providing a better functioning camp in actual practice.

It would seem, therefore, that this brief glimpse at the history of camp administration gives the clues to the desired role, function, or purpose of this facet of camping. To answer the question raised, then, we would venture that the purpose of camp organization and administration is to so order the camp that everything happening to the camper (one definition of *program*) occurs with greatest efficiency, economy, and effectiveness.

The Function of Administration in Relation to Program. Simplicity of organization is essential to continued success in an administration efficiently and economically organized to render maximum service to camp programs. A superstructure consisting of a myriad of detail has no place in the modern camp regardless of its size and scope of operation. Streamlined administration for program should begin with a straightforward statement of the philosophy of the camp. This philosophy should include an understandable description of the objectives of the camp. In the case of agency camps, the philosophy usually reflects the ideas and convictions of the parent organization. Nash says:

In brief, *administration lays the track for the program of activities.....*The demands of a program of activity color the policies of administration, and likewise, the policies of administration color

any program of activities____But, after the program has been selected and every possible convenience has been provided whereby the program can be conducted without interruptions and interferences and in the most economic manner possible, administration must withdraw and keep out of the way of the activities.⁵

It is the function of administrators to "see it big, explain it simply." This implies that the director and his chief assistants fully understand and agree upon the desired results of the camp season—the ultimate effect expected upon the campers—and design their administration to produce a program ensuring these desired outcomes. Complete, comprehensive discussions of the goals and aspirations of the camp are sometimes lost on the younger counselors and the campers. It should therefore be within the professional capabilities of the top staff people in camp to interpret the camp's philosophy to other members of the camp community.

Good camp administration permits and enables a rich and varied program. This occurs largely through all levels of administration doing a smooth and coordinated job in "setting the stage." From the director to the youngest program aide, the functions of administration must be known and observed. When asked what are these functions—what is the job of the administrator—the reply is simple; POSDCORE.⁶ This is, of course, a made-word consisting of the first letters in the terms that describe the essential functions. . . .

Planning
Organizing
Supervising
Directing
Coordinating
Observing
Reporting
Evaluating

⁵ Jay B. Nash, *The Organization and Administration of Playgrounds and Recreation* (New York: A. S. Barnes & Company, 1938), pp. viii-ix.

⁶ Adapted from Luther Gulick, and L. Urwick, *Papers on the Science of Administration* (New York: Institute of Public Administration, 1937), p. 13.

An effective administration relieves program of all nonessential detail. Supplying, staffing, promoting, coordinating, and assisting in numerous stage-setting tasks, these are some of the responsibilities of administration. The tracks must be kept clear if program is to operate at its maximum degree of economy and effectiveness. Such matters as health, safety, and sanitation, although vitally important in program considerations, are as much the concern of administration as feeding, housing, and transportation. In fact, it is hard to draw the line, when discussing responsibility, as to just what parts of the total camp life are *administrative* in contrast to those of *program*. This again points up the necessity for considering the two almost inseparable; it is only for purposes of academic analysis that they are considered separately here.

One of the major quarters in which administration serves program needs is in the area of interpretation. Not only is there a "selling job" to be done in the brochure for parents or the report to the Board, but the relatively unknown parts of the program must be interpreted to campers and sponsors if complete understanding is to be achieved. Safeguarding the camp as an institution is an important administrative responsibility. This clearly implies that public relations and publicity are items reflecting program, but administrative in responsibility.

Implicit in proper handling of publicity is the necessity for honesty and integrity. Even the best camps must occasionally take time out to analyze and evaluate their program in the light of its publicity. Obviously, the publicity should be secondary to the program. Therefore, when trueing-up is done, the publicity, and not the program, is modified.

Basic Camp Organization. Delegation of authority is a prerequisite to good camp administration, especially as related to program. Briefly, the camp owners or sponsors delegate responsibility for proper programming to the director. Since no one person can handle all areas and activities in that vast field, the director usually appoints an assistant, commonly referred to as the program director, to supervise this area of the camp's operation. The program director, in turn, coordinates the work of

the various program counselors (specialists) and sometimes the operations of the unit heads and cabin counselors. The concept of maximum use of counselors and specialists is discussed at length in another portion of this publication. It should be pointed out that delegation of authority must be accompanied by interpretation, training, supervision, assistance, and evaluation.

One of the primary concepts operating with respect to the relationship of administration to program is that the welfare of the camper is the personal responsibility of every staff member of the camp. This, of course, includes the program staff as well as the administrative staff. Although the administrators exert considerably more control in matters of organizational nature, the program people must assume some responsibility in this realm.

The camp is organized for program under at least four major headings. At first glance the areas that must be served are multitudinous, but careful analysis discloses the four program factors with which administration concerns itself.

(1) Philosophy—the goal and objectives; program emphasis to achieve these ends;

(2) Personnel—the broad interpretation of program would place the entire camp staff in this category; limited connotation eliminates personnel in the camp office, maintenance, kitchen, dining hall, infirmary, and others;

(3) Facilities—into this category falls everything from the outpost camp to the dock system, from the nature museum to the playing fields, from the camp shelters to the cars and trucks;

(4) Equipment—under this heading is considered all expendable objects in camp, including supplies and tools used especially in program.

These four factors cut across all phases of program in camp and must, therefore, be kept in mind when considering the ways in which organization and administration function to make more effective program. It goes without saying that program is the vehicle that carries the campers to the attainment of ob-

jectives. How, then, can a progressive and enlightened administration bring these objectives closer?

(1) The objectives must be reasonable and attainable—they must be reduced to understandable and purposeful ends—and the common philosophy of the camp must be built around them.

(2) The trained and experienced professional staff must know the philosophy and objectives and the best methods of programming for achieving them.

(3) All facilities (site, terrain, buildings, areas, waterfront, and so forth) must be designed to promote harmonious attainment of objectives.

(4) Equipment of the proper type must be provided at the most advantageous time and place.

These are areas in which administration functions to make possible a strong camp program.

Democratic Organization Promotes a Rich Program.

Democracy is an attitude of mind. Its very essence is a thoroughgoing, sincere respect for persons—a regard for persons that holds them as of greater worth than equipment, than property, than profits, than favorite camp activities. It places persons before things, personal growth before the learning of subject matter, and therefore persons before activities. It regards the camp and all of its machinery, including the activities, merely as means to an end, that end being the development of the person.⁷

The contribution of centralization, as a technique of administration, to the democratic development of the program of the modern camp, is dubious. Moreover, there are directors using the centralized type of administration who claim that too much democracy can prove detrimental to the camp program. The author does not concur with this view. Freedom of choice, participation of all, observance of the desires of the majority, the importance of the individual—all democratic principles—have

⁷ Federal Security Agency, "Democracy and the Summer Camp," Pamphlet No. 23, Washington, D.C., 1941, p. 3.

a close and vital tie to administration as well as to program. There is no such thing as "too much democracy" in a properly organized American camp.

The question has been raised: "Can administration achieve the degree of democracy that program enjoys in the better camps?" These principles and this concept of democracy have continued to operate in program areas despite the pressures of even the most centralized organizations. In the decentralized camps the role is simpler, even to the point where the administration is democratically linked with program. Therefore, the question should be answered affirmatively; administration *can* achieve the degree of democracy that program enjoys. The problem is how to achieve this favorable degree.

There is no one solution to this problem, but several distinct and different possibilities present themselves. First, administration should hold out for the practice of the skills of democratic living in camp. This includes such activities as the representative camp council, various joint committees of camper and staff unit legislative groups, and even cabin self-government. Second, since administration means control, the control or direction practiced should exemplify principles of the highest democratic order. Proper action "topside" quickly permeates the entire organization. Third, supervisory personnel should be leaders, not drivers. This applies to administration as well as to any program activity. Fourth, the director should be as free from the administrative details as from the details of program. As the coming of the head counselor or program director freed him from the latter, the trend is now evident that the assistant director or business manager is freeing him from the former. By these and other innovations, administration can achieve the degree of democracy that program now enjoys.

Organization of Groups in Camp. The importance of proper grouping in camp cannot be overemphasized. There are a number of situations in which the group forms itself. These situations are largely informal and need little guidance from the staff. In the more formal situations where the director or other

staff personnel are called upon to form or assist in forming specific groups, certain standard practices or principles have proven feasible. There are two major areas in which the more or less "staff-formed-groups" are found: first, in the living situations (unit and cabin or tent groups), and, second, in interest (program activity) groups. Subdivisions of the latter are numerous, but in the main the same principles apply.

In the decentralized camp there are usually two or three "units" or divisions of the camp. These units consist of one or more tents, cabins, or other living accommodations. In the tents or cabins one usually finds four to ten campers and one or two counselors. The group composition increases in importance with the size of the intimate living group. Campers are selected for living groups by a number of methods. Many scientific techniques have been invoked to secure a balanced and congenial group. The simple expedient of selecting the campers according to height, weight, age, or grade has demonstrated its effectiveness over the past decade.

A new trend discernible in the field is that of using more cabin (general) counselors and fewer program (special) counselors. The author has seen this technique used with considerable success in many fine camps, both private and agency, throughout the nation. There are a few exceptions to the feasibility of using "generalists" almost entirely, such as the jobs of the program director and the waterfront director. These two "specialists" need release from cabin duties to permit maximum freedom for extended duty in their special area of work.

Again using the decentralized camp as a sounding board, the recommendation is made that the second type of group (the interest or program-activity group) be formed almost as much upon the desires of the campers as upon those of the staff. In other words, the choice of program activity should be as free as possible. Where practicable, a completely flexible program should be set up, possibly in "cafeteria style," in order that the camper may follow his or her own desires and interests, guided by pertinent suggestions by the cabin counselor. In some pro-

gram areas or activities the interest group may be an entire unit or at least a complete cabin group. This may be especially true in out-of-camp activities.

The camp should be so organized that the four major groupings participate as identifiable entities in particular portions of the program. The groupings are as follows: (1) the program interest group, (2) the cabin group, (3) the unit group, and (4) the camp group. Overscheduling of any one of the groupings can result in totally unbalanced participation in an otherwise well-planned camp program.

An illustration of overscheduling the interest groups was clearly evident in a prominent girls camp. The girls not only participated in daily activities in the same groups, but they were scheduled to attend evening programs with their "major" interest group. In fact, at many meals the same interest groups sat together. Such constant grouping without a changing composition was of little value in building desirable cabin spirit, unit consciousness, or camp loyalty.

Organization of the Camp Community. It has frequently been said that the camp is a child's community. Dimock and Statten⁸ imply that the organized camp, because of this role, has at once a grave responsibility and a rare opportunity. Few other institutions have such a potentiality for citizenship training; a camp is an organized society with a government and way of living all its own. The camp has many of the problems found in any community and these problems, as in any other community, must be solved by the citizens living there.

The camp, or children's community, as mentioned earlier, must be designed to develop the future citizens most desired in a democracy. There must be representative government in the camp, the unit, and the cabin. Both the campers and the counselors must have a voice in this government. The town-hall type of meeting has proven itself eminently successful for counselor participation in camp affairs. The camp council has earned

⁸ s Hedley S. Dimock and Taylor Statten, *Talks to Counselors* (New York: Association Press, 1939), Ch. V.

equal approbation as a type of legislative body for the campers. It must be remembered that the camp temporarily replaces the home, the school, and the church, and that the community activities of the camp program should replace in unique form the usual contributions of these three important aspects of the parent community. Consequently, the basic functions of the ideal community must be provided.

Integration of Program Divisions and Activities. Brief mention should be made of the need for organizational integration of the various program divisions and activities within these divisions. Not all camp directors will choose to make the same division. For the purposes of this book, however, use is made of seven major program divisions and a miscellaneous category, as follows: Naturelore, Out-door Living and Campcraft, Trips and Explorations, Music-Dramatics-Dance, Arts and Crafts, Aquatics, Sports and Games.

Camper and counselor participation in total program planning is almost as important as the program discussions between the camp director, program director, and the program specialists. In the better camps, where decentralized operations and a flexible program exist, a smoothly functioning balance of activities in the various divisions is obvious. This desirable type of program is not difficult to secure if adequate prior planning and detailed integration are obtained. Integration of this type is brought about by utilizing the following six steps:

- (1) Secure acceptance by all staff members of the philosophy and program emphases of the camp. This may even reach down to include the campers.

- (2) Employ capable staff members who understand their jobs and are aware of the responsibilities of the other staff members.

- (3) Make known the importance of the "balanced program" and the role that each division must play in securing this balance.

- (4) Develop a pre-camp training period during which all staff members can participate in each activity open to the campers.

(5) Equalize the motivating factors of each program activity in order that "high pressuring*" for certain program adjuncts cannot develop.

(6) Advise staff that they are as much responsible for the total program as for their own specific activity assignment.

In many agency camps, the camp program must be integrated with the year-round (in-town) program of the parent organization. Usually such integration is obtained through increased emphasis on particular facets of the camp program. As a rule, such integration adds to the value of the experience in the out-of-doors. In a few minor instances the danger exists that the balance of activities, so desirable in the camp program, may be destroyed by overemphasis on one specific program division or activity.

Camp Schedules. Increasing pressure, from psychologists, researchers, and parents, is being exerted on directors to relax their rigid schedule of program activities. During the last few years the idea of a flexible daily schedule, possibly formulated one day in advance, has gained considerable support. In addition, the desires of campers receive new recognition as schedules are drawn up. An excellent illustration of flexible schedule and absence of pre-arranged program is afforded in an analysis of the planning for group activity at Life Camps. Under the guidance of the counselor, each group plans its own schedule one day in advance and coordinates it with such necessary fixed schedules as those of the dining hall and waterfront to avoid conflict.

Basic schedules, such as time for sleeping, eating, arriving, departing, and so on, must, of course, remain fixed. However, time allocations for program activities such as swim periods, trip days, campfires, and even the rest hour take on a new and refreshing flexibility. Moreover, leisurely time allocations of varying length are coming into acceptance.

Leadership in Program. The increased emphasis on training camp counselors and directors in colleges, within Sections of the American Camping Association, and by individual agencies

and camps is providing the field with highly skilled personnel. There is still much to be done along this line. Organizations concerned with the preparation of professional personnel for camps are aware of their shortcomings in *quantity* (there are still too few properly training leaders in camping) and *quality* (insufficient field training is given) and *specialization* (leaders in aquatics and athletics are plentiful, while qualified personnel in nature and campcraft are difficult to find).

The sum total of the situation is that the camp must continue making considerable effort to augment the leadership training of its counselors and specialists. This training can take many forms, such as advising prospective staff members to attend meetings of the American Camping Association and other professional groups, suggesting bibliographical references, such as *Camping Magazine*, for keeping abreast of new departures in the field, and recommending camping courses or institutes that may be attended.

Leadership is a vital part of the camp program. Without capable leaders the best planned program may not succeed, and without a successful program the camp is a community without a purpose. The administration and organization of the camp must, therefore, provide qualified personnel to lead and direct the areas and activities of the program. It has been suggested that the person responsible for program, the program director or head counselor, assist the camp director in hiring the key people with whom he or she will work. This idea is valid for the program division heads as well as for the program director. For example, the waterfront director might be of considerable value to the camp director in securing qualified personnel for that important area. And the same might hold true for riding, tripping, crafts, and certain other activities.

As was mentioned above, a discernible trend exists in the field toward placing the program specialists in with the cabin groups. Should this trend become universal the wise director, wishing to utilize his personnel to the fullest, will hire leaders who are good counselors as well as qualified in one or more

particular program activity. The important thing is that the leaders understand and love children; all else is secondary to the actual counselor-camper relationship.

Organization for Progression. A standard procedure for progression and recognition must be present in the camp. Simple skills should be increased progressively until a high, but attainable, degree of proficiency is obtained. Some type of recognition is usually given as skills are mastered and knowledge is gained. Such recognition may take many forms, although it is not within the province of a text on program to explore this controversial field. Suffice to say that some types of recognition, award, or standard advancement are desirable, especially as program motivators; other types may prove extremely undesirable in the camp setting. Then too, proficiency testing and evaluation must be handled discreetly. The traditional testing and marking systems of educational institutions have little application to the camp.

As a rule the administration is responsible for records and personnel forms in camp. Good organization will make all pertinent forms available to the program staff. The program staff in turn has a responsibility to the administration in the way of submitting information of value to the camp—such as reports on progress, accidents, special achievements, and unusual problems.

Performance in an activity should be an end in itself. When acknowledgment of progression or achievement is made, it should be remembered that a considerable difference exists between *recognition* and *awards*.

The Planned and Unplanned Program. This publication, and others like it, are designed to present certain principles and practices applicable to the planned program in camp. The fact that campers spend a sizeable portion of the day in other than planned pursuits is sometimes overlooked. There is little that can be said to suggest principles in this area. Suggestions imply that planning for change will follow. Since planning and scheduling are not desired in this area, suggestions are meaningless.

However, it is possible to indicate some of the times and places where this informal facet of program occurs.

The wise camp director does not attempt to influence these "unplanned program areas" directly, but he is aware of their existence and value to the total camp experience. The following are listed as examples: (1) during the walk to and from the dining hall, (2) during the time between taps and falling off to sleep, (3) during free periods when no program is scheduled, (4) during rest hour in the tent or cabin, and (5) during odd periods of activity when particular campers are free to explore their own interests. There are literally hundreds of such examples.

Campeis are individuals. As individuals they need opportunity for "getting away"; they should be "left alone"; they should be "free" at certain times each day. This part of the total program is not planned except for explaining it to staff members and, if necessary, training these counselors in preparation, poise, and balance.

Breakdown of Program Types. Types of program are many and varied. They extend from the strictly scheduled, regimented program of the older centralized camps, to the fluid, free-choice program of the new progressive camps. Many camps observe a middle course by breaking the day between scheduled activities for all, and free-choice activities on a cafeteria basis.

In terms of planning, some camps set up the program before camp opens and hold to this plan throughout the season. On the other extreme, certain camps have no set plan for program, but permit the campers to do the bulk of the planning on a day-to-day basis. A middle course might again be recommended in this area. If program planning of a flexible type is carried on between the director and key staff members prior to the opening of camp, certainly the organization will be in a strong position to anticipate the needs in terms of personnel and equipment. When the remainder of the staff and the bulk of the campers arrive on the scene, a skeleton program can be readily presented. By being offered their choice and permitted



Hope Allen Camp Waukeela, Providence, R. I. Courtesy CAMPING MAGAZINE

Safe, enjoyable, interesting activities don't "just happen" in camp; good programs require careful planning, organization and administration behind them.

to assist in the final planning of the weekly programs, both counselors and campers will feel responsible for the success of the program.

For purposes of planning and integrating areas and activities within the total camp program, it has been found expedient to divide the program into several major divisions. Within each division, then, will be found many related activities. Of course, there is the inevitable overlap in certain activities, but this should cause little difficulty if the basic program is stable but not rigid. Natural divisions of program, even in similar areas, differ in various camps. Terminology, too, is a problem in this relatively young field. But the common elements discernible in all camps make certain groupings effective and congenial.

The relationships between different divisions and, to a lesser degree, between activities, are of importance in the total configuration of the camp's program.

A plea for a properly "balanced*" program in camp will occur at strategic points throughout this text. In dealing with the camp's basic organization for program, it might be well to consider briefly what is meant by balance in this instance. There are many camps that specialize in one type of program and/or certain program activities. Such camps usually do a splendid job in their specialty, and this paragraph is not for them. In discussing balance in program, the author refers to those camps that offer a *general* type of program. The general program is supposedly inclusive in scope and replete with potentialities for growth and development. However, when the program of a regular or general camp becomes lopsided in favor of any one division or activity, the entire program suffers.

Proof of the need for balance in the program is given us by one of the largest and finest private camps in the nation. This camp, located in Michigan, was induced to curtail all activities in favor of an expanded nature and campcraft program. Campers were not consulted as to their desires, but were exposed to the emphasis of the camp in this one area. Excellent as this phase of program was, it alone could not hold the interest of the campers and enrollment fell off sharply. Modification of this particular emphasis was effected, new activities providing a richer experience were introduced, and today this camp has a balanced program of great value and one of the largest enrollments in the United States.

The camps that offer a wide scope of activities without overemphasizing certain aspects make a tremendous contribution to the growth and development of children. The programs of these camps are rich in educational implications and desirable recreational concomitants. When overemphasis occurs, balance is disturbed and the smooth program is distorted. The best in camping occurs when balance is maintained and when free choice among many program activities is provided.

Although rigid assignment of campers to scheduled program activities is to be deplored, guidance of and suggestions to campers are highly desirable. Constant interpretation and re-evaluation of the program and its detailed components must be carried out. Assistance to campers, particularly with respect to the selection of related activities, is a part of the counselor's job. Where elements of free choice are present, opportunities exist for extensive counseling and guidance. There are many patterns for achieving certain goals; the wise director is aware of this and designs his administration and organization in a way that will achieve the desired goals.

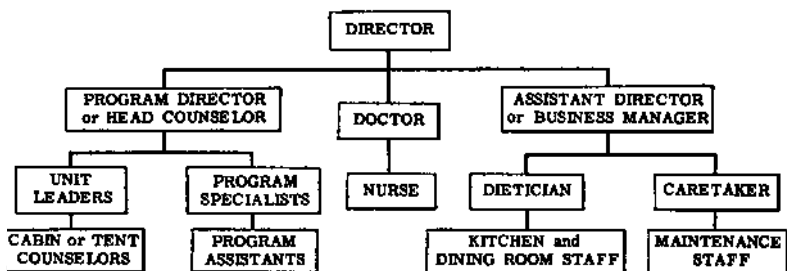
Motivation and Introduction of Activities. As was mentioned earlier, motivation, or the "selling" of program activities to the campers, is an acknowledged part of the organization of program in camp. How this motivation is brought about is the important problem. Camps must have a definite plan for the introduction (and, if necessary, the motivation) of activities—particularly new activities—to the campers. This introduction can take the form of high-pressure selling, but this is hardly in keeping with the concepts of creative camping. It may take the passive method of having the program available and saying little about it.

One desirable method of acquainting campers with the program offerings is by permitting them to visit all activities early in the camping period. If the leader of the activity is alert, he will secure the interest, if not the enthusiasm, of a goodly number of campers in each visiting group. On this initial introductory tour, campers might be sent around by cabin group. Careful planning between the administration and the program personnel can make this a most productive period for wise and meaningful choice of activities.

Relationships between Program and Administration. A clearer understanding of, and appreciation for, the function of both program and administration should bring these siblings into closer rapport. In the average camp the line of demarcation between the two should be virtually indistinguishable. For

purposes of analytic study and evaluation, however, these two (and certain other phases of the camp's operation) may be dissected.

The essence of the camp's organization for program, and the relation between program and administration, is found in its organizational structure. The latest trends in the field indicate that, in general, the following organization is used, with modifications depending on size and program emphasis. (See Chart.)



Relationships between program and administration.

Camp organization and administration for program has gone through several periods or stages. The present cycle might be termed the era of decentralization. As in the case of the preceding period (centralization), pitfalls also exist in decentralization. Camp boards, administrators, and executives must guard against over-decentralization. All the worthwhile elements in the socializing aspects of the "camp community" are lost if complete and continuous segregation of units or cabin groups is effected. With proper usage, decentralization (as a programming method as well as an administrative device) will make a significant contribution to the operation of the modern camp.

Regardless of the method of administration used, the principle that it exists to serve and facilitate program should be clear. As educational administration in the school exists to make possible the curriculum, so, too, camp administration exists to serve the camp program.

Suggested Problems

1. Discuss the general purpose of camp administration.
2. How does the camp *organize* for program?
3. Explain the "types" or "eras" of camp administration: (a) laissez-faire, (b) trial and error, (c) centralization, and (d) decentralization.
4. Define *program* inclusively; define *administration* literally.
5. What is meant by POSDCORE?
6. Discuss reasons for limiting publicity to actual program activities.
7. Outline the four program factors with which administration is concerned.
8. How is the camp program democratized?
9. What are the four major groupings of children in camp?
10. Discuss the pros and cons of:
 - (a) Counselors participating in camp government.
 - (b) Campers participating in camp government.
11. What are some of the steps by which integration is achieved between program divisions and program activities?
12. Discuss the proposition, "all camp schedules should be flexible," and its alternative, "all camp schedules should remain rigid."
13. What is the hierarchy of importance of the various factors in program: facilities, leadership, equipment, objectives, philosophy, and goal?
14. Explain the difference between awards and recognition.
15. Define program *division* and program *activity*.
16. Discuss the value of achieving "balance" in program and how it is obtained.

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Part II

Major Program Divisions
and Activities

Five

Naturelore

The concepts and practices in naturelore vary as greatly as the people who practice these arts. Different environments offer different opportunities. The purpose of this chapter, therefore, is to provide a basic understanding that will serve as a springboard, from which the reader may develop his own interpretation. It is not the spirit of naturelore to cast people into a mold; on the contrary, its spirit is free as the air, the hills, and the scenery where man learns to know nature.

The Meaning of Naturelore. Naturelore provides the answer to the camper's hunger for outdoor adventure. To the camp director it spells a program of investment in the practical and philosophical viewpoints. To the counselor who has been trained only in formal biology, it is fraught with dangers that are yet unknown. Camps have risen, and also fallen, because of the trial and error methods of the actors in this drama of country living.

Some years ago (1920) the first naturelore school was sponsored by the National Association of the Directors of Girls Camps. It provided precamp training for nature counselors. The word *lore* was substituted for the word *study*, which had rightfully fallen into bad repute with campers. Probably this was the first attempt to use the word *naturelore*. The word has

different meanings for different people; the concept is both ramifying and elusive.

Naturelore may be defined basically as a *program of opportunity answering the call of the wild*. It is the satisfying of a lure such as that which causes the sailor to follow the sea. It is the Indian, the pilgrim, the pioneer, the girl or boy scout realizing the advantages and pleasures of a natural environment. Each camp has staked out a portion of God-given acreage,



Courtesy CAMPING MAGAZINE.

In naturelore, as in other program facets, the effect of the activity on the campers is the vital consideration.

where a body of wholesome experiences and worthy knowledge may be possessed by the camper. The lake, the mountain, and the forest gradually encompass him. Like a peasant, he becomes a part of his surroundings. His experiences become anecdotal; he takes pleasure in relating them at the campfire. Art, poetry, and song become his culture.

When the camping program is organized on the small group plan, with cooperative freedom for every individual in providing work, fuel, food, shelter, recreation, and culture, one finds

democracy at its best. Cooking an outdoor meal, building a rustic table, foraging for food, making a map, or creating a folk song, calls for nature materials. These events appear naturally at camp. It is not a far step from them to the procession of the stars, the cycle-of-life of a nest of robins, the inheritance of individual puppies, the skill to grow lettuce, and an understandable concept of the rocks of ages or the stages from a tadpole to a frog or a pond to a bog. In camp the leader is a guide who, together with the campers, works, explores, discovers, and eventually gains a philosophy of life.

Rights of the Camper for the Primitive. The aims of the camper, the parent, the camp director, and the counselor are quite different. The crux of the successful program hinges on what the child wants. The camper may be starving to be a "Leatherstocking," longing to be his best self with his fellows, seeking space enough to throw a stone, or craving freedom to allow fresh mud to squeeze up between his toes. He may want to cram his pockets with nuts, apples, or shells. He may feel that the moment has come to blow off steam, to growl like a bear, to hide in a cave, or to climb a tree. These are *needs*! Given a chance, nature will take care of the camper's muscles, nerves, lungs, and instincts. Denied these responses, the individual is that much short of becoming a complete human being.

What happens when nature's curriculum is given an opportunity to operate? In order to fish, the camper needs bait, gear, and tackle. To swim, the camper needs direction, safety rules, demonstration, and practice. To visit the heron rookery on an island, he needs to navigate a boat. The urge and opportunity to fish, swim, or go on an expedition mean acquiring certain skills, equipment, and shelter. The camper also needs a knowledge of safety, transportation, and possibly, the law and conservation. Each step is a vital part of the day's existence. The developing activities may be thought of as an *emergent curriculum* based on interests and needs. Out of such experiences come growth. The counselor must realize that the main busi-

ness of the camper is adventure; guided adventure, moreover, can be a healthy, happy, and helpful life.

Leadership in Naturelore. Preparation for this brand of outdoor leadership is not a matter of acquiring a kit of activity skills to peddle nature facts. The practitioner in naturelore is a socialized leader who enjoys children and loves living in the woods in the most inclusive sense. Perhaps he has camped in the outdoors or lived on a farm for years and has become steeped with its manifold opportunities. Furthermore, he must have experienced successfully a liberal dosage of group work in a recognized agency, such as the Boy Scouts of America, the 4H Clubs, the Young Men's Christian Association, or the Young Women's Christian Association. He represents a better investment if he has come up through the ranks of family camping in its humbler aspects. He should have as a minimum two hobby interests such as hunting, fishing, mountaineering, sailing, gardening, horsemanship, birds, insects, lapidary work, outdoor cooking, astronomy, or homing pigeons. Such assets as skills in home economics, arts and crafts, music, forestry, skiing, mapping, swimming, health, education, and sports are not to be overlooked. To sum up, he must be a human being who enjoys children and the full life.

The Program Illustrated. When one thinks of naturelore he is apt to think of fishes, reptiles, mammals, insects, or birds. This concept is inherited from the subject-centered curriculum. The tendency of the past was to present them under that classification. It is proposed to present here one classification—birds—to illustrate naturelore in camp. Any other classification might have been chosen to illustrate the pattern.

A Bird Defined. Suppose a leader, at the end of breakfast, says, "I bet that no one here can tell the difference between the director and all birds." All campers recognize that this is a game. Two eyes, two legs, a language, a brain, a fisherman, a swimmer, a housebuilder bring out plenty of laughs and discussion. All birds do not have wings, young birds have down, an embryo bird has a thumb and fingers. Flying is not limited

to birds. In ten minutes a great deal can be gained if the challenger is well prepared and versatile. The definition is simple: a bird is a feathered animal. Suppose a camper saw a strange bird on the lake or in the woods. He might really wish to know the name of the bird. It is wise to use books in camp to solve these minor problems.

Hawk-like Birds, Fowl-like Birds, Stork-like Birds. The formal classification of birds in camp is certainly taboo. If the camper sees a great blue heron soar over the lake to a rookery, it is only natural that he be excited to know whether it is a stork. If he spies it standing in the water, motionless, he may want to know if it is a statue. The counselor may say, "Look, quick, is that bird carrying a fish, frog, or snake?" Perhaps both counselor and campers observe that a flock of gulls over a plowed field are noisy and quarrelsome. The problem is *why*? There is only one way to solve the problem. That is to go over to the field and observe. Why is that bird beating back and forth over the water? The counselor may know, but he is wise enough not to take the opportunity of education away from his group of campers. By a series of questions he can sharpen their powers of observation and help them solve the problem themselves. Bird study in the long run, like swimming, is self-taught. The most favorable situation is a natural environment.

Nesting Territories. The nests of many birds are found in and around camps. Children can observe which bird builds the nest, which bird incubates the eggs, which bird feeds the young, how long it takes eggs to hatch, how long the young are fed, and how they are taught to fly. Nesting territories and feeding territories take on new meaning. What birds scout far and wide for fish? Many birds may come to a mutual feeding territory. Camp can provide a rich experience and learning process, when it comes to nesting territories.

Bird Songs. Some campers are unable to sleep because of the morning bird chorus. One small boy cried at night and said, "There is an owl up there shooting nuts at me." At first some campers cannot distinguish the coo of the mourning dove, the

call of the quail, the boom of the night hawk, the squeak of the humming bird, or the drumming of woodpeckers. Old campers may know whether the woodpecker is drumming to his mate, excavating an old trunk for a nursery, or pecking for breakfast. All this comes by the right environment and by a long term of experience, and guidance.

Bird Nests. Collecting bird's nests takes place best after the breeding season. Not every camper will be interested in collecting bird's nests; those who evince interest should be encouraged, and other campers may become interested in what they discover. Resulting knowledge accumulates by accretion. Night hawks build no nest; killdeers hollow out a depression in the sand; ducks pull *down* from their own breast; herons use sticks; great horned owls do not build a nest but use instead old hawks' or crows' nests; kingfishers dig holes in the river bank; hummingbirds line their nests with the wool of the cinnamon fern and sew bits of *parmelia* lichen on the outside with a spider's web. As soon as a camper begins to collect birds' nests he discovers all kinds of interesting facts which add to his understanding of bird life.

Featherfacts. Feathers can be intriguing. They make color possible and protect the animal from heat as well as from cold. Some birds are born naked; others have a tuft or two. Some hatch completely feathered. A nature detective will know whether a stray feather came from a wing or a tail. A more experienced naturalist will know whether the wing feather came from a Bonaparte gull or an English sparrow. A trained ornithologist knows that he can muss a wing feather and then rub it together again. If the onlooker inquires, the leader explains that the feather has barbs, and barbules. If curiosity does not run to vocabulary he simply says that "this is the original zipper." Observation, detective work, interesting facts, use or omission of words, games, and contests are some of the more interesting techniques used.

Bird Identification. Beaks and feet tell more than wings. One time a group of campers on a field trip through a meadow

found the remains of a bird that had been killed the preceding winter. They set to work to put the story together. The webbed feet indicated a water bird. The long neck and beak with a sieve told that it was a "tip-up" duck that immersed its head to probe the banks and bottom; possibly a pintail, a dabbler that is usually busy sieving out food morsels from the mud. It was probably busy in the shallow water of the lake when a fox or a gunner came along. If a fox killed it, the bones would be broken and the meat gone. If a hunter shot it, he might have lost it in the thick meadow growth. They pieced the bones together. There were shoulder bones and hip bones that fitted into sockets. In a short time, the campers were fitting bones together like a jigsaw puzzle. Even the camper who said, "Oh, gooey," was getting her share of the bones. It was intimated that the skeleton could be reconstructed. Each camper started for camp clutching his trophies. The reconstruction of the skeleton and the story gained momentum. A more thorough search was made to see if shot could be found. It was thought to be a good idea to find when there was an open season on pintails. The story and evidence were presented at camp fire that night. Yet the whole affair was incidental to the main purpose of the trip.

After a camper has experienced similar situations, he becomes impressed with the way scientists reason, even though no one draws his attention to it as illustrative of the way scientists think. The course of study at camp enjoys the freedom of being accidental. It can change with weather, whims, or happenings.

Migratory Habits. After a person has been in camp for one or two seasons he may become conscious of the presence of hundreds of swallows on the telephone lines. Of course, some birds, like some people, spend a lifetime in one back yard. The bobwhite may be a "resident bird." The white throated sparrow might be a resident in June and then disappear until September. The cliff swallow is a summer resident who goes to Central America for the winter. The Canada goose may be a spring and fall "visitant" or "transient."

The fascinating story of bird travel leads to all kinds of inter-

esting activities. It was once announced at breakfast in a boys camp that a trip would be planned to a gull rookery on an island about two miles off shore. Campers were warned that the place was smelly and noisy. It would take all day, so all would carry lunches. "How many want to go?" This was accepted as a challenge. They all wanted to go. The leader chose those who had skills in sailing a boat, who could swim, and who had shown an interest in birds. The expedition was a huge success. Each camper knew why the Biological Survey wanted birds banded. All had learned about the habits and make-up of one species of heron. On the way back to the camp they made up a song about the heron.

Camp Enterprises. Suppose a group of campers wish to make a bird sanctuary. These steps might be followed:

(1) A trip to a bird sanctuary to see how sanctuaries are laid out.

(2) A list of shrubs and trees that attract birds,

(3) Determination of how these plants can be added to the landscape to give the most pleasing and satisfactory results.

(4) A plan to earn money and obtain the planting material.

(5) Work day.

(6) The addition of nesting boxes, feeding stations, shelters.

(7) Kodachromes of the "Development of the Sanctuary"⁷ exhibit of plans, talks, songs, and poems.

(8) Dedication day.

Evaluation of the Program. Reptiles, fish, weather, or mammals could have been selected to illustrate the naturelore program described above. Nature study is not separated from the totality of living. It takes place wherever and whenever campers and their leaders find interesting facts of nature to observe and explore. Naturelore activities extend from momentary observation and comment to elaborate projects such as making a bird sanctuary.

To become effective in this kind of program, leaders need assistance. They need to acquire skill in discovering resources and facilities in a given natural area. They need to evaluate the

program each step along the way. Every time campers come back from an expedition counselors can hold a discussion with them—"What was good? How might it be improved? What should we do next?" These evaluation sessions will result in many changes, not in a frozen curriculum. Instead, each camp will develop its own ways and results.

Post-camp evaluation, which includes camp representatives, staff, parents, and, possibly, visiting educators, is helpful in measuring effectiveness. No one should be surprised if field procedures are greatly modified. The spirit of exploration and experimentation, so important in naturelore, calls for the constant evolution of new techniques based upon experience.

Basic Considerations, Naturelore can be exciting and adventurous. There are so many "new" things in the world of nature that it is the birthright of every child to "discover" them. The campers must be afforded the opportunity to make friends with the natural things in their native environment.

The job of the camp program is not to push this activity on the camper, but to stimulate his curiosity and then help him satisfy it. This is not an activity that can be hurried; it requires plenty of time for the camper; it requires patience and understanding by the leaders.

It is not imperative that campers be taken to virgin forests or wilderness areas for an introduction to nature. Great numbers of children have never been on a dairy or vegetable farm. Others have never seen sheep and pigs in their natural state. Some have even been denied the opportunity of having animal pets and plants around the house. There is a wealth of new experiences for children, especially city children, on every side of the rural environment in which most camps are located.

Another basic consideration, frequently overlooked in camp program planning, is maximum use of the night hours. Night-fall is mysterious to all children. Stressing the friendly cloaking action of the night will do much to dispel any fears present during the dark hours and increase possibilities for nocturnal programs of lasting interest. Almost as much can be accom-

plished in naturelore at night as during the daylight hours. The fascination of the sky at night, with its bright constellations and the Milky Way, is a factor to be considered when the program planner is looking for different nature activities. Under "evening programs" in a later chapter of the book, further treatment is given the matter of night naturelore activities.

Many camps have their own weather bureau and practice forecasting daily. This is an interesting and extremely valuable nature activity. When adverse climatic conditions can be spotted with a reasonable degree of accuracy, desirable modifications in program can be effected. Such information as the weather bureau might render is of greatest importance to the out-camp and tripping portion of the program. Basic equipment for this activity includes a wind sock, thermometer, barometer, and a keen eye on the clouds.

Collecting specimens and mounting or preserving them properly is of deep interest to campers, particularly little boys. Such activity needs supervision and guidance to avoid the possibility of campers climbing into dangerous places for specimens or collecting questionable plants (such as poison ivy) and animals (such as skunks). Since activities are enhanced by having direct and attainable goals, it is well to provide such terminal facilities for the nature activities. A well-kept nature museum, aquarium, terrarium, or snake pit is always a place of great enjoyment to the camper-observers and a great pride to the camper-contributors.

Resources in Naturelore. In visiting camps across the nation one frequently hears the lament, "If only we had a good nature counselor." It is unfortunately true that naturelore specialists are hard to find. Short of having an experienced "nature boy," it is possible to give some in-camp training in the subject. A few camps prefer to train their own nature counselors; the majority, however, would like to secure them already trained and merely add to and supplement their knowledge with local adaptations. There are many resources available to assist in bringing a thorough knowledge of the natural world to the

individual. Among the organizations and agencies where suggestions, guidance, and concrete help with naturelore may be obtained are the following:

Adirondack Mountain Club, 54 Lenox Avenue, New York, N.Y.
American Humane Association, 135 Washington Avenue, Albany, N.Y.
American Camping Association, 343 S. Dearborn St., Chicago, Illinois
American Museum of Natural History, ygth St. at Central Park West, New York, N.Y.
American Youth Hostels, 6 East 3gth St., New York, N.Y.
Appalachian Trail Conference, 1916 Sunderland Place N.W., Washington, D.C.
Boy Scouts of America, 2 Park Avenue, New York, N.Y.
Cooperative Recreation Service, Delaware, Ohio
Federation of Western Outdoor Clubs, Box 716 Banning, Calif.
Fish and Wildlife Service, U.S. Department of the Interior, Washington, D.C.
Forest Service, U.S. Department of Agriculture, Washington, D.C.
Izaak Walton League, 31 North State St., Chicago, Illinois
National Audubon Society, 1000 Fifth Avenue, New York, N.Y.
National Park Service, U.S. Department of the Interior, Washington, D.C.
National Wildlife Federation, 1212 Sixteenth St., N.W., Washington, D.C.
Sierra Club, 1050 Mills Tower, San Francisco, Calif.
Soil Conservation Service, U.S. Department of Agriculture, Washington, D.C.

Suggested Problems

1. Discuss several definitions of naturelore. State why naturelore is considered one of the "core" features of the camp program.
2. Why is exploration, discovery, and experimentation so important in naturelore? Why is the camp setting, rather than any other situation, more advantageous for the presentation of naturelore?
3. How does naturelore serve the developing child's need for adventure?
4. What is meant by the "emergent curriculum" as related to naturelore?
5. Outline the factors that make for successful leadership in naturelore.
6. Explain several approaches to naturelore for campers.

7. Develop an outline of aids for campers on a tour of observation of two of the following: fish, birds, mammals, insects, reptiles, flowers, trees or shrubs.
8. Discuss the theory of program evaluation in relationship to field trips from camp and future camp program planning.
9. List several of the organizations, national and local, from which assistance can be obtained for the establishment of a nature program.
10. Discuss both sides of the proposition: "Naturelore is best treated as an individual activity."
11. What activities in nature and allied portions of the camp program can best be conducted at night?
12. Outline certain nature trips and activities that might be undertaken by camps close to the city, where transportation to distant points is impossible.
13. How can a study of the weather prove an interesting program adjunct and also serve an indispensable function for the administration?
14. List several of the safety precautions that are taken prior to permitting campers free reign in their collecting of natural specimens.

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Six

Outdoor Living and Campcraft

Basic to every discussion on camping is the fundamental and controlling fact that organized camping is, first and foremost, living in the out-of-doors. Camping means going out from the usual habitat to some place vastly different, where living is simpler, freer, more meaningful, more stimulating, and more adventuresome. If it were otherwise, why would millions of people, winter and summer, fall and spring, leave their sedentary lives behind them and search for what they must feel is a richer and more zestful experience? Those primarily interested in organized camping for children should never lose sight of the unique and primary obligation to these youngsters of helping them enjoy, appreciate, and grow in a simple, unmechanized environment. On the more spiritual level, camping quickens awareness of the beauties of nature and human nature and somehow helps children to "listen to the song of God in the woods."¹

Outdoor Living—An Analysis. The milieu, in and through which the results of camping accrue, must remain basic in

i Henry David Thoreau, *Walden and Other Writings of Henry David Thoreau*, from the Introduction by Mr. Brooks Atkinson (New York: The Modern Library of Random House, 1937), pp. xiv and xv.

planning for outdoor living. Camping education, as now conceived, demands an environment as free as possible from urban associations, habits, and ways of living; free from the complications and pressures which beset even the young in these days. As far back as 1878, Charles Dudley Warner wrote of "... the revolt against the everlasting dress-parade of our civilization ...,"² a concept of adult rebellion which Thoreau stated so magnificently in 1854 in his book mentioned earlier. Some persons may question this philosophy, which, in its more extreme form, could be called escapism. But if camping is not an abrupt change from another form of life and living, what is it, and why bother with it? Results in the better camps, as observed by many camp administrators and parents, justify belief in the salutary effects caused by change of physical and social environment, and the acquisition of new interests and values in that new environment.

Leaders in camping advocate a camp way of living that is well-ordered in a simple, unaffected, elementary, natural sort of way. This is conceived as a cooperative living, with children and adults together in an environment that is *of itself* rich in opportunities for learning and skills, for fun and adventure. The pattern of camp living becomes simplified, the activities and interests indigenous. The need for bolstering from without diminishes. Camping then becomes *camping* and not a series of importations from school, country club, recreation center, and playground. Campers focus their energies on fitting into the environment and landscape instead of imposing themselves upon it. And children are afforded experiences different from anything they have ever known. For them the outdoors stands for something real and vital, a way of life which they can understand, appreciate, and return to with benefit and joy all their lives.

Values in Outdoor Living. Since city ways are not camping ways, the adaptation from one type of thinking, acting, and

² Charles Dudley Warner, *In the Wilderness* (New York: Houghton Mifflin Co., 1878), p. 78.

living to another type is pregnant with interest and program possibilities. Skills and knowledge of daily use in the city are not useful in the woods, in the canoe, or on the mountain trail. One's strength and agility and skills are pitted against the elements—fire, wind, water, weather, and tangible objects and materials. Only skill and knowledge, patience and good judgment can prevail. Success in dealing with impersonal, predictable adversaries gives a lift to the individual that nothing else can.

When a group shares experiences of this kind there is nothing artificial or forced in the whole picture. A camper who is asked to do his share on a job, from which all will reap common benefits, finds that there is work to be done, and that there are responsibilities of group comfort and safety to be met. Each person must do his share, with courage and good humor. Children can see the reasonableness of this request. They can realize how valid it is to live and work together decently and cooperatively. They can understand readily why camping should and can be an uncomplicated and relaxing experience, and yet be the greatest thrill of their lives.

A group on a camping trip develops a sense of fellowship and a true sense of "oneness" that can rarely be duplicated in other phases of the camp program. Because these experiences are real and vital, they make a real and vital impact on the child. Beyond the salutary effects of the group experience, the individual may, through these particular experiences, more readily acquire certain personal characteristics that have become increasingly important in this age of mass opinion and ceaseless propaganda. For the large bulk of campers in established camps, better ways of fostering self-reliance and resourcefulness are needed. Campers require help in: (1) making independent choices and decisions; (2) becoming reasonably independent in thought, endeavor, and action; (3) developing originality and creativeness on an individual basis; (4) securing privacy of thought and action; (5) bolstering personal courage; and (6) acquiring self-discipline and integrity.

This help can best be given to the individual when indigenous activities are freely selected by the camper. This means that the camper chooses to participate in such projects with other campers who have similar desires and needs, abilities, and capacities. This homogeneous group should be supervised by a counselor selected by the camp management for his ability in the campcraft field. For many reasons, this sort of grouping provides the optimum situation for the acquisition of skills, appreciations, and broad benefits to the individual.

Campcraft. Campcraft, briefly defined, is the art of taking care of one's self and others in the outdoors and getting joy and inspiration from it. Much is implied in this definition: first, that the camper possesses the skills and knowledge necessary for comfort, safety, and health; and second, that by possessing these abilities, he may take advantage of the aesthetic enjoyment and spiritual uplift that the outdoors always bestows upon those properly versed in woods ways. Campcraft is far from being just physical and muscular. It offers a splendid opportunity for practical naturelore, for group cooperation, and for cultural and spiritual values apparent to all who feel honestly at home in the outdoors. Poetry, creative art, creative writing, photography, and singing are as much a part of a campcraft experience as properly burying mashed tin cans or extinguishing a fire. Whether they are recognized as such depends on the attitude of the camp staff toward such things, and on the spirit of grateful appreciation of and reverence for the outdoors engendered in the camper's heart by the leadership.

Before analyzing the specific elements which demand attention in organizing campcraft (sometimes referred to as pioneering, woodcraft, wildcraft, real camping), the following basic factors are worthy of attention. Campcraft should be done safely, sanely, and well; it should never be done dangerously, sloppily, or in a haphazard manner. For example, the health of campers on trips should not suffer. If a child loses sleep and weight, gets indigestion or sunburn, catches a cold or some other illness from overexposure, or in any way comes back "the

worse for wear," the camp management should be censured. Not only is bad campcraft hazardous, but if the camper is turned against this type of activity by unpleasant and uncomfortable experiences, camping has *lost*, not gained, a lover of outdoor life. Campcraft is not a test of endurance or ability to stand discomfort, physical abuse, confusion, or untidy living



Girl Scout of the U.S. A , Paul Parker Photo.

Campcraft and outdoor living in the natural environment are still the cornerstone of a good camp program.

conditions. Rather, it is a unique situation in which campers and counselors can, by their own skill and knowledge, adapt themselves to primitive conditions safely, sanely and healthfully in a spirit of fun and high adventure. It is in this spirit that the subject of campcraft is discussed.

Prevailing Concepts of Leadership. There must be a plural connotation in this word; the camp staff needs several leaders fitted for the job, in addition to one or two "generals" who are responsible for the equipment, the preparatory work in the

camp set-up, chart maintenance, food packing, and the organization of the entire department. These "generals" are the leaders who also take out the longer trips. A campcraft counselor needs training in the organization of the division, and skill in all the actual details of camping-out in a given locality. The leader needs enthusiasm for the activity itself and for life; he must be extremely resourceful and trustworthy. The leader should possess the ability to keep the group together cheerfully and to guide the organization of the group in a manner fair to each individual in it. The counselor must know how to maintain proper relations and attitudes within the group and outside the group in its contact with neighbors and the outside world. He should maintain necessary health and sanitary conditions and think of safety at all times and in all places, without neglecting opportunities for fun and high adventure.

Campcraft is an activity where skill and training are essential, because no leader can bluff in the face of ticklish situations presented by the vagaries of wind and weather and by the hazards of travel. First-aid and some rudimentary field medical knowledge are necessary. The leader also should be a master of skills in the particular activity (canoeing, hiking, riding, mountain climbing, or sailing) by the use of which the trip proceeds on its way. Knowledge of the country through which the trip passes, of the local outdoors customs, and of ways of the woods and nature 'round about is also necessary. The ability to read a map and use a compass is essential. The kind of leadership that is domineering or that does all of the work before an admiring but fast-becoming-bored group has no place in this department. The campcraft counselors in any camp should be the most interesting, the most versatile, and the most outstanding members of the camp staff. Sex does not arbitrarily make for a qualified trip leader. Except in cases in which male physical strength or protection are necessary, well-trained women counselors are capable of handling trips in a girls' camp. Campcraft is surely the one activity in which skill, knowledge, aptitude, and training are essential; for the counselors assume grave

responsibilities under normal conditions, and even graver ones in the emergencies that always arise. There is no excuse for sending novices to fill in as campcraft counselors merely because they are 18 years of age or over.

Further, these leaders *must* have a feeling for the outdoors and primitive living—not a sentimental "love of nature," but a quiet sensitivity to and perceptivity of its healing and inspirational powers. On the human side, leaders must be even more concerned with what happens to the individual camper as a result of the particular campcraft activity under their supervision than they are in the mere mechanics of the operation, fun though that may be.

Campcraft counselors who meet these qualifications are hard to find. Some camps "grow their own." Some are trained, up to a certain point, in several colleges where the instructors themselves are able and in the better outing clubs in some colleges. A program such as the Maine Junior Guides is bound to increase the potential number. If other states would adapt this plan to their own use, the supply of leaders would be greatly augmented. Children who have grown up camping with their families often make good counselors. Candidates with some previous knowledge can increase it at short-training institutes, preferably those held in an outdoor setting. Interested persons can learn a great deal by reading and experimenting on their own. Pre-camp training in the home camp is helpful, but too short for turning the beginner into an acceptable leader, even for a one-night trip. The best candidates are the graduates of the very camps in which more and more good campcraft is done. Certainly there is no area of camp leadership where rapid advancement and good salaries are more assured than in this field.

Equipment and Its Use. Adequate equipment is very important—not necessarily expensive equipment, but both personal and general camping-out equipment suitable to the strength and ability of the individuals handling it. For example, younger children should not be given or allowed to use heavy, long-

handled axes. If the instructor knows his business, children can learn how to handle, effectively and safely, a small hatchet or hand axe such as the Peavey canoe hatchet or the Marble camp axe with a 20- or 24-inch helve. Lightweight tents should be used on cruising trips instead of heavy wall tents. In climates where there are heavy dews, or where rain falls during the summer months, tents or some sort of improvised shelters are necessary. Experienced campers live comfortably outdoors and all campers appreciate learning how to "rough it smoothly." Camping-out is neither an endurance contest nor a test of how much discomfort and hardship a young person can stand. Good beds, adequate sleeping protection, a pancho, suitable and comfortable shoes and clothes (for night as well as day), decent mess kits, good cooking and camping gear, and adequate sharp-edged tools are essential. Makeshift general camping-out equipment—such as kettles, reflector ovens, tarpaulins, and lights—can be made out of waste materials or out of supplies costing little actual cash. Projects such as these are appropriate for the arts and crafts program described in a later chapter.

Adequate, simple equipment suited to the type of country and the age level and abilities of its users is the criterion. As Horace Kephart says, "Ideal outfitting is to have what we want, when we want it, and not to be bothered with anything else."³ Lack of suitable campcraft equipment often is a stumbling block in the path of progress.

Then comes the necessity for proper storage, care, and upkeep of equipment. A part of a building should be set aside for the storage of all special equipment used, and also for types of staple foodstuffs to be packed for meals away from the dining hall. Duplicate lists should be made of equipment issued to each counselor in charge of out-camp activities, and the equipment should be checked-in carefully before being put back in stock after the return. Where campers cannot bring even part of the necessary personal equipment of this type, the camp

³ Horace Kephart, *Camping and Woodcraft* (New York: The Macmillan Company, 1921), p. 111.

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should have available, and should furnish free of charge, the things each individual needs to be correctly outfitted. This equipment is just as necessary as facilities for other sports, such as boats, canoes, and archery.

Fundamental Skills of Campcraft. It seems only sensible to establish the feeling of ease and confidence in the outdoors in a familiar spot, and not tempt fate by expecting city children to tackle the learning of strange and difficult skills out on the trail, perhaps with the rain pouring down from a sudden shower or darkness coming on. For this reason the greater part of the learning of fundamental skills should be done as part of the regular program in the main camp. Children see the reasonableness of this policy and work at perfecting these skills during the daily program just as they learn how to paddle, swim, or ride. In camps where awards are not given for achievement, it is customary to maintain a chart on which these skills are grouped and on which each camper can be checked off by counselors or by a committee as soon as the skills are performed satisfactorily. Completion of a certain number of skills usually indicates that the camper is eligible for a trip or some special event for which these particular skills are considered necessary. These requirements can be democratically decided upon by a committee of counselors and campers, and revised every year or two. It is helpful if copies of these lists of skills are available, so each camper may have one for planning his own course. Suggestions for preparing such a list of skills progression may be found in the bibliography which follows this chapter.

In addition to the opportunities for practice within the framework of the daily program, other opportunities will present themselves. These might include: supper and breakfast hikes; cook-outs in small groups for a particular purpose; special fishing or riding excursions; sailing cruises; large group cookery projects, such as barbecues, clam-bakes, corn roasts, fish fries or "planks," and bean holes; some trick cookery, such as cooking a meal in a boat or canoe, on a float, or in a wheel-

barrow; short "overnights" to a lean-to or nearby semipermanent outpost camp; meals cooked without any utensils or using as food only that which may be found at hand for the taking; special meals in the style of other people, such as Hawaiian emu or Croatian yanyetina; progressive and treasure-hunt suppers and sunrise breakfasts; and special cookery with aluminum foil or tin cans. Such events as these are sheer fun for children, and the skills and knowledge they acquire are most worthwhile.

In addition to the learning opportunities described above, a camp might well have an annually constructed demonstration campcraft exhibit; a good library of books and pamphlets on camping, nature, and allied subjects; and camper-developed projects, such as outpost camps, primitive areas, and pioneer, forestry, or conservation units. Occasional scheduling of campcraft meets and contests, and competitive demonstrations of skills, is good practice. However, one should heed the advice of Calvin Rutstrum, who warns against what he calls "parade ground formalities."⁴

Enabling Skills. For lack of a better term, this is the name given to the means of locomotion which the trip uses. All campers who go on trips should be thoroughly trained in these skills in camp. The child going on a canoe trip should know how to paddle, and be familiar with the elements of canoeing safety. The same policy applies to riding, boating, hiking, and mountain-climbing trips. It is nothing less than foolhardy to send a camper off without thorough and complete training in these matters, up to the limit of his strength and ability. It goes without saying that the trip leader should have superior mastery of these skills and an understanding of possible hazards to be met, with the knowledge of how to meet them, so that the campers in his care may be kept safe and well. Lack of preparation in enabling skills on the part of both leaders and campers has caused discomfort, illness, and dangerous accidents. Haphazard preparation and inadequate training are inexcusable.

* Calvin Rutstrum, *Way of the Wilderness*, Revised edition (Minneapolis: Burgess Publishing Company, 1952), p. 138.

Food Considerations. Food for outings, whether for one outdoor meal or for thirty, should be carefully planned, packed, kept, cooked, and served. Next to safety and personal comfort, plenty of good food gives camping a greater boost than any other feature. There is an abundance of excellent books and pamphlets on every aspect of cooking outdoors. There are endless ways of cooking nutritious and attractive outdoor foods. Use of the reflector and dutch ovens should not be overlooked. Cooking without utensils has great possibilities, as does the collection and use of native foods. The second paragraph under "Fundamental Skills" indicates some of the large group-cookery projects that furnish fascinating possibilities. Wise directors encourage campers to plan their own menus for trips, and by so doing to learn the art and science of choosing suitable outdoor foods. A special shelf in the camp library can be reserved for literature on the subject.

Successful food preparation depends on skill in building fires. Too often good food is spoiled because the fire builders fail to provide the cooks with exactly the fire needed. For this reason there must be a close correlation between the two sets of skills.

Cooperation of Camp Management. Campcraft, especially trips, is a highly individualized activity. It requires large blocks of time on the part of both leaders and campers, and a larger ratio of leaders to campers than normally prevails. It is imperative that the management of the camp understand the needs, aims, and problems of the campcraft division. For example, food costs are higher per person per day when small groups are issued special foods than when the whole camp is served the same meal. Without this appreciation and understanding, the best campcraft counselors with the finest equipment and natural opportunities may not meet with success in their jobs.

Adventure, good times, and variety in the campcraft program are not dependent on scenery or lavish endowment by Mother Nature. There is actually no part of the country where good campcraft and interesting trips are impossible. Some camps, ideally situated for wide wanderings, fail in their opportunities

for real camping. Others, meagerly blessed by nature but heavily endowed by human originality and vision, make campcraft and indigenous activities a memorable experience for their campers.

Thus is outlined a broad concept of outdoor living and of campcraft as the writer sees it and has practiced it with thousands of counselors and campers. What happens to the individual, as a participant in these indigenous activities, is the chief concern. *Doing* the unique and often simple (or even humble) things around a camp gives the campers the greatest joy and satisfaction. But these things *must* be of essentially useful or purposeful character, not just "busy work" thought up by adults to keep campers out of mischief. Children do not want enforced entertainment at camp. They dislike having every minute planned for them. Experienced leaders encourage the individual camper to plan his own program, and give him every opportunity to reveal his own interests and ideas. There are few imperatives of health, safety, and propriety that restrict this spontaneity. Campers respect the discipline of conformity to these few basic and sound regulations just as they do the necessity of regularity of sleep, rest, and meals; because it gives them a feeling of security and well-being. They gain confidence and glow with satisfaction by doing useful things and being an essential part of what is going on about them. They must not lose this spontaneous, creative, carefree, and fun-loving relationship by exposure to one crowded day after another. Give them abandon. Let them saunter. Give them time to contemplate, to look around and *think* if they so desire. Give them time to bask in the sun and laugh. Encourage them to watch a dragonfly or a minnow or a cloud, or to chase a frog. Camp programs should provide children with this unequalled chance to absorb the reality of outdoor life.

Suggested Problems

1. What qualifications, in addition to those expected in a general counselor, should a campcraft counselor possess?
2. Where and how may a counselor acquire adequate campcraft skills and knowledge?
3. Make a list of the native fuels in the camping or outdoors locality with which you are most familiar. Give several identification factors for each kind.
4. Prepare menus and a complete food list for eight people (two counselors and six campers) for an overnight trip by foot (one breakfast, two noon meals, one supper). Assume the trippers are comparatively inexperienced.
5. Do the same for ten people for a three-day canoe trip (two breakfasts, three noon meals, two suppers). Assume they are experienced campers.
6. Make a list of all equipment (general, cooking, and personal) needed on the trip described in problem 5 above.
7. Plan two meals and list food supplies for eight people, in which no utensils will be used.
8. List and give short directions for making at least six useful camping-out or cooking utensils or gadgets from waste or native materials.
9. List six projects which could improve or expand the facilities and equipment in the camp you know best.
10. Plan a nature-crafts program which would include wide use of native materials.
11. Start a scrapbook which will contain at least 12 nature poems or songs.
12. How could you improve the campcraft program in the camp with which you are most familiar?
13. Prepare a check-list of progressive campcraft skills for a camp situation.
14. How may the camp program be organized to include emphasis on campcraft?
15. Why does a flexibly-planned campcraft program help the individual camper's development?

Selected Reading

Additional information about the majority of the acceptable books on the subject of outdoor living may be found in the *Annotated Bibliography on Camping*, available from American Camping Association, 343 South Dearborn, Chicago 4, Illinois.

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Seven

Trips and Explorations

During the development of the camping movement over the past half-century, camps have moved progressively in the direction of finding new and different activities. The whole area of trips and explorations has been attractive to camps since their beginning.

Trips in Organized Camping. In 1929, a commission composed of Ralph Hill, Anna W. Coale, Agatha Deming, E. K. Fretwell, Fred Guggenheimer, and Fay Welch, appointed by the New York Section of the Camp Director's Association, formulated a report on *The Place of the Organized Camp in the Field of Education*. In the portion entitled "Understanding Primitive Processes" the commission writes:

Camping trips may go far toward counteracting the deadening influences of the simplified, as distinct from the simple, life. Here comfort and even safety depend upon one's working knowledge of the materials at hand and one's ingenuity in the use of them. If utensils are lost or destroyed on such a trip the camper learns to prepare a digestible meal with the aid of green sticks, stones, or even a hole in the sand. If his tent is torn or his boat injured he finds a way to repair them. He who has pitched a tent and trenched around it so the rainstorm would not flood his sleeping quarters, has constructed a shelter from boughs and saplings with an eye to the prevailing winds, has gathered fuel, built fires, and cooked meals in

the sun and in the rain, has learned to match wits with the elements and has thereby increased his knowledge of nature, discovered latent powers within himself, and sensed his kinship with pioneer fore-bearer.¹

In considering a trips program, the writer analyzes it in terms of its applicability to the youngest teen-age group—12 to 15 years. Expenditure of time and effort is justified in providing this group with desirable experiences in group living, acceptance of responsibility, and personal growth. At this age, the camper desperately needs something to cling to, to believe in, to work toward. In troubled times, when adults are not too sure of their own beliefs and goals, it is necessary for the leaders in the camping field to establish aims, and to help campers in the establishment and attainment of their aims.

The Role of the Teen-Age Camper. The teen-age camper occupies a unique position in the camp family. He is too young for a staff position, and yet too old (at 15) for the majority of camp programs. This places him in a midway position where he feels a need for assuming more responsibility, but, at the same time, he is not yet ready to act completely on his own. He needs the opportunity to continue in the spirit of adventure, to gain new experiences and insights. He needs to continue the relationships with his own age group, to improve his self-reliance beyond the "going to camp" stage, and to be involved in some specific worth-while work with his companions. The teen-age camper constantly seeks opportunity to prove that he can win out over all odds. To prove his ability and maturity, he will select the most difficult route and do things the hard way.

In 1945, the American Camping Association held a national workshop on "Work Experiences and Camping." The general

¹ Report of the Committee of the New York Section, Camp Director's Association National Convention, *The Place of the Organized Camp—the Field of Education*, Revised January, 1945 (Chicago: American Camping Association, 1945)-

objectives of a work experience proved so adaptable to the trip-camping idea that they justify quoting as follows:

- (1) To provide boys and girls with a chance to work.
- (2) To give campers the opportunity to learn the dignity of work no matter how menial the task.
- (3) To inculcate good work habits by
 - a. requiring the camper to follow through and finish a job once started.
 - b. seeing that each boy and girl takes his turn and assumes his proper share of work. This is particularly true in routine tasks.
 - c. holding the youngster to strict accounting for a quality of work commensurate with his age and ability.
- (4) To develop skills in the use of basic tools.
- (5) To teach boys and girls to work cheerfully and enthusiastically.
- (6) To have campers see their job as a contribution to self, to the group, to the camp community, to others.
- (7) To provide a practical preliminary vocational education.
- (8) To inculcate and strengthen good character traits—dependability, reliability, initiative, resourcefulness, etc.²

The skills learned in camp, the abilities acquired, and the adjustments made occupy a significant part in child development. It is important that youth be given the opportunity to make decisions, to feel the responsibility of the individual self, and to realize those intangibles that make up the deeper resources of the individual.

A real need exists today to "get back to the fundamentals." This includes the need for rough, adventuresome activities in which campers actually participate, and the development of a finer appreciation of simple living for an extended period of time in the outdoors. Campers need assistance in making decisions about the relative importance of major issues. They need help in developing and strengthening their deeper resources,

The Place of Overnights in Camping. The Hill report presents further arguments of importance:

2 A.C.A. Workshop Report, "Work Experiences and Camping," *Camping Magazine*, Vol. 17, No. 5, May, 1945.

A social experience of outstanding value offered by the Camp is the overnight trip. Here the group lives together under almost primitive conditions. Each must learn to do his share toward the well-being, comfort and happiness of the other. As the child progresses from the short overnight trip of his first Camp year, to the longer and more extended canoe trips or hikes of his later years, when sometimes for as long as two weeks, in the case of older campers, they must live together, away from the instruments, the contacts and the distractions of a highly materialized civilization, he must acquire in progressive and intensified degree, the fundamentals of true comradeship and social consciousness. Out of such experiences of social participation should come an enlightened and impelling concept of social responsibility.³

Extended trips and exploratory expeditions should be reserved for the older campers. There is a place for the overnight trip and the occasional two-day trip for younger campers. It should be possible for campers to move up the ladder of tripping as they grow older. The steps, after the family picnic and the community day camp, should include: (i) development of skills and understanding of campcraft *in camp*; (2) the overnight trip; (3) the two-day trip; and (4) the extended trip. This does not imply that all campers are ready for different types of program at the same time; generally the trips and exploration program should begin when campers qualify in skills, and after they reach their 'teens.

Younger campers are keenly disappointed when they first arrive in some camps and observe the screened-in cabins with built-in bunks, coiled springs, and soft mattresses. They say, "Aw, gee, I thought I was going to sleep on the ground." Little do they realize the problems involved in sleeping comfortably on the ground, the need for hip and shoulder holes, careful preparation of bedroll or sleeping bag, consideration of under and over protection against moisture, and the discomfort of

³ Report of the Committee of the **New York** Section, Camp Director's Association National Convention, *op. cit.*

no

TRIPS AND EXPLORATIONS

mosquitoes and black flies piercing and gnawing away at the exposed flesh.

Some camps realize the importance of affording the campers an experience away from the regular camp. They have adopted the overnight trip as a desirable method of providing a hike away from the camp area where a group can spend a portion of



Girl Scouts of the U. S. A., Paul Parker Photo

Campers learn to travel light and get along with less—especially in tripping, with all the necessary equipment in back packs.

two days as a self-sufficient unit. The campers, with the counselor's help, make arrangements for their food, shelter, bedding, and clothing. The overnight trip poses a problem to some counselors because of the extra work involved. Realizing the importance of this first trip to the camper, the qualified counselor extends every effort to make it a most worthwhile experience. Counselors feel amply repaid for this extra effort in the knowledge that they have contributed something of lasting value to the camper.

After a camper qualifies by age and experience for the more extended trips and explorations, he thinks back over the summers in camp and the progression of interest and skill in the more primitive aspects of camping. The attitude and spirit of the counselor on the first overnight trip may kindle or dampen the enthusiasm for the entire camping program of the child.

Every Camp a Trip Camp? All camps cannot integrate a trips program into the summer's activity. Some camps are so located that they don't need a program that removes campers from the established location.

There is a logical objection to trips merely for the sake of trips. The staff or committee initiating or expanding a trips program should evaluate the over-all situation and make certain of their own objectives in operating such a program.

The decision concerning a full-scale trips program should come from the board, committee, or owner. Recognition of the value of a trips program is important, and a well-developed plan should be presented to appropriate authority for consideration. Once begun, tripping deserves a prominent place in the roster of activities. As previously mentioned, not every camp should attempt this activity, but if the decision is affirmative, it becomes the responsibility of the sponsoring individual or agency to provide adequate budget, staff, and equipment.

Staff Authority and Responsibility. Chapter Six enumerates the characteristics necessary in counselors carrying responsibility for outdoor living and tripping programs. The camp entering into a trips program should determine in advance the special responsibilities of the out-of-camp staff; this group must understand clearly its particular role and responsibilities. The importance of leadership cannot be overstressed, since it is the key to successful tripping. Welding the individual and group interests, inspiring the friendly and cooperative spirit, eliminating any intense rivalries, recognizing the individual differences, and performing a myriad of other functions is the job of the trip leader.

How Does the Group Develop? In planning the program at the outpost camp, and for out-of-camp trips, the staff and group involved should work together for an extended time to develop a good group feeling and acquaintanceship with each other's capabilities. In the main, camp staffs have found that the family-sized group is best for camp organization. The small group develops a sense of intimacy that is lacking in larger groups; the members feel a real concern for the well-being of the entire group, and the group functions more efficiently, with a minimum of friction.

The grouping for any trip should be a joint decision by the campers and staff. If there are natural groupings in camp, it should be possible for them to engage in activities together, including trips, provided their experience and training allow it.

In living together, a group strives to eliminate duplication of effort and to work towards a minimum of waste time and confusion. Careful organization is imperative in order that the general details of living are easily accomplished. Sometimes trips degenerate into working around a fire, preparing one meal, eating, cleaning up, and getting started on the next meal.

The leader should guard against the formation of cliques within the trip contingent that tend to become diversive or otherwise detract from the general spirit of cooperativeness in the group. General participation in all of the activities is a necessity for a well-rounded group experience. The various jobs and responsibilities should be shared by all participants.

Some camps encourage groups to get away by themselves, in order to bring the individuals closer together, to help them know each other better, and to function more completely as a team. On trips there is a splendid opportunity for the development of close fellowship that welds the group together with such power that a lasting impact is made on the individuals.

The interrelationship between persons who have gone on a trip and those about to depart should be encouraged. The passing on of vital information, hints, tips, warnings, and ad-

vice; the bull sessions that take place around the campfire or over a map; all these afford valuable experiences, both for the returned camper and for the departing camper.

Another valuable device is that of camper trip *logs*. The pooling of all the information gathered by the trippers and written down as a permanent record of their trip is valuable. Campers should be encouraged to record in their own diaries pertinent information and interesting anecdotes. Trip expenses, significant happenings, menus, and similar items are included, along with suggestions for future trips into that locality. The corrections and suggestions made by campers and staff on previous routes, procedures, and organization lead to comprehensive evaluation and better trips.

Coordination and Integration of Tripping. The trips program requires greater coordination than any other facet of the camp. Planning for it begins with the first contact between staff and campers. The coordination necessary takes many forms. First, campers should acquire basic skills for tripping in the regular activities of the camp. These activities include campcraft, woodcraft, naturelore, swimming, canoeing, hiking, and riding (where necessary). Second, program planners should use care in scheduling trips to avoid conflict with special days or events of the in-camp program. Usually, trips are of short duration and distance at the beginning of the season; they become more extensive as the season unfolds. Third, if the out-of-camp site is shared with other camps or units of the same camp, the coordination of dates is vital. The most primitive site loses its allure when overcrowded. Fourth, miscellaneous planning and coordination on matters of food, canoes or horses, tents, and other gear deserves consideration.

In terms of integration, tripping is somewhat of an extra-curricular feature and requires careful planning in the light of other program commitments. When campers depart on long trips, allowance is made for their being absent from other activities of the camp program. Frequently, when a sizeable portion

of the camp is participating, some of the counselors from other activities are asked to assist in out-of-camp affairs. Such shifting requires the cooperation of the entire camp staff and should be accomplished only after detailed consideration of all factors involved.

Tripping Manners. Habits and attitudes regarding the treatment of private and public property are important in the training of youth. In camping, especially in the tripping and out-of-camp program, respect for the rights and safety of others is easily taught. Even the youngest camper sees the value of leaving some chopped wood for the next party at a campsite; for keeping the campsite clean and free of safety hazards such as broken glass; for disposing of garbage to eliminate flies.

In outdoor etiquette there are minimal rules and regulations that should be known by all trip leaders and, later, by all trip campers. There are literally dozens of such rules, the most pertinent of which are the ten that follow:

- (1) Do not molest wildlife—plant or animal.
- (2) Observe courtesy and good manners toward other persons and groups met in towns or on the trail.
- (3) Always leave the campsite in better shape than when you found it.
- (4) Living trees should not be unnecessarily felled, barked, or carved up.
- (5) Normal precautions for fire building, control, and extinguishing should be followed.
- (6) Trail signs, symbols, and markers should be left intact. If repaired or replaced, care should be taken that directions are accurate.
- (7) In wilderness areas, stick to trails rather than heading through the bush; in rural areas, stick to paths rather than crossing planted fields or lawns.
- (8) Cultivated farm produce belongs to the owner and should not be picked without his permission.
- (9) In rural areas, leave gates open or closed, fences up or down—just as they were.

(10) Follow directions of the leader and remember the importance of sportsmanship on the trail.

Cooperation pays dividends in the bush, and campers are quick to appreciate the reasons for this truism. The tripping counselor or counselors should not hesitate to point out what constitutes good tripping manners, especially those occasionally overlooked.

Safety in Tripping. Experienced camp directors, trip leaders, and wilderness guides recognize that out-of-camp activities embrace elements of adventure and chance. All possible efforts must be made to increase the adventure and eliminate the risks. Leadership is of vital importance in eliminating hazards, or at least in reducing them to calculated risks. Well-trained counselors who specialize in tripping attain unusual proficiency in their work. Such experts relieve the camp director of many sleepless nights, literally and figuratively, by careful guidance of this activity.

Hammett and Musselman outline certain safety hints, applicable to tripping and trailside and outpost camping, that should be known and followed by all leaders:

1. Keep the group together; or divide into small groups, each with a leader.
2. Put a leader at the head and foot of a line.
3. Put the campers with the shortest legs in front; or divide the group, to permit the long-legged ones to go ahead at their own speed.
4. Rest often, feet up, flat on the back.
5. On the highway, break up into groups of twos or threes, dropping into single file when traffic is heavy or close. Walk on the left side, facing oncoming traffic.
6. On sidewalks, break up into twos or threes, being careful not to spread out so that other people have trouble passing.
7. At crossroads, wait together for a chance to cross. If there is a light, wait for it to change. Don't straggle.
8. At night, wear something white, like an armband, or carry a flashlight or lantern.

9. Along a foot trail, keep in sight of the person ahead, but not on his heels. Each hiker is responsible for holding low-hanging branches aside, being careful not to let them snap back at the next hiker.

10. Carry canteens of water; or take along something to purify water found along the way, unless it comes from a public supply. Two drops of chlorox to a gallon of water will make it safe. Never let the group drink from a brook, pond, pool or lake.

11. Make sure that milk is pasteurized. Never buy raw milk.

12. If the territory is unfamiliar, plan to get back to camp or to a camping site well before dark.

13. The way home always seems longer; start back in good time.

14. Plan time for cleaning up. Have a job for everyone.

15. Go light. Let each hiker carry something of his own gear.

16. If your group gets lost, don't get panicky. Try to figure out where you've come from, by sun or compass, and go back in the opposite direction. Go downhill rather than up. Following a brook or stream will usually lead to some house, farm or village.

17. On a long trip, where the group is divided, agree on a signaling system before the group breaks up.

18. Never thumb a ride.

19. At all times, stop, look, and listen.⁴

"Safety first" is the by-word of all good trip leaders. Sometimes, however, despite the most detailed and careful planning, an accident will occur. In addition to knowing the S.O.P. (standard operating procedure) for unforeseen occurrences, a thorough knowledge of first aid is essential. The American Red Cross "First Aid Text Book" is virtually a bible in this area. Along with this knowledge of what, how, when, and why to administer first aid, the wise trip counselor and out-camp leader will be armed with a well-stocked first aid kit. Factors such as the distance from the main camp or nearest point of aid, the type and character of the country, the climate and weather conditions, the age and experience of the campers, the training and competence of the leaders, the duration of the trip and the size of

⁴ Catherine T. Hammett and Virginia Musselman, *The Camp Program Book* (New York: Association Press, 1951), p. III

the group are of signal importance. Many, if not all, of the items on the following list should be included:

Absorbent cotton	Mineral oil
Adhesive tape	Mirror, metal
Applicators	Needle
Aromatic spirits of ammonia	Oil of cloves
Aspirin, 5 gr.	Paper cups
Bandage, roller, 1 and 2 inch	Rubbing alcohol
Band-aids	Safety pins
Boric acid crystals	Salt tablets
Calamine lotion	Scissors
Cathartic	Sedative
Clinical thermometer	Snake bite kit (if in snake country)
Epsom salts	Sodium bicarbonate
Eye cup	Spoon
First aid text	Sterile gauze squares
Flashlight	Tongue depressors
Gauze compresses	Tourniquet
Halazone tablets	Triangular bandages
Iodine ampoules	Tweezers
Medicine dropper	Vaseline
Merthiolate, 0.001%	

In-Camp and Outpost Training. Many camps operate their wilderness activities at an outpost camp. This is an area completely set aside for wilderness or primitive camping. Some camps have their outposts staffed with a permanent crew that operates the outpost as a separate department of the camp. Campers and their counselors go to the outpost and are joined by the outpost staff for a new orientation of program at that spot. Some of the Campcraft skills learned at the base camp are put into practice here, and new or advanced skills are acquired.

Some of the outposts are so close to camp that children can walk back to the kitchen for some forgotten item in a very short time; others are located at a considerable distance, so that a trip back for supplies is a major endeavor. Careful and thoughtful planning down to the smallest details must take place so that the campers may gain the experience that will save them time, discomfort, and indigestion.

So many skills are attainable in camp that children need advice on mastering some of them. While the group is at the outpost camp, the members should put into practice many of the skills learned at base camp. The amount of time spent in careful preparation should be gauged by the staff member in charge, making certain that all the campers and staff members are adequately equipped and trained for assuming their share of responsibility. Of course, assimilation of the various skills takes place when campers are actually in the field, but as many contingencies as possible should be anticipated, so that the in-camp preparation period is fruitful. This in-camp training does not exclude experience and actual practice with the knife, axe, and rope. Setting the stage for possible occurrences of the trip tests the staff members' imagination and teaching prowess. Trained campers should participate; these "experts" help train and condition the "tenderfoot." Careful preparation and the learning of wilderness skills demand continued emphasis.

Outpost Projects. Tripping and outpost camping provide many opportunities for the development of purposeful work and construction projects. Since campers in this part of the program are usually older than the average in camp, they have the ability and desire to make worth-while contributions in the way of major projects. The author knows of one camp, originally established as an outpost, that was so well developed by trippers from the base camp that today it in turn serves as a base camp.

Some camp leaders separate *construction* projects from *work* projects, construction projects being those that result in physical facilities such as the following:

Boat docks	Furniture	Shelters
Boats	Kitchens	Shelves
Bridges	Mailboxes	Signs
Bulletin boards	Outdoor bookcases	Terraces
Campfire circles	Ovens	Towers
Caves	Racks	Trails
Equipment	Rafts	Traps

Work projects are those resulting in less tangible undertakings such as the following:

Clearing camp area	Filling in holes	Painting
Conservation projects	Maintenance	Planting gardens
Equipment adjustment	Minor repairs	Removing hazards
Farming	Nature trails	Wildlife shelters

Youth Hosteling. There are organized and recognized groups operating in this field whose programs are highly desirable. One organization occupying a significant place on the American scene is the American Youth Hostels, Inc. This program, adopted from Europe where it enjoys tremendous popularity, is fairly successful, especially in the eastern United States. Thousands of youths and young adults enjoy its program of outdoor travel at low cost and under their own locomotion.

In general, hostels are set up in a particular region with ten to fifteen miles separating them. They provide bunks, blankets, stoves, and sometimes a simple food supply store so that campers can travel from hostel to hostel burdened with a minimum of equipment and supplies.

A yearly membership fee is charged each person, or a camp or group may take out a group membership entitling eight campers and an adult to utilize the hostel facilities. A modest charge per person is collected by the hostel parents for general maintenance.

As hosteling expands geographically and gains greater acceptance, it makes possible inexpensive and interesting travel over extended distances. The American Youth Hostels, Inc. are affiliated with the International Youth Hostels Federation and operate programs that take travelers to foreign shores and bring foreign travelers to America. Hosteling is a program that ties in closely and logically with the camping movement. Some camps in the East have established youth hostels in conjunction with their camps so that hostellers may visit enroute to points of interest in the region. The international and inter-regional

flavor established in this way is an interesting adjunct to the program.



Camp Wndham, Courtesy CAMPING MAGAZINE.

Trips and explorations extend camping and provide adventure beyond the base or permanent camp.

In pointing out the relationships between hosteling and camping, the following indicates the close tie with tripping and out-of-camp activities.

Bicycle trips along rural roads, covering several days, provide the "new look" that can refurbish the soul of the older camper. Extensive canoeing trips, following the tradition of the Indians, explorers, and voyageurs, constitute adventure plus. Hiking cross-country to points of interest provides a challenge to the spirit and exercise for the body. Horseback and mulepack trips into unexplored areas mean reliving the experiences glorified by all youngsters. And, there are many other methods of travel linked to the broad philosophy of hosteling that are of inestimable value to our citizens of tomorrow.

Yes, there's a close bond—a unique relationship between camping and hosteling; a relationship that should be studied by every youth leader.⁵

Comparison of Trips and Explorations. A difference in definition appears between *trips* and *explorations*. *Trips* imply covering distance; they are made to get from one place to another. *Explorations* are searches; they are undertaken for the purpose of discovering something. Trips are conceived as an end in themselves, but if they are combined with explorations (making each trip unique), they are more memorable and meaningful. Explorations are provided for even the youngest age group, developing a consciousness and awareness of getting into newer and more interesting areas than they previously experienced.

The extension of a simple hike into a compass hike, of an overnight into an overnight to Lost Pond, of a trip into a purposeful adventure in a new area—all are possibilities where exploration can occupy a significant part of the program. The role of the counselor is important in stimulating thinking and planning; in suggesting new and different possibilities for boys and girls. Given reasonable assistance along these lines, the campers take hold in remarkable fashion and enjoy truly creative camping.

Many boys and girls arrive at camp and never leave the established area. They are denied the opportunity of investigating the adjacent farmyards and visiting the country village down the road. Campers and staff may never realize that the neighbor just across the lake may have some very unusual experiences that would be delightful for them to share. The nearby village may have such historical background that children can profit greatly by knowing and understanding its lore. Throughout the area where the camp is located there are wonderful opportunities for children to become acquainted with

5 Gerald P. Burns, "Camping and Hosteling," *Hosteling*, Vol. 16, No. 2, Summer, 1951.

people, places, and industries that they otherwise might never have a chance to experience.

All camps should secure the coast and geodetic survey maps that are available for nearly all areas of the United States. The use of these maps in tripping is essential. Nearly all parts of the country have other surveys (historical, social, or economic) which afford material for camp programs and which can guide leaders and campers in their selection of areas to be visited and explored. Some camps are ideally situated for exploratory work on the social forces of the community, urban or rural. Some camps are situated in areas presenting excellent opportunities for work on Indian Lore, geology, speleology; all the possibilities of the campsite should be used to enrich the program.

Many camps utilize the same site year after year for their overnight and out-of-camp trips; if the leader has sufficient interest and imagination, transformation of the commonplace into an adventurous environment occurs. New areas, however, invite exploration and should be incorporated into the camp program for trips and overnights.

Trucks, cars, bicycles, canoes, and pack horses make for a greatly extended trips program. It seems advisable to make the group as self-sufficient as possible, so that it is dependent on its own resources for solution of problems as they arise. Examples are frequent where a camp requires a daily phone contact with base camp as a means of checking on the activities of the group. One well-known camp maintains a two-way radio contact with a caravan type of out-of-camp experience. There are, of course, advantages and disadvantages to this arrangement. The group and the leaders should handle the majority of the problems themselves; in cases requiring emergency action, the group must make on-the-spot decisions anyway. It is wise to maintain some type of regular contact if possible. Then, too, continued communication affords another opportunity for camper responsibility through the maintenance of radio equipment, caring for the carrier pigeons, learning how to signal with mirrors, and similar activities.

Suggested Problems

1. Describe methods of assisting older campers to formulate personal objectives.
2. List six qualifications desirable in a trip leader.
3. Of what significance is the overnight hike? To the campers? To the counselors?
4. How do the general objectives of a work experience for boys and girls relate to trip camping and exploration?
5. Support or refute the point of view that every camp should have a trip-camping program.
6. List and describe steps necessary to coordinate planning for extended trips.
7. Comment on the importance of in-camp and outpost training.
8. By what methods are trip groups formed in organized camps? What significant steps occur in their normal development?
9. Enumerate some lasting values of camper trip *logs*.
10. List several ways in which the American Youth Hostel movement makes a contribution to camping.
11. Describe, compare, and define *trips* and *explorations*.
12. What is the age group most interested in tripping?
13. List the initial reason for incorporating trip, exploration, and outpost activities in the regular camp program.
14. How can tripping be closely integrated with campcraft and other in-camp activities?
15. Is there a specific type of academic or theoretical training needed by trip leaders?
16. In what ways are campers brought "closer" socially on trips and in outpost camping?
17. What are some of the common courtesies learned best "on the trail"?
18. Why should campers always leave the campsite in better shape than it was when they found it?
19. List twenty essential items that should be in the first aid kit and be prepared to defend the reasons for your choice.

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Eight

Music, Dramatics, and Dance in Camp

It is commonly accepted that the performing arts are theatre, music, and dance. Since the performing arts are often found in combination, it will be apparent to the reader why music, dramatics, and dance are grouped together in this chapter. By stressing their interrelationships, an enriched program is provided.

Value of Music, Dramatics, and Dance in Camp. There is considerable written material on the performing arts for young people. The camp leader will find much of this material useful in planning for these parts of the program, but he must realize that careful culling will be necessary to select that which is pertinent to the type of living found in camp.

Little of the music, dramatics, and dance program in camp is of a highly organized or formal nature. This phase of the program ranges from a spontaneous burst of song to a camp glee club; from simple charades around a campfire to the presentation of a water pageant; from the making of tin-can lanterns for an outdoor stage to a folk festival of the United Nations.

The skilled camp director and his staff are constantly alert to the needs of the individual and to ways of assisting the camper to grow. The role of the performing arts in camp may be pure

fun, or it may be of real therapeutic value. These arts may constitute a means of teaching or a way of getting a job done easily. The ability to participate as either performer or audience is worth cultivating. Through this portion of the camp program, the camper gains something of lifelong value, something with real carryover to everyday living, something that is enhanced with age, experience, and familiarity.

The performing arts offer the camper a high degree of participation and self-expression. The presentation of a dramatic or musical event appeals to the emotions of both the participant and the audience. In the outdoors, where a child may really give his imagination free reign, there is a natural tendency to turn toward the performing arts for the release of this creative energy.

Not only are the performing arts found in combination with each other, but they are most meaningful when linked with or resulting from other camping activities. The folk festival mentioned above is an example of all of these points. In the informal camp program, such a combination of music, dance, and dramatics, with an international emphasis, is more common than a formal concert of folk music by the camp choir or an outside group. Often, too, the motivation for a performing arts activity will arise from an arts and crafts program. The making of jewelry may lead campers to writing and presenting a skit so the costumes can show off the new finery. Indian drums made in the craft house usually can be counted on as the forerunner of a rhythm band, or an evening program of Indian dances, games, and dramatized legends.

Not only are music, dramatics, and dance closely related to arts and crafts, but with a little imagination they can be brought into every phase of the camp program: swimming, boating, games, nature, international understanding, spiritual development, health activities, chores, hikes, and so on through the range of camp activities.

Scope of Music in Camp. One form or another of musical activity is with the camper throughout the day. The camp is

usually awakened by a bugle or bell. If there is a flag ceremony, music often gives it added meaning and impact. In many camps the campers sing grace before sitting down to breakfast; the morning work is done to the tune of work songs; the swimming class learns its strokes to music. Sometimes records are played during rest hour; there is an all-camp sing for a half-hour before supper on the dining hall steps, and perhaps folk dancing on the green to the tune of the guitar or accordion. At day's end comes the campfire, and the last thing the camper hears before going to sleep is the notes of Taps.

What camper, though he may have forgotten everything else about camp, fails to remember singing around a blazing campfire? There is no experience that quite matches that of blending his voice in harmony with those of his fellow campers. The quality of the individual voice makes little difference; the bond of friendship is drawn tighter. The need of every individual for feeling that he "belongs" is met by the simple act of singing around a campfire at the close of day.

Every child is innately musical, even though he may not have real musical ability or discernible talent. The expression of musical interest of an individual may be stifled because he seems to have no recognized talent or he "can't carry a tune." Many people, apparently without tonal sense in their formal group lives, lose their self-consciousness and enter successfully into the singing of a camp environment. The freedom of the outdoors plus the complete participation of the whole group tends to lower the barriers responsible for most tonelessness.

Another common musical aptitude is the natural feeling for rhythm. It is only necessary to watch a boy mount his bicycle, a group of girls skip rope, or a youth play ice hockey, to recognize the sense of timing and love of rhythm inherent in children. The alert leader is constantly on the lookout for opportunities to use and develop these rhythmic abilities.

Music in camp is primarily a recreation activity. Full participation and slightly inferior results are more desirable than a superior performance appealing to the few. This does not imply

that there should be no standards or taste in the musical activity. The camp has an important responsibility to the impressionable youngster in his development of cultural tastes. It must be remembered, however, that the main object is enjoyment; and it should be made as rich as possible. The important thing is to relate the program to the needs of the camper group at the moment rather than to base it on the sometimes unrelated program objectives of the leader.

Fitting Music into Total Camp Program. In many camps, because there is no music "period/" the music counselor may fear that his program is getting nowhere. Because of the many and varied activities available to campers, or the emphasis on trips, waterfront, or work projects, there may seem to be little time left for musical activities as such. Usually, in these instances, the counselor has failed to take full advantage of the possibilities of blending music with the other activities mentioned. For example, has he introduced some traditional work songs which can be adapted to the daily camp tasks? Or some good marching songs for hiking?

Some camps "major" in musical activities. In these camps, a portion of each day is given over to making instruments, perfecting choral arrangements, or rehearsing for an orchestral or other musical performance. Even though the main purpose of these camps is to develop the individuals musically, the program is enriched and greatly improved by having some well-rounded counselors on the staff to open new doors of appreciation and knowledge of other camp skills to the camper-musicians.

To the average child, camp is the place where adventure, new skills, and friends are to be found. It is not the place where he spends time doing things that he can do all of the rest of the year in school, club, or church! He is quite ready to sing, dance, or play a musical instrument if it seems to fit into whatever else is going on and is not going to keep him from doing something that seems to be more fun. Sometimes, for example, a camper has to choose between an adventurous activity and par-

ticipation in a special musical event requiring rehearsals. Life is full of the necessity for making decisions, and a child must learn to make them wisely and without regret.

A camper soon learns that a good performance means high standards, and standards may require some self-denial; that it



Camp Tyrone, Y.W.C.A., Flint, Michigan. Courtesy CAMPING MAGAZINE.

Music and crafts provide a good example of "integration of activities" in camping, when shepherds' pipes are constructed and played by the campers.

is not always possible to have his cake and eat it, too. The counselor should make sure that the camper understands exactly what is expected of him when he signs up for the special event. An adult has had enough experience to visualize the result of his decision. But the child who has never had to stand by and watch his buddies take off in canoes for a supper on the island while he stays behind to rehearse, needs preparation for that moment. Otherwise, not only will he be unhappy, but his regret at signing up for the chorus with its two, five o'clock rehearsals may have a demoralizing effect on the whole group.

The music program is important, but it should not monopolize more than its share of a camp week. This is sometimes a danger when a major production is in the process of preparation. Because of the time factor required for preparation, in some camps the same limited group participates in each performance. An important educational opportunity can be exploited by giving all campers an opportunity to participate in the planning and development of these projects. Through active participation and acceptance of responsibility, the camper is better able to plan the relation of this project to his total activity program. The wide-awake counselor offering musical opportunities closely related to the camp program always will have participants.

Singing in Camp. Singing is undoubtedly the most common and most universal form of musical activity. A camp singing program, to be valuable, requires a large enough repertoire of songs to assure having (1) the right songs for the right occasions; (2) songs suitable to the voice range of the group; and (3) songs of the degree of simplicity or difficulty that the group's experience or state of mind will appreciate. This last requires a degree of sensitivity to the members of the camper group as individuals. For example, the most expert singers in camp, tired from a long hike, will not want to tackle a complicated song that under other circumstances might be popular. In the same way, the need of young children to sound more grownup can be skillfully met by singing familiar songs in another language or in a different form, such as a round.

An important rule of thumb for the music counselor is that he should not rely on a rigidly planned program, but should adapt his program to the immediate needs of the participating group. The songs the music counselor most often uses in camp are folk songs, rounds, popular songs or "show music," art songs, and original songs.

Types of Songs. Folk songs are without question the most popular camp songs. Because they spring from the lives and hearts of people (usually simple people), they reflect the basic

elements of living: birth, marriage, death, love, hate, work, and play. They have particular meaning in the camp situation, where the camper, living in a simple and communal situation, feels a great kinship and joy in these peoples' songs. Folk songs usually have specific uses in a variety of camp situations. Work songs tie in with camp chores; related songs give extra meaning to the arts and crafts program; chanties belong on the waterfront; lullabies set the mood for restful slumber.

Art songs are included more and more in song collections and in music programs suitable for young people. Since many are from the works of the masters, they tend to frighten-off non-professional singers. The singing of these songs and resultant growth of interest in music are steps in the development of the child's appreciation of what is fine in music. A child must have some experience with good music to acquire a taste for it. Proof that there is no need to be afraid of a song because it carries the name of a great composer is to be found in the fact that Humperdinck's "The Children's Prayer," Sibelius' "Finlandia," and Beethoven's "Ode to Music" are popular with campers.

Popular tunes are usually discouraged in camp; many of them should be. The fact that a tune is a favorite on the hit parade does not mean that it is poor musically, but these favorites seem strangely out of place in the camp setting. Campers and staff alike can develop a sensitivity to the fitness of a song to the outdoor climate. Oddly enough, those songs that best fit the camp situation are usually those with mature musical art, those of lasting quality. Thus, a Rodgers or a Berlin tune may be quite "right," whereas some current "razz-ma-taz" novelty just doesn't measure up. This is not a rule or standard procedure, but the wise music counselor has this phenomenon in mind in preparing his musical menu. A hundred years from now, some of the popular tunes of today may be considered "folk music"!

Rounds and canons are favorites with all ages. They may be used as an introduction to part singing. Some leaders believe

that rounds have special value for discipline. Each singer must hold his own, pull his own weight, 'lest the team fail.

Original songs are great fun, but they present real problems, particularly to the conscientious leader concerned with developing good musical standards. There are special events at camp, such as the final campfire, the return from a canoe trip, or the finding of the first blue gentian, when nothing but a song created from the urge of the moment will express the feelings of participants. Usually campers make a verse and set it to a familiar tune; generally speaking, such songs should be dropped after they have served their purpose. However, there are times when campers compose music or set a fine poem to a folk tune that has no traditional words, thereby making a real contribution to camp music. Before such a work becomes adopted as a "camp song" the guidance of a qualified expert should be sought. This advice and a little work may result in the realization of the full potentialities of what otherwise might have been a mediocre song.

All camp leaders should make it a point to find out what their charges sing on their own. Most campers have spent many days at the side of a radio or juke box; some popular songs of today or parodies on popular tunes of yesteryear may be the mainstay of their musical repertoire. A leader who knows what the campers like and uses this knowledge as a base for a progressive program will get further than one who criticizes and arbitrarily forces new songs. For example, the action in a good folk song like "Shusti-fidli" is just as much fun as the motions in "John Brown's Baby Has a Cold Upon His Chest," a parody on the magnificent tune of "The Battle Hymn of the Republic."

Use of Instruments. Everybody likes to play an instrument. It is a measure of professional accomplishment. In camp the rhythm band, with emphasis on percussion or marimba instruments, provides plenty of opportunity for everyone to satisfy this desire. The activity is of more value if campers make their own instruments—and the camp site and buildings readily yield materials for instruments that comprise a good band. Care must

be taken that the rhythm band does not degenerate into a mere noise-making group.

There are always some campers and staff members who play instruments well. If violins, guitars, and other instruments are brought to camp, a place for their safekeeping should be set aside. There is something about hearing fine music in the camp setting that gives it deeper meaning than when heard in the classroom. The counselor who can serenade the camp at bedtime on his violin, the camper who plays the flute at a campfire program, the string ensemble that plays for a special service, each contributes to the development of an appreciation for music.

The camp piano is a matter of special interest. In order to have musically satisfying results it is extremely important to have a good piano and to keep it tuned. It is also important, both educationally and economically, to teach the campers the importance of proper care of the instrument. The location of the piano on the camp site is important, too. If there is one piano, it should be in the common room where shows and all-camp gatherings are held.

If the camp is wealthy enough to afford two pianos, there is a very strong argument for the "camp piano/" which is not so beautifully kept or tuned, but which can be used for the release of that musical energy by a nonsymphonic arrangement of chopsticks or a little boogey-woogie practice. The piano is a delicate instrument and, if everyone is allowed to play it in his own inimitable fashion, it is bound to deteriorate to a point not conducive to good musical reproduction. On the other hand, the piano is an important recreation device and full advantage should be taken of it. Everything possible should be done to make available a second piano for the casual strummer, to supplement the "concert" instrument.

Many camp directors worry about the phonographs brought to camp. If the camp program meets the needs of the campers, this is no real problem, and there are times when it is advantageous to have some small phonographs supplementing the

record player in the recreation building. Much wiser and more effective use can be made of phonographs in camp. The advent of the nonbreakable record provides albums that withstand rugged camp life and greatly enhance special programs or rainy-day activities. There are folk dance records, instrumental music for music appreciation hours, music from foreign lands, mood music for mealtime, work music for dish washing, and acting songs. There are also such useful and assorted items as records of bird calls or good narratives of historical value that may serve as the basis for a campfire or holiday celebration. Intelligent leadership finds good use for the phonograph in camp.

Song Leading as Camper Activity. Song leading by campers is one activity which provides fun and good training in coordination and timing. If the leader is recreation-minded he can make a real game of it. Since many adults are self-conscious about song leading, certain staff members will not want to lead singing. A good singing program means having plenty of leaders who seize the moment, on a hike, in a canoe, at a campfire, or digging a ditch, to start a song. Train the campers to lead songs; such activity develops poise and self-assurance. Song festivals or intergroup song meets provide additional participating activities.

Leadership in Music. In selecting the music counselor it is most important that he be first, a leader of children; second, an outdoor enthusiast; third, a leader of music. In order for music to permeate the camp as it should, every staff member must assume some responsibility for a musical camp. It is not necessary to be a fine singer or expert song leader. It does take enthusiasm, a sense of appropriateness, and a knowledge of the song. A good leader of children, one who is sensitive to the individuals in the group, will be able to help others in their leadership ability. The camp director should budget ample time in pre-camp training for every counselor to develop some skill in song leading. And the music counselor should provide lists of songs for various occasions and some hints for teaching

them. Throughout the camp there should be some songs that everyone knows—learned early in the season—because the satisfaction that comes from singing together leads to wanting more. By his example, the music counselor helps to raise standards and to develop appreciation of the fine things in music. His selection of songs, his understanding and support of copyright law, his own listening habits at live or recorded performances, his expectancy of a standard high enough to challenge the group, his good humor—these are some of the marks of the competent music counselor.

Music in Nature. Nature provides a vast program, the reception of which should have its place in the total schedule. Listening to the "natural music" around the camp is almost a lost art. For the creative child, the experience of sitting quietly and just listening will inspire poetry, painting, and music; for all children there will come the recognition of the sounds and rhythms of the universe. Shakespeare found the right words for this concept in "As You Like It," when he wrote: "Finds tongues in trees, books in the running brooks, sermons in stones and good in everything." Give campers an opportunity to listen and grow and dream!

Status of Drama in Camp. Despite all that has been written and discussed in the last few years about creative play or dramatics for children, and despite the great skill that has been demonstrated in using dramatics in schools and clubs for finding needs and developing interests, camp dramatics remain largely in the entertainment class. This does not mean that shows are formal or elaborate; there is much that is simple and spontaneous. But even though all sorts of media are used to expand the dramatics program, dramatics in camp are usually reserved for campfires, special ceremonies, or parties.

Dramatics as entertainment should be only a small portion of the well-rounded camp dramatics program. The entire staff, as well as the dramatics counselor, should be alert to situations where a dramatic presentation will create the greatest impact.

For example, a new camper may have atrocious table manners. Before fun is poked at this child and he is hurt, the leader can plan a table manners skit that will involve his group and will instruct the camper in need of help. A dramatic game is all that this is; but it is a fine teaching device. Once a homesick boy, playing the part of a solicitous friend in a before-supper playlet, became so involved that he quite forgot his own troubles until the next day. When his trouble reappeared and he was reminded of the part he had played, he promptly regained his self-confidence.

The minute-to-minute camp activity provides a myriad of problems that can well be resolved by dramatic treatment, yet many leaders do not take advantage of these at the time they occur. Instead, they utilize the formal campfire or stage presentation to make a point no longer appropriate to the situation. The use of on-the-spot dramatics as a problem-solving technique is definitely recommended when behavior problems or group-living problems arise.

The leader may occasionally want the group to play scenes that give the camper an opportunity to be someone different from himself. Illustrations are: to bring out the shy child; to quiet the noisy one; to teach health habits; to let the pouty girl see herself as others see her; to present, through the lives of others, desirable traits of character. Rainy days, rest periods on hikes, or spells of waiting for the camp truck, watching for the tide to change, or watering the horses—these are times to use trick-up-the-sleeve dramatic ideas.

Many camps have a main hall, with a platform or stage at one end, where major dramatic activities are given. These usually take the form of a fun night, stunt night, circus, or carnival event. Many camps have natural outdoor theaters that may or may not have been developed, or even discovered. Most camps have the natural setting where spectacles and ceremonies by moonlight, firelight, or candlelight are held.

Formal Dramatics in Camp. The dramatics leader must help campers realize their desire to be in a show. Everyone has, to a

greater or lesser degree, the urge to act, and camp dramatics give a fine outlet for this interest. The leader will be more successful if he relates the program to the needs of the campers than if he relates it to the needs of a great show.

The preparation for a well-presented show is time-consuming. Great care should be taken that the time given to production is not out of proportion to that spent on the rest of the camp program. Skits, one-act plays, and blackouts are popular. The "review" proves satisfactory, because large numbers can participate and rehearsals are held in small groups for different sections of the show, thus minimizing the upset to the total camp program.

The discipline of rehearsals can be a valuable experience for a camper. Constructive experiences develop from the teamwork required to produce the show and from the satisfaction of a job well done. A production has added value when it is the culminating activity of many correlated activities, such as crafts (building the sets or making the costumes), creative writing (preparing the script), music (singing or providing an orchestral background), or campcraft skills (clearing a stage, making primitive screening for dressing rooms).

Informal and Improvised Dramatics. Participation in dramatics is one of the greatest personality releases the camper can have. Creative dramatics or imaginative pantomimic storytelling are freeing activities accepted as valuable techniques by experts in child psychotherapy. Tensions, bad adjustments, and emotional difficulties seem to melt away under the freedom of expression originated by the child's participation in informal dramatics. Real creative dramatics is a highly-specialized skill and requires years of study and experience. Most camps do not have such a specialist on the staff. But informal dramatics, with emphasis on improvisation and pantomime, can be conducted successfully by all camp staff members.

A woodsman swings an axe, an artist uses paints and brushes, and a musician plays on a musical instrument, but an actor must depend only on his body and mind. He has nothing but

himself with which to tell his story. He needs, therefore, not only physical control but fine powers of observation. An actor's understanding of his own personality is not enough; it must be linked by observation to a knowledge of the physical characteristics and behavior of many kinds of people. Developing in children a sense of friendly curiosity, an understanding of people, and a warm interest in the other fellow will do much to help the human race. It is a tool of the trade in dramatics.

Progression in Developing Dramatic Skills. One of the first things to include in the camp program is pantomime. Any leader can guide such an activity. The simplest form of improvisation is the guessing game, where the camper does such things (without props) as lifting a shovelful of snow or coal, frying an egg, taming a squirrel, going barefoot on a pebbly beach, or pitching a tent. There are thousands of examples of good pantomimic situations, and campers should be encouraged to give free rein to their imagination. The alert leader will record experiences as they occur, to build up his repertoire of dramatic action.

The next step is pantomime that involves emotional and mental reactions as well as physical ones. This is much more difficult; campers should be helped to develop patience as a skill in thinking and feeling before acting. More patience will be required of the audience as well. The leader has the responsibility of using the pantomime to increase the communication skills of both player and viewer. Next, talking can be added to the pantomime. This may be done by acting out stories and songs or by improvising scenes based on familiar home or camp situations. There are good games to play if children need help in developing skill in dialogue.

Balladry is a great favorite and seems to belong in camp. Ballads are based on common experience, so they are not difficult for any camper to play. Since there are no long parts to learn, and the whole group carries the burden of the singing, spontaneous performances are possible. A few rehearsals, costumes, solo and choral parts, and even musical effects with a

shepherd's pipe or fiddle can turn a simple ballad into a formal presentation. Ballads may be played simply or elaborately, indoors or out, with a large or small group participating.

Puppets and shadowgraphs are other forms of dramatics that are important to the camp program. These do not call for miming ability, but do give the camper a chance to write a script, build a set, and speak or sing the parts while manipulating the puppets. Shadowgraphs are the simplest to make and, because the characters and props can be cut to any desired size, lend themselves to stories that are difficult to stage. The action behind the screen is such that Alice can disappear into a bottle or a whale can swallow Jonah. Shadowgraphs using color can be beautiful and effective; the more skilled the artist the more elaborate the production becomes. Puppets and stringed marionettes are excellent craft projects to make. The culmination of the project in a show is a satisfying experience for the participants in spite of the fact that this is a time-consuming undertaking.

Leadership in Dramatics. All of the above are dramatic activities that a tent or unit counselor can carry out with limited training. A dramatics counselor can give advice on selecting pantomimic scenes, assistance in coaching, and hints for story selection. If and when the group desires to stage a play, the dramatics counselor needs to step in. Plays should be suitable to the sex and age of the campers taking part. There is a dearth of good material available. Where there are active children's theatre groups, it is possible to obtain advice on suitable material for a given camp situation. Few dramatic counselors have been trained in the cutting of material to suit the limited time available for the performance and to simplify the production problems. This is one reason why one-act plays are more suitable than anything else for camp. Yet summer after summer, camps persist in doing "The Pirates of Penzance"!

Unless a camp offers a dramatics "major," there is no place for the formal dramatic show in the short-term camp. Good dramatics can be included through the informal types discussed

above. The formal production, even though it involves many other parts of the camp program, takes too much time away from other valuable activities offered by the camp. Except for the rare opportunity to use an outside stage, the same thing can be done in ten other months of the year in the city or town.

Some camps specialize in the drama. The staff is highly trained in this field and, as in the case of the music camps, the discipline and splendid results of the work have value. There are a few dramatic camps that also offer unusually good camping experiences. It is not enough to offer a good dramatics program in a healthful outdoor setting; that is an ideal summer dramatic school. A camp should offer a program in camping, and the camp staff should be campers first and specialists second.

Dramatics and Related Activities in Long-term Camps. In camps where campers remain for a month or two, there are often formal dramatic programs, with a play night every week or two in which a series of one-act plays or skits are presented. These are supplemented by longer plays from time to time. In addition, such a camp may have a review or musical as one of its special events. With long-term campers, production dates can be set with a minimum of disarrangement of camp programs, so that campers have ample opportunities to choose other activities of particular interest to them. The stage sets, costumes, and other factors can become an important part of the camper participation and can increase the total value of the program. A schedule of plays touching on a wealth of different subjects can do much to further the objectives of the camp in cultural appreciation, nature, human relations, and international understanding. Ceremonial activities usually are planned by the dramatics counselor. If the several performing arts are combined, and if maximum use is made of the natural surroundings, such activities can afford a moving and exciting experience.

One extremely interesting group activity, which offers an opportunity for many kinds of skills, is the making of a camp movie. Hardly a camp goes through a season without at least

one movie camera on hand, owned by a counselor or camper or by the camp itself.

The dramatics counselor and camp staff can make this the starting point for an exciting and educational project. There are several different kinds of possibilities, all requiring the writing of a script; the rehearsing of actors; the set-up of scenes, scenery, and props; the development of planned camera shots or "takes"; the film processing (rarely done at camp); the cutting and editing; and the showing.

The movie project can be in the form of a commentary or diary of camp life or it can have a documentary theme; it can focus on a special activity or activities, be the story of a camper's life at camp, or be a straight fiction film. A combination is possible. In any case, the appearance of a movie camera should be the happy signal for the preparation of an all-camp project.

Many amateur movie fans believe that all that is necessary to get an artistic movie is to "shoot life." Unfortunately, art is not quite that simple. Careful planning and preparation are required for effective results; the most natural-looking shots are the most carefully selected and rehearsed.

Radio shows, a radio station, modern dance groups, choral speaking, and Greek plays in open-air theatres are several related activities found in some of the longer and larger camps. These are amplifications of the basic program of expression that has a place in the performing arts of the balanced camp program.

The **Dance in Camp**. It is an interesting phenomenon that almost everyone wants to dance; certainly, each person is sure that he *can* dance. There are many people on the other hand, who claim they are not musical or artistic (meaning they cannot paint or chisel). With such eternal optimism for dance on the side of the camp director, there should be more dancing in camp than currently exists. Dancing has played a major part in the lives of people since the world began. It has been one of the ways of expressing success, failure, sorrow, and joy for indi-

viduals and tribes. The history of dance gives valuable clues to the progression children may follow as they become more interested and expert dancers.

"The individual shouts and jumps for joy; the society turns the jump into a dance, the shout into a song." This sentence from the *Encyclopaedia Britannica* points up two items of importance to camp leaders: dancing, a rhythmic expression of an emotion, should be done when the moment calls for it, and it is most satisfying when carried out in harmony with other persons.

For all ages and for both sexes there are dances in some form or other that will serve a purpose in camp. On a chill damp day, an American Indian dance, a Scandinavian folk dance, or an American Square dance will perform wonders in warming up the group. A simple singing and dancing game is a fine mixer. Then again, dancing comes to the leaders' mind as a desirable method of letting off steam.

Much is to be gained from an adaptation of tribal dances. The earliest dances were largely imitative of animal life; these later developed into enacting whole scenes and activities to music. One successful way to develop a dance program is by pairing off the campers and letting them decide what animal to imitate, for the rest of the campers to guess. Each pair is made up of a "dancer" and a "rhythm maker"; the pair decides whether to use a tomtom, sticks, or just clapping as background for the interpretation. Probably, as is the case in tribal dances, the player will instinctively utter cries.

The Relationship of the Dance to Other Activities. As one of the performing arts, dancing is most closely related to music and dramatics. In addition, it enjoys a partnership with almost every other activity in camp. It is related to crafts in the construction of rhythmic instruments; to the campfire ceremonials for the story it tells; to sports for the exercise it provides. The fun of learning native dances and the stories behind them provides fine training in inter-group relations. Some activities,

such as swimming and stalking, may be more easily taught through dance movements.

For some younger children, a record, playing a selection from the "Nutcracker Suite" or a similar piece, is all that is needed to start them dancing in front of the tent or at the campfire circle. For some, an open meadow shining in the sun supplies sufficient motivation for an impromptu dance—and the camper hums her own tune.

The Types of Dance for Camp. Most suitable for camping are those dances that are done in groups; but dance programs for the individual should not be neglected. For this discussion, dancing has been classified under three general categories: those dances in which the individual performs for an audience, ballroom or "social" dancing, and folk dancing.

It would be difficult to imagine a camp that did not have a few campers, at least, who study some form of dancing during the winter. In girls' camps there will be a great many. These youngsters will lose some of their skill if they have no opportunity to practice during the summer. As for the serious musician, a camp should provide a spot, a thoughtful staff, and time for private practice. Some will want to do tap, acrobatic, soft-shoe, or stretch and kick dancing. Occasional times should be provided for this, with necessary supervision, facilities, and equipment. The most natural way to bring these children and their skills into the total program is to provide opportunity for stage performances as part of a suitable entertainment. This will create an outlet for energy as well as entertainment for the whole group.

In their eagerness to see that camp program is typical of the outdoors and does not include wintertime urban activity, leaders sometimes ask boys and girls to make incomprehensible compromises. It is difficult for the youngsters to see why a thing that is so good for them in the winter is so bad in the summer. Practically every camp has its share of budding vaudeville, circus, or musical comedy performers. It behooves the staff to

find ways in keeping with the setting and traditions of camping to fit these talents and skills into the program.

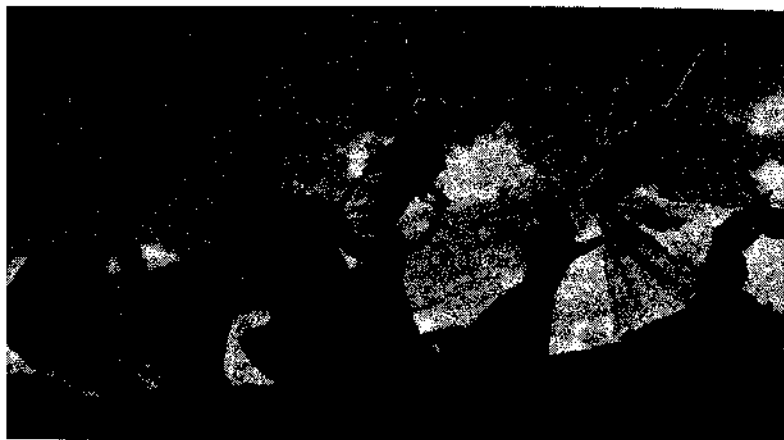
Ballroom dancing may be loosely defined as dancing in which the two partners remain together without dependence on other dancers. Much can be learned from the earliest dances of this type, whose formality, stateliness, and dignity did much to develop the standard for deportment of the time. The discipline of ballroom dancing, the social value of being able to dance creditably, the increase in co-ed camping or co-ed activities between camps have all led to more of this kind of dancing being included in camp programs. Every staff includes counsellors equipped to help campers in this.

Some will question the suitability of ballroom dancing in camp. There are numbers of concomitant learnings inherent in this activity. In addition to learning the basic steps in modern ballroom dancing, the program can help campers learn such things as good ballroom behavior, poise and good carriage, and how to choose the records for a balanced set of six dances. Ballroom dancing should be done on a wooden floor that is known to be safe for this purpose and for the number of people involved. Campers' rubber-soled shoes will make some types of ballroom dancing unsafe—avoid these.

The most popular dance programs in camp are those of the folk dance category. Such "dances of the common people" have a universal appeal. They are usually gay, sportive, and often amusing. Folk dances can be extremely difficult, but there are enough simple ones to make possible a variety to suit all ages. A number of similarities exist between folk dances of one country and another. It is a more meaningful activity if the leader makes certain that the dance is authentic. This will avoid confusion in the steps and figures. There are enough sources for correct folk dances and figures to give adequate guidance to the leader. Campers should learn the proper stance and way to execute steps if they are to perform dances of other nationalities, and sloppy performances should not be tolerated.

Square dances and dances of the American Indian are

popular in both girls' and boys' camps. Like other folk dances, these typically American dances vary in different sections of the country and are closely tied to the history and culture of the section. A good caller and a fiddler or accordionist are valuable assets in any camp.



Perry-Mansfield Camp. Courtesy CAMPING MAGAZINE.

Freedom of expression and creative communication are implicit in dramatics and dance in the setting of the modern camp.

Folk dancing can be done either indoors or on any level outdoor area. Two cautions should be observed. Many folk dances are strenuous, so only campers able to take part in vigorous exercise should participate. Secondly, the nature of the dance activity creates considerable enthusiasm; therefore, the leader should watch to see that this does not get out of control. Guidance should be taken from the professional caller who stops a dance if the participants get too active and throw their partners around. A word of caution before the dance may avoid accidents later.

Equipment and Facilities for Dancing. With the exception of the few camps that specialize in dancing, most camps do not have extensive facilities and expensive equipment for dancing. For the musical accompaniment a piano or record player usually

suffices. Frequently the children can accompany themselves by singing. In many of the camps featuring Indian dancing, tom-toms, and other percussion instruments (made by the campers, in most cases) provide the rhythm. The construction of drums, rattles, rhythm sticks, and certain other musical instruments is a fascinating arts and crafts activity and is worthy of encouragement.

Leadership in Dancing. The majority of the dance counselors are girls who have had college or studio training in dance but are not professional teachers or performers. In addition to these teachers, there are usually counsellors in camp who like dancing and are willing to assist. In boys' camps there are few dancing teachers for other than square and Indian dancing, but this need not militate against a dance program.

Girls are naturally inclined toward dancing, but boys may need coaxing. If the spirit and enthusiasm of the instructor is high, an enjoyable and instructive dance program can result. Given proper leadership, the dance program of the camp will make a significant contribution to the over-all program.

Music, dramatics, and dancing are skills in themselves. They may stand alone as program, but their value is increased when they are integrated with other phases of the camp program. They are not frills to be used for extra moments. A truly good camp program exists only when these three performing arts are used in full measure.

Suggested Problems

1. Plan a two-hour session during pre-camp training to orient unit or cabin staff so that they will be able to carry on a program of informal dramatics with their groups.
2. If you had \$200 for phonograph and records, how would you spend it?
3. What scripts, scores, catalogs, and so forth would you recommend for a camp library as possible resource material for a good program in the performing arts?
4. Describe a suitable location for a simple outdoor stage and draw

a plan for its development including clearance, stage entrances, lighting, and seats for the audience.

5. List and illustrate methods by which you would determine musical and dramatic interests and resources among campers.
6. Select stories suitable to a given age group to be used for shadowgraphs. Describe the steps to bring this project to a satisfactory completion.
7. What are the steps in developing the production of a dramatic play in camp? List the key jobs and the duties of each.
8. How would you set the framework for a stunt night to protect the standards of performance, assure continuity in the program, and allow for creative participation of camper groups?
9. How would you plan an entertainment for Parents' Day that would involve both campers and parents in the program and that would allow visitors to see examples of what actually happens in camp on one normal day?
10. Your camp has decided to produce an operetta. Make suitable selection, modify the script for your purposes, get the necessary permission.
11. Plan an all-camp inspirational ceremony suitable for a quiet evening program.
12. What kinds of activity would you provide for a final night, allowing participation of a maximum number of people, using a minimum of time for rehearsal, and still assuring a good show?
13. What is meant by the communicative aspect of dance?
14. List several camp activities with which dancing may be easily "tied in."
15. What are the most popular forms of dance in the camps of the nation?
16. You are the director of a large boys camp where the bulk of the campers are in the 8 to 13 year age bracket. You wish to introduce dancing into the program. Which type would you sponsor and how would you integrate it into the existing program pattern?
17. You are the program director of a co-ed camp. You want to get the older boys and girls acquainted at a party. What three types of dance would you use and in what sequence?
18. What three types of musical or percussive accompaniment do

most camps provide for dancing? How would you make your own?

- 19, Develop an all-camp night, in keeping with high standards of camp program, that will give boys and/or girls a chance to use their skills in tap, soft shoe, and ballet. Describe setting, props, story or theme, and music used.

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SOURCES FOR PLAY MATERIAL

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American Educational Theatre Association, Stanford University, Stanford, California.

Children's Theatre Catalog, Association of Junior Leagues of America, Inc., New York.

Children's Theatre Press, Anchorage, Kentucky.

Dramatic Publishing Company, 1706 S. Prairie Avenue, Chicago 16, Illinois.

Dramatists Play Service, Inc., 14 East 8th Street, New York 16, New York.

Nine

Arts and Crafts

Arts and crafts form only one aspect of the program of the modern camp, but this aspect offers a potentially rich avenue for expression and satisfaction. The way in which this program opportunity is offered to campers and the manner in which it is used by them are important to its success; they depend upon the leaders' attitudes regarding arts and crafts and the practical provisions made for translating those attitudes into program*. The background from which campers come is important in determining the role of the arts and crafts program.

Influence of the Machine Age upon Individual Craftsmanship. When a few prominent inventors (Arkwright, Cartwright, Crompton, Watt) released the results of their efforts during the latter part of the eighteenth century, power machinery began to change the patterns of living. The power and importance of the machine increased and man became enslaved to small, specialized parts of whole tasks. Often today man turns the wrench, or feeds the mold, or turns the crank. The 20th Century Fund graphically reminds us that the machine is king. Its research reveals that in 1850, man did 15 per cent of the work while animals carried 79 per cent and machines 6 per cent of the total load for production. Estimates for 1960, based on the developments at the time of publication of the research, indicate that man will reduce his work load to 3 per cent, the animal's load

will decrease to i per cent, but the volume of machine power will increase to 96 per cent.¹

Man's habits, too, were revolutionized in the power process. On the way he lost his patient skill as a craftsman, an artisan. Before the machine, man made a complete shoe—a whole unit of many parts. He tanned the hide and stitched the sole. Today, many people make the shoe, and each person makes only a part of a shoe. In the process of these changes, man lost the precious concept of the wholeness of life.

It is from this power and machine-made society that campers come to the woods. For a brief span of weeks they leave their daily experience of flicking buttons, pulling levers, and using mechanical gadgets. As one facet of the camp program, arts and crafts can offer the opportunity to look and see, to listen and hear, to touch and feel, and, as a result of these experiences, to create. Of what significance is such an opportunity to explore in arts and crafts?

The Significance of Arts and Crafts. A most strategic part of man's victory over his environment, resulting from the development of his brain during the centuries, was played by a manipulation of his hands; at first fumbling and, later, skillful. After reconstructing the story of the growth and development of the human brain from a primitive nervous system to the human mind, Frederick Tilney, one of America's great men of science, reports:

From first to last, it has been the achievements of his hands which have carried man onward from the time when he began to work with the simplest stone implements... if one among them (factors inseparably associated with human evolution) were to be selected as the most potent developmental incentive, first choice would seem to fall most naturally to that specialized structure best adapted to externalize the neutral energies of the brain. Such a flexible instrument as the human hand seems preeminently fitted for these purposes. With the brain to direct its action, to expand its usefulness,

i Thomas R. Carskadon and Rudolph Modley, *U.S.A.—Measure of a Nation* (New York: The Macmillan Company, 1949), p. 3.

the upright posture to give freer range to its execution, with speech to make its accomplishment communal, to introduce the benefits of cooperation, the hand became the master key opening all of the ways leading through the new and vast domain of human behavior.²

Does this influence of hand to brain have significant value for the camper as he explores a rich and varied arts and crafts program?

Both utility and beauty were important before machine power dictated man's humdrum experience in specialization. Through the use of their skills, master craftsmen produced beautiful articles for use. These craftsmen found in their efforts satisfaction which was enhanced because they carried through the entire process of production, from start to finish. This joy of effort through craftsmanship has been largely lost to the potential participant in the crafts today. In camp this joy of effort may be aroused when sufficient opportunity is presented to campers, through a carefully planned program, to discover a wide variety of the simple crafts of old. Then once again will individual expression and the play of imagination be experienced, awakening a spark of the creative artist-craftsman.

As far back as we know man evidenced his urge to make and to create. Says Butler about the human:

His desire and capacity for creative craftsmanship are two of man's precious possessions which have persisted "through the ages like a rainbow thread." The child building a castle in the sand, primitive man shaping and carving his canoe, and the artist painting on his canvas, are all giving expression to this desire.³

The craftsmen in the workshop of Elbert Hubbard, producing the Roycroft books, are a recent example showing that when the average person is exposed to simple forms of beauty and

2 Frederick Tilney, *The Brain from Ape to Man* (New York: Paul B. Hoeber, Inc., 1928), pp. 775-776.

3 George D. Butler, *Introduction to Community Recreation* (New York: McGraw-Hill Book Company, Inc., 1940), p. 195.

given the opportunity to use his hands creatively, he can and will experience the thrills and satisfaction of craftsmanship.⁴

Making things enables one to achieve not only the indescribable satisfaction of creating, but also of working individually—so welcome today to the restoration of one's nervous system. With the act of making things comes the joy of solitude, the appreciation of music provided by the sound of one's tool. When an article is being fashioned by sensitive and skillful hands, there comes an awareness of design in line, form, and color.

Howard Braucher, who served for many years as the guiding spirit of the National Recreation Association, often editorialized his observations and experiences. Speaking of the language of the hands, he said:

Culture is not a matter of words and sounds alone. The hands may speak also—may convey messages, may reveal thoughts and emotions too deep and too sacred for careless, easily uttered words... working with wood and brass and clay and marble, fashioning images of dreams and emotions too real for tripping words, man becomes articulate, reveals himself even to himself, lives in another world, understands himself better, whence he has come, whither he is moving, adds another dimension to his world.⁵

Arts and Crafts as a Creative Opportunity. Although there are many ways to view a camp arts and crafts program, the one of greatest value is the view that looks upon the arts and crafts program as a creative opportunity. Such a view fully recognizes man's age-old urge to tinker, fashion, build, produce something. The keynote for satisfaction is freedom to create with one's hands. The use of tools and equipment demands some restraints for easy participation by all, but not too many rules and regulations, which might keep campers away from the arts and crafts area.

* Elbert Hubbard. *The Roycroft Books* (East Aurora, New York: The Roycroft Shop, 1902).

s Howard Braucher, "Make," *Recreation*, February, 1936, p. 525.

Experience in such a program provides for multiple opportunities; for personal growth in a process of development, for self-imposed problem solving, for individual experience of freedom with restraints, for personal satisfaction in achievement, and for recognition from one's fellows.

Issues Involved among Attitudes about Arts and Crafts. Assuming acceptance of the attitude that creative opportunities are legion in a well planned and operated arts and crafts program, we must still take stock of some basic issues which hinder rather than help campers to participate actively in this program area.

The *machine versus hand* issue suggests that since man's hands built machines to produce goods, man should not attempt to fashion individual products. A technician may not always be an artisan. Neither are craftsmen always artists. However, the craftsman's product may be materially the same as the machine product; the quality rather of the handiwork is usually more discernible than the quantity. There is something different about the product received directly from man's hands rather than indirectly from his machines. Does the hand product reveal the soul or spirit of the workman? For example, "Did Rodin through his sculptor's fingers feel out the secret of evolution when he molded the 'Hand of God?'" ⁶

Another issue, *perfection versus personality*, seems to revolve around the idea that perfection of the product is an important goal. Personality of the camper should be the most important goal of the camp director. Sometimes personality—as human and as individual—is overlooked. Perhaps it is too often just taken for granted. The true value of arts and crafts exists in what happens to personalities via the handicraft, rather than in perfection of the product. A closely related view holds that, while the product may have value, the process and what it accomplishes for the participant is of primary concern. The

e Augusta W. Hinshaw, "The Hand and the Brain," *Century Magazine*, Vol. 116, No. 3, July, 1928, p. 330.

process experienced during the problem solving stages of production is greater than the product itself.

The issue of *fundamentals versus exploration* is a debatable one. It revolves around the question of how much teachers should tell others what to do and how to act. One view holds that certain fundamentals are essential for all and must be imparted before adventure with an article is possible, regardless of individual differences and maturity levels. This view also insists on the class approach with such fundamentals. The other view allows and promotes immediate participation by the individual.

It is the author's view that to accomplish, one must truly explore, experiment, and experience; one should not be imposed upon by the leader or teacher, but should be exposed to creative opportunities guided by the leader. Such a process is evolutionary, and the worker must be as "one" with the evolving material. It appears that, when one is concerned with the creative act, fundamentals follow or go along with exploration, rather than precede it.

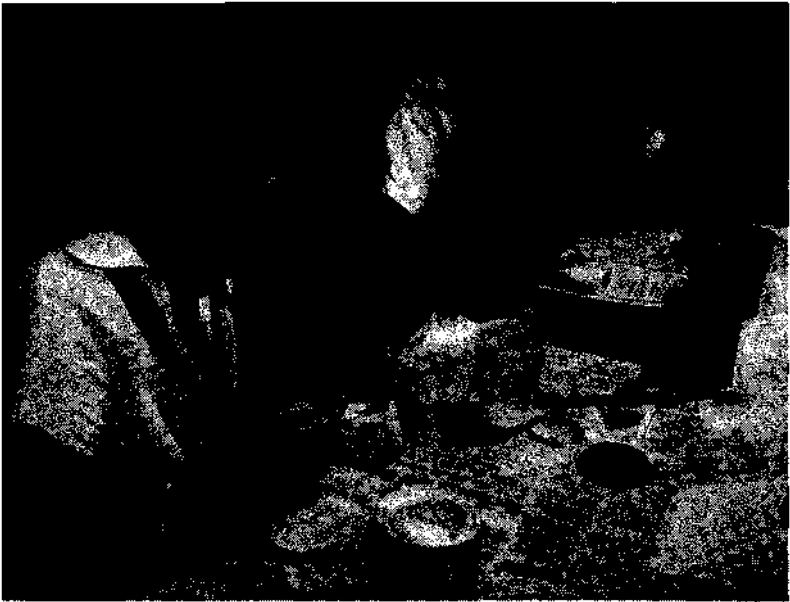
A fourth issue, *beauty versus utility*, is an old enigma. Use for a tangible utilitarian purpose, regardless of beauty, appears to be all important to some. Beauty for beauty's sake is the goal of others. Beauty with some utility becomes the objective of a third group. Perhaps the latter is the oldest view. Something of utility is produced, and when it is completed, a process of finishing or embellishment gives it added beauty.

It should be recognized that the goal or purpose is always the important primary focus. In brief, there need not exist an issue of beauty versus utility, but rather an attitude for utility *or* beauty, and for utility *and* beauty.

A final issue may be called *motions versus emotions*. One school accepts the "busy-busywork" thesis; the other prefers a kind and degree of self-expression thesis. To be of value, motions must have purpose or goal. Likewise, emotions expressed can mean little or nothing unless controlled for self-satisfaction

which results in some form of beauty, whether utilitarian or not.

A motions point of view is akin to the work of a machine or some mechanical act, which has meaning only when harnessed to produce some desired end. An emotions point of view may



Camp Wyonegonic, Denmark, Maine (courtesy CAMPING MAGAZINE).

Articles of beauty and utility emerge from the arts and crafts shop, where the pressure of time and adult standards are forgotten.

be likened to a mischievous camper who destroys every article in the craft shop by skillfully damaging some part of every article or supply. Obviously, these are both extreme illustrations, but they show up the fallacy of both schools of thought. Again, motions must be harnessed and emotions controlled, to be of value.

In attempting to resolve these issues, sympathy, not antipathy, is the pathway toward understanding, knowledge, and

skill. Clarity results only from a process which brings together, not from a process which ignores or repels.

The goal or purpose of the arts and crafts program at camp is the important focus. Machine *and* hand, perfection *and* personality, fundamentals *and* exploration, beauty *and* utility, motions *and* emotions are all essential ingredients. The relationships of these become the problems of the guide, teacher, leader. Proper cultivation and control of these relationships is the function of leadership.

Need for Good Leadership. It behooves every camp director to provide only the best of understanding, tolerant, sympathetic, and skillful leadership to guide such a potentially rich program area in the camp setting. Arts and crafts should be developed, not as a rainy day expedient, not as daily busywork, but as an opportunity for exploring, discovering, and creating. The reawakening of individual imagination and expression can be accomplished only by those who believe in, and who have again discovered and mastered the necessary self-discipline for, craftsmanship. The function of the leader includes teaching and working with people as well as working with tools. The leaders in an arts and crafts program should find a method of instruction which enables them, through teaching less, to allow the learner to learn more.

Creation of an Atmosphere. The last statement implies that the actual instruction may be less important than the atmosphere that is created. The first need is for a place where campers may explore, putter, work, create. The atmosphere must be one of experimenting and doing. Everything should be geared toward a focus of opportunity, never a focus of imposition or requirement.

Range of Opportunities, Materials, and Ideas. Best results can be obtained by encouraging a wide scope of opportunities, ideas, and materials. One method of doing this is to provide a variety of check lists for use by both staff and campers. A complete list of ideas for expression through arts and crafts could always be available in the main arts and crafts center. Smaller

suggestive listings can be attractively posted in one or more places throughout the camp. The following list is provided as an example of range and scope. Undoubtedly, many will want to add or subtract from this list.

OPPORTUNITIES FOR ADVENTURE

Artificial flies for angling	Kites
Basket and other wicker work	Knots and splices (Tying ropes as a sailor does it; also joining two ends of a rope)
Bead work	Lacquering
Block printing	Leather
Boat building	Lettering
Bookbinding	Marbling papers (Sprinkling color on water and laying the paper upon the surface. It picks up the color. Paper used in book-binding)
Camp decoration	Marionettes and puppet shows
Celluloid craftwork	Masonry
China painting (The design is fired or baked into the china)	Metal working
Cookery and campcraft	Repousse
Costumes (Designing both for plays and pageants and for one's own wear)	Bent iron
Design	Forging
Drawing (Pencil, pen and ink, charcoal, crayon)	Pewter
Dyeing (Batik)	Jewelry making
Embossing (Paper, papier roache*, brass, copper, tin, pewter, and lead are embossed by hammering raised designs into them)	Tin, brass, copper and aluminum
Enamel work	Gold
Glass blowing	Silver
Glass engraving	Wire
Heraldry (Coats of arms, their language, meaning, and the designing of them)	Modeling in clay
Illuminating (Decorating manuscripts, such as mottos, with colored initials and other designs as in the manuscript books made by the monks)	Model making
Invention (Thinking up ideas of your own and making working models of them}	Airplanes
	Coaches
	Ship models
	Furniture
	Houses, interior or exterior
	Racing yachts
	Scenes (as Dwight Franklin's bits of old New York)
	Mosaics

Needlework	Silhouettes
Embroidery	Soap carving
Crocheting	Stain glass
Drawn work, etc.	Stencil work
Hooked rugs, braided rugs, etc.	Stone carving
Knitting	Sun dials
Lace making	Taxidermy
Petit Point	Telescope making
Quilts	Weaving—hand (Tapestries, etc.)
Samplers	Weaving—loom
Spool knitting	Textiles
Painting	Rugs and mats
Finger	Wicker work (Chair caning, baskets,
Oil	trays, mats, rugs; also raffia)
Water color	Woodworking
Papier mache	Cabinet making
Photography	Carpentering
Pokerwork (Known as pyrography—	Chip carving (done with a jack-
burned-in designs)	knife or a chisel)
Pottery	Scroll sawing
Printing (A small hand press and	Toy making
type—private press)	Turning
Sculpturing in clay	Whittling
Sealingwax work	Woodcarving

Another rather uncommon approach of more value in the camp setting is the list which suggests usable native materials. In many camps one might find the following list suggestive:

NATIVE MATERIALS

Acorns	Fungus	Pine needles
Bamboo	Gems	Pods
Bark	Gourds	Quills
Berries	Grasses (dried)	Reeds
Bone	Gut	Roots
Bulrush	Hair	Seeds
Burls	Hemp	Shells
Clay	Hides	Stone
Cones (evergreen)	Horn	Vines
Driftwood	Husks	Weeds (dried)
Feathers	Mosses	Wood

Another type of list that can prove helpful is that which enumerates essential arts and crafts skills. Such a list can serve both beginner and advanced participant in the realization of the importance of developing skills. Each one or a combination of the following skills can be learned through trial and error, then mastered by constant use. Concentration and coordination of the acquired skills can fashion an idea into an art or craft form.

ESSENTIAL ARTS AND CRAFTS SKILLS

Beading	Folding	Sharpening
Bending	Grinding	Shaping
Beveling	Hammering	Shaving
Braiding	Hemming	Smoking
Caulking	Joining	Soldering
Carving	Lacing	Splicing
Cementing	Lashing	Splitting
Chasing	Lining	Stamping
Chipping	Melting	Stippling
Creasing	Mounting	Stretching
Cutting	Notching	Tamming
Decorating	Painting	Tieing
Drawing	Planing	Tooling
Drilling	Plaiting	Tracing
Dyeing	Polishing	Twisting
Embossing	Punching	Waxing
Etching	Sawing	Weaving
Fastening	Sealing	Whipping
Filing	Sewing	Whittling
Firing		

Arts and crafts must not be in competition with other camp programs, but should be planned so that there is an integration of arts and crafts activities with the total life of the camp. A variety of projects may be suggested which would fit into the camp atmosphere, augmenting the activities of the campcraft, drama, aquatic, and other divisions.

SELECTED PROJECTS FOR CAMP

Arm guards	Coat hangers	Paper knives
Arrows	Costumes	Peace pipes
Bags	Dishes	Percussion instruments
Baskets	Dolls	Quinero
Benches	Drums	Racquets
Boats	Headdresses	Rattles
Bowls	Kettles	Reflector ovens
Bows	Kickboards	Shelters
Bookends	Lacrosse sticks	Skis
Brooms	Ladles	Snowshoes
Bracelets	Lights	Spoons
Bread board	Mats	Stools
Buttons	Moccasins	Tables
Camp furniture	Napkin rings	Tarpaulins
Campfire—	Neckerchief slides	Totems
cookfire gadgets	Necklaces	Whistles
Candlesticks	Pack frames	

In a special camp setting designed primarily around a special purpose (for example, a sailing or music camp, a riding or pioneer camp), the arts and crafts focus would take on a higher degree of specialization. In the sailing camp, one might expect to participate in the actual making of a sailboat. Perhaps miniatures of famous racing yawls will be the challenge for some. Plaques of famous boats, carved in wood, modeled in clay, or cut in leather or linoleum, might provide outlets for other expressive campers.

In the music camp one might be challenged to make primitive instruments. These might be playable as well as ornamental. Shepherd's pipes; primitive percussion drums, logs, or sticks; stringed instruments involving various shapes of hollowed boxes or tubes; all should satisfy the creative urges of camper-musicians.

Mention should be made of an additional method of stimulating campers' interest in the opportunities available. A selected number of completed articles made from native mate-

rials may be strategically displayed throughout the camp community. Examples which involved the use of very simple tools should be highlighted to capture campers* attention and concern.

Presence of Favorable Attitudes. The presence of favorable and helpful attitudes for the purpose of adventuring with beauty and/or utility can be gradually established and maintained. Such attitudes promote the use of one's hands, directly with some material, or indirectly by using tools to be applied to the selected material.

Important in the establishment of attitudes is the recognition of three important ingredients which must be organized into a fruitful process. These are the materials, the person, and the tools. The person or participant may desire or decide to do something with a selected material. After work has begun, the most important attitude of the participant should be to focus on the material of the desired article, and not on the mere completion of the project. This is a subtle point, but important to true achievement. In short, the process of working with the material is of greater importance than the mere completion of the project itself. If the process of fashioning the material is successful, then the product will be successful.

Important also is the way in which the individual works with the selected material and the skill with which he uses the essential tools. Here enters the act of helping others to help themselves. This is the task and the privilege of the teacher, leader, or artist-craftsman. If the awareness and adaptability of the participant is given the help of skilled understanding and sympathetic leadership, the finished product will emerge as a result of all forces at work.

Source Information. A final step to be taken in facilitating an arts and crafts program is the continual development of a simple but voluminous supply of source information, for active use by all inhabitants of the camp community. There should be no limits to the gold mine of ideas, pictures, information, and knowledge available for arts and crafts adventures. Cross

references should be provided in an alphabetically arranged filing device. Such a file should supply leads to many likely subjects, persons (such as leaders and authors), and topics about an arts and crafts focus.

Closely related is the need for carefully selected reading and study materials for staff guidance and preparation. Such reference materials should not focus entirely on an arts and crafts content, but also on methods for better understanding and guiding campers in their individual and group adventures with arts and crafts activities.

Source information and immediate instruction should include innumerable opportunities for concomitant learnings through the arts and crafts program. Complete satisfaction is seldom derived from creating an article unless the creator is thoroughly familiar with his material. Better appreciation and understanding results when a camper knows (when working with wood, for example) the source of his medium, its age, its commercial value, and methods of refinishing it. Campers who have had experience with finishing various types of wood find their information useful later in life, when refinishing an antique or an ordinary piece of furniture.

Suggested Problems

1. What do we mean when we speak of indigenous materials for use in an arts and crafts program?
2. Select and discuss specific items and simple tools, which are essential for daily use in camp, that were formerly made by hand but today are manufactured by machine.
3. Discuss the relationships between the ideas of utility and/or beauty to arts and crafts in the camp program.
4. Develop a checklist of alternative names for the camp craft shop which might better attract campers to such adventure.
5. Illustrate specific experiences within arts and crafts programs for each of the five issues listed in the chapter.
6. Make a list of what could be considered as a camp director's

objectives or goals when planning an arts and crafts program in camp.

7. Make a similar list of objectives from a camper's viewpoint.
8. What suggestions do you have for camp directors to help them capture a *wholesome* and a *progressive* point of view toward arts and crafts in camp?
9. What suggestions can you make that might better motivate the average camper to consider adventuring in an arts and crafts experience?
10. Why are attitudes, especially on the part of the leaders, so important in arts and crafts?
11. What are some of the issues and attitudes involved in a comprehensive arts and crafts program?
12. Elaborate on the desirable concept of the crafts instructor "teaching less and allowing the camper to learn more."
13. How can arts and crafts be integrated with other activities or divisions of the camp program?
14. What is meant by "the acquisition of concomitant learnings through arts and crafts"?

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Ten

Camp Aquatics

One of the fundamentals of camping philosophy is to provide a happy, pleasant season for the participants. Experience proves that there are few areas of the camp program offering more of this essential ingredient of pure enjoyment than the activities conducted in, on, and near the water. Some directors claim a camping experience is incomplete unless waterfront activities are included. Aquatics are adventurous activities with an element of risk involved. Activities in boats, canoes, rafts, and sailboats are *romantic*; these craft are indelibly etched in the history of explorers, settlers, pioneers, and Indians and form a portion of the lore upon which every young American is partially reared.

Nature and Scope. The role of aquatics in the program of the modern camp is vast and variable. The entire curriculum of some camps is centered around the waterfront. In fact, few camps operate today without some type of aquatic activity.

Most leaders in the field admit the difficulty of drawing up a fool-proof definition of camp aquatics. The wide range of different activities in this division of camp program is proposed as one reason for this difficulty. A simple, but basic, definition is sometimes the best. Suffice it to say that aquatics includes everything in the field of pleasurable activities taking place in or on the water. The following waterfront activities are usually found

in the program division termed aquatics; swimming, diving, life-saving, canoeing, boating, sailing, fishing, watergames and stunts, and peripheral aquatic activities, such as shoreline exploration, sand modeling, shell collecting, dam construction, and model boat racing.

The above list indicates the rather extensive scope of the aquatic program in the usual camp. In a program division as broad as this, the average camper quickly finds one or more activities of interest, if not one in which excellence of performance occurs. Just what is it about these activities that make aquatics the prime favorite of boys and girls in camp?

Many books and articles have been written explaining the various *values* of aquatics. A brief review of the values of greatest significance follows:

- (1) Aquatics afford more fun per hour or per dollar invested than any other recreational activity.

- (2) Aquatics teach safety for self and others.

- (3) Aquatics develop self-reliance and self-realization.

- (4) Aquatics contribute to personal health through exercise, relaxation, fresh air, and sunlight.

- (5) Aquatics encourage social growth.

- (6) Aquatics impart a knowledge of cooperation and competition.

- (7) Aquatics provide a hobby interest or avocation in which participation may be continued for a lifetime.

Basic Principles. As in other program areas there are certain fundamental principles that determine the role aquatics play. First, the broad scope of aquatics is necessarily retained in order to arrest the interest and ensure the attention of all. Second, safety factors such as time, place, and supervision are constantly observed. Third, provision is made for instruction in swimming and other aquatic skills (canoeing, diving, life saving). Fourth, and perhaps most important of these simple principles, aquatics are set up for free choice, for the fun and enjoyment of the campers, and with all elements of compulsion excluded.

One basic fact influencing camp aquatics is that the water-

front program in each camp differs. For this reason, it is desirable that each camp survey the possibilities, immediate and remote, inherent in its own waterfront situation. For example, a camp that has only a swimming pool will obviously be unable to do anything with rowing and paddling except by tethered (captive) craft. Yet a splendid program of sailing model craft could be offered at the pool when it is not being used for swimming.

When the above fundamental principles are properly observed, the opportunity for games, stunts, events, and just plain fun is limitless. Even the competitive aspects of waterfront activity may be enjoyed equally by both sexes. The fluid medium nullifies, to a considerable degree, the differences in size, shape, strength, and stamina between men and women. In fact the female physique, being more buoyant than the male, possesses certain advantages in flotation.

Participation in aquatics is not limited to any specific age group or segment of the camper population. Research proves swimming may be taught at the tender age of two years. Although few if any campers are in camp at that period, it indicates that even the younger campers are eligible to participate in the challenging activities of the aquatic program.

Physicians have long extolled the values of aquatics, especially swimming, as a pathway to good health and fitness. The reason for such praise is the relaxation and exercise that are afforded both body and mind. From the standpoint of relaxation, water offers the body a supporting medium that encourages the optimum in complete relaxation. From the standpoint of exercise, few physical activities offer as many opportunities for use of all body parts and muscles. Boating and canoeing permit their share of rugged physical activity through the energy required for propulsion and their share of passive relaxation for the passengers.

Psychologists and psychiatrists now recognize the immense emotional value that such activities offer for both normal and disturbed persons. Such pursuits as leisurely swimming, sailing,

and canoeing possess a distinctive sedative effect. The "aquactivities" conducted on a placid lake in a quiet, beautiful environment or those conducted on the rolling swells and vastness of the salt sea environment, contribute markedly to emotional stability, mental relaxation, and spiritual rest.

Interrelationships and Integration. For smooth functioning of the total camp program it is desirable to know the relationships existing between the aquatics division and other divisions in the entire camp program. Only when the nature of these relationships is known and understood can careful integration of schedule be arranged. Divisions and activities that are logically interwoven into the total camp program immediately increase in value. The waterfront director or swimming counselor should participate, whenever possible, in the total program planning of the camp.

One of the newest trends in the field, a *child-centered program*, develops where lines of demarcation between activities are obscure and where segmentation of program is reduced as far as possible. An example of this in aquatics is the recognition that out-of-camp activities (an overnight trip or a two weeks stay at the beach, on the lake, or in the outpost camp) cut across all major program divisions. Participation in tripping presupposes mastery of certain skills. Obviously, a knowledge of campcraft and orienteering is essential. If a part of the trip is made by canoe, the relationships between such travel and campcraft may be stressed. Emphatically, before tests in canoeing are administered, basic swimming skills must be learned. Then too, aquatics can be interrelated with handcraft (making kick boards and boat models, decorating canoe paddles, reconditioning canoes and boats), with dramatics (water pageants), with music (rhythmic swimming), and with other program areas of the camp.

The out-of-camp tripping on streams and lakes offers examples of the necessity for relating and integrating tripping, campcraft, canoeing, and swimming. Opportunities to integrate program should be sought whenever and wherever possible.

Isolated activities tend to diffuse interest and progress toward the main goal of the camp. Related divisions and activities do much to promote desired outcomes through weaving a supporting structure or pattern of strength and solidarity.

In the foregoing example, aquatics were related to campcraft. A closer relationship is sometimes observed between aquatics and athletics in camp. In fact, many camp directors feel that athletics and aquatics are part of the sport and game division of the camp program. Actually, the classification (one way or the other) is of little importance; the distinction is made here between land sports and water sports purely for purposes of closer study and analysis. The objective of any good camp director or program director should be to effect a synthesis of all divisions and activities for the benefit of participants.

Brief mention should be made of the value of unit or cabin groups having recreational swimming periods together. Frequently the cohesive factor of small group participation in water activities is overlooked. Program planners sometimes think in terms of interest or activity groups, overlooking the fact that great enjoyment and *esprit de corps* may accrue from cabin or tent groups playing together in the water.

This does not imply that regularly scheduled periods for instruction of activity groups should be discontinued. Actually, the sooner the "beginner" achieves "intermediate" classification the sooner the cabin or unit group will enjoy free play in the water as a unit.

When integrating aquatics with the total camp program, the general contributions of these activities must supplement and complement the contributions of other major divisions in the total program. In this group relationship, and in the relationship of the particular activities themselves, the orientation sought is one of blending the values in each area or division of program to achieve the immediate objectives and ultimate goal of the camp.

Correct integration is essential; there must be no conflict

of purposes or values, and no confusion in the scheduling and timing of activities.

Leadership and Supervision. Most experts in camping agree that the personnel assigned to direct the waterfront program must be competent in every way. In no division or activity of the camp's program is the need more imperative for exceptional leadership and mature supervision. This is indeed an area where specialization is essential.

The American Red Cross contributes significantly toward developing leadership in this area. The Young Men's Christian Association, Boy Scouts of America, and the American Camping Association also make valuable contributions. It is no secret that the safety factors involved in the operation of a camp waterfront are of great concern to camp directors, owners, and camp committees. In addition to securing well qualified personnel, rules and regulations (while kept at a minimum in all other camp activities) must remain rigid at the waterfront. Any compromise at this point represents flirtation with danger.

It is important that all aquatic personnel be thoroughly familiar with all rules and regulations relating to safety. Such safety information is available through the American Red Cross in every major metropolitan area and through the national offices of many youth-serving agencies. Safety systems vary with the individual camp. Usually, an attendance board is used to check personnel in and out of the beach or pool area. Frequently a secondary system is combined with this, such as different colored bathing caps, manual counts, buddy calls, and zoned swimming. The shape and construction of the dock system also exerts a powerful influence on safety factors and the balance of the aquatics program.

The compulsory morning dip is now a thing of the past in most camps. Knowledge of the physiology of exercise has thrown a new light on such activities. Criticism of long, fatiguing immersion has also influenced wise directors in favor of short swimming periods. The average swimming period is approximately forty minutes.

Program Variations. The type of aquatic activity varies with the environment. The waterfront programs of the eastern camps are far different from those of the Rocky Mountain area or the Pacific Coast. Even camps on the same lake may place different emphases on water programs. The files of the American Camping Association disclose that camps in Hawaii broaden the usual swimming and boating program to include surf-boarding. In Southern California, where pools and artificial lakes abound, emphasis is placed on competitive sports, water games, and aquatic pageants, along with regular activities. Many of the camps in Minnesota, Wisconsin, and Michigan stress canoeing as an important adjunct to their overall program in aquatics. A goodly share of seaside camps of the New York and New England areas list sailing as a major camp sport. In different parts of the country, camps emphasize the specific type of waterfront activity best suited to their environmental resources.

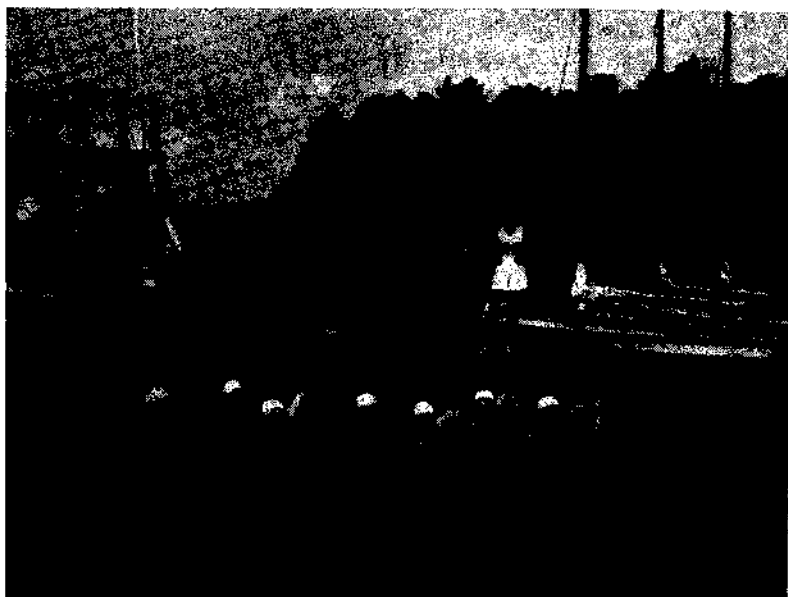
Swimming Categories. The camp program is separated into divisions or program areas, and each of these divisions is further divided into individual activities. Occasionally the activities, because of their size and scope, must again be subdivided. In the case of *swimming*, there is a natural breakdown into: (1) *beginners'* swimming, (2) *intermediate* swimming, and (3) *advanced* swimming.

- The role of each of these subdivisions, in the aquatics division and in the total camp program, is of unquestioned importance.

Beginners' swimming is concerned with introducing campers to the water. In learning to swim they attain one of the camp's most important objectives. The camp that fails to impart this fundamental and almost universal skill overlooks a great opportunity and responsibility.

Intermediate swimming is concerned less with teaching and more with supervision. In this category occur most free swims and recreational swimming. These swimmers have advanced beyond the beginners' category (they usually have the ability

to swim ten to twenty yards) and yet they are not sufficiently skilled for the advanced category. These intermediates, displaying more courage than intelligence, sometimes venture beyond their depth. Constant vigilance is the price of waterfront safety, especially with members of intermediate groups.



Holiday Camp, Evanston, Illinois. Courtesy CAMPING MAGAZINE.

Swimming, even its instructional side, remains the most popular activity in camping.

Advanced swimmers include those whose skill, knowledge, and competence in the water is of a relatively high degree. They enjoy more latitude and greater privileges on the waterfront than the other two groups. Their program is enlarged to embrace stunts, competition, diving, life-saving, and other activities demanding aquatic proficiency.

Most camps use national standards in classifying their swimmers. Attention is invited to the many fine publications of the American Red Cross in all aquatic activity. In addition, the

Young Men's Christian Association and other youth-serving agencies have contributed as significantly along these lines as they have in leadership. Swimming tests and standards may serve a multitude of program needs such as: (1) classifying for depth in swimming areas, (2) classifying for safety factors in the use of small craft, and (3) providing progressive steps used for planning advancement throughout the season.

Life-Saving and Water Safety. As the swimming program develops, interest in life-saving emerges. Obviously, only the stronger swimmers participate in this portion of the program. Although most activities in the camp lay stress on fun and frolic, life-saving is a rather serious adjunct to aquatics and, therefore, must be taught formally.

During the early nineteenth century an organization known as the Massachusetts Humane Society promoted an active program in rescue work along the New England Coast. With the development of the U.S. Coast Guard, the ocean rescue work of M.H.S. was discontinued. Interestingly enough, the organization still functions, although it now limits its functions to providing swimming instructors for certain agency-sponsored summer camps in Massachusetts.

The American Red Cross has done more than any other public or private agency to promote a national consciousness of water safety and to develop trained lifeguards. The three degrees of proficiency as developed by The American Red Cross are Junior Life-Saver, Senior Life-Saver, and Water Safety Instructor. The youth-serving agencies already mentioned have added generously to the existing body of knowledge in this area.

In addition to providing an enjoyable and educational program activity for the campers, the teaching of life-saving offers a very real asset to the administration. Additional trained personnel is always desirable in the swimming area. The life-saving programs provide trained, though inexperienced, guards, who, with some seasoning under older leaders, prove able assistants on the waterfront.

The Hygiene of Swimming. It is obvious that camp directors and program planners must observe all possible precautions relative to the health and safety of campers. Many books and articles are available on the life-saving or guarding aspect of this problem. Little written material is available, outside of medical texts and journals, on the kinesiological and physiological aspects of swimming. There are several fundamental rules that every camp waterfront should follow to minimize the danger of eye, ear, nose, sinus, and throat infections:

(1) Pre-camp medical examinations should provide a history of eye, ear, nose, and sinus infections.

(2) Careful periodic checks of campers should be made.

(3) Campers with a history of infections in this area, or campers easily susceptible to infection, should be advised against immersion of the head.

(4) Protection, such as ear plugs, lamb's wool, and certain bathing caps, prevents water from entering the external ear and, thus, reduces the danger of infections. Such protective devices should be encouraged where indicated.

(5) Any individual having a cold should not be permitted to go into the water.

(6) For bathing and instructional purposes the temperature of the water should exceed 75 degrees.

(7) Frequent short swimming periods (20-30 minutes) are more healthful and stimulating than long periods.

(8) The morning dip never should be compulsory.

(9) The water should be analyzed at least once each month for the total bacteria count.

Diving. Consideration of *swimming* without *diving* is difficult, especially in discussing camp programs. As a means of entering the water, diving has assumed a vitally important place in the aquatics program. Few swimmers enter deep waters other than by a dive.

There is a certain thrill and fascination in diving. Skill and knowledge of the various types of dives increase with experience. There are those aquatic enthusiasts who stoutly maintain

that a waterfront is incomplete without a diving board or tower. Actually, any high bank, dock, or float provides a base from which a dive can be made into deep water.

In the aquatics program, diving is done for fun, for competition, or for conditioning—and all three overlap. Diving for fun takes many and varied forms and is frequently combined with horse-play. In competition a certain seriousness is brought to bear, practice is held, and standard forms of diving begin to appear. When used for conditioning, diving is patterned after gymnastics and provides an excellent workout, especially in bending, twisting, and stretching of the middle body.

Recreational Swimming. Recreational swimming is really a misnomer. For clarity in explanation, however, the term *recreational* is attached to this category to distinguish the following discussion from the earlier statements on swimming.

As the total camp program has its planned and unplanned portions, so too does swimming. *Planned* recreational swimming includes such activities as water polo, watermelon joust, water basketball, water tag, keep-away, follow the leader, ballet or formation swimming, and a myriad of water games, stunts, and contests. Less frequently found in camp are activities such as surf boarding, hydroplaning, water skiing, kayak paddling and log rolling.

Unplanned recreational swimming consists largely of the regularly scheduled free swim periods. At these times, campers are left to their own devices and free play in the water is encouraged. Safety factors of strict waterfront supervision apply equally to the planned and the unplanned portion of the program.

Boating. Boating, canoeing, and sailing are the usual subdivisions of the small-craft program. For this brief treatment, succinct mention will be made of the role each plays in the balanced program of the modern camp.

On the usual camp waterfront, there are several rowboats of various types. The wooden, flat-bottomed boat with attached oarlocks is the most popular.

Rowing is a skill that every camper can and should master as part of his initial camp experience. At the outset, rowing provides adventure, exercise, and a refreshing change from land activity. Instruction, races, float decoration, boat repair and construction, life-guarding, and fishing—all are program possibilities that include the use of boats.



Courtesy CAMPING MAGAZINE

Boating and sailing provide opportunities for valuable learning along with enjoyment and excitement.

Canoeing. One of the activities generally considered *indigenous* to camping is canoeing. It has long been closely related to organized camping. Few camps in the northern half of the United States fail to emphasize canoeing as a vital element of the aquatics division.

Lighter and faster than boats, the canoe lends itself to out-of-camp activities. As the American Indians used these craft for recreation and transportation, so too, do the campers of the nation.

Innumerable games and contests may be played with or in canoes, but recreation is not their only purpose in camps. For trips and exploration, the canoe provides one of the best, and sometimes the only, method of transportation.

The two-man canoe is the most popular, but larger four-man and "war" canoes are found in many camps. Canoes traditionally follow three types of construction: wood and canvas, plywood, or aluminum. Variations in canoeing are achieved for the camp program by rigging canoes with sails or outboard motors.

Sailing. Sailing, as an activity in the camp, is limited to those favored sites adjacent to fairly large bodies of water. Where surf, rocks, strong offshore winds, and other dangerous elements exist, camps must supervise sailing with exceptional care.

Few activities in aquatics offer more enjoyment than sailing. Depending on the variables involved and the desires of the skipper, sailing can be serenely relaxing or intensely exciting. Once mastered, it is a skill never forgotten.

For older youth especially, sailing provides a most worthwhile type of experience. Basic instruction in wind and water currents, weather changes, and the mechanics of steerage (rudder, keel, sail relationships) are valuable educational concomitants that can be woven into the teaching of sailing. Sailboats can be used for individual or group sailing, racing, life-saving (under certain conditions), tripping, water pageants, and shore-line exploration.

Fishing. Long before the days of Huckleberry Finn, the fascination of fishing challenged the outdoor interests of boys. In recent years camps have expanded this interest and developed fishing as an integral portion of the aquatics program. Opinion varies as to the program division to which fishing belongs. The problem may be solved by permitting different counselors to conduct the activity at various times.

Credit belongs to the private camps for popularizing fishing at camp. Obviously, a certain amount of instruction is desirable to achieve proper fishing techniques. It was left to the Young

Men's Christian Association to explore in detail certain progressions applicable to this activity:

1. Still fishing:
 - a. Assemble rod, line, and hook.
 - b. Bait hook and fish at proper depth.
 - c. Catch fish, remove hook, and clean the fish.
2. Active fishing:
 - a. Assemble fly rod and line and fly or hook. Assemble casting rod and line and fly.
 - b. Demonstrate proper techniques, casting with either or both equipment.
 - c. Designate kind of fish, pick grounds, catch fish using proper techniques.
 - d. Demonstrate use of gaffing or landing net.
 - e. Clean and cook fish.
 - f. Complete study of habitat and habits of fish found in body of water in or near camp and show knowledge of proper bait to use.
 - g. Demonstrate how to remove fish hook sunk into flesh beyond barb. Carry first aid kit for this purpose, including cutting pincers and iodine.¹

Water Pageants. Dramatic activities contribute much to campers on land; water shows, water pageants, and "aquacades" serve a similar purpose in and on the water. Water pageants combine elements of showmanship and drama, knowledge of small craft and swimming prowess.

Although difficult to present on an ocean front, water pageants lend themselves readily to use on lakes, rivers, and artificial pools. Full use of all aquatic activities and equipment is desirable. This may include activities and equipment such as swimming singly and in groups, swimming with music, canoes, decorated floats, costumes and props, diving, and underwater gear.

The water pageant in camp usually affords as much fun for

¹ Report of the Eighth North American Assembly on YMCA Work with Boys, "Second Century Horizons" (New York: Association Press, 1947), p. 45.

the participants as for the spectators, and this is the way it should be. In camps far from towns and cities, the aquacade will be presented for the campers alone. Some aquacades, in camps located near centers of population, play to hundreds of spectators annually. This pageantry and exhibition of aquatic skill provides an excellent medium of public relations if there is proper supplementary planning, with invitations issued to parents, local residents, and adjacent camps.

Peripheral Aquatic Activities. In addition to the major activities that everyone immediately recognizes when water activities are mentioned, there are activities of lesser renown that might be considered related or peripheral to the aquatics program in camp. No less important or enjoyable than such standbys as swimming and boating, these secondary activities are merely less well known.

For camps on the seashore, there are many interesting pursuits that may be conducted in the shallows, in tidal pools and 'even at the high-water mark on the shore. Creative activities such as sand modeling are universal favorites of the younger campers. Explorations occupy the time of the older campers, with all manner of shells, flotsam, and sea life as rewards for their investigations.

Camps located on sheltered lakes or equipped with swimming pools can readily promote interest in miniature and model boats. These appeal to all ages in camp and can be as simple or ornate as desired. Special regattas by cabin, unit, or all-camp groups are easily arranged and provide excellent cool weather activity on the waterfront.

Ever since the story of Kon-Tiki was published, camps have been vigorously experimenting with the construction and sailing of floats and rafts. Tripping in ordinary small craft or house boats is supplemented by the carefree raft activity.

For camps without extensive open water opportunities, a brook or stream can be pressed into service. Inland camps stressing *brook play* make use of miniature waterfalls, pebble col-

lections, wading, twig-and-leaf boats, catching minnows, building small dams, constructing and harnessing model water wheels, channeling water, and a myriad of other equally interesting activities.

The Future of Camp Aquatics. Future trends and possible developments in aquatic activities are topics of controversy. Popular and effective as they are, camp aquatics can well afford some innovations. Speculation as to what form such innovations might take, though professionally dangerous, is desirable if programs are to be prepared for things to come.

New methods for teaching beginning swimming are already on the horizon. No *one* system, among those presently in use, is perfect; modifications and adaptations can and will be made in all recognized standard systems. Fishing, waterfront exploration, water games and stunts, and water pageants will be high on the preferred list of campers' favorite activities in the seasons ahead.

Scientific experimentation and continued experience in the operation of small craft in camp are giving rise to new and more enjoyable experiences. Lighter, stronger boats and canoes; smaller, faster sailboats and sailing scows; heavy rubber assault boats, snorkels, swim-fins and underwater face masks—all these new pieces of equipment indicate coming changes in the traditional pattern of the camp waterfront.

The preceding paragraphs have touched upon certain phases of the role played by aquatics in the camping program. The camp, by its very philosophy, must emphasize and give important time allotments to activities that make the most significant contribution toward the development of the total camper. This is accomplished by selecting for emphasis the divisions and activities that most nearly measure up to the idea. The aquatics division has so much to contribute—enjoyment, physical development, personality expansion, social growth—that it deserves its role of significant importance in the over-all camp program.

Suggested Problems

1. What is the ultimate purpose or role of aquatics in camp?
2. Define the relation of aquatics to the program of the modern camp.
3. List the major activities usually found in the waterfront program at camp.
4. Discuss three or four basic principles applied to camp aquatics.
5. What are the fundamental differences between land sports and water sports?
6. Give several examples of interrelationships existing between aquatic activities and other camp activities.
7. Illustrate methods of integrating activities of the aquatic division with activities of other program divisions.
8. Enumerate the various values accruing from a well-organized waterfront program.
9. What national agencies have contributed most to the promotion and development of safe and enjoyable programs in aquatics?
10. How do factors of geography, climate, and other natural conditions influence aquatics in various parts of the country?
11. Why is it essential to have highly qualified personnel on the waterfront?
12. Discuss speculatively the future of aquatics in the camps of America.
13. Name and describe the three common classifications of swimming ability.
14. Should all campers be permitted to take the Life Saving courses when they fulfill the minimum age requirement? Discuss both sides of the question.
15. You are directing a large camp which is moderately distant from the homes of the campers. Nearly half the campers are expecting their parents up for visiting day. You want to feature an aquatic program of some type. What kind of activities would you have that would entertain the parents and yet permit the campers maximum participation?
16. Should the early morning "dip" be encouraged, discouraged, or tolerated?
17. What is considered the maximum low temperature of water to which campers may be exposed for any length of time? Com-

ment on the hygienic effects of long immersion in water below this temperature.

18. Under what conditions should artificial respiration be used?

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Eleven

Camp Sports and Games

The dynamic role of camp athletics is of sufficient importance to warrant continued exploration and evaluation. Although the theory of active play enjoys universal recognition and acceptance, the values gained from games and sports vary under different environmental conditions. Thus most teachers and camp leaders seek the development of better future citizens through the medium of athletic participation in both education and recreation.

The Camp Environment. The unique environment of the camp approaches the ideal for athletics, including sports, games, and physical activities of various sorts. The closer a program approaches this ideal, the greater its potential value for education or recreation.

For example, players usually function under less pressure and with more abundant facilities in camp than in schools or on playgrounds. Maximum opportunities exist for individual coaching and guidance, fewer safety hazards are present, and the scheduling of games and practice sessions is regulated to benefit the camper. Educational implications are clearly evident in the athletic programs of the better camps.

There are as many different types of game areas as there are camps. Those camps are fortunate that have large, cleared, level, grassy fields for their sports. Some camps make the mis-

take of attempting to approximate the city-type athletic and playground areas. Equally questionable is the practice in some camps of completely ignoring athletics by providing no areas for games and sports.

As one might expect, some camps encourage games and sports more than others, although few camps are without athletic programs of some kind. The vast majority of organized camps include sports and games as an essential part of a balanced program.

The length of the camp period is one feature which has a profound effect on the nature of the program, particularly in athletics. Among the short-term camps are most agency camps, school camps, church camps, municipal recreation department camps, and a few private camps. The majority of these represent public or semipublic types of sponsorship. Most private camps, and a limited number of the agency camps, are long-term camps.

Athletics are adaptable to the many variations in camp organization. The short-term camp (one or two week period) suggests a program of spontaneous games and sports, whereas the long-term camp allows for progressive development of the program over the entire season. Although overemphasis on extensive schedules, intra-camp and inter-camp leagues, and long-range tournaments seem undesirable, some use of seasonal-long activity scoring may prove feasible. Certain kinds of sports and games lend themselves more readily to a continuous period of four to eight weeks than to seven or ten days.

Irrespective of the length of the period and the sponsorship of the camp, the program should reflect the total objectives sought. This implies that the composition of the group (age, size, interests, capabilities) affects the program. The factor of composition exerts a powerful influence on games and sports; more so, perhaps, than on most other activities. This truism applies especially to nursery camps, camps for the aged, young-adult camps, coeducational camps, work camps, convalescent camps, and camps for the handicapped.

Educational Implications. A marked disparity exists between educational philosophy and practice. This is as true in recreation and camping as in formal education. Nevertheless, certain principles can be and are carried out in practice. Five of these principles apply to sports and games in the camp program. They are: comprehensiveness, intensiveness, continuity, individualization, and purposefulness.

The first principle, *comprehensiveness*, suggests that the camp should provide for a wide variety of games and a balanced athletic program.

The second principle, *intensiveness*, implies that living and playing under close, favorable conditions with the counselor facilitates learning by the camper.

The third principle, *continuity*, shows the educational values inherent in an unbroken period of association between campers and leaders.

The fourth principle, *individualization*, points up the individually designed program and personal coaching available to each participant through the high counselor-camper ratio.

The fifth principle, *purposefulness*, means that the camper is motivated by insight and understanding to pursue an activity for personal or group benefit and satisfaction.

Scope of the Program. For purposes of this book the writer defines camp sports, games, and athletics as activities indulged in for *fun*, designed to encourage physical skills and optimum development, and especially to promote socialization, sportsmanship, and self-reliance. The three physical education activities, being similar in many ways, are used synonymously in certain instances.

That popular cliché of the day, "it varies with the type of camp," manifests itself in this discussion. It is virtually impossible to enumerate all the activities that fall under the heading of this program division. When physical education activities are mentioned in certain communities, only a handful of the more highly organized physical activities are envisioned, such as basketball, baseball, football, and calisthenics. But the

full gamut of camp sports ranges from low organized games to competitive tournaments, from indoor games to woodland games, and from individual contests to mass games. Most forms of physical education can be offered in camp, and many forms of physical education, such as woodland games, nature contests, and mountain climbing, can *best* be offered at camp. Webster's New International Dictionary gives a broad, camp-type definition for the athlete as "anyone trained to contend in exercises requiring physical agility, stamina, and often, strength." The camp program of games and sports fulfills the implications of this definition.

Three major categories encompass the camp sports program. They are: *woodland games*, *games of low organization*, and *games of high organization*. These categories do not serve as the last word in camp administration, but they have proven valuable in the planning of programs. A fourth category, *water games*, is not considered in this section, but described in Chapter Ten.

Woodland games form the indigenous sports activities of the camp. Many leaders believe that only these games, in addition to aquatics, should appear in camp. The author believes that the sports division, just as the total program of the camp, should contain a favorable balance of activities with no one activity or type of activity allowed to dominate the others.

The Indians, pioneers, lumberjacks, cowboys, and other robust outdoorsmen who engaged in woodland games created a legend of romantic and colorful experiences. Without these experiences, camping in general, and camp games in particular, would lose much of their lure for the average youth of America. Many of the daring feats of bow-and-arrow, trail blazing, canoe racing, and signalling come from the Indian who lived in the forests or near the streams of yesteryear. Romantic tales of the pioneer, with his covered wagon and meager equipment, have kept alive the tradition of the frontier with its hunting, fishing, hiking, search for safe drinking water and edible foods, and gatherings for social recreation. The lumberjacks and cowboys

provide a kind of culture all their own with exemplification of sturdy manhood interspersed with the rollicking song of the timberland or the mournful tunes of the wide prairie. Woodland games and contests provide rich opportunities for youthful campers to relive, by vicarious experience, the romanticism associated with the vanished frontier.

Games of low organization refer to events in which groups of limited skill participate without the necessity of detailed planning or extensive equipment. Most of these games involve vigorous physical activity, although some of them are reasonably passive. The hundreds of games that fall within this category may be grouped roughly as: tag games, throwing games, searching games, batting games, circle games, and relays.

Games of low organization possess numerous advantages not available to the same degree in other program activities. Within a few minutes the competent leader can arouse group interest and unified participation in an event of this kind. When interest wanes, or the need arises, a completely new game can be organized without delay. Individuals with varying degrees of physical strength and skill meet on common ground in these activities. Factors of limited space, lack of facilities, or impoverished equipment do not interfere with this program. Frequently the same games may be played indoors and outdoors, rain or shine, by small or large groups.

Games and sports of this kind are so numerous that it would be impossible to list even a fraction of the total number by title. Further, not all leaders agree on the types of activities that should be listed as games of low organization, nor that those listed are desirable in the program of the modern camp. Complete details on games of low organization may be found in Jessie H. Bancroft's *Games for the Playground, Home, School, and Gymnasium* and E. O. Harbin's *The Fun Encyclopedia*.

Next to woodland games, games of low organization are of greatest usefulness in camp. Free play, simplified planning, spontaneous recreation, group decision, use of natural facilities and indigenous equipment—these are the attributes of a good

camp sports program. These elements are possible in games of low organization.



Camp Thunderbird, Hughes Photo, Chicago; Courtesy CAMPING MAGAZINE.

Sportsmanship, a vital quality in youth, is best taught through well supervised games and athletics.

Games of high organization are usually defined as sports activities requiring detailed planning and administration. They are chiefly team games that stress competition. Contrary to woodland games and games of low organization, these activities lay emphasis on practice for proficiency and skill.

Games of high organization play a small but important role in the general type of camp program. Camps that specialize in athletics emphasize highly organized games to the exclusion or subjugation of other activities. Some of these camps include indigenous activities along with athletics; others extend the program to embrace only the "major" sports; still others confine their efforts to one or two games of high organization, such as football or baseball.

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Athletic camps devote considerable time to physical conditioning, training, and continued practice in developing maximum proficiency for the various sports. There is little or no similarity between this program and that of the general camp program of games and sports.

Wherever possible these activities should be carried on outdoors and with expert supervision, to avoid over-fatigue, tenseness, and mental or physical strain that might injure the participant. The supervision should encourage individual self-control and group responsibility.

Williams states the case in favor of games, especially those of high organization, when he writes, "... it is in the laboratory of play and games that standards are learned. One may talk about good sportsmanship, fair play, loyalty, honesty, and kindred virtues, but the play field is the only place... where the individual is under pressure to meet the standards set up." *

There are innumerable references available that describe in detail the various games of high organization. No brief is held for the completeness of the list of games that appears below. Further, it is doubtful that all of them appear in any camp program, and it is certain that some camp directors would exclude several of those listed. The games are as follows:

Badminton	Kickball	Table Tennis
Baseball	LaCrosse	Tennis
Basketball	Paddle Tennis	Touch Football
Bowling	Soccer	Volleyball
Field Hockey	Softball	

Many of these sports are modified and played as games of low organization.

The reader may wonder why such activities as archery, riflery, horseback riding, and calisthenics are not included in the above list. Attention is invited to Chapter Twelve on miscellaneous program activities, where these and other important activities, difficult to classify, are discussed.

¹ Jesse Feiring Williams, *The Principles of Physical Education*, Fifth edition. (Philadelphia: W. B. Saunders Co., 1949), p. 227.

Importance of Sports in Camp. It is impossible to contest the fact that sports, in one form or another, are important in all educational and recreational programs. As an important facet of education, and as a major aspect of recreation, sports have a close relationship to the camping program. Values that accrue from efficiently planned and conducted games in the usual settings are well known; the additional values to be gained from these activities in the camp setting have received appropriate recognition only in the last decade.

The camp offers a remarkable environment for the best in teaching and coaching, particularly for beginners. The introduction of new skills during the teaching and coaching periods contributes significantly to the total development of a well-rounded camper. Physical growth and development of the camper represents one of the paramount objectives of the modern camp. It is not sufficient that a child enjoys freedom from disease; the child should gain measurably toward optimum fitness and maximum health. Actually, games and sports form a major portion of the large-muscle activity of the camp. For this reason, if for no other, sports deserve a position of importance in program planning. Such a program should include such allied objectives as understanding the care and conditioning of the body, nutritional status and diets, sleep and rest, relaxation and release from tension, and cleanliness.

Group participation, required in most sports, imparts the feeling for the whole or team that leaders strive to achieve. Such virtues as ethical character, sportsmanship, honesty, leadership, loyalty, fellowship, and *esprit de corps* are generated through the sports program.

It is not necessary to construct indoor facilities or vast city-type playfields for games and sports, nor to transport the same types of athletics from the city to the camp. The best in camping occurs outdoors—in the water, on the trail, in the woods, and on the natural playfields. ,

Effective Integration. Sports are most effectively integrated with the total program of the camp by developing a coordi-

nated relationship between them and other activities. Efficient camp directors have sound programs because of their shrewd insight into the promising character of the various components of the program. The heavy hand of tradition has not fallen on camping. Open-mindedness, a scientific approach, and freedom from traditional fixations permit desirable variations and valuable flexibility in the activity schedule of the camp. Such freedom provides an opportunity and imposes a responsibility on the camp director of today.

The amount of time devoted to athletics in camps varies tremendously. The method of integration, the relationship to other activities, and the amount of time allocated to sports and games vary with each camp. Some of the factors that must be carefully analyzed are: facilities, equipment, climate, staff, age and desires of campers, and objectives or philosophy of the camp.

The camp director or person who designs the sports program must have knowledge and wisdom in three major areas. Listed in the order of their importance, he must: (i) understand *children*, (2) know *camping*, and (3) be familiar with *sports*.

Leadership in Camp Sports. Dynamic and creative leadership is as essential to the sports and games program as it is to any other activity in camp. The person or persons selected to direct this program should be skilled in both camping and athletics. In larger camps where several staff members are assigned to games and sports, the person in charge must be well versed in all phases of camping to integrate sports effectively with other camp activities. His coworkers need not possess extensive preparation and experience in camping, although they must accept the philosophy and contribute to the spirit of the camp. In the final analysis, the most important prerequisite to success in the sports program is an understanding of and a love for children. It is not athletics or camping with which leaders are chiefly concerned—it is children.

One claim made for sports in camp is that under such favorable conditions the desirable objectives are attained without

undesirable restrictions. Obviously the small number of campers assigned to a counselor permits a better, more comprehensive teaching opportunity than the average school teacher enjoys. The program director or person in charge of sports should embrace this opportunity. If camps are to live up to their aim of building physical stamina and social character through a closely supervised and skillfully directed program of sports and games, then camps must keep their counselor ratio and the quality of these counselors high. While the group values of sports and games are potentially high, there are times, particularly with beginners, when special guidance and individual instruction are essential for the realization of avowed objectives.

A promising trend in camping is the employment of general counselors who are capable of handling sports as well as other activities. Since this trend is not widespread at present, it may be well to discuss briefly some of the desirable qualities of the general counselor and the sports counselor. The former needs three kinds of preparation in athletics. He should have been *active* in some form of sports in highschool or college, have had some formal *preparation* in the conduct of games, and have had some *experience* in directing such programs. The athletic counselor needs these three qualities in larger doses. Some camps desire "big name" athletes. Other camps select young men and women prepared in physical education and/or recreation. Frequently they are employed as coaches, physical education teachers, or recreation leaders during the academic year, and find camp work a stimulating environmental change during July and August. The most important single factor in camping (at least from the standpoint of programming) is not the food or the weather, not the facilities or the equipment, but always the leadership.

Dangers from Overemphasis. There are certain dangers in overemphasizing sports in camp. One danger is the duplication of city athletic programs conducted by schools or recreation departments. Then too, certain pressures may emerge that are

opposed to the very goals the camp strives to reach. Rivalry and competition have a place in the camp program as in any other educational or recreational endeavor. In athletics, however, these matters must be closely regulated lest they become an all-consuming interest. It must be remembered that the game (and its effect on the camper) is the important thing, not who wins or loses, nor the total points scored.

The time is short for learning new and different things in camp. Important as they are, game skills should not be permitted to overshadow other activities more native to the camp setting and newer to the camper. Overemphasis of sports that denies the campers sizable time blocks in naturelore, campcraft, tripping, and other indigenous activities is detrimental to camper, to the camp, and to the camping movement.

Strain and tensions can develop in camp as in other settings. According to Sanders, one of the major problems in camp was that children were overscheduled and under-rested.² Sports and games must be closely supervised to prevent overexertion and undue fatigue. Exhaustion represents one of the greatest health hazards in camp.

Games and Goals. A good sports program in camp includes those activities that contribute most to the philosophy and goals of the particular camp. The program of every camp is modified and limited in accordance with such variables as facilities, leadership, and equipment. No two camps are alike in every respect. If selected activities fail to contribute to the over-all objectives of the camp, either the activities or objectives should be modified or changed to bring these important elements into agreement.

In the modern camp the majority of activities will be: (1) conducted outdoors, (2) close to nature, (3) largely informal, (4) recreational, and (5) educational. Sports and games fulfill all these criteria and consequently are acceptable in most camp programs.

2 J. Edward Sanders, *Safety and Health in Organized Camps* (New York: National Bureau of Casualty and Surety Underwriters, 1931).

The foregoing discussion indicates that some games and sports should appear in the balanced program of all camps. It is said that camping is the out-of-door wedding of education and recreation. If so, games and sports strengthen the marriage and justify their presence in the camp program.

Suggested Problems

1. What are some of the advantages of sports in camp as compared with sports in other environments?
2. How does the sports program differ in the long- and short-term camps?
3. Discuss the over-all values of sports and games as an important part of the camp program.
4. List the five educational implications that apply to the games program in camp.
5. Why do the activities in the sports program differ in various camps?
6. List five woodland games and briefly describe each one.
7. Why are games of low organization popular in camps?
8. Discuss, in the order of their importance, the attributes of a good athletic counselor.
9. What bearing does the Sanders Report have on camp sports?
10. How should sports be integrated with other camp activities to secure a balanced program?
11. What type of facilities do the usual camps have for the sports program?
12. Name five other activities in the camp program with which games can and should be integrated.
13. Outline the various precautions taken in camp sports to avoid the possibility of accidents and injuries.
14. List and describe four sports that would fit in well with the camp program and that should perhaps be added to the present athletic program of the average camp.

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Part III

Special Program Facets
and New Departures

Twelve

Evening Programs in Camp

Many a camper will, in after years, look back upon his camp experience and recall with pleasant memories the evening programs. This particular time of day presents an unusual opportunity, just prior to bedtime, for activities quite different than those offered throughout the day. The strategic occurrence of these activities at the close of the day enshrines them vividly in the impressionable minds of campers. The salient features of evening programs are unlike those of the school, the home, or the church. In fact, they provide a unique adjunct to the educational implications of the total camp program.

General Principles. Varieties of the evening program are endless, but, like other activities of the camp, they require alignment with the objectives of the total program. For example, a short-term camp (one or two weeks) should favor a different type of activity at evening than a long-term camp, since prolonged programs of recurrent type day after day might easily consume too great a proportion of the camp period. However, the long-term camp (one or two months) profits by stressing a continuous or connected program of related and integrated evening activities. Then too, the nature of the evening program must conform in general to the remainder of the camp program. For example, if primitive living is the core of

the camp program and philosophy, then it should be continued in the evening.

Certain general principles permeate the majority of evening programs despite their highly variable character. The following are a few general principles relative to all evening programs:

(1) Evening programs should taper off and prepare the camper for bed. Properly planned evening activities can work toward a quiet closing note that is conducive to repose.

(2) Evening programs should be planned in the light of the total camp program. If the day has been physically strenuous, the evening program should be less active. The evening may also set the stage for coming events and help dramatize various other aspects of the camp program.

(3) Evening programs should be democratically planned. Impromptu or surprise programs planned by the director, the staff, or the campers are desirable at intervals, but all three should cooperate in planning the majority of the twilight activities.

(4) Evening programs should provide opportunities for wide participation. One method of achieving maximum participation is to schedule the evening activities on the four functional levels or operating groupings of camp. The first level is that of the intimate living group of the tent or cabin. The second is that of several cabins or tents, usually of similar age groups, comprising the unit. The third is the interest or activity group. The fourth, of course, is the total camp, including all units and the complete staff. Here is a spot for everyone to get into the act. Those proficient in particular fields should have opportunity to shine, but not dominate the limelight or deny opportunity to those less gifted. It is at this point that the skillful counselor plays the role of a diplomat-administrator in uncovering hidden talents, drawing out shy individuals, developing cooperative undertakings, and promoting such matters as need the emphasis that evening programs provide.

(5) Evening programs should be as much outdoor-centered as possible. Various phases of outdoor life, including pioneer

living, Indian lore, and the like, should be continuously stressed. It is of paramount importance that the unique outdoor environment of the camp be utilized, thus providing a theme different from anything the urban environment has to offer. With so little time spent in camp as compared with the



Camp Susquehanna Photo by E. T. Monroe, for Vincent-Curtts. Courtesy CAMPING, MAGAZINE.

The heart of the camp is the evening campfire with its ceremony, mystery and lasting impressions.

remainder of the year spent in the city, it is fallacious to plan many city-type programs in this rich and briefly enjoyed situation.

(6) Evening programs should be largely informal and simple in their structure. Long preparation for dramatic perfection can usurp so much time that it will preclude opportunities for participation in other more desirable pursuits. Complex scenery and staging may be questioned in most camps. Simple camp-

constructed staging usually has more personalized value than elaborate materials imported from the city.

(7) Evening programs should provide opportunities for ingenuity and creativeness. Few situations equal the camp in its facility to develop creative activities. The camp, incorporating all the elements of a community and blending the various groups into a structural entity, provides for improvisation and creativity in program content.

(8) Evening programs should offer a wide variety of activities that include some items of interest for every camper. The bounds of the imagination are the only limitations in the evening program of the modern camp. As in the day's activities, care must be taken that balance is maintained in these evening programs. This balance concerns itself with such matters as the length of the program, the nature of the groups participating, the activity or passivity involved, and the supplement it provides for the on-going theme of the total camp program.

(9) Evening programs should avoid embarrassing any person in camp. After the strenuous program of the daylight hours, a more subdued and friendly spirit is invoked at evening. Good natured fun is encouraged, but horseplay that embarrasses or pokes fun at any member of the camp should not be tolerated.

(10) Evening programs should utilize the best possible sites available. Many specially designated areas are better suited to evening and nocturnal activities than to daytime pursuits. The site, equipment, and facilities should be as carefully chosen for evening programs as for their daytime counterparts.

Variety, the Spice of Program. The best entertainers understand that a show replete with a variety of acts gains audience appreciation more readily than a presentation that drags along on a single theme. Successful teachers know that a curriculum rich in content and delivered by different methods catches and holds the interest of pupils, thus permitting rapid learning. Camp directors appreciate the unending possibilities for variation and extension of the camp program in the evenings. The long summer evening is looked upon as a time for adding an

appropriate climax—active or passive—as a fitting supplement to the day's activity.

Why do evening programs vary so markedly from their daytime counterparts? There are several reasons. First, dusk is falling and the quiet solitude of night is descending. Many activities can be sponsored in the dusk and in the dark that are impossible in the brightness of day. One illustration of this is the magic that transforms the simple cooking fire of the day into the symbolic campfire of the night. Then too, a story of romance and adventure soars to unimagined heights on the wings of darkness and mysterious night sounds.

A second reason for this difference lies in the particular purpose of the evening program—to close the day on a high level of participation. A friendly circle can be formed at high noon, but in twilight it is vastly more effective. Square dancing is fun at any time, but always best in the evening. Programs designed to supplement the day's activities and send the campers to bed with new attitudes, deeper insights, and wider understandings are a vital element in the program of the modern camp.

Third, evening programs differ from daily activities in that the former seek to develop that part of the camper's personality that is touched but lightly during the day. Most of the morning and afternoon pursuits encourage active and sometimes strenuous physical participation. In contrast, the evening festivities are primarily directed along mental and emotional lines; they form the more passive portion of the camper's waking hours. In the still of the night, when mental attention and emotional focus are riveted on a particular thought, deed, or plan, concentration occurs and teachable moments present themselves. It is in this wonderful environment that maximum effort should be made to present programs and activities of uplifting spiritual and moral value.

Evening Programs as Supplement to a Full Day. In some ways the evening program is, and in some ways it is not, a definite extension of the daily program. Activities of the twilight hours are a part of the day's program in that they con-

tinue to some extent the theme of the day and help achieve desirable goals. Evening activities are not a true part of the day's activities in that their purpose, their method of presentation, and sometimes their content are quite different from the daily program. One way of expressing the relationship is to say that evening activities are *supplementary* to the activities of the daylight hours.

Evening activities are supplementary also in that they taper off the earlier activities. In addition they provide opportunity for putting across ideas not possible during the day. These ideas may be as subtle as a parable or as obvious as a general administrative announcement. The evening is a time to sum up the program that has gone before, to bestow recognition, to answer questions, to solve problems, and to bring the day to a happy close. Just as a proper conclusion is essential to a well developed report, so too, is a well devised evening program essential to the smoothly functioning and expertly balanced program of the modern camp.

Role of the Staff. The counselors and director should take an active part in the various evening programs. The role of the staff in the usual daytime program is to guide the planning, render necessary leadership, and facilitate maximum participation by the campers. In the evening, the staff participates with greater frequency in the actual program.

Campers usually move into the evening hours with less restlessness and energy than is exhibited during the day. They frequently desire—and with reason—to be entertained at the close of the day. If such a desire is manifest on occasion, no reason exists why the staff should not step into a more active role by putting on a show, engaging in a contest, or in other ways providing an interesting and enjoyable finale to the day's program.

For example, one camp has a staff dedication ceremony on the opening night of camp. This takes the place of the usual staff introduction. The idea motivated in this serious and inspiring activity is that the camp is a community, and that each

person makes an important contribution to the well-being and happiness of the community through his particular staff assignment. The dignity of labor is emphasized as it contributes to the common welfare, campers are acquainted with the world community by counselors of foreign extraction and, in general, a worth-while orientation to the American way of living is presented.

Obviously, all evening programs should not be limited to staff participation. The guiding principle here should be that the evening program include the proper combination of staff and campers to promote the best balance in the camp program.

Planned and Unplanned. As in the case of the daytime programs, a certain amount of spontaneous activity is desirable in the evening. There must be opportunity for the individual camper to commune with God and nature on his own. There must be time for interaction between campers, not scheduled as a formal affair. There must be flexible programming to permit the entire camp to express itself as a dynamic entity, capable of innumerable directions, and imbued with the desire for creative freedom.

Sound planning allows for some unscheduled evenings. This should be true on all three levels—cabin, unit, and camp. If campers desire to change to a planned program on a semi-spontaneous basis, this should be permitted. Capable counselors and administrators recognize, in the unplanned or spontaneous evening programs, a fruitful opportunity to achieve important objectives, particularly on the mental, emotional, and spiritual planes. Directors should assure themselves that counselors have insights in this matter and have ability to capitalize on these unguarded, open-minded periods.

Whether on a planned or unscheduled basis, the evening offers an ideal time for a quiet "retreat" of small groups or individuals. The Vespers program used by so many camps is an extension of the retreat on a large scale.

Evening Trips and Excursions. There are many possibilities for evening programs away from the central camp itself. In the

long summer twilight of the northern states there is a considerable block of time between the evening meal and bedtime that makes possible certain events. As in other periods of the camp schedule, definite effort should be made to encourage campers to explore the more natural and primitive environs apart from the base camp. The hours between supper and bedtime permit such out-of-camp activity.

Certain safeguards are necessary in planning evening excursions. The following precautions are important:

(1) Avoid activities that scatter individuals in strenuous games away from camp in the dim light of evening. Camps, fortunately, have given up "snipe hunts" and "initiation" type activities because of their physical danger to and emotional effects on the campers.

(2) Trips and excursions are best taken in small groups, so it is possible to know the location of all members.

(3) Adequate leadership should be provided. At least two counselors should be available regardless of the size of the group.

(4) Careful time scheduling is desirable so the group will return to camp in time to secure adequate sleep.

(5) Proper equipment should be available, including sufficient warm clothing and flashlights, if the group returns after dark.

(6) All trips should end on a quiet rather than a hilarious note, to facilitate sleep.

The following types of evening trips and excursions are suggestive:

Trips to near-by camps. Often these may involve participation in campfire programs or, for older boys and girls, square dances or other coeducational activities.

Trips to participate in other programs in the region. In national forests, state parks, national parks, and some resorts, there may be various types of programs such as Indian dances, naturalists' talks, and campfire programs that might make good evening trips for older campers.

Evening walk and cook-out. One or two cabin groups may go on an evening walk and have their own small campfire together.

Evening horseback ride. Conducted under proper supervision, this activity will prove extremely popular with older campers.

Trip on lake or stream. Boats and canoes may be used for evening trips and even "sings" on lakes and streams. Groups should return to the dock at dark for safety reasons. Twilight activity on a lake, however, makes for a very desirable evening experience.

Legend trips. If there are spots on or adjacent to the camp site that lend themselves to stories and legends, evening programs might be built around visits to these areas for the telling of stories and legends. Pioneer and Indian life make good subjects for such stories.

Song trips. In one camp, cabin groups go to different sections around the lake and take turns singing songs that may be heard across the water by the other groups. Arrangements for time and sequence is necessary to give all groups an opportunity to participate.

Night sounds trip. On a quiet walk through the woods at night, it is intensely interesting to listen for night sounds taking over as the sounds of the day disappear. Whippoorwills, katydids, crickets, owls, wind in trees, and lapping of water are but a few of the things for which to listen.

Trailing trip. Cabin groups may be given series of clues or compass directions and distances to follow. All groups might then arrive at the same spot for a campfire program, marshmallow roast, or stories.

Sunset jaunts. Many camps have points nearby where the sunset may be viewed to particular advantage across a lake, over a valley, or through a group of trees.

Star jaunts. The top of a hill or a distant open field might be the objective of a group where the major interest is stars. Learn-

ing to recognize constellations and learning scientific facts and legends about the stars would be parts of such trips.

Moonlight or dark-night jaunts. For older campers there may be times when short night hikes may be scheduled. Care must be taken to choose safe routes and to have adequate safeguards for keeping track of all members of the group. Gehr describes an interesting method of conducting evening hikes as follows:

Little is done in many camps with hikes after dark. Yet it has been my experience they produce more interest in the out-of-doors than any day trip can ever do. Here is an opportunity to introduce your older boys and girls—and even adults—to a new and thrilling phase of camping. They will all find fascination in hearing the sounds of the night woods and locating creatures seldom seen by day.

Night hikes need not and should not be long trips; even short ones around the camp district will provide much of interest. Just before starting out, I always give a little talk to the group chosen for the hike. We travel without lights and I reassure them that they will be able to see much better in the dark than they think they will, once their eyes get adjusted to the darkness—after all the birds and animals of the forest don't carry flashlights. I also reassure them that in no case would I lead them into any danger, and we plan to walk Indian file, with each camper grasping one hand of the camper in front of him, and one of the camper behind him. In this way we are reassured by all being in contact with each other, and can use sign language for signaling each other, rather than breaking the stillness.

If I hear the call or song of some wild friend, I will squeeze the hand of the camper behind me. This signal is passed all the way down the line, and means 'stop and try to hear'... We may hear the sound of a cricket close by, and stop and talk softly about it... The flashing lights of fireflies call for another halt... Locating an American toad has high reward—the toad's eye ... flashed back every color of the rainbow ... Roosting and nesting birds are always to be found... Tracks along lake or stream tell stories to be read and understood... Spiders rushing to make sure of the capture of a snared insect are a sight never to be forgotten..¹

¹ Frank Gehr, "Adventures in the Dark," *Camping Magazine*, Vol. 24, No. 3, March, 1952, p. 25.

These are but a few of the innumerable possibilities. A little imagination in planning will give variety to those suggested above and will suggest many other such trips for camp groups.

Evening Games. Games for the evening's entertainment form a vital element in planning a balance of activities. Evening games differ from daytime games in purpose, method, and, sometimes, content. To achieve maximum effectiveness they must be governed by the principles applying to all other evening pursuits. Most particularly, if used as the final activity before bed, they must be of a type not requiring strenuous, exhaustive participation. While active games are occasionally included in evening programs, the majority of the games and contests used will be of a passive type.

Storytelling. Whether in camp or on the trail after sundown, good stories are always appreciated. The wholesome, natural setting of the camp, especially in the evening around the fire, provides the best possible environment for this pursuit. At least one evening each week should be set aside for storytelling. Often considerable learning, as well as great enjoyment, results from the well-told tale.

The cabin counselor usually falls heir to the storyteller's mantle. This assignment should never frighten the neophyte. Innumerable storybooks exist for references. Sometimes the best stories are (1) those that are based on a true experience, and (2) those made up entirely by imagination (original editions).

As pointed out by Rubin, "The counselors should choose stories of high literary value and set a high standard in their manner of delivery. In keeping with a good camp philosophy, horror stories should be taboo. Mystery, adventure, honor and personal greatness, nature, and 'good times' themes are perennially popular subjects."²

Evening Singing. Chapter Eight of this book deals in greater detail with the subject of singing and music in camp. It should

² Robert Rubin, *The Book of Camping* (New York: Association Press, 1949), p. 64.

be pointed out at this time, however, that singing is one of the most popular activities in the evening program. There is a fellowship developed by group singing that is difficult to equal in any other activity. Then too, the activity helps achieve some of the aims of camp that are well out of reach in other phases of the program. Some of the ideas embodied in songs bring home to the campers the vital elements of the better life which camp attempts to promote. The collective experience of group singing promotes the recognition of the strength and universality of human emotions and strivings. Dimock and Hendry say that, "Songs may be regarded as... a means of establishing *esprit de corps* through the act of singing as a body."³

Nocturnal Nature Activities. Like group singing, mentioned above, the subject of nature activities is presented in complete form in another portion of the book. Since there is a specific role for nature activities in the evening program, it is felt wise to mention them briefly at this time also.

There are many aspects of nature that do not reveal themselves during the day. One of the more obvious examples is that of the stars and the northern lights. Great strides can be made in giving guidance in astronomy by looking at the sky in the evening and after darkness descends. Star legends lend a highly respected adjunct to the evening program, and the use of a telescope brings a new thrill to every member of the camp community.

There are certain nature exhibits that can best be presented in the evening. In addition, some nature stories, dear to the hearts of old campers, should be told only in the "light of the moon/" Exploration in the dusk and darkness, most important of all night nature activities, is almost totally different from its sister activity of the daylight hours. There are innumerable things to be seen, heard, felt, smelled, and learned at night that elude the most diligent explorers during the day. Certain animals venture out only at night; some species of birds reserve

³ Hedley S. Dimock and Charles E. Hendry, *Camping and Character* (New York: Association Press, 1939), p. 321.

their calls for darkness; many plants behave differently under the sheltering cloak of the night.

Inspirational or Vespers Program. Nature has lavishly endowed most camps, particularly those in remote areas. There are few camps that cannot find or develop a "natural cathedral" in which inspirational meetings can be held. There is an intangible but compelling force for goodness that pervades the camp environment. It may be the natural, primitive setting; it may be the group composition and its leadership; it may be the altruistic and high-minded objectives of the camp; or it may be a combination of these and other features.

In discussing the inspirational programs in camp, cognizance should be taken of the excellent statement of Hammett and Musselman on this subject:

In speaking of the *inspirational* program, perhaps we are using the wrong term. What we really mean is the inner or innate expression of friendliness, tolerance, consideration, respect for others, helpfulness, and goodwill that permeates and illumines some camps but is completely missing in others no matter how many outward forms are observed, such as grace at meal times, vesper services, and the like. This inner grace that runs like a golden thread through the daily life of some camps is not at all dependent on any type of outward observance; it shines forth because it is there and cannot be hidden. Like the wind, it cannot be seen but it can be felt. Like the sunshine, it cannot be held but the entire camp feels its warmth.⁴

Cortell has a significant comment on the reactions of the various religious groups in camp to inspirational and vespers programs.

The word "nonsectarian" is commonly used in camps which accept children of varying religious faiths. Intersectarian is a truer description and faces more honestly the situation with which such a camp is confronted—The spiritual development of their campers is unquestionably a concern of most camp leaders. Many programs and activities are designed to stimulate spiritual appreciation

* Catherine T. Hammett and Virginia Musselman, *The Camp Program Book* (New York: Association Press, 1951), p. 309.

and growth. The beauty and mystery of the outdoor world create a greater sense of reverence for both God and man, and stir the beholders to contemplation. Harmony and understanding cannot be achieved in camp life where variations in religion are ignored or slighted. The spiritual attitude of a camp can be its strongest protection against inequality, bigotry, and undemocratic actions.⁵

Chapel service, inspirational meetings, and vespers have a definite place in the balanced program. Very frequently, the most logical time for this type of activity is in the hush of twilight. Obviously, in a nonsectarian camp, care must be exercised that these spiritual meetings do not reflect a specific denominational or religious influence. All such services, designed to relate God, the camp, and the campers, should be held outdoors.

To quote Dimock and Hendry:

Chapel has a notable function to perform. It is the formal center within the camp where the highest aspirations and the deepest needs of the group find common expression, where life's meaning and values are reconstructed and refined, where specific problems of conduct are deliberately faced with reference to social consequences, and where the attempt is made to sensitize the individual to the claims of the spiritual ideal and the modern task of religion.⁶

Indoor Activities. Whenever possible, evening programs, like all other camp programs, should be conducted outdoors. There will be times when expediency dictates the wisdom of moving the after supper period indoors. This move will not disturb the well-trained program director or counselor. Many of the evening activities that are usually conducted outdoors can be moved inside with little difficulty. Experience has proven that the occasional variation from an outdoor council ring to a similar indoor ceremony heightens the interest in the total program.

As certain activities of the day's program lend themselves to

5 M. L. Cortell, *Camping With Purpose* (New York: Woman's Press, 1950), p. 159-
6 Dimock and Hendry, *Ibid.*, p. 137.

the indoor environment, so, too, do certain activities in the evening. Handicraft, for example, is best undertaken in a sheltered nook. Campcrafts and even fire building can be moved indoors with certain modifications. Major projects, such as boat building, tepee repair, totem carving, and basket weaving, are accomplished as well indoors as outdoors. Many games lend themselves readily to use indoors; mental games, in particular, are easily conducted inside.

When indoor activities are scheduled in the evening, the planners should bear in mind that variation in grouping is desirable. Just as the four groups work and play together during the day, so, too, can the camp be organized for indoor evening activity. The grouping referred to is (1) the cabin or tent group, (2) the unit group, (3) the interest or activity group, and (4) the entire camp group.

Campfire Programs. The campfire is friendly yet mysterious, dangerous yet indispensable. The campfire has been termed, rather fittingly, the heart of camp activities. We are indebted to Frank Cheley for this vivid poetic description:

Mystery lurks in the trees and sky,
Wild is the sound of the night beast's cry.
Fearsome the heart of the wilderness!
Then—in the darkness, a flash of light
Grows into a camp fire, cheery and bright-
Home in the heart of the wilderness! ⁷

The campfire itself is the hub around which many evening programs revolve. The laying and lighting of the fire and the approach to the fire are as important as other elements of the program. While other portions of the program may be directed by a counselor, the ritual of building, lighting, and tending the fire should be a camper responsibility. It is assumed that in other parts of the camp's daily program proper instruction is available in the fine art of fire building. Knowledge of the

⁷ Frank H. Cheley, *The Boys' Book of Camp Fires* (Boston: W. A. Wilde Co., 1925), p. 14.

various kinds of wood, techniques of laying different types of fires, and methods of igniting are camp skills of the first order. But at the campfire ceremony these basic principles take a back seat in favor of the group entertainment scheduled.

While the word "entertainment" is sometimes inappropriate for the activities of a formal campfire, it does convey the general idea that an enjoyable interlude is at hand. And certainly the campfire program, like all other phases of activity in camp, must provide fun and enjoyment for the campers. Program planners should be wary of frequently instigating too heavy a program or of making it always frivolous—a happy medium can and should be obtained. Uppermost in the minds of the planners should be the knowledge that the campers may react emotionally to the presentation, that they are in a most receptive mood around a campfire. Care must be taken, therefore, to offer only the finest type of program.

There are four types of activities that lend themselves to the evening campfire setting. The first includes *stunts and games*, such as the shoe race, a barnyard convention, gathering in the nuts, bird calls, water boiling contests, and friction fire races. The second includes *songs and music*, of which there are many fine selections from which to choose. The third includes *cereemonials and dramatics*, such as recognition of merit, invocation of the Great Spirit, and pageants of many types. The fourth, *campfire handicraft*, consists of making articles closely associated with the natural environment, such as hardwood spoons, basswood whistles, orangewood bows, fuzz sticks, and napkin rings. Use of any one or a combination of these types of activities helps ensure a successful campfire program.

Suggested Problems

1. Discuss the reasons why evening programs make such a significant impression on campers.
2. What are some of the safeguards to be taken when planning these twilight activities?

3. Indicate the factors that cause evening programs to differ markedly from daytime pursuits.
4. Why are sedentary activities more characteristic of evening than daytime programs?
5. Enumerate ways in which these later activities supplement the earlier ones.
6. Discuss the role of the director and staff in evening and nocturnal activities.
7. List ways and means by which an unplanned or spontaneous program may be indirectly encouraged.
8. What are some evening trips and excursions that might be taken in and around camp?
9. Select one of the following assignments and complete it: (1) Draw a sky map. (2) Draw constellation charts. (3) Draw a model of the solar system.
10. Formulate several basic regulations that might be observed in conducting games in the evening.
11. How does singing and storytelling in the twilight hours differ from those activities in the daylight hours?
12. Explain how and why the campfire lends itself to games, ceremonies, dramatics, singing, vespers, and other evening program activities.
13. What are the primary differences between the cabin or unit campfires and the campfire planned for the entire camp?
14. List five of the ten program principles applying to evening activities in camp.
15. Discuss certain desirable methods of "tapering off" the activities of the day (and evening) in order to send the campers to bed in a quiet, relaxed and happy mood.
16. What are some of the factors that determine when the campers should retire?
17. List several of the interesting things in nature that defy observation during the day, but that may be encountered on a night excursion in and around camp.
18. List several types of vespers or inspirational activities suitable for the evening program.

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Thirteen

Miscellaneous Activities

Some difficulty presents itself in fitting the innumerable camp activities into specific program divisions. For purposes of observation and analysis, eight major program activities or "divisions" are being used in this presentation: naturelore, campcraft, tripping, music-drama-dance, crafts, sports, and aquatics have been covered in previous chapters. The eighth activity category or division is proposed in this chapter.

Miscellaneous activities is the covering term for events not listed in the divisions previously presented. Actually, the title might be improved, since activities of considerable importance to the balanced program of the modern camp fall under its heading. Such program facets as special days, horseback riding, archery, and riflery might be considered program divisions in themselves; or they could be listed with one of the seven standard program divisions of the earlier chapters. Since there is no single approved method of cataloguing every activity in camp, this eighth division serves as a catch-all for several activities.

Special Days. Special occasions that fall within the summer calendar are focal points around which the camps may build effective programs. There are certain basic factors useful in realizing the maximum values of these special days:

- i. *Build upon rich content.* Use the wealth of resources in literature. Program ideas will spring from the traditional patterns of

observance, from historical data, from legends, stories, poetry, and music related to each special celebration.

2. *Observe the spirit of the occasion.* The basic concepts have emotional as well as intellectual appeal, and programs should give children an inspirational experience.

3. *Relate the traditional background to its present day meaning.* The lessons that historic events instill have their counterpart in the world today.

4. *Allow as much camper creativity as possible.* Programs which are built out of thoughtful discussion and understanding by the campers have far greater value than anything imposed by the staff.

5. *Allow for variety in form of participation.* Crafts and group projects may be included as well as discussion.

6. *Consider the level of interest for the entire age group.* Camp wide activities which take in an age span of approximately 7 or 8 years should attempt to find a level of appeal to all.¹

Special days, long a desirable part of traditional playground activities, have been transposed to the camp scene and are proving even more valuable in the natural setting than on the city playfield. There are many definitions of special days. Actually, they consist of a major time allocation, usually a full day, set aside for events differing from the regular program. Special or unusual activities requiring only a half day might also come under this heading.

This type of variation in the regular program, especially in a long-term camp or a tightly scheduled short-term camp, provides a novel method of changing the tempo of activities. In general, the entire camp population participates, including the staff. In some instances the special activity may be limited to one unit or even a single cabin group. Some special days are planned on an intercamp basis, including two or more camps.

Occasionally camps include commercial entertainment in this category, but the best "days" and special activities are those

¹ Jewish Welfare Board, "With an Eye on the Calendar," *Jewish Center Program Aids*, Vol. i, No. 3, May, 1947.

planned and produced by the campers and staff themselves. Several of the better type of commercial events follow:

Arts and crafts demonstration	Magician
Astronomy demonstration	Modern dance
Bird walks	Movies
Indian demonstration	Radio and television
Little theatre	Storyteller

There are innumerable types of special days sponsored by the staff and campers. In most cases the name of the activity identifies it as one familiar to camp and recreation leaders. Among the better known activities in this group are:

Auction day	Mock trial
Baby day	Nature day
Backwards day	Night into day
Campers' own	Old timers day
Carnival or circus day	Olympics (inter- or intra-camp)
Counselors' day	Pioneer day
Father and son day	Recognition day
Field day	Robin Hood day
Gold rush day	Rodeo day
International day	Test day (advancement)
Military day	Upside down day

Paramount among the principles of promoting successful special days in camp are: (i) permitting and encouraging maximum camper participation in planning and preparation, (2) stimulating and enlivening interest and enthusiasm in advance, and (3) involving campers and staff alike in the operation of the day. Secondary considerations deal with such matters as: (i) using such costumes and props as are immediately available, (2) relating the event to the camp and natural environs, (3) steering the event along educationally constructive lines, and yet (4) attaining maximum enjoyment for the largest number.

Special Events. Special events, like special days, vary and enliven the usual day-to-day program. Unlike special days, special events are of brief duration, seldom taking more than a few hours.

In some cases these events are closely related to and integrated with a particular facet of the regular program. An example of this is the close connection between a hare and hounds chase and the athletic or woodland games program. These special events easily arise from ordinary program divisions or activities. The relationship between crew races and other aspects of the small craft aquatic program is an illustration of this.

The following list represents a compilation of several activities in this area:

Archery Contest	Moonlight Carnival
Athletic Meet	Nature Exhibit
Barbecue	Operetta
Berry Pick	Pageants
Campcraft Exhibit	Pet Show
Crew Races	Photography Exhibit
Exploration	Puppet Show
Fishing Tournament	Relay Obstacle Races
Fourth of July Fireworks	Service Projects
Hare and Hounds	Special Hikes
Hobby Show	Square Dance
Horse Show	Star Gazing
Kite Flying Contest	Steer Roping Contest
Log Rolling Contest	Stilt Contest
Mass Games	Treasure Hunt
Midnight Music	Turtle Race
Minstrel Show	

Rainy Weather Programs. The administration and program of the better camp is planned for smooth functioning with but slight modifications for rainy weather. Summer rains in camp can provide many opportunities for enriching experiences. Properly equipped with rubbers and rain coats or ponchos, campers can enjoy many activities conducted out in the rain while they are dry and comfortable. An occasional change in activities, shifting them *under cover* rather than indoors, is desirable. With slight adaptation camps may continue, under shelters, with such activities as dramatic rehearsals, craft work, dance programs,

trip planning, or preparation for special events. In addition to the usual program, many new projects may result from imaginative planning. Purposeful programs may emerge from the introduction of new legends, folklore, and nature interest.

Rainy days encourage some special events which are best conducted under cover. Among the particular activities receiving emphasis on rainy days in camp are the following:

1. The camp log book, saved for a rainy day, can keep a group enthusiastically at work, cutting, pasting, drawing illustrations, and writing up their experiences.

2. A treasure chest of "attic odds and ends," in which campers may rummage, can produce a wealth of ideas. Costumes, favors, games, novelties, curios, queer hats, paper samples, and similar items can lead to novel activity.

3. Art games may be played with a live interest. A large beaver-board standard, on which are tacked sheets of paper, may be used by the children to draw pictures called to mind by music.

4. Indoor Olympics are easily arranged if large indoor space is available. Such an event will involve all age groups in fair competition if each team is composed of several members of each camp group.

5. Progressive games programs, in which teams rotate from one game to the next and record a group score, are successful indoors as well as on the field.

6. Musical Quiz programs, in which the campers try to identify phrases of music played on the piano or recorder, are great fun.²

Campers exhibit various reactions to thunder and lightning and sometimes to heavy rain and winds. It is not unusual that climatic phenomena produce fear and restlessness. Then too, varying behavior ranging from apathy to aggressiveness may be manifest as a result of confinement indoors or from marked changes in the normal camp routine. Homesickness, symptomatic illness, crying, physical quarrels and other destructive behavior patterns occur. The staff should be watchful for these

² Jewish Welfare Board, "Rainy Weather Wise," Jewish Center Program Aids, Vol. i, No. 3, May, 1947.

signs and skilled in rendering these youngsters the needed additional attention. Maintaining a calm, friendly disposition frequently allays fears and restores campers' feelings of security.

The Camp Newspaper. Work on the newspaper or bulletin is high on the interest inventory of boys and girls in camp. Some camps print elaborate six- and eight-page editions regularly through the summer; a few camps continue publishing intermittently during the off season. In the latter case publication is handled by the camp director.

Like many other activities in camp, the newspaper that achieves greatest popularity and provides the most pleasure for its staff and readers is the publication that uses the largest number of children and permits them editorial freedom with proper guidance. The method of publication and reproduction is relatively unimportant; the spirit of the editors and reception by the campers is vital.

The implications for education presented by and through work on the camp newspaper are tremendous. Here is no ordinary school or club publication; here is a community undertaking, reflecting the interests and aspirations of everybody in the camp community. With capable leadership and stimulation, work on the camp paper can provide one of the most valuable experiences in a camper's career.

Horseback Riding. Approximately 30 per cent of the camps of the nation offer horseback riding in their programs. This activity is evidently more popular with girls than boys; slightly more girls' than boys' camps have riding. Not all camps own or board their horses; many take their riders to adjacent stables for this desirable activity.

Riding programs are expanding in many agency camps. Due to program emphases and terrain features, more riding is done in the western and Rocky Mountain states than in the East and South. In some camps, riding is the core—the essential element—of the total program; this is especially true of ranch camps and trail-riding groups. The emphasis in riding programs differs. The eastern camps feature ring riding, jumping, and showing,

while the western camps favor trail riding, exploring, and rodeo events.

There are many reasons why horseback riding forms a highly desirable adjunct to the camp program. First, comparatively few children ride during the year in the city. Second, riding is excellent exercise and a healthy pursuit. Third, children gain a strong satisfaction from exerting the courage and skill needed to achieve mastery over so large an animal as the horse. Fourth, poise and assurance are natural outcomes of learning to ride at an early age.

Farming. During World War II farming returned to camp as an enjoyable and patriotic program facet. There was pressure from all sides to make the camping experience as practical as possible during those trying times, and farming was judged a very practical activity. At the conclusion of hostilities, directors found that interest in farming continued. Many camps still raise fruit and vegetables that can be served to their farmer-campers.

The 4-H camps feature elements of farming in a priority position in their programs. All aspects of rural living are brought into the camp picture, including animal husbandry, conservation, home economics, and problems of ecology. Here again is an area in which the camp can impart direct experiences, and the consequent gain in knowledge is unequaled in the finest schools of the nation.

Conservation. There are at least three major reasons for promoting conservation in camp:

- (1) To acquaint city children with the kinds and values of wildlife and plant life found about their houses and towns.

- (2) To illustrate the ecological principles underlying conservation.

- (3) To encourage participation in conservation activities for the direct preservation of natural resources.

In most camps conservation is presented to the campers by indirection or oblique reference. It is easily integrated into such program divisions as naturelore, campcraft, arts and crafts,

and sports. However, the most effective method of instructing the staff appears to be by teaching the subject directly. Hammett and Musselman offer such a direct approach in their "Dos and Don'ts of Conservation":

Dos:

1. Do learn about things—the life cycles of birds, flowers, trees, insects, and fish; what they live on; how they are used. Discover that all life is interdependent.

2. Do plant trees, shrubs, and vines to prevent soil erosion.

3. Do stress fire prevention by means of fire drills, talks by forest rangers, films, and other instructive media.

4. Do learn the proper use of such tools as axe, knife, and hatchet.

5. Do learn how to handle wild animals, reptiles, and insects so as not to injure them.

6. Do visit dams, fish hatcheries, nature museums, experimental stations, tree nurseries, game preserves, look-out stations and the local Weather Bureau.

7. Do get films such as *The River*, *Junior Raindrop*, and others on firefighting, wildlife, wildflowers, and conservation.

8. Do call in experts to talk and demonstrate—forest rangers, naturalists, fire wardens, and the like.

9. Do learn about soil and water—why they are so important and what each person can do to save them.

10. Do visit a burned-over area and see what fire can do to years of growth. Is burning a field to get rid of weeds a good idea? Is burning leaves in your front yard a good idea?

11. Do help in campaigns against the tent caterpillar, Dutch elm disease, oak wilt, Japanese beetle, and other menaces to plant life.

12. Do take good care of your possessions. All wood comes from trees, all food from soil and water, all minerals from mines.

13. Do learn to observe the Conservation Pledge.

Don'ts:

1. Don't kill for the sake of killing. Worms, bugs, caterpillars, bees, wasps, and all the rest have a place in nature's plan. Find out what that place is.

2. Don't pick flowers that are on the state's protection list or

that are rare. Learn to enjoy looking at flowers rather than holding them.

3. Don't let fire get out of bounds, or where there are overhanging branches that might get burned.

4. Don't cut green sticks unless they are suckers or should be thinned out by pruning.

5. Don't cut initials on things, either trees or furniture.

6. Don't drive nails in trees. Learn to tie or lash.

7. Don't collect toads, frogs, snakes, or fish, except for immediate observation. Even then, learn how to take care of them.

8. Don't clear sites too well, whether cabin, tent, outdoor chapel, Council ring, or beach. Think about erosion.

9. Don't spray indiscriminately (sic) with DDT. Find out why.

10. Don't pick berries or fruit carelessly, uprooting the plant or breaking the branches; don't forget to leave some for birds and small animals—they like to eat too.³

Many camps are doing a splendid job in conserving the forest and wildlife resources of the nation. For example, campers are given first-hand instruction in methods of, and purposes for, preventing forest fires. The sheet of instructions reproduced on the next page is an example of the type of teaching given. In addition, the American Camping Association, through its more than 5000 members, promotes continued cooperation between the camps of the nation and the various conservation agencies and associations interested in this problem.

Conservation of natural resources has played an important role in organized camping for the last half century. The basic principles of conservation cut across many of the major program areas, such as naturelore, farming, meteorology, orienteering, hunting, fishing, geology, and exploring. Experience has proven that cooperation between agencies interested in camping and outdoor education can produce extremely valuable camp program activities. Notable progress has been made in Michigan by the joint efforts of the local school boards, state

³ Catherine T. Hammett and Virginia Musselman, *The Camp Program Book* (New York: Association Press, 1951), p. 106.

FOREST FIRE PREVENTION

REMEMBER . . . ONLY YOU CAN PREVENT FOREST FIRES

YOU can PREVENT forest fires. No matter how old or how young YOU are, you can help. Your camping pleasure depends on the protection of the woods and the wildlife. Your interest in camping leads you into close contact with woods and forests.

YOU CAN PREVENT FOREST FIRES

Much enjoyment comes from the proper use of a fire. You need a fire for cooking and sometimes for warmth. The thrill of the campfire that furnishes light and a lift to your spirit is an experience we all enjoy. Surely all of us who use a fire in or near the woods for whatever purpose must realize the responsibility of careful and skillful attention.... PREVENT A DISASTER.

The three main causes of disastrous fires are men, women, and children. Only 10% of our forest fires are due to natural causes such as lightning and spontaneous combustion... 90% are caused by YOU or someone like you.

CARELESSNESS OR IGNORANCE

As a camper you have a big job to do—to help others understand the useless waste caused every year by fire through CARELESSNESS or IGNORANCE. Here is a check list... learn to do all of these things yourself, then insist that your comrades do the same and add to the list as you learn other ways to prevent forest fires:

1. Never leave your campfire before it is DEADOUT. Any spark is dangerous in the woods. DROWN YOUR CAMPFIRE. Make sure the last spark is deadout by feeling the embers with your bare hand.
2. Crush out your smoke ... never throw burning material from a vehicle.
3. Break your match in two ... feel the burnt end before throwing it away... always make sure your match is DEADOUT.
4. Get a fire permit for burning brush or debris. Have plenty of help, tools, and water handy.
NEVER burn slash, grass, leaves, or brush in unusually dry, hot or windy weather.

REMEMBER ... ONLY YOU CAN PREVENT FOREST FIRES!

department of education, state department of conservation, and the W. K. Kellogg Foundation. The American Camping Association recently sponsored a national workshop to investigate and interpret the relationships of the camps of America to the conservation of human and natural resources.

The camps of the nation have performed splendidly in conserving, developing and educating the children and youth of America—our *human* resources. Camps should assume a moral responsibility for teaching the need for and techniques of preserving our great natural areas and resources. Because the United States is blessed with an unusual quantity and quality of natural resources, this nation emerged as the wealthiest country on earth. If, through a lack of intelligent conservation, these resources are depleted, it is conceivable that this nation might some day fall into the category of the "have-not" nations. Traditionally the United States has not been spendthrift with its resources, but has been a shrewd investor. The Civilian Conservation Corps contributed significantly to this investment. The young people of the nation should acquaint themselves with this heritage; the schools and camps should help spread this acquaintanceship. As Boyd Bode points out:

This is a sizable undertaking, but nothing less will do. Camps are in a better position, in various respects, to bring to fruition the tradition which was born on the frontier and which has made the name of America synonymous with liberty and opportunity all over the world. The meaning of this tradition is the answer to the confusion which prevails at present in our educational system and everywhere else. The role of camping in American education can be made as significant as you choose to make it.⁴

Archery. There are many excellent volumes describing and interpreting this fascinating and challenging activity. So much interest is shown in archery in America that it might well be considered a separate program division. It is classed here as a

⁴ Boyd Bode, "The Role of Camping in a Living Democracy," *Camping Magazine*, Vol. 14, No. 2, February, 1942.

miscellaneous activity because of its nature, appeal, and unique program values. By its nature, it does not lend itself to subdivision. By its appeal, it engenders the unqualified interest and support of a certain group and yet does not attract the entire population of the camp. By its program values, it contributes to the overall aims of the program (for health, strength, skill, poise, etc.) as much, or even more, than other specialized activities. But, in the final analysis, it is still an individual activity, rather than a group of related activities, and consequently is not considered a program division.

Since the earliest days of recorded history, the bow and arrow has been associated with outdoor activities of all types. Great battles, major sports, and sinister intrigues have centered around archery. This romantic activity is practiced in the majority of camps. Target shooting, field shooting, and archery golf are now as commonplace in the camp program as ping-pong, pool, and billiards in the city. Of all activities in the program of the modern camp, none claims a more indigenous role or closer connection to the outdoor scene than archery.

Riflery. The thrill of the hunt, battle, adventure, and unusual power help make target shooting with the .22 caliber rifle a popular camp activity. Although not every camp features a rifle range, the interest in this activity is growing. Its popularity in boys' camps is expected; it is interesting to note its rapid expansion in girls' camps.

With strict observance of the necessary safety rules, riflery is no more dangerous than any other camp activity. Like the bow and arrow, a gun in the hands of a well-supervised camper is an instrument of skill; in the hands of a careless novice it is a dangerous weapon. In addition to good supervision and instruction, the construction of proper ranges, with targets on pulleys, removes any vestiges of danger.

The training in poise, timing, self-confidence, and objective concentration is of great value to all youth. Apart from its manifold utilitarian values, target shooting provides a most entertaining and enjoyable outdoor activity. Through its ver-

satility it presents almost unlimited opportunity for variation in method of shooting, in position, in distance, and in single, team, or camp competition.



Camp Greenkill, Paul Parker Photo.

Modern campers relive the days of the pioneers and Indians and learn to be straight shooters under the watchful eye of an expert.

Photography. It has been said, "there's nothing new under the sun," and nothing new in the program of the resident camp. The pessimists claim that the basic activities are always the same and the new "frills" are merely modifications. Were this true, camping would lose much of its fascination and challenge. Photography is one of the relatively new adjuncts to the camping program. Its overwhelming increase in popularity is very new. Although originally considered out of harmony with the fundamental tenets of camping because of its use of instruments and dark-rooms, photography, in capturing the wonders of nature, has captured the interest of a large segment of the camping population of the nation.

To deny a camper the opportunity of taking pictures in the great outdoors is as meaningless as encouraging him to spend all his time in the dark-room. There should be a middle course that will (i) encourage campers to take pictures preserving the wonderful memories of their camp experience, and (2) enable printing, developing, and enlarging by the camper in his free time.

Campers classified as "shutter-bugs," and even those only passively interested in photography, like to "show" their *pic-*



Frank Gehr Photo, Harpursville, N. Y. Courtesy CAMPING MAGAZINE.

The wonders of nature and the thrills of camp life are caught for winter reminiscences through the popular pursuit of photography.

tures. Photographic exhibits and picture contests are a natural outgrowth of this interest. Such exhibits and contests can be divided into several categories, permitting maximum participation and allowing opportunity for more recognition to the photographers. Classification by program division is feasible: (i) naturelore, (2) campcraft, (3) tripping, (4) music, (5) crafts,

(6) aquatics, (7) sports, (8) the miscellaneous activities. Another method of classification is: (1) action, (2) still life, (3) human interest, (4) landscapes, (5) animals, (6) candid shots.

Other Activities. There are other miscellaneous activities that might be considered herein. Such mental games as quiz contests, guessing games, and memory contests have a definite place in the camp program. Creative writing, discussions and debates, special interest clubs, and ceremonials could be classified herein. Actually however, all of these "other activities" are taken up, directly or indirectly, in other parts of the book.

Suggested Problems

1. List six important activities catalogued as miscellaneous program activities.
2. Define the meaning and explain the purpose of special days. What is their significance in camp?
3. Review four of the six suggested factors for development of special days and events.
4. List fifteen of the special events used in camp.
5. Discuss the reasons why camps should continue their usual programs in spite of poor weather.
6. Describe four activities receiving favorable reception as under-cover or rainy day activities.
7. What are some of the factors that make the camp newspaper such a valuable activity?
8. Why is riding adjudged important to the proper balance of the program of the modern camp?
9. Explain why conservation of natural resources is imperative.
10. What can camps do to effect more and better conservation?
11. List five conservation activities that lend themselves to programming in camp.
12. What are the objectives, purposes, and place in the camp program of the following activities: (1) Archery, (2) Riflery, and (3) Photography?
13. Name six of the eight major activities or divisions of camp program. Identify each.

14. What steps should the staff take to eliminate, or at least reduce, fear and homesickness during heavy thunderstorms?
15. How can the principles of ecology be presented at the level of the campers? Give several examples.
16. Discuss both sides of the proposition: "Camps should operate a farm as a program adjunct."

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Fourteen

Year-Round Camping

There is reason to believe that at some future date a twelve-month program of education will be available in the public schools of the nation. If and when this occurs, the traditional two-months summer vacation will be shortened considerably. A school year of eleven or twelve months would necessitate more single-week vacations than exist at present. Camp sessions would then be varied to suit these vacations, or incorporated as an integral portion of the school program. It is doubtful that school or agency camping will ever completely replace private camping. For this reason then, a combination of the above possibilities might be anticipated.

Camp directors, aware of the trends in this direction, are already investigating ways and means of converting their summer camps into facilities suitable for year-round camping. Many camps adjacent to large urban centers have leased, rented, or loaned their facilities (those already winterized) to school boards. The expansion of school camping, with its program centering on fall, winter, and spring camping, makes this a desirable undertaking.

The exceptional growth of interest and participation in winter sports is another factor that has given a boost to camping around the calendar.

A Brief History. At the birth of the organized camping movement in America, it was felt that the proper time for simple living outdoors was July and August. The majority of the early camps utilized tents as living and sleeping quarters. The waking hours were spent with only the sky as a ceiling. Obviously, this highly desirable, primitive type of camping did not lend itself to cold weather operations. The concept of camping only in the summer season is a logical outgrowth of recreational activity being conducted indoors during the cold seasons and outdoors during the warm and hot seasons. It was not until the turn of the century that leaders in the camping movement began to realize that outdoor camping activity could be carried on beneficially even during cold and inclement weather.

Year-round camping is replete with possibilities for significant contributions to the growth, development, and enjoyment of youngsters. There is much to be gained by providing new and unique activities; activities that develop greater resourcefulness, increased skills, and cooperative understandings of the best type. Although the summer programs present certain aspects of living the *rough and ready* existence, those programs conducted with the added challenge of lowered temperature, falling snow, and whistling winds provide the epitome of rugged camping.

Present Status. Camping can be carried on in most parts of the country throughout twelve months of the year. In the more northerly sections of the nation there is greater difference between the summer and winter programs than in the southerly sections. It is quite true that camping in the fall, winter, and spring has not been carried on as extensively as in summer months. One of the major reasons is that children are in school from September to June, except for weekends and holidays. Then too, in many places facilities for cold weather camping do not exist; however, they could be developed with little effort. The joys and values of year-round camping have not been interpreted to educators, recreation workers, parents, and

children; even old campers are unaware of the potentialities of fall, winter, and spring camping. There are, of course, a myriad of minor reasons why camping is not more widespread during the rugged seasons. In any case, the time is at hand to explore the arguments raised regarding camping during all twelve months of the year.

It is unwise to neglect an activity of proven value merely because of a limitation of time or weather. Even though children cannot attend camp for long periods during the "off season," they should, nevertheless, have the opportunity to participate when school is not in session, during such times as weekends, holidays, and vacation periods. Then too, elaborate facilities for camping under cold weather conditions are unnecessary. Simple modifications to cabins are usually sufficient to ensure their effective use throughout the year. It is the purpose of this chapter to assist in interpreting the practicability, values, and real down-to-earth enjoyment of camping in the fall, winter, and spring.

No apology is made for the fact that this chapter makes few references to supporting data. Unfortunately little has been written in this area of camping, and no scientific experiments are reported by the Studies and Research Committee of the American Camping Association. It is lamentable that some of the excellent programs in this area, both past and present, were not widely publicized. If this chapter were to wait for such formal corroboration, it might never be published. Sufficient data, however, are available to substantiate conclusions drawn and thus protect the presentation from the stigma of armchair theory.

How Does the Program Differ? The camping program of the fall, winter, and spring differs considerably from that carried on in the summertime. In fact, there are different program variations even between the three "off seasons" themselves. Summer camping, at its best, emphasizes complete living in the out-of-doors. Camping in the spring and fall implies more use

of shelters. Winter camping, then, means that frequent use of warm shelters is anticipated, although the outdoor environment is still used to the maximum.

In addition to the variation of *time indoors* as against *time outdoors*, a change in diet should accompany a change in temperature. As the mercury drops, fats and sugars are increased. The simplicity of the camp fare need not be changed; only a difference in the types of food occurs.

As food and shelter take on different aspects in different seasons, so, too, the length of the working and playing day is altered. With the shortening of the day as winter approaches, the activity hours shrink and the hours of sleep and rest expand. As in the case of the change in type of diet, there is a sound physiological reason for decreasing activity and increasing rest: cold weather requires a considerable expenditure of energy beyond that required for similar activities in warmer climates. Then, too, the decrease in daylight tends to curtail outdoor activities dependent upon visibility.

Due to these limiting factors, year-round camping demands a more individualized approach. The importance of the camper as the focal point of all program planning is never clearer than in this type of environment. One of the major suggestions made by the recent White House Conference on Children and Youth has long been a basic tenet of program planning for year-round camping: "The center of attention of play and recreation activities must not be on the activity itself but on the needs, likes, and cultural conditioning of the child." ¹

Obviously, climatic conditions exert an important influence on the program. At the lake, swimming gives way to skating; in the hills, hikers become skiers; in the woods, bird watchers become animal trackers—these are the signs of the changing seasons. In the southern states these changes are negligible or, at least, less acute. The farther north, the greater the change.

The common threads of camping continue despite program

¹ Mid-century White House Conference on Children and Youth, "Work Group No. 14, Use of Leisure Time," *Findings of Work Groups*, December, 1950, p. 11.

variation. The general administration and organization of the camp, as far as program is concerned, remain much the same. The old standbys of camping are ever present: the indoor or outdoor camp fires, the friendly cooperative work-play relationships, the desire for primitive living, the erection of challenging goals and aims for the camp experience, and the need for developmental activity contributory to training and growth. In terms of the total program, there are still more similarities than differences in the various seasonal programs.

Program Integration. It is important, for the smooth continuity of the year-round program, that the activities of the various seasons blend in harmonious fashion. The relationships developed during the summer must be perpetuated through proper program integration in the fall, winter, spring, and back to the summer program. One should not forget that certain activities are as feasible and desirable in the dead of winter as in the heart of summer; sound educational techniques call for carrying over some activities.

In agency and church camps, integration of the year-round camp program with the year-round "in town" program is vitally important. In many cases the camping experience is the culmination and climax of activities conducted indoors (or, at least, in town) for extended periods. If the rewarding visits to camp are extended throughout the year, possibly through weekends and vacation weeks, the program of the youth-serving agency or church is enriched proportionately.

Closest integration of program occurs in school camping. When the classroom of pupils moves to the camp, the classroom teacher usually goes with them. Many of the activities encountered in camp are related on the spot to the school activities. Although the better school camps do not transport textbooks and rigid lesson plans from the school to the camp, nevertheless, there is a direct and desirable correlation between what is learned at camp and what is learned in school. Pre-camp orientation sessions and post-camp evaluation periods help cement the bond of integration.

Economic Aspects. It is important from the program standpoint that the economic aspects of camping round the calendar be considered. The program activities conducted during the fall, winter, and spring are approximately as expensive as the summer activities. However, the return on the investment in winter sports, if not winter camping, usually far exceeds income to summer camp directors. Camping year round is, of course, a relatively new venture. Through its association with winter sports, winter camping seems more popular than fall or spring camping. It should be remembered that much more than mere winter sports can take place in the outdoors. Spring and fall camping can and should be as thrilling as winter camping.

From the standpoint of economy, maximum use of facilities is encouraged. The distance of the camp from the homes of the campers will determine, in large measure, whether the short-term camping of fall, winter, and spring is practical. Many excellent private camps are located hundreds of miles from their constituents. Travel time of more than 30 per cent of the vacation or holiday period seems impractical. In other words, if a one-week camping experience is planned, the expenditure of time and money for more than one-day travel each way would be impractical.

Accessibility to rail transportation is important. Camps in wilderness areas at considerable distance from the nearest railroad are at a disadvantage for winter, if not for fall and spring camping. Unless roads and trails are used frequently and kept open, camps more than a few miles from the station are inaccessible. This reasoning, of course, refers to camps in the snow belt.

The camp site should include natural facilities, skating pond, and ski slope, as well as winterized buildings and equipment.

If a camp located fairly close to the homes of the campers has natural facilities for year-round camping and is accessible by train, the wise director will seriously consider the possibilities of extending his camping season. In a private camp such extension, if only for vacation weeks and an occasional weekend,

means greater return on the investment. For the agency, public, or church camp it means maximum use of the facilities and the consequent stretching of tax or contributed funds received.

Educational Implications. Fall, winter, and spring in the outdoors are as full of natural phenomena as summer. The opportunity to study the seasons at first hand cannot be matched in any school laboratory, lecture session, or reference book. The greatest changes in nature *occur* during these three seasons. To see, hear, and literally feel these changes is one of the finest educational experiences of a lifetime.

Speaking on this point, Kilpatrick says, "The camp can thus help spread a more adequate ideal of education. They (teachers, leaders) must work in season and out that the young committed to them shall live, live well, live nobly, finely ... that they live in their hearts the kind of traits worthy to be fixed in habit and character. This is the role of camping in education today."²

All people need change in environment and routine, in the fall, winter, and spring as well as in the summer. This need is psychological, as well as physical. All boys and girls need the lift that the change from home and school to the outdoors gives them. Until school camping is a requirement of every class in every school, educators and other youth leaders should encourage weekend and vacation week camping.

Gibson, one of the elder statesmen of the American Camping Association, in discussing the educational implications of camping, says, "Camping has become a recognized necessity in the all-round education of boys and girls. Nature has many lessons which books and schoolrooms cannot teach."³

In examining the educational implications of camping, at the national convention of the American Camping Association in 1952, the late Dr. Lee M. Thurston, United States Commissioner of Education, said:

2 W. H. Kilpatrick, "The Role of Camping in Education," *Camping Magazine*, Vol. 14, No. 2, February, 1942.

3 H. W. Gibson, *Camp Management* (New York: Greenberg, Publisher, Inc., 1939) P- 5-

One occasionally hears it said that the schools should bear down more heavily on the three R's as in the frontier days. Actually, the three R's are much better taught today than ever before. But there is one of the early fundamentals that has been too much neglected. It is the study of nature in nature's setting. This is what we mean by outdoor education.

We have become a city people, estranged from the elements and the constant association with nature which was so important a part of pioneer life and pioneer education. The man of means sends his children to a summer camp, and at the end they return bronzed, enlarged, and re-educated. In our larger cities there are, however, many equally fine boys and girls who, for want of money, are denied this educational opportunity.

In the outdoors, there is to be found education for the body, education for the mind, and education for the heart. The spirituality of education in the out-of-doors must be experienced to be understood.

What is the role of camping in tomorrow's world? It is to play its part, as must all of education, in re-creating a generation of American men and women worthy of this world. If this we do, the world will take care of itself.⁴

Problems of Organizing Year-Round Camping. Every new venture poses problems. Year-round camping is no exception. The major drawback is the time element, for children are in school during the fall, winter, and spring months. Their hopes of getting to camp during those months rest on two possibilities: (1) that they can go to camp over weekends and/or during vacation weeks, and (2) that parents, boards of education, and school superintendents soon recognize the unlimited potentialities in school camping and make this educational experience a part of the school curriculum.

Many private and agency camp directors formerly looked upon school camping as a threat to their professional existence. In the past few years, however, it has been conclusively proven that camping on school time is a great boon to summer camp-

⁴ L. M. Thurston, "1952 AC A Convention Report," *Camping Magazine*, Vol. 24, No. 7, June, 1952, p. 14.

ing. Children, having sharpened their appetites on a one-week outdoor education or school camping experience under school sponsorship, are usually eager to enjoy the richer recreational and longer lasting program of the typical summer camp.

Fay Welch has said the "Ph.D." of camping should go to the winter campers. This implies that certain difficulties exist in winter that are not present in other seasons. Persons planning operation of a year-round camp face such problems as obtaining a desirable site, winterizing facilities, securing adequate transportation, finding or training adequate staff members, developing interest in off-season camping, and embarking on a somewhat uncharted course.

Types of Programs Available. Innumerable indoor activities may be used the year round. These program facets fall into such categories as indoor fireplace programs, dramatics, socials, crafts, and others. Actually the best in camping remains outdoors, even in the cooler seasons.

Outdoor activities vary with the season. In general, the cooler the weather the more strenuous the activity, but the shorter the period of sustained effort. Such activities as aquatics cease with the arrival of really cold weather. Sleep-outs and night hikes are also curtailed.

Winter program facets in the outdoors are grouped under two major headings: sports and campcrafts. Under winter sports are found such activities as skiing, skating, sledding, tobogganing, snow shoeing, ice boating, hockey, and snow fighting. Under campcrafts appear such activities as campfires, shelter construction, cooking, tracking, hunting, fishing, trapping, snow sculpture, and tunneling.

Many ordinary gymnasium and playground games can be adapted to snow and ice. There is a growing desire among leaders in outdoor education, recreation, and camping to seek out new games to supplement the traditional winter sports familiar to children. As mentioned previously, requirements vary with the locale, temperature, staff, site, and objectives. In

general, the following principles apply to outdoor games and sports in winter programs of organized camps:

(1) Keep the activity simple. Teaching fundamentals, rules, special skills, and game strategy is difficult on cold, windy days. Complex contests and highly organized games do not lend themselves to play under rugged environmental and climatic conditions.

(2) Encourage maximum participation, but limit it to moderate action. Everyone should take part; spectators get cold, are uncomfortable, and lose interest. However, large muscle activity of strenuous nature over sustained periods should be avoided in extreme cold.

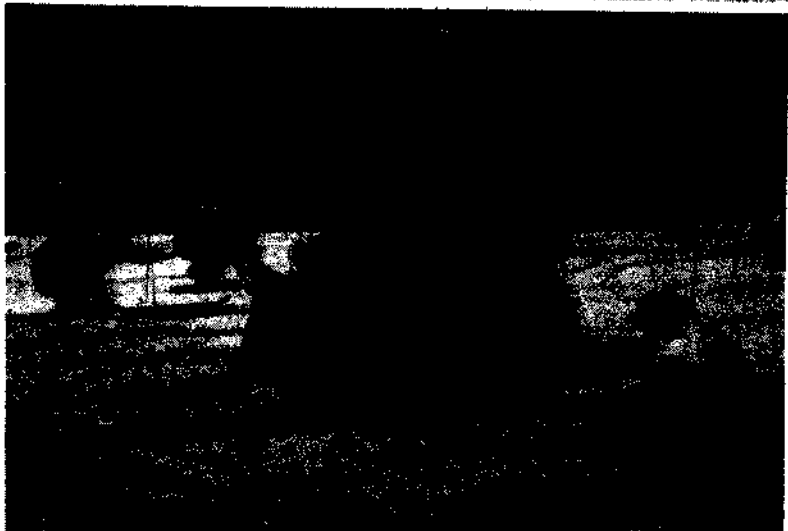
(3) Dual and small group games are preferable to mass games. Close supervision is imperative under adverse climatic conditions; more individual attention and observation can be given to smaller groups.

(4) Games should be of predetermined duration. In short-term winter camping, games and contests should conclude at the end of the play period or at least on the same day. Heavy activity of a protracted type (more than two hours) is discouraged.

There are many excellent games and contests designed for cold weather. Among these are Siberian Man Hunt, Arctic Expedition, Snow Fort, Fox Hunting, and Dash for the Pole.

Spring program possibilities include some of those from each of the other seasons. There are many activities, however, that are best suited to this refreshing time of year. Planting is an interesting activity, and can be used with success in the camp program. Trees and shrubs, as well as flowers and vegetables, should be planted. Nature study in the realm of tree flowering, flower budding, and wildflower identification occurs best in the spring. Bird migration can be studied profitably in both spring and fall.

Fall or autumn is perhaps the most beautiful season in the woods. The overwhelming beauty of the natural environment releases the strains and tensions of urban living. Program activi-



Photos by fray \ elch. Courtesy CAMPING MAGAZINE.

Pitching a winter tent calls for an insulating layer of boughs placed on the snow. Campers work on skis to avoid punching holes in snow before it becomes packed and frozen.

ties unique to this season include harvesting, collecting native craft materials, and carrying out conservation projects. As in the case of spring programs, there is a considerable overlapping of fall activities. Open season on game birds and animals usually occurs in the early fall. While limited programming has been accomplished in this area for organized camping, it is rich in potentialities, especially for older boys.

In recent years both private and youth-serving agency camps have expanded and increased their winter camping activities. A brief resume of a successful winter camp program follows:

The Chicago Boys' Clubs decided it was a shame to let the facilities of a camp lie idle from September until June—Fortunately, a heavy snow came about Christmas time to create the proper atmosphere for a Winter Camp and gave the city boys the experience of enjoying the outdoors in wintry weather.

Tucked in by a knee-deep blanket of snow, fifty-two boys from ten to sixteen years of age, from all parts of Chicago arrived at camp the day after Christmas. They settled down for a five-day stay at Winona Lake, Warsaw, Indiana. For some it was the first opportunity to trade the soot-packed snow of Chicago's streets for the white drifts of the open country.

The accent was on outdoor activities with the boys going indoors to eat, sleep and dry out. The rolling shore of Winona Lake was suited to tobogganning and skiing, and the campers had a chance to try their skill at these sports. For many this was the first opportunity they had had to enjoy these outdoor winter sports and they were enthusiastic. They acquired facility in handling the toboggans and skis rapidly. The surface of the lake was frozen over and the campers were also able to get in some ice skating.

A running spring near the bunkhouse furnished the necessary water. The temperature of the water spouting from the spring-fed fountains on the camp grounds remains constant throughout the year and there was no danger of the water freezing.

The boys divided into groups to share the responsibility of providing camping necessities and tidying up. In this way, such tasks as keeping a supply of wood on hand for the blaze, which was constantly burned in the dormitory fireplace, were taken care of.

Meals were cooked, however, by the regular chef, who was a veteran, having served as chef at summer and winter periods for more than a score of years.

Winter camping has become one of the regular featured activities of the Chicago Boys' Clubs and has grown steadily in popularity. With facilities available, any Boys' Club may find it can take advantage of such facilities practically the year round, thus giving its members increased opportunities to experience camp life.⁵

Why Camp All Year Round? This important question is best answered when approached from three viewpoints. In the suggested answers to this question is found an interpretation of the joys and values previously mentioned. The three levels might include the perspective of the child or camper, the camp owner or director, and the teacher or counselor.

The camper wants to camp all year round because this experience provides an extension of the fun and good times enjoyed during the summer season. He is anxious to see the old gang, to relive some of the group activities of July or August, and to play a favorite role on a new stage. Recalling his interest and enjoyment in this environment in one season, he wants to explore it in another. He wants to tramp familiar trails covered with fallen leaves, blanketed with snow, or transformed with new buds and blossoms. Then too, escape from school and home-work is always desirable, if only for a Saturday and Sunday. From the camper's standpoint, camping at any time is the "life, liberty, and pursuit of happiness" that claims his vote!

The person responsible for the camp should always strive for its maximum usefulness. In the private camp, this person is the owner; in the agency, municipal, or church camp, this person usually is the camp director. The average campsite receives greater use during the summer than at any other time; this will undoubtedly remain true for the next decade. However, there is no valid reason why use should remain limited to summer activity *if* an all-year-round camping program is at all possible.

⁵ From the folder "Camping—Winter Camp," published by the Chicago Boys' Clubs, 1943, p. 3.

The wise camp administrator, whether in the private or agency, church, or municipal camp, will seek to utilize his camp to the maximum at all times. For the private camp owner, such use means increased income. For other camp directors, such use may mean a better investment of available funds. It is not implied that only the factors mentioned above are considered. Many camp leaders of national reputation have gone on record as favoring all possible utilization of existing facilities toward the goal of more and better camping for all American children.

The teacher or counselor has yet another viewpoint from which to pass judgment on the advisability of year-round camping. Many of these educators (and parents might be included) believe that unique possibilities for growth and development exist in the fall, winter, and spring camp programs—even exceeding those of the summer. These educational implications are readily recognized and identified. With the addition of new activities of the colder seasons, the camp offers a richer and more varied program. In this comprehensive and increased scope or range of activities are found those that are tougher than the usual summer activities and that, therefore, have unlimited appeal to the youth seeking outdoor adventure. In addition, the winter program calls for more leaders per camper and, consequently, a more intensive learning experience for youngsters. Full time with the counselors implies closer guidance and enhanced learning possibilities—more teachable moments. Moreover, the fall, winter, and spring camping sessions do not readily lend themselves to specific time periods and particular classes; rather, a continuous blending of activities takes place with no break in continuity. Since more leaders are available for fewer campers, an individually designed and guided program is possible; a really close camper-counselor relationship is achieved. And, last, activities conducted under climatic conditions demanding self-discipline produce deeper meanings and clearer insights. Under these conditions, even more than under the easier conditions of the summer, the

campers obtain the direct and purposeful satisfaction of fundamental needs.

Perhaps Mason had in mind year-round camping when he described camping as "living in the wild environment."⁶ The terrain, surroundings, and program can be "wild" in summer under certain conditions, but it takes all this *plus* a battle with uncooperative elements, such as occasionally occurs in year-round camping, to fulfill the concept of the total "wild environment."

Suggested Problems

1. Discuss some of the pros and cons of the proposed twelve-month school year.
2. List several reasons why year-round camping is only now coming into favor.
3. Explain why it is felt that camping in the "off seasons" is more rugged than during the summer months.
4. List and explain the factors that influence the program of camping in the fall, winter, and spring, giving attention to those not present in the summer.
5. Describe the common bonds of program existing between the various seasonal activities in camping.
6. Discuss the reasons why the national youth-serving agencies feel that integration and carry-over is essential in year-round programs.
7. Give examples of ways in which the following types of camps can integrate their camp program with their regular in-town program: (a) Young Men's Christian Association camp, (b) Protestant church camp, and (c) Girl Scout camp.
8. Discuss the reasons why it is economical for agency as well as private camps to sponsor year-round camping whenever and wherever possible.
9. What are some of the problems facing camp owners and administrators interested in developing a site for year-round camping?

⁶ Bernard Mason, "Editorial: What is the Role of Camping?" *Camping Magazine*, Vol. 14, No. 2, February, 1942, p. 37.

10. List the two major divisions of outdoor activities in the winter camping program and the several activities that might be grouped under each.
11. What are the four major principles of program planning that apply to winter camping?
12. Take the viewpoint of a parent, camper, counselor or camp director and give the reasons why you would favor a program of year-round camping.
13. Explain the basic tenet of program planning enunciated at the White House Conference on Children and Youth: "The center of attention of play and recreation activities must not be on the activity itself but on the needs, likes, and cultural conditioning of the child."
14. In what ways are the common threads of summer camping represented in the fabric of "off-season" camping?
15. Discuss the factors that cause school camp programs to be so closely integrated with classroom programs.

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Fifteen

Coeducational Camping

The national acceptance of coeducational camping represents a fairly new trend in the general camping movement. Coeducational camping assumes various forms: the invitation by a camp to a neighboring camp of the opposite sex to participate in a special event; two camps, one for boys and the other for girls, operated by the same director, located in close proximity to each other, and occasionally sharing activities; and the genuinely coeducational camp, where both sexes share the program for the entire period. It is this last type of camp which has the greatest possibility of making a real contribution to the life of the boy and girl, particularly in relation to appropriate acceptance of age and sex roles and to satisfactory and wholesome boy-girl adjustments and relationships. Therefore, it is to the discussion of this type of camping that this chapter is devoted.

Reasons for Coeducational Camping. Most church camps and all 4-H Club camps are coeducational. Many agency camps and a good number of private camps follow the same pattern. Nearly all school camps that include elementary school children favor the coeducational plan. What advantages do these groups see in the coeducational camp?

Certain church and agency groups realize that the objectives of their camps are for both boys and girls, and that camping

together would help to establish natural and normal relationships and break down self-consciousness between the two sexes. Many feel that since boys and girls are together in the church, school, or agency program throughout the year, the continuation of this pattern at camp is preferable to artificial segregation of the sexes at camp. Others recognize the sharing of activities and decisions as a better preparation for adult life in which men and women participate together and need common standards for resolving problems of home, business, professional, social, and political life. Most of those advocating coeducational camping agree that it provides a more natural and normal situation than that provided by a camp for just one sex. The hopes, aspirations, and desires of young people of both sexes do not vary greatly. They all want to belong, to have friends, to have a sense of personal worth, to achieve, and to be respected. To have these needs met by others of the opposite as well as by those of the same sex has many advantages.

Camp directors and program planners must remain cognizant of the physiological and psychological differences among boys and girls. During the period of middle childhood (6-12 years) the actual anatomical differences between boys and girls do not require a difference in sex role. Girls' bodies are as well built as boys' for physical activities. However, the American culture expects differences in behavior of boys and girls and lays these expectations on the child early, through the family and through his peer culture. It is not until adolescence that the anatomical differences between the sexes make girls inferior to boys in certain physical activities. The coeducational camp is a normal setting where similarities as well as differences are known and programs adapted in light of this knowledge.

Every boy and girl has basic needs which must be met and developmental tasks which must be accomplished if normal growth and development are to take place. The developmental tasks of boys and girls of camp age are many, but it will suffice here to identify those tasks which are best met in the coeducational camp situation.



Camp Chateaugay Photo by Samuel W Bloom Courtesy CAMPING MAGAZINE

Coeducational camping, especially for older youth, provides sound educational and social values along with a good time for all.

One example is the task of learning the physical skills that are necessary for the games and physical activities that are highly valued in childhood. Even though these tasks might well be learned in a single-sex camp, the possibility of approval by both boys and girls may make even a greater contribution. For it is the peer culture of boys and girls that both teaches and approves these skills in early childhood.

A second example is the task of learning to get along with age mates. The child moves out from the family circle into the world with children of similar age at the beginning of middle childhood. This is a move from a situation in which the child gets emotional security from his close relationship with his mother and other family members into a new world where he must make a place for himself among a group of age mates. A child must learn to get more and more satisfaction from his

social life with his chronological equals. The camp mates hold in their possession the power to control the success or failure of a camper in this task. The camp may be the ideal place for children to work out the task of learning to get along with age mates of both sexes.

The task of learning an appropriate sex role—to act the role that is expected and rewarded—is a third example. During middle childhood the peer culture enforces the expectations laid on the child earlier by the family. For many individuals, the camp may be the place where the learning of the appropriate sex role takes place.

Another task, that of accepting one's physique and accepting a masculine or feminine role, must be learned during adolescence. It is natural to become proud, or at least tolerant, of one's body, and to accept a socially approved masculine or feminine role. Since we teach boys and girls to evaluate themselves so largely on the basis of their physical development, we must expect this to be a source of interest, pride, assurance, doubt, worry, or inferiority feeling, depending upon the accident of the individual's particular physique and pattern of growth. Many problems of behavior and low achievement in school can be solved by reassuring boys and girls that they are normal, even if their pattern of development is not that of the average person.

Another lesson, easily learned in the coeducational program of the modern camp, is that of new relations with age mates of both sexes. This may be expressed by learning to look upon girls as women and boys as men, by becoming an adult among adults, by working with others for common purposes, by disregarding personal feelings, and by learning to lead without dominating.

Principles of Coeducational Camping. A number of principles may be laid down for the operation of coeducational camps:

(i) Coeducational camping provides the opportunity for choice of activity—coeducational or single-sex activity—at all

times. This is very important, for there is a false conception that in a coeducational camp single-sex activity is impossible. This would be as unnatural as a single-sex camp. Even a single-sex activity participated in in the presence of the opposite sex makes possible a double value, that of a sense of achievement from the activity on the part of the participants, and approval or disapproval on the part of the other sex as audience.

(2) Sufficient opportunity for single-sex activity or privacy should be permitted by the physical facilities of the camp. This is best illustrated by the provision of privacy in living quarters, special swimming spots, or pioneer camping areas used by only one sex at a time. This principle only supports the concept that every community has standards of conduct and practices in terms of the sexes. There is a freedom in terms of behavior and dress when only one sex is present, which on some occasions has real advantage.

(3) Both sexes should participate in making decisions in program, responsibilities, and camp policy. This not only makes for more realistic program, but the process itself is program for those who share in the creation. Carrying out this policy does not mean that a single sex develops a program for the other sex, but it supports the practice of all sharing in what happens for all; a program for all by all. Here the experiences of both sexes in an activity are likely to form more realistic pictures and be different from the experiences of only one sex.

(4) Coeducational camping provides for a flexibility of groupings in terms of age, interest, and sex. This is especially important because of the differences in maturity of girls and boys and because of the likelihood of changes in interest from day to day. In one camp where choice of table mates at meals was determined from meal to meal, the same youngster was found with his own sex at one meal and with the opposite sex at another. In other phases of camp life, the variety of activity choices are multiplied where the choice of single-sex or coeducational participation can be made in every activity. The number of individuals with whom a camper is likely to find

his equal in physiological and sociological maturity is also increased.

Camp Facilities for Coeducational Living. A truly coeducational camp will have a single location, a single staff under unified central supervision, and common central facilities, such as dining room, craft shop, and administrative headquarters. Sleeping quarters, toilets, and showers will be in separate parts of the camp for each sex. Facilities and equipment such as tennis courts, archery range, cooking sites, canoes, sailboats, hiking trails, dramatics stage, outdoor theater, and music room are especially effective for use by both sexes. These facilities should provide privacy when desired but should also permit mixed-group experience in activities of a spontaneous order. Whatever the arrangements are, an effort should be made to establish a feeling that the camp is a normal community. A normal community provides opportunity for privacy as well as freedom to choose from the variety of offerings, and also the freedom to choose the individual with whom one shares his activity. Providing facilities for use by both sexes is also likely to provide a greater number of different activities for each person.

Program Planning for Coeducational Activities. Campers of both sexes should be adequately represented in a campers' council. It is important that any planning group recognize the desirability of single-sex activities as well as coeducational activities within the camp. A boy athlete playing a vigorous sport with boy opposition in the presence of girl campers may find this as helpful to his acceptance by girls as participating with the girls in some other activity. The choice should be provided at any given moment for a camper to participate with his own sex or the opposite sex. Canoeing, sailing, camp cookouts, or dramatic skits will serve as examples of this possibility.

The physiologists indicate that both sexes have the capacity to participate in nearly all of the activities which interest youth. The main anatomical difference is in the tilt of the pelvic girdle, which makes jumping or hurdling more difficult for

girls. Another concern is the need for protection of the mammary glands and the aesthetic need for protection of girls from scars on the face caused by bodily contact games. A cut over the eye or a split lip to a boy may be a mark of masculinity, but to a girl it may be a tragedy. These cautions, however, in no way affect participation by both sexes in such games and activities as softball, archery, canoeing and sailing, hiking, camp cook-outs, arts and crafts, overnight trips, swimming and diving, social games, dramatics, music, dancing, and special events. It is while observing or participating in these activities with the opposite sex that real appreciation and respect for the capabilities of others is likely to be learned. It is important to recognize the value of an approximately equal ratio of boys and girls in camp if the program is to be most effective.

In all aspects of program it is the *meaning* of the activity to the participants that is the most significant concern. A camp leader will constantly need to ask himself, "Why this activity? What objectives am I trying to meet? What are the campers securing in and through this activity?" He should know that the same activity will permit a variety of needs to be met, all of which may lead to the result—fun for the participants.

Motivation. There is no better motivation than being an active participant in a coeducational event. More important than seeing an event or having it described is the feeling of exhilaration and satisfaction of being part of a fine coeducational experience. Campers will say it was fun and will want to do it again because it was fun. It is the author's conviction that fun or enjoyment is not an objective but really a *result* of having achieved other objectives or having met basic needs mentioned previously. This means, however, that the result, "fun," will need to appear frequently in the camper's experience. Fun is more likely to be experienced by all campers if the eyes of the leader are on the camper rather than on the activity.

Leaders in coeducational camps recognize that campers come from a school, community, and family life where certain patterns and attitudes have been learned. These will range from a

declared opposition to anything coeducational to a complete opposition to single-sex activity. In order to strike a balance and to develop a natural, easy attitude toward participation with others, it is important that there be plenty of opportunity for spontaneous, unplanned participation. Such activities as quoits, horseshoes, tether ball, box hockey, checkers, cards, free swim periods, and open craft shop are invaluable aids to easy and spontaneous participation.

Social custom is an important factor in the readiness of campers to participate and in the amount of skill possessed by each. One would expect that one would find equal abilities in such activities as swimming, social dancing, card playing, and arts and crafts. This is not true in the mechanical arts or in action activities where boys are likely to excel. The reverse is true in the field of dramatics, music, and fine arts, where girls have had more experience. Consequently, one would expect the group with the greater experience and readiness to promote special activities and bring the less experienced campers into this new experience. The opportunity to choose to participate with one's own sex or the opposite sex in a given activity is a mark of an effective coeducational camp.

Then there are those *all-camp* activities where the presence of both sexes makes the event a much more exciting experience. The special days—circus, carnival, all-day hikes, stunt night, pageants, plays, and dances are more meaningful, picturesque, and thrilling when the many varied abilities of both boys and girls are given the chance for expression.

Problems. The idea that a coeducational camp poses a great number of additional problems is not substantiated by directors of such camps. The naturalness of the coeducational camp, which makes it a continuation of home and community life, should reduce the problems. One camp director indicated that she observed more exhibitionism when girl campers went on overnight hikes than she did with those same girls on a coeducational overnight hike. Leaders need to guard against imposing a sense of guilt by an overcautious attitude. In teen-age coedu-

cational camps, the normal supervision by fellow campers and staff is much greater than that provided by family or home community.

An honest faith in the camper and a concern for his or her total development is needed by camp leaders; the fact that youth themselves do not express the concerns shown by adults should have a sobering effect on camp leaders. The need for acceptance, approval, and a sense of worth are individual needs, and the coeducational camp provides a greater opportunity to meet them in a natural way, with both sexes present.

One of the major problems in the coeducational camp is securing adequate leadership. Leadership for this kind of camp demands a more emotionally mature individual, one who is respectful and understands differences, one who is sympathetic with the differences in skill of both groups, and one who is basically interested in helping boys and girls make the adjustment to one another.

Leadership. Adequate leadership is the answer to an effective coeducational camp as it is to the effective program of any camp. However, the coeducational camp, in addition to needing socially mature, balanced leaders, needs leaders who enjoy being with both sexes and who have a genuine belief in the values of the coeducational camp. Happily married couples and college men and women with youthful spirit make the best leaders.

Equally important with the preceding is leadership that is cooperative and democratic. Autocratic leadership tends to stifle imagination and creativity and to limit individuals to participation on their own level. *Laissez faire* leadership makes little or no contribution to the participants.

Cooperative leadership will recognize the opportunity and responsibility of helping to make the experience of the camper more meaningful and will make contributions even though they are not requested by the camper. This kind of leadership will be experienced not only in terms of activities and situations, but also in terms of the processes of getting campers to

make decisions, to assume responsibilities, and to carry them out. All of these steps, as well as the actual experience of the activity, are *program*. Democratic leadership, which seeks the creative expression of campers in the planning, promoting, and administering program, can go a long way in the development of natural as well as exciting program by and for the entire camp. This kind of leadership will get its main satisfaction in the development of a process whereby worth-while things happen in camp. This kind of leadership sees all that happens in camp as *program*. This kind of leadership is anxious and willing to remain behind the scene, permitting the program itself to make its fullest contribution to the individual development of the campers.

Suggested Problems

1. What are the different kinds of coeducational camps?
2. Discuss the significance of the fact that practically all remedial camps are coeducational.
3. How do parents help in determining whether or not the camp becomes coeducational?
4. What basic needs (or tasks) of youth are best met in a coeducational camp?
5. Why is leadership recognized as the biggest problem of coeducational camping?
6. In what kind of activities are the skills of boys and girls likely to differ?
7. What activities would need modification to be usable and applicable to the opposite sex?
8. List activities best suited to immediate adaptation to coeducational camping.
9. What activities are enhanced by the presence of and participation of both sexes?
10. Discuss how to discover the particular necessary characteristics of counselors for a coeducational camp.
11. Discuss the concept of "fun" as an objective or as a result.
12. Discuss the concept, "An activity may have a different meaning to each camper."

13. Discuss the relative value of the *leader* and the *fellow camper* as aids to growth and development of the individual.
14. List the specific objectives which might be achieved in a co-educational camp.
15. Discuss several methods of eliminating, or at least minimizing, the problems of boy-girl relationships that occasionally arise in a coeducational camp staff.
16. What are some of the factors that would tend to substantiate the scientific contention that, at certain age levels, girls mature sooner than boys?
17. Camp programming for a coeducational camp is infinitely more difficult than for a boys' camp or a girls' camp. Present your ideas on both sides of this statement.

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Sixteen

Current Trends in Camp Programming

In an earlier chapter it was mentioned that some leaders in camping believe there is nothing new in program on the camping horizon. The author concurs in part, with the reservation that many ideas and activities, if not brand new, are coming into prominence in different form than anything incorporated in the programs of the better camps during the last decade. Without change there can be no progress—this is axiomatic. Consequently, camp directors and program planners of vision and ability constantly seek novel activities and variations in those activities considered essential. It is understandable that the major program divisions, such as naturelore, aquatics, sports, and campcraft, may remain in name; within these important segments of the camp program occur many variations and adaptations of activities, if not *new* activities as such.

There are significant changes taking place in administration and sponsorship, as well as in program. Some of these affect program and, therefore, are mentioned in this chapter. For example, the rapid expansion of school camping and outdoor education (bordering on sponsorship rather than program), might be deferred to another publication; yet it is included because of the tremendous effect good school camp programs

have on all other camp programs. Thus it is apparent that no hard and fast line is drawn on what constitutes new trends in camp programming. Moreover, a trend observed at this writing may prove an integral part of the camp program a few years hence—or may no longer appear in any camp program. In other words, a pronounced trend today is in no way assured of incorporation in the program of future years.

In line with the above, an attempt is made to describe briefly those current trends which show promise of future development. No attempt is made to cover every minute variation of activity. Admittedly, many activities now under consideration, but not listed herein, may blossom forth to capture greater interest and support than some included below.

Special Programming for Older Campers. During the last several years a definite lowering of the upper age bracket of campers occurred. Innumerable theories attempt to explain the reason for this loss of interest in camping on the part of older boys and girls. Among the more valid, yet rather general, reasons is the concept that our population is maturing sooner. Ten years ago many camps had senior cabins or tents for children between the ages of fourteen and seventeen. These older groups are now few in number and small in size in the average camp. Where sixteen- and seventeen-year-olds are present they invariably serve as junior staff members. Counselor-in-training, program aide, and junior counselor programs are plentiful. These quasi-staff assignments are used chiefly to retain the older campers.

Creative programming for the older campers demands more than mere inclusion of a work plan or training course for them. If these adolescents are brought into the planning of the program and given activities suited to their new status in life, they are willing and eager to return to camp each year. Because of the great scientific and cultural advances of today, children are maturing more rapidly than did children even ten years ago. The wise camp or program director, acknowledging this change,

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designs the program and modifies the activities to suit these camper-clients.

Among the principles observed as most successful in dealing with this problem of presenting an interesting and valuable program for older campers are the following:

(1) Provide some segregation for the older group, perhaps a separate camp site away from the main camp.

(2) Introduce pioneering and advanced campcraft insofar as possible.

(3) Include purposeful projects and meaningful activities within each program division, especially for this group.

(4) Provide coeducational activities where possible and practicable.

(5) Encourage the group in developing its own traditions apart from, or as an extension of, those of the main camp.

(6) Keep the program flexible without deviating from the over-all aims of the camp.

(7) Facilitate the incorporation of leadership training opportunities on an informal basis.

(8) Foster the principle and practice of sharing the program planning between staff and campers, possibly on a year-round basis.

(9) Assign only highly qualified and well oriented counselors as leaders of this older age group.

(10) Encourage, through proper program offerings, the chance for older campers to select activities developing self-reliance, self-sufficiency, and social responsibility.

(11) Provide opportunity for service to self, to the living group, and to the camp group (as the community).

Development of Major Projects. Children love activities of a creative nature. Even the two- and three-year-olds playing in the sand at the beach exhibit the desire to construct recognizable objects. As the child grows older, this urge apparently increases. The building of the neighborhood hut, cave, or tepee is evidence of this desire. In the most progressive schools, playgrounds, and camps, this is encouraged. The camp offers an

ideal environment in which to create, to build, to construct; materials such as logs, boughs, leaves and vines are plentiful. The need for purposeful activity is obvious to the camper, especially if he will sleep in the lean-to he constructs. In addition to shelter construction, such activities as bridging streams, constructing boats and rafts, trail blazing, and snow tunneling prove fascinating.

The psychological lift that comes to a camper returning to a major project each day and participating in its creation is one of the real assets of camping. The opportunity of engaging in group activity on a major project is a *must* in balanced camp programming.

Sciences in Camp. The incorporation of certain elements of the basic sciences in camp is a trend worthy of mention. With a minimum of the academic approach and a maximum of the informal treatment, such activities as meteorology, geology, astronomy, and allied sciences make a significant contribution to the enjoyment and *education* of the camper.

The camp weather station can be established at a small cost and operated entirely by the campers. Knowledge of climate, clouds, winds, rainfall, and other natural phenomena is easily assimilated in the camp situation.

The record of the rocks is a fascinating story. Some camps are more fortunate than others in that their excavations are richer in lore. This is especially true in certain camps in the southwestern states where significant geological formations and deposits exist.

Astronomy, or the story of the skies at night, is one of the unique nocturnal program facets of the modern camp. Expensive telescopes are unnecessary when a qualified counselor takes his group out on a star hike.

Training in Self-government and Democracy. The chief aim or goal of camping is the physical, mental, emotional, and spiritual development of the child in order that he may take his place and succeed as a citizen and participating member of our society. The camp is an ideal children's community. Here chil-

dren have the opportunity to live democratically. They learn by doing. Camps assume a serious responsibility in providing the climate for maximum growth in democratic living.

Many camps encourage training in self-government and democracy through such activities as camper participation in program planning, through camper delegates in the camp council, and through permitting decisions on the part of campers regarding their own activities. Children learn that democracy consists of more than freedom of action—that responsibility for that action and acceptance of the will of the majority is essential.

It is no simple matter to ascertain objectively whether your camp is actively practicing democratic methods. In 1951 the National Program Committee of the American Camping Association, under the chairmanship of Mr. John A. Ledlie, submitted a report containing a test of sixteen items gauged to measure the degree of democracy in camp. Democracy in camping is actually operating ...

When counselors are selected on the basis of their understanding of democratic, creative methods of leadership, and when they are democratic in their relationships with each other.

When adequate planning is provided for group program planning, and program planning and policy determination become a cooperative experience between campers and adults.

When campers have an opportunity to carry out the decisions they have made.

When campers are encouraged to engage in spontaneous activity.

When living groups are composed of a reasonable age range, so that campers can function on problems with which they are able to cope.

When opportunities are provided for the self-expression of individuals and age groups.

When the focus of program is the recognized needs of the campers.

When campers are given and accept responsibility for their own welfare.

When tent or cabin groups are composed of a cross-section of the

social, religious, and economic groups that make up the total camp family.

When activities are so handled by adult leaders that campers gain a sense of security in their group, a respect for themselves and for others.

When the pressure of scheduled activities is so relaxed that campers have sufficient time for contemplation.

When major program emphasis is given to developing opportunity for campers to take part in work activities related directly to living experiences in the out-of-doors.

When the camping experience is characterized by freedom of choice, recognition of campers as persons, opportunity for fullest participation in group living experiences in the out-of-doors, and development of a sense of individual and group responsibility.

When individuals or groups have the chance to participate in planning for inter-group or camp-wide activities, through councils, committees and other types of organization.

When decisions of such councils are carried back for discussion and action by the groups represented by individual campers.

When campers have a chance to evaluate their program and practices.¹

Many camp leaders feel that unless we bring campers into the planning of our camp programs we run the risk of forfeiting the aim of making the camp and its program truly democratic. At the 1952 national convention of the American Camping Association, Mr. Howard Gibbs of the Boys' Clubs of America said:

There should be no question about the competence of campers to share in the planning of their own affairs. This practice is consistent with a growing democracy if it is trying to be truly representative of all groups of citizens. Dictators (political and otherwise) have always said that people are not capable of speaking and planning for themselves. We should be careful not to fall for this same "big lie" of reasoning when we talk about campers. In assuming responsibility there will, of course, be mistakes made. But a look

i J. A. Ledlie, "Test Your Camp for Democracy," *Camping Magazine*, Vol. 23, No. 3, March, 1951, p. 17.

at the adult-managed world around us might suggest that errors are not confined to any age group. We need the help of young people, their fresh ideas, their idealism, their views, their unbounded enthusiasms.²

International and Intercultural Programs. Among the primary objectives of almost every camp program is that of developing an understanding of the world in which we live. In large measure this understanding is taught from the local situation, through nature and people. In addition to learning the local facts, customs, and attitudes related to animate and inanimate things, it is only logical that, when practicable, horizons be widened to include an understanding of other than the immediate, familiar, or related.

A knowledge of the various natural phenomena throughout the rest of the world is easily taught when related to nature in and around camp. However, vastly more important and considerably more difficult (yet still "teachable" in camp) is information leading to the development of insight into other peoples, nations, and cultures. It is practicable for the average camp to provide an excellent laboratory of learning for the transmission of such information. With the constant increase in closer contact among people on earth, due to improvements in communication and transportation, it is imperative that every source available be pressed into service to stimulate better understanding of international and intercultural affairs. The modern camp is no exception. Such understanding is brought about in two ways: first, knowing what camps and campers are doing in other parts of the world, and, second, integrating activities related to international and intercultural affairs into the camp program.

On the first point, it should be noted that camping in foreign lands is less highly organized than in the United States. While almost every country in the world plays host to some type of camping, most of it is loosely organized, consisting of family

² Howard Gibbs, "Camper Participation in Program Planning," *Camping Magazine*, Vol. 24, No. 7, June, 1952, p. 20.

groups, small groups of like sex, and much camping on an individual basis. More camping goes on in France and Germany than in other European countries. The British, the Scandinavian countries, and the Balkan nations are also encouraging more and better camping. Further information on the status of contemporary international camping is available in the following issues of *Camping Magazine*:

- June, 1949 (Ott, "World Democracy Through Camping")
- Jan., 1947 (Fleisher, "Camping in France")
- June, 1946 (Patterson, "From Camp to Liberated Europe")
- April, 1946 (Hammett, "Over a Million Camping Days for the Children of Greece")
- Mar., 1946 (Hammett, "This World of Ours")

On the second point—what activities can be encouraged in American camps to broaden comprehension of other nations and cultures—there are some steps being taken now and many more that can and should be taken in the future. Not only is this a type of program that camps are morally obligated to undertake, but such international and intercultural activities invariably prove popular when properly set up and executed.

Recognizing the need and opportunity for developing world understanding in camps, the American Camping Association charged its International Relations Committee with the following specific responsibilities:

1. Suggest ways in which American camps can help people in war-torn countries;
2. Send publications and other help to professional groups overseas;
3. Suggest activities for American camps which will foster international friendship;
4. Recommend contacts for staff exchanges on an international basis;
5. Aid and encourage individuals and agencies setting up international camps;
6. Promote seminars and workshops dealing with world citizenship through camping.

The above suggestions may be followed to some extent in almost every camp. Point three, however, is particularly pertinent to this presentation. Camp and program directors who are at a loss to know the best approach to this problem might begin by introducing discussions of the literature, art, dress, and customs of other countries, along with the cultural backgrounds which produced them. These can be woven into the program through story telling, pageantry, or simply by explaining the origins of our own customs, language, art, and recreation, which are an amalgam of many of the cultures of the world. Explaining, through interesting and varied media, the historical heritage of our society, stressing its "melting pot" characteristics, will afford further proof to young minds that we are all "one people under the canopy of heaven."

Along with these activities, there are additional steps that the camp can take to effect better understanding and appreciation of the brotherhood of man. Employing staff members and enrolling campers from other lands gives a first-hand opportunity to evaluate likenesses and differences. Encouraging the exchange of letters and pictures, preferably with campers in foreign countries, offers further proof that not only are people similar in soul and spirit, but that many of their problems are analogous too. Intelligent discussion of international news will make the children aware of the drama, tragedy and high courage of other peoples; following the events on maps will give the campers a feeling of sharing the experiences. Even when "Bundles for Britain" and "Clothes for Korea" are no longer urgently needed, helping less fortunate children in distant parts of the world—encouraging ideals of *service*—should never be discarded as a method of developing a finer person.

Development of Social and Domestic Graces. One of the most promising trends in camping is that camps are teaching the elementary social graces. Boys who previously thought courtesy was effeminate learn differently in camp. Girls who frowned upon domestic activity see these necessary chores in a different light at camp.

Simple social group activities, such as eating together, afford opportunity for assimilation of many polite manners. Coeducational activities such as dances encourage social graces that contribute significantly to the art of group relations for the children involved. See Chapter Fifteen on coeducational activities.

Utilization of Different Types of Shelters. The little band of youngsters from Camp Dudley, which helped establish camping in America, used tents and lean-tos. The widespread use of tents, with and without platforms, continued until after the turn of the century. In the years before World War I, the camping movement grew by leaps and bounds. Tents gave way to cabins as camps became more permanent. During the last decade the pendulum swung back; tents are increasing in all kinds of camps throughout the nation.

The chief argument against tents is their cost of maintenance. The chief argument for them is that they offer a more rugged and adventurous type of camping than do the more civilized cabins. At this writing, there are still many more camps using cabins than tents. But, if the campers were asked their choice, it is obvious the vote would overwhelmingly favor tents.

In addition to the two common types of shelters (tents and cabins) many different kinds of shelters are gaining popularity. Lean-tos, hogans, tepees, covered wagons, covered sleds, house boats, tree houses, and innumerable modifications of these are in use.

Preparation of Food by Campers. Although it is not yet a definite trend, it is safe to say one of the new tendencies in camp programming is that of enabling and encouraging campers to select, preserve, prepare, and serve more of their own food. Since camping aims to provide *simple living in the outdoors*, preparation of food as well as shelter is a fundamental activity.

Besides being fun, the learning which accrues from working with diets, menus, and cooking is tremendous. Merely cooking the food is not enough; into this real living experience must come consideration of every step from the growing of the plant

or animal, through its processing, to its delivery and final preparation for the camp table. The camp is in a strategic position to present the majority of these steps graphically and in real life.

Emphasis on Spiritual and Inspirational Values. A recent meeting of the American Camping Association's National Committee on Spiritual Emphases brought together the leaders in youth work of the Catholic, Protestant, Jewish, and Salvation



Lowell Lake Camp. Paul Parker Photo

Spiritual values in camping are taking on new meaning as more use is made and understanding gained of God's great outdoors.

Army groups. It was the opinion of the committee that camps throughout the nation are only now realizing what unusual opportunities they possess for developing a spiritual and inspirational approach to the well-rounded personality of children.

Camps of a general character are not expected to teach formal aspects of religion; the church conference and retreat are

designed for that purpose. But, properly conceived, the camp program can perform a real service in bringing to the campers an awareness of God through an appreciation and understanding of nature. Spiritual values become more meaningful in camp because of closeness to the earth, to life in its natural form, and to the elements. Then, too, the aesthetic possibilities of an outdoor chapel or natural cathedral, being innumerable, enhance the inspirational possibilities.

Dr. Lowell B. Hazzard, one of America's great spiritual leaders, in discussing the spiritual values of camping, said:

Never in the history of America has so much depended on the spiritual orientation of American youth. And no group of people in the country—preachers, teachers, or parents—has a greater opportunity to direct that orientation than the people who live with children and adolescents through camping experiences of the summer months. Lives have been changed repeatedly in summer camps. No one goes through a camping experience without its leaving some mark on his spirit. Whether you know it or not, whether you desire it or not, you are going to affect for good or ill, the spiritual lives of the young people with whom you deal.

Camping without a sense of spiritual values is camping with its heart left out. The values are inherent in camp life. You do not have to drag them in. They are there. But your campers may largely miss them unless you feel them first. Happy is the leader whose own awareness of spiritual values is so high and keen that the camping experiences into which he leads his boys and girls are all high spiritual adventures.³

Films and Teaching Aids in Camp. There are some leaders in the camping field who advocate keeping the experience so simple that no props should be brought to camp. The ultimate of this extremist philosophy is banning all books in camp on the basis that books can be read in the city and only activities curtailed in the city have a place in the camp. Films and other teaching aids are frowned upon by this group of camp leaders.

³ Lowell B. Hazzard, "Spiritual Values in Camping," *Camping Magazine*, Vol. 24, No. 7, June, 1952, p. 11.

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Films are used, of course, for both educational and recreational purposes. Teaching aids, such as model terraria, stuffed animals, and contour maps, are used primarily for instructional purposes, but on strictly an informal basis. Such instructional aids as films and models supplement the direct experience of the field by permitting closer controlled observation.

Evaluation. During the last decade camps turned to a scientific approach in the matter of evaluating progress of campers and reporting on campers' status. Throughout the history of the camping movement, there have been occasional illustrations of tests made and reports rendered in evaluating the progress of children. Only recently, however, have directors incorporated recognized testing procedures into the program. The feeling is prevalent that some tests are desirable, but that they should be kept to a minimum. A rigid, academic, or formal approach to measurement of progress in camps is hardly in keeping with the free and easy philosophy of the activities program. On the other hand, as camps begin to serve their constituents better, they realize that a different approach from the former haphazard testing program is desired. The wise director measures the effect of his program on the camper, so that an evaluation of the camp can be made and improved service rendered. In addition, tests reveal individual differences, thus giving camp directors and program planners a better understanding of each child's needs. Once these needs are understood, activities designed for meeting them may be adopted and better guidance may be given. Successful measurement and guidance involves defining and measuring the important results of camping; that is, the needs and capacities of individual campers.

Among the tests used in camps are the following:

Medical: medical examination, vision tests, hearing tests.

Physical: physical fitness tests, skill tests, athletic proficiency tests.

Psychological: intelligence tests, emotional tests.

Sociological: sociograms, social efficiency tests, cultural appreciation tests.

Camp directors are concerned not only with the evaluation of the affect of their program on their campers, but also with the relationship that their camp holds with other camps of the same type. The director, owner, or camp executive who is sincerely desirous of doing a better job, of constantly improving his plant and program, compares his set-up with that of his colleagues in the field. Since every camp is just a little bit different, such appraisals are complicated and objective evaluation is difficult if not impossible. As a means of making such evaluation more reliable and objective, and as a protective device for the public (to screen out marginal operators), early in its history the American Camping Association began developing standards for organized camping. Within the last few years the "ACA Camp Standards" have become a measuring stick by which reputable, well-run camps can evaluate their operation. In the near future it will be required that a camp conform with these standards before its membership in the American Camping Association is accepted (or continued).

Role of Professional Associations. The program of the modern camp has been influenced markedly by professional associations in camping and allied fields. Without question, the improvement and extension of the activities of camps in the past several years have been a result of the increasing value and service of these organizations. The professional association, and to some extent the service organization, seeks to raise the operating levels of the members of its group. This is accomplished in many ways. Standard steps include: reporting and evaluating present operations, determining fruitful and valuable practices, disseminating information through conferences and publications, and requiring the members to uphold standards or codes of good practices.

Many professional and service organizations have proven helpful to the camping movement in America. Among these are the National Education Association, The National Recreation Association, the National Social Welfare Assembly, and the American Camping Association. The American Camping

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Association is the only national organization exclusively serving the camps of the nation. Its more than five thousand members work together to improve and extend camping. The *improvement* of camping comes about through a pooling of wisdom and knowledge of good camping philosophy, principles, and practices; this takes place through meetings, publications, and consultation. The *extension* of camping occurs through unified effort in public relations for camping; stressing the fact that camping is a necessity, rather than a luxury, in the proper growth and development of all American children. The most important element that associations offer their professional members is continued contact with one another for unity of purpose and exchange of ideas.

In discussing the long view of camping and the efforts of the leaders to professionalize and improve the camping movement, Marie Lafferty Cortell says:

The increasing appreciation of the organized camp as a place in which group experience can be more truly democratic and freer of repressive regulations than in most other community situations has accented a particular value of the organized camp setting. The shift from an early emphasis on conformity to a set program, to a camp life in which individual advancement and adjustment are primary goals has increased the influence of camping, raised leadership standards, and created a need for closer cooperation with all the other influences affecting a camper's life. Maintaining and extending these gains is the difficult task which occupies the organized camping movement today.⁴

In the past few years, with investigations rampant and loose accusations being bandied about, there has been some criticism of professional societies and associations. Undoubtedly some "front" organizations, especially on the political side, can stand investigation; but the bulk of the professional groups have remained aloof from partisan politics. Hook goes further in reflecting the feelings of most rational citizens in this authoritative statement that:

⁴ M. L. Cortell, *Camping With Purpose* (New York: Woman's Press, 1950), p. 19.

Despite reports to the contrary abroad, the United States is still a country in which public opinion is largely molded by voluntary associations of private citizens. These associations also perform invaluable public services on a national, and especially local levels. Whether in the cause of peace or social welfare or education, civil liberties, and the national defense, the overwhelming majority of these organizations have never found it necessary to join forces with totalitarians of any stripe, with bigots, and cultural vigilantes. No program to safeguard American democracy can be anything but self-defeating which discourages the existence and multiplication of such voluntary associations.⁵

Camping for the Handicapped. The newest developments in camping for the handicapped pursue two courses. The first pertains to those children and adults with minor handicaps and proposes that they attend camps designed for normal activities. The reasoning behind this trend is that the best therapy for the mildly handicapped is to be considered normal and treated as such. In a camp where such treatment is accorded, the camper with a minor disability tries harder, obtains a psychological lift, and frequently forgets the handicap as the convalescent period passes.

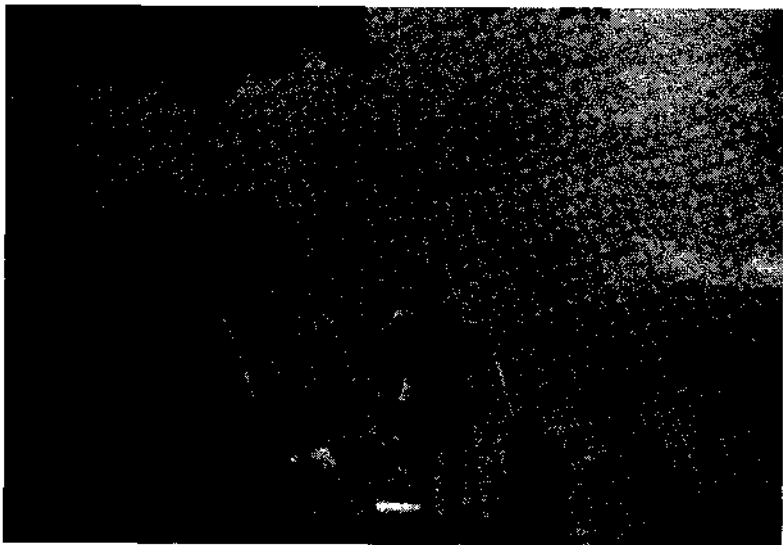
The second trend is that of designing camps and camp programs for the handicaps of those individuals who cannot adapt to a normal or only slightly modified program. Camps for the blind, for those emotionally disturbed, and for those with severe orthopedic limitations are established, with special features installed for the type of handicapped person using the facilities. These special features make possible a more complete utilization of the outdoor experience in the natural environment. The principles of good programming remain; the activities at the core are those used in all camps.

The National Society for Crippled Children and Adults, nationally and through its local affiliates, has given considerable and significant leadership to this specialized area of camping.

⁵ Sidney Hook, *Heresy, Yes—Conspiracy, No* (New York: John Day Co., 1953), p. 92.

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Many of the local councils of the large national youth-serving organizations, while encouraging participation by mildly handicapped children in regular programs, established special troops, clubs, and camps for the more severely handicapped youngsters. In addition, at least a dozen fine private camps are presently operating exclusively in the service of mentally or physically handicapped children.



Timber Trail Camp, Oconomowoc, Wise Photo by Allen, Gordon, Schroepel and Redlich, Inc. Courtesy CAMPING MAGAZINE.

Camping is rapidly gaining recognition for its tremendous rehabilitary and convalescent potentialities.

Camping for the Very Young and the Golden Agers. The wonderful outdoors is a great equalizer of differences. Variations in social or financial status, in heritage or education, or in age, are not so important in the timeless world of nature—and in the organized camp. The broad and varied program of the better camp lends itself to the diffused interests of the very young and the widespread interests of the senior citizens. One of the newest trends in camp programming is that of establish-

ing activities for young children (four through six) and the "golden agers" (over sixty).

Camping for the pre-school child is experiencing unusual growth. As the age limit of youth in camp continues to fall, the nursery camps should continue to expand. Until recently there were few camps offering programs specifically designed for youngsters of such tender age. The last few years have witnessed considerable expansion in this field of catering to tots. Many day camps and play clubs take these little children for half a day into the parks surrounding the large urban areas. Resident camps accepting very young children should modify not only the activities, but also the facilities and equipment—everything from the chairs and beds to the athletic and aquatic equipment. Camps committed to and operating upon valid standards endeavor, as do most progressive indoor educational institutions, to develop the "whole child" or "total person."

Most rapid expansion in provision of camping experiences for any specific age group is occurring in that for older persons. Prior to World War II there were few full-time organized camps for oldsters. During the war several such camps were established, and there has been a significant increase in this number in the last five years. Although there are few statistics available on the exact number, location, or programs of these camps, careful estimates place the number at approximately thirty such camps in the United States. The majority of these camps are planned on a short term (two week) basis. Usually operated by social agencies, these camps cater to persons of limited means. The programs of these agency camps compare favorably, in their creative approach and ultimate results, with those of private lodges and resorts. Although the activities are largely passive in type, emphasis remains on conducting them outdoors in a natural or even primitive setting. The appeal of nature is as strong for the senior citizens as for the very young. With the remarkable increase in the life span achieved in the last twenty years, individual interests continue to reach out as people advance in years.

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School Camping and Outdoor Education. At the present time there appear to be four major types of camp sponsorship: private; agency (such as the Young Men's Christian Association, Boy Scouts of America, and Camp Fire Girls); church; and public (such as school board or recreation commission). Although the smallest in number at this writing, public camping promises immense potentials for expansion. School camping, a form of public camping, is thought of as camping on School time, sponsored by a board of education. The term *camping* implies a continuous experience of at least three days and nights in a resident situation. Outdoor education, sometimes used synonymously with school camping, is thought of as a short period (possibly an afternoon) in a natural environment. Field trips exemplify the academic understanding of outdoor education. In both school camping and outdoor education the principles of good camping apply, the activities are conducted outdoors, in a natural setting, under skilled leadership, on a group basis, and with an informal but fully educational approach.

Of all organizations presently active in school camping, it is doubtful that any has size or quality of operation comparable to the many boards of education in Michigan. Under the general auspices of the Department of Public Instruction, the elementary schools, high schools, and teacher training colleges have incorporated school camping as a regular part of their curriculum. Prior to his appointment as United States Commissioner of Education, when he was serving as Superintendent of Public Instruction for the State of Michigan, the late Dr. Lee M. Thurston addressed the banquet session of the 1952 national convention of the American Camping Association. He said:

I dwell in Michigan, which is a summer wonderland with its forests and lakes and streams, and I am glad to be able to report that upward of 90 school systems have extended the opportunity of camping and outdoor education to our children. We are making progress, but we have not yet done the job.... For 1960, we have by common consent established an educational goal of a couple of

weeks of camping for every public school child by the time he has finished the eighth grade.⁶

Speaking at one of the special group meetings at the same convention, Dr. Julian W. Smith presented further verification of the fact that one of the promising new trends in camping is this area of school sponsored camping and outdoor education.

Community school camping is a new adventure in education, which in a period less than a decade, has become a significant trend. The program is fresh, virile, and experimental in character. It is already having a profound effect upon public education, and its acceptance by leading educators is unquestioned—The value of school camping can best be realized by keeping it an integral part of general education—full use of the natural environment as a place where there is adventure in learning. This modern advent into the out-of-doors may well be the safety valve for a perplexed and worried civilization—it may be a part of the "common mooring" of our society.⁷

Day Camping. Although day camping is hardly a new area in the dynamic growth of modern camping, it is worthy of mention at this time because of its effect on camp program. Day camping, as contrasted with resident camping, returns the children to their homes each evening. With the exception of that major difference, much of the day camp program is similar to that of the resident camp. The day camp movement is providing a challenge to those resident camps taking younger children. Most day camps enroll children between the ages of seven and twelve. Some resident camp directors feel that this movement constitutes a threat to their existence. Actually it constitutes a challenge for better programming in the resident camps, programming that will attract the older children. In effect, the day camps form an excellent "farm system" for resi-

⁶ L. M. Thurston, "1952 ACA Convention Report," *Camping Magazine*, Vol. 24, No. 7, June, 1952, p. 14.

⁷ Julian W. Smith, "Status of School Camping," *Camping Magazine*, Vol. 24, No. 7, June, 1952, p. 28.

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dent camps, since they offer an excellent transitional step between the family picnic and the resident camp.

The principles of good program planning, enunciated in the foregoing chapters, apply as well to the day-camp program as to any resident camp. Many so-called day camps are really only play groups exploiting the adventurous sound of the term *day camp*; these are groups that lack either the environment or the program leadership required for camp experience. As the day-camp movement expands and improves in quality, the careful planning and balancing of its activities schedule will compare with that of resident camps.

Professional Consultation. A trend currently developing in camping is the practice of directors of all types of camps (private, agency, church, and public) turning increasingly to consultants for the solution of perplexing problems. As the camping movement matures, progresses, and expands, it is only fitting that it should grow in accordance with approved business and scientific principles. One such principle calls for the use of an outsider to survey a camp (or proposed camp) and make appropriate suggestions on how it can achieve maximum benefit from its potentialities. To date, approximately ten nationally known consultants are in the field. There have been many requests for the American Camping Association to accredit, nationally and regionally, such consultants as represent the high qualities desired in such a professional person. Although chiefly a membership organization, the American Camping Association provides limited consultative service to members.⁸

Return to the Balanced Program. During the past decade, much talk and effort has occurred on behalf of the inclusion of more primitive activities in the program. Those years saw the emphasis placed on such activities as naturelore, campcrafts, tripping, natural crafts, and conservation. This is all to the

⁸ Information on this and other features of the American Camping Association's program, services, and values is available upon request from the national office, 343 South Dearborn Street, Chicago.

good and should be continued, but not to the exclusion of other facets of program. To devote an entire term in camp, day after day, to maintenance activities such as clearing areas, building shelters, cooking food, and so on, is as questionable as doing none of these essential "camptivities." Most camps seek a balanced program that adds to the growth and development of the camper through *many forms* of recreation and education. The desirability of those forms of outdoor activities, difficult of pursuit in the artificial setting of the urban center, should be stressed. Of course, the activities are only means to an end, the end being the maximum contribution to the health, growth, and enjoyment of the camper.

Quarters for Married Staff. Although it could hardly be termed a new trend in activities, the idea of building quarters for married staff certainly affects program. During the war, especially between 1942 and 1944, mature counselors were conspicuous by their absence in numerous boys' camps. At that time, clear-thinking directors began hiring older counselors and married couples, whenever possible, and offering suitable quarters. This precedent of providing adequate living facilities for couples on camp staffs has taken on new life. The grave international situation is a possible factor in expanding such facilities, since single men are again becoming hard to get. As a rule, small two-room cabins or cottages are erected. In some cases, a house or lodge is built or purchased for this purpose. These facilities are usually near, but not on, the campsite.

Willingness to Unite Locally. The practice of uniting locally to discuss and take concerted action on mutual problems, in administration as well as program, is expanding. The problems causing this local cooperation of competitors and colleagues are as follows: health ("polio"); safety (pollution of waters); sports (athletic competition); legal (legislation); public relations (with local townspeople); and others. It is interesting that these same items are among the foundation stones upon which affiliation in the American Camping Association Sections is based.

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Specifics in New Practices. Certain specific observations along the lines of "what's new" are worthy of mention. Some of these are closely related to program proper; others have an indirect connection and are offered merely for consideration:

Balls of cotton, about fist size, are doing an effective job of keeping flies (and other insects) off and away from screen doors. They need not be dipped in repellent.

Cookouts, of at least a couple of meals each week, are being accepted as an essential part of a balanced program. This practice also gives the kitchen staff some time off.

Kayak building and using, provides three excellent program features. The constructing of these light boats offers a highly desirable arts and crafts activity; their paddling and sailing provides an attractive adjunct to the aquatics program; their versatility in tripping makes them a handy vehicle for transportation.

Fire drills are seldom practiced in camps, but it's good to note that many camps have standard operating procedures in case of fire. These standard operating procedures usually include a broad plan of evacuation, counselor fire stations, instructions for giving alarm, and placement and methods of use of fire fighting equipment.

Riflery for girls is growing in popularity. Although formerly thought of as a boy's activity (like archery, riding, and carpentry years ago), the number of girls' camps presently featuring riflery is legion.

Skylights in big buildings (such as the dining hall and the recreation lodge) certainly cut the electric bill. In addition, buildings are being equipped with fluorescent rather than incandescent lighting.

Small size furniture, equipment, and facilities are being built and brought into the better camps. It is time to recognize that the six- and seven-year-olds have serious problems measuring up to their twelve- and fourteen-year-old colleagues when adult fixtures and supplies are used in camp.

A three-area pool is hardly standard equipment for camps, yet the concept of functional compartmentalization is worthy of note. The pool referred to divides its diving, swimming, and "dunking" areas, and is the answer to the life-guard's dream. Some such division is achieved in many camps through use of cribs, guy ropes, and floats.

Something to take home is desired by almost every camper. A little thought and effort on the part of counselors enables campers to produce articles of beauty (mounted butterflies) or of usefulness (clay ashtrays). In addition to the joy of achievement gained by the camper, the promotional value of such a practical article at home, constantly reminding parents and children of camp, is inestimable.

Smaller cabins are coming into vogue. Many agency camps that are presently building or expanding are tending toward construction of cabins designed to house approximately six people (five campers and one counselor). In most cases, private camps are putting in sinks, toilets, and even showers, while agency camps prefer the unit wash-house.

Counselor's lodges or "retreats" are becoming more numerous and ornate. Almost every camp has a tent, cabin, or building reserved for the exclusive use of staff in leisure hours. A close check indicates that camps giving less time off develop better facilities for counselors.

Three long periods or terms are replacing the four short periods in some agency camps. Until recently, the standard season of most agency camps was divided into four periods of approximately two weeks each. Some of the changes being invoked emphasize three twenty-day periods, plus some pre-camp and post-camp weekends.

Ramps are being used in place of stairs at several camps. In terms of maintenance, this may prove a desirable trend. For the very young, the aged, and the handicapped, ramps offer a logical answer to the problem of stairs.

A daily check of all campers' temperatures was instituted by one camp. Although it has many commendable points, par-

ticularly in camps with rugged activity programs, such a practice is time consuming. In addition, for perfect sterilization, or if taken simultaneously, one thermometer would be needed for each camper.

Porch sleeping, with a dressing room inside, is planned in the rebuilding of certain private camps. Obviously, this implies a large cabin or cottage. Its good point is that campers sleep closer to the outdoors.

Parent-counselor evaluation of campers is one of the newer educational devices being introduced. While formerly done on a subjective and informal basis, regular printed forms, permitting considerable objectivity, are now in use. Since parents are more conscious of the scientific approach in education, such evaluation seems like a promising tack.

Artificial lakes and swimming pools abound in the camps of eastern Pennsylvania, as in certain other parts of the country. Some camps even have both. From the standpoint of supervision, teaching, and water control, these man-made facilities are excellent. For purposes of extensive aquatic programs, such as sailboat racing, their value is limited.

Individual cabins can sponsor their own "nature center" or "snake pit." Competition between cabins need not be limited to athletics and aquatics, but may take beneficial shape in such pursuits as collecting wild things and preserving them in their natural environment.

A *church altar*, occupying an alcove two or three feet deep in a craft shop and covered by folding doors when not in use, demonstrates effective multiple use of facilities. On rainy days, when use of the outdoor chapel is curtailed, this "pullman altar" proves its value by converting the craft shop into a small church.

"*Observational quarantine*" was the term used by a group of camps to restrict visitors during the threat of "polio" in a particular region. This self-imposed restriction successfully accomplished its dual purpose of (1) limiting nonessential visitation, thus diverting possible carriers, and (2) establishing a uniform

procedure of joint action, thus removing the onus from individual camps.

Working Together toward a Common Goal. As brought out in the preceding pages, there are innumerable trends proving acceptable in camp program. In large measure, these valuable new methods and techniques are the happy result of directors' willingness to pursue their work, not merely as individuals promoting their own camps, but as an identifiable group of professional colleagues striving toward a common goal.

Few are so nai've as to consider this goal entirely altruistic. Certainly a part of the goal was designed to ensure a good livelihood for the people so engaged. This part of the goal was achieved by convincing the American public that camping is no longer a luxury, but is a necessity for the proper growth and development of all our children. A second and equally important part of the overall goal is to provide the best possible outdoor experience that physical facilities and professional capabilities can devise—an experience transcending all others in its significant contribution to the physical, mental, and spiritual evolution of the camper. By striving toward this goal together, in identifiable groups (such as the private camps, the various agencies, the different churches, and the public camps) and in the many camping associations (locally, regionally, and nationally), attainment of this worthy goal is assured.

Suggested Problems

1. Define briefly what is meant by "a current trend in camp program."
2. Discuss how new practices originate and why it is desirable to explore promising trends.
3. List four activities that are considered valuable for older campers and are designed to capture their interest.
4. Name and describe two sciences (in addition to meteorology, geology, and astronomy) that might prove desirable adjuncts to the balanced program of the modern camp.
5. Discuss the reasons why the camp is considered a children's

community and an ideal place for the inculcation of democratic principles and practices.

6. List five activities unique to camping that encourage development of the social and domestic graces found desirable in our civilization.
7. What living quarters or shelters are most used in organized camps? What shelters are most popular with campers? Is there a full-scale trend developing in this area?
8. Explain briefly what is meant by the following: (a) menu planning, (b) food cost accounting, (c) determination of unit servings, (d) preservation of food, (e) preparation of food, (f) food serving, and (g) balanced diet.
9. Describe reasons why the camp can and should lay greater emphasis on the spiritual values of the experience.
10. List five different types of teaching aids of value in the camp program.
11. What is the current trend in the use of methods of evaluation in camps?
12. Name several program principles applying to: (a) camping for the very young, (b) camping for the "golden agers," and (c) camping for the handicapped.
13. Define what is meant by the following: (a) outdoor education, (b) school camping, (c) day camping, (d) resident camping, (e) organized camping, (f) professional consultation, and (g) balanced program.

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Seventeen

Illustrations of Balanced Programs

Reynold Carlson, a former national president of the American Camping Association, says, "The genius of the camping movement exists in its diversity."¹ Every camp has a site and program at least *slightly* different from all others. Even camps sponsored by the same organization and located on similar sites often schedule different activities. Camps seek the attainment of *standards* indicative of high performance levels, but have negated any and all attempts toward *standardization*.

Because of this rugged individualism in camping, the formulation of model programs presents certain difficulties. Not only is variation great, but there is little scientific research available indicating a preferred type of program or grouping of activities. Criteria upon which evaluation might be made are conspicuous by their absence. Most leaders in the field agree that the results of the experience are what really count. If a favorable change of behavior is effected through use of a certain activity, then that activity is adjudged constructive and valuable. This does not imply that only the ends are important. It does, however, indicate that means, methods, and techniques are evaluated in the main by end results.

¹ Reynold Carlson, in a personal letter to the author, 1948.

The Totality of the Camp Program. Preceding chapters analyze camp programming in its component parts. While it is always dangerous to segment a *whole* and consider its *parts* individually, sometimes this method of study proves necessary. So many factors influence the administration and program of the modern camp that a complete understanding of the whole is best accomplished by an initial analysis of the parts and, later, a synthesis of these parts. For example, the following factors are among those exerting influence on the operational aspects of the camp:

Duration—resident, day.

Sponsorship—private, agency, church, public.

Sex—male, female, coeducational.

Length of Session—short term (a few days to two weeks), long term (three to eight weeks).

Geography—location in the United States (northeast, southwest, etc.).

Topography—type of terrain (mountain, seashore, desert, etc.).

Philosophy—program emphasis and interpretation.

Special Group—such as handicapped, nursery, golden agers, adults.

In suggesting a balanced program for a modern camp all the above and additional factors must be considered. Shuffling these components produces a great many combinations or possibilities. Sufficient overlap should exist in the programs of approximately one hundred camps² to indicate clearly certain common threads running through the program fabric of many camps. These certain threads can be recognized, isolated, and inserted into a program applicable to particular groups of camps.

It would have been a relatively simple matter to produce intact some of the splendid programs submitted to the author. However, it was felt that a better overview of the entire field might be given if the salient points in the program of each type of camp were blended together. For example, more than a dozen fine daily programs were proffered by private boys'

² Programs illustrated are based directly upon a survey conducted by the author in which more than one hundred camps participated.

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camp. Any one of these would have proven interesting and valuable, but extracting the strongest points of each and objectively welding them into a plausible and possible *whole* offers a composite picture of a useful and well-balanced program. This procedure was followed with the combinations listed below.

RESIDENT CAMPING

- Private sponsorship
 - Boys' camp
 - Girls' camp
 - Coeducational camp
- Agency sponsorship
 - Boys' camp
 - Girls' camp
 - Coeducational camp
- Church sponsorship
 - Coeducational camp
- Public School sponsorship
 - Coeducational camp

DAY CAMPING

- Private sponsorship
 - Coeducational camp
- Agency sponsorship
 - Girls' camp
- Church sponsorship
 - Coeducational camp
- Public School sponsorship
 - Coeducational camp

Camper Planning in the Balanced Program. The new trend of encouraging campers to participate in planning their own programs was discussed at length in preceding chapters. Complete application of the philosophy of campers planning the entire program would partially negate the need for or value of illustrating balanced programs. It is the considered judgment of the writer, based upon visits to some three hundred camps in the United States during the past decade, that campers should be encouraged to plan the major portion of their program and select such activities as they desire. However, encouragement given them must be in terms of guidance into most fruitful channels. The program possibilities provided for them must be (1) compatible with the camp's philosophy, (2) possible in the physical surroundings, and (3) of sufficiently wide scope to permit virtually free choice. Part of the planning is done months ahead, by the director (and committee), in terms of

providing leadership, facilities, and equipment that will permit camper choice. Part of the planning is done in advance of the day scheduled, by the director and staff, in terms of adjusting activities, facilities, equipment, and staff in accordance with the developing situation, unforeseen events, and prevailing interests of the campers. Part of the planning is done by the cabin counselor and campers a few days ahead of the time planned for, to permit campers maximum freedom of choice within the overall program framework of the camp. In the final analysis, democratic freedom of choice, as practiced in camp, should be analogous to that *lived* by citizens of a democracy. Along with free choice goes the idea of limiting that choice to what is available, practicable, and possible in line with existing needs and desires of the total camp or community. The notion of free choice or inalienable rights without accompanying limitations and responsibilities is the antithesis of the American way of life.

A Statement of Limitations. The following programs, daily and seasonal, are briefed for clarity and emphasis. Only the highpoints or essentials are included. It will be easy to criticize them, because they offer merely a quick glimpse of a total program for one particular day (out of a season of possibly 60 days). However, the experienced program planner will read between the lines and fill in the details needed. The student will use these as guides to what constitutes the balanced program in a variety of camps. These programs are not offered as the ultimate in idealistic programming. Rather, they are illustrations of valuable programs that are possible and desirable in the context or situation described for a particular camp.

Although activity periods of a particular duration are shown, most camps use these segments of time merely as guides. Intelligent leaders would hardly curtail a closely contested Softball game at the sixth inning solely to shuttle children to another activity. Certainly a group returning from a nature hike would not sprint the last mile just to arrive "on time." As mentioned earlier, the daily program (like the total seasonal program) is considered in its entirety except for purposes of analysis, when

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it is divided into specific periods. Frequently the morning or afternoon periods are consolidated for such purposes as special events, hikes, or tournaments. Occasionally the dinner hour is adjusted or discarded in favor of cookouts or field trips.

The "periods" indicate blocks of time; their value is largely administrative. The program divisions or activities listed are suggested generally for the entire camp. Modifications are effected on three other levels: the unit, cabin, and interest group level. For example, a camp in the first period might offer activities in three program divisions—sports, aquatics, and campcraft—to its three units. Within these major program areas might be found the following detailed breakdown by cabin or interest group at a particular period.

JUNIOR UNIT	INTERMEDIATE UNIT	SENIOR UNIT
(Sports)	(Aquatics)	(Campcraft)
<i>Cabin</i>	<i>Cabins 5, 6, 7, and 8</i>	<i>Cabin</i>
1 } Kickball game 2 } 3 Softball instruction 4 Indian games	Boating instruction Canoeing instruction Swimming instruction	9 Knot tying and lashing 10 Knife and axe instruction 11 Fire building 12 Shelter construction

It is immediately apparent to experienced directors and counselors that the Junior unit (scheduled for sports) and the Senior unit (scheduled for campcraft) could be divided, for participation, into cabin groups. However, because of the great variation in swimming prowess, the Intermediate unit (scheduled for aquatics) would encounter difficulty in expecting all boys of each age range or cabin group to be equally advanced in aquatics. Consequently, the campers in the four cabins (5, 6, 7, and 8) of the unit scheduled for aquatics would be divided by swimming skill and would participate by interest or ability groups. As other units went to the waterfront, they, too, would lose cabin or living group identity for the same reason.

It is equally apparent to the experienced director that the units in sports and campcraft could be divided into interest groups. Juniors partial to kickball could seek that area; seniors

preferring fire building could attend that session. But in the aquatics division a more arbitrary decision (requiring attendance of each boy at a certain instructional period) demands acceptance if all campers are to receive suitable swimming instruction and the waterfront regulations are to be enforced.

References to program divisions may prove confusing. For purposes of this volume, and as introduced earlier, *program divisions* are groups of related activities arbitrarily classified together for ease in cataloguing. Every camp director and program planner has a different idea of which activities belong in each division and what divisions belong in the total program. A sizable minority agree that there are at least seven readily identifiable groups, and an eighth called "miscellaneous." They are naturelore, campcraft, tripping, music-drama-dance, arts and crafts, aquatics, sports and miscellaneous (riding, riflery, archery, conservation, etc.). Each of these program divisions or major activities may be broken down into its components for detailed programming. A breakdown of the aquatics division, for example, would include boating, canoeing, diving, fishing, lifesaving, sailing, and swimming.

On the pages that follow are some syntheses of balanced programs from a variety of camps. Although these were distilled from existing programs in some of the finest and most successful camps of the nation, they are submitted for consideration of the reader subject to the limitation of a serious plea. It is a plea (and even a prayer) that camp counselors, directors, committee members, consultants and educators continue to *improve* and *expand* the activities of the modern camp. Look forward, not backward; use the knowledge, wisdom and tradition of the past to incorporate vital new activities now and in the future. If camping is to keep pace with life and society, then we will remain flexible and open-minded about our programs. We will make every possible effort to provide for our children—our campers—*activities geared to the times and attuned to the future*. Only in this way will the most significant contribution be made in the program of the modern camp.

Camp "A"—Boys' Resident Camp

Privately sponsored

Eight-week season

Western location

Mountain type program emphasis

SPECIMEN DAILY PROGRAM

- 7:15 Reveille
- 7:45 Flag raising
- 8:00 Breakfast
- 9:30 First period
- 10:45 Second period
- 12:00 Cabins (relaxation and wash-up)
- 12:30 Dinner
- 1:30 Cabins (quiet hour)
- 2:30 Third period
- 3:45 Fourth period
- 5:00 Cabins (relaxation and wash-up)
- 5:45 Retreat
- 6:00 Supper
- 7:15 Fifth period
- 8:15 Cabins (relaxation and planning)
- 8:45 Taps

GENERAL COMMENTS

The following activities are suggested for the periods indicated: first and second—games and sports, swimming instruction, canoeing instruction, nature lore, major projects, exploring, arts and crafts, riflery and archery; third and fourth—recreational swimming, Indian sweat lodge, recreational canoeing, campcraft, construction projects, exploring, arts and crafts, games and sports; fifth—woodland games, camp fires, dramatics, movies, fishing, songs and stories.

Camp "B"—Girls' Resident Camp

Privately sponsored

Eight-week season

Eastern location

Seaside type program emphasis

SPECIMEN DAILY PROGRAM

7:30	First bell		
8:00	Breakfast		
8:30	Cabin clean-up		
Units-	<i>"Sailors"</i>	<i>"Mates"</i>	<i>"Skippers"</i>
9:00	Campcraft or nature	Canoeing or fishing	Boating or sailing
10:30	Boating or sailing	Campcraft or nature	Canoeing or fishing
12:00	Lunch		
1:00	Relaxation		
2:00	Canoeing or fishing	Boating or sailing	Campcraft or nature
3:30	Swimming and diving	Swimming and diving	Swimming and diving
5:00	Open		
6:00	Dinner		
7:30	Camp fire	Dramatics	Evening hike
8:45	Last bell		

GENERAL COMMENTS

This three-unit camp varies its program daily, with the exception of the late afternoon swimming. While the emphasis remains with nautical and aquatic activity, tennis, softball, archery, riflery, arts and crafts, and special events frequently replace the activities shown above. Horseback riding and tripping are scheduled as special features. The open period, an unplanned portion of the daily program, puts campers on their own. Extensive tripping by large sailing sloop forms a major portion of the program.

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Camp "C"—Coeducational Resident Camp

Privately sponsored

Seven-week season

Midwestern location

Lake and woods type program emphasis

SPECIMEN DAILY PROGRAM

7:00 Reveille

7:45 Breakfast

8:30 Cabin, unit and camp chores

9:00 All-camp activities (special events, tournaments)

10:00 Boy or girl unit activities (games, contests, instruction)

11:00 Small group activities (nature, canoeing, hiking)

12:00 Dinner

2:00 Individual activities in cabins (writing, reading, sleeping)

3:00 Small group activities (campcraft, handicraft, tutoring)

4:00 Boy or girl unit activities (canoeing, dancing, fishing)

5:00 All-camp activities (general swim, handicraft, boating)

6:00 Supper

7:00 All-camp activities (campfires, dramatics, Indian lore)

9:00 Taps

GENERAL COMMENTS

Girls and boys participate jointly in most activities. Freedom of choice is emphasized with the understanding that interest (or activity) groups remain together for a two-week period. Desires for particular activities, as expressed by campers, are translated by the program director into the three levels (cabin, unit, and camp) as illustrated above. The theory behind this type programming is that these future citizens will later work and play in three similar groupings—family (cabin), neighborhood (unit), and community (camp).

Camp "D"—Boys' Resident Camp

Agency sponsored
 Four two-week periods
 Southern location
 Pioneer type program emphasis

SPECIMEN DAILY PROGRAM

7:15 "Get up" gong
 7:45 Breakfast
 8:30 Tent duties
 8:45 Tent and medical check

Junior unit

9:00 Boating and canoeing
 10:30 Swimming instruction
 12:00 Unit duties
 12:30 Luncheon
 1:45 Rest and relaxation
 2:45 Store
 3:00 Arts and crafts
 4:30 Recreational swimming
 5:30 Rest and relaxation
 6:15 Dinner
 7:30 Evening program (campfires, camper shows, movies)
 8:30 "Evening" gong
 9:30 "Night" gong

Senior unit

Swimming instruction
 Boating and canoeing

 Woodcraft and nature

GENERAL COMMENTS

Campers participate in the activity selected by the majority on a weekly basis, since this camp has four two-week periods. Units participate together in most activities; in a few activities, such as recreational swimming and evening programs, the entire camp is involved.

Camp "E"—Girls' Resident Camp

Agency sponsored
 Three three-week periods
 Rocky Mountain location
 Ranch type program emphasis

SPECIMEN DAILY PROGRAM

7:00 "First call"
 7:30 Flag raising
 7:40 Breakfast
 8:30 Cabin clean-up

*Children's camp**Youth camp*

9:00	Riding instruction—Exploring Woodland games—Handicraft	Swimming instruction—Archery Riding instruction—Campcraft
11:30	Quiet period	
12:30	Lunch	
1:30	Siesta	
2:30	Archery—Recreational swim Campcraft—Riding	Riflery—Exploring Riding—Recreational swim
5:20	Flag lowering	
5:30	Supper	
6:30	Evening program	
8:30	"Last call"	

GENERAL COMMENTS

Considerable freedom of choice of activities is permitted. Campers choose an activity for a three-week period and continue in it. Choices are shown above. The scheduled quiet period before lunch tapers off the tensions from the rigorous activities of the morning. The aspect of long, leisurely time allocations for activities makes for a "free and easy" pace and a flexible scheduling of selected activities.

Camp "F"—Coeducational Resident Camp

Agency sponsored

Four two-week periods

Eastern location

Special program for orthopedically handicapped

SPECIMEN DAILY PROGRAM

7:15 Reveille

8:00 Breakfast

9:00 Cabin responsibilities

10:00 Morning period

12:00 Dinner

1:30 Rest period

2:30 Afternoon period

4:00 Aquatics period

5:00 Quiet period

6:00 Supper

7:30 Evening period

9:00 Taps

GENERAL COMMENTS

This camp functions on the principle of *cabin group* activity almost entirely. The usual gamut of camp activities incorporates certain modifications in the periods shown. These periods are long and reasonably flexible. The boys and girls are together chiefly at meals, during the general swim period and for evening programs. Most camps divide the morning into two or more activity sessions or periods; as indicated above, one large (two hour) block of time is suggested for this type camp. The afternoon, being longer in duration than the morning, lends itself to a large block (one and one-half hours) of time for various activities plus an hour for aquatics.

Camp "G"—Coeducational Resident Camp

Church sponsored

Three two-week periods

Southern location

Program emphasis on spiritual values attainable through camping

SPECIMEN DAILY PROGRAM

7:00	"Rise and shine"		
7:30	Breakfast		
8:15	Cabin duties		
8:30	Unit dudes		
8:45	Camp duties		
	<i>"Indians" (7-9)</i>	<i>"Pioneers" (10-12)</i>	<i>"Comrades" (13-15)</i>
9:00	Sports	Campcraft	Aquatics
10:30	Aquatics	Sports	Campcraft
12:00	Relaxation		
12:30	Dinner		
1:30	Relaxation		
2:30	Campcraft	Aquatics	Sports
4:00	General swim		
5:30	Unscheduled		
6:30	Supper		
7:30	Evening program		
8:30	Vespers		
9:00	"Peace and quiet"		

GENERAL COMMENTS

Boys and girls have different camp sites but come together for certain programs. The total camp is divided into three co-educational age groups as indicated. Children have a free choice of activities within the program divisions available. This is an interesting and effective mutation or combination of the unit *plus* the interest group. Time set aside for the three types of "duties"¹ might easily be diverted to religious instruction if desired.

Camp "H"—Coeducational Resident Camp

School sponsored

One-week periods

Midwestern location

School camping type of program emphasis

SPECIMEN DAILY PROGRAM

7:15	Reveille	
7:45	Breakfast	
8:15	Cabins	
8:45	Inspection	
	<i>Group One</i>	<i>Group Two</i>
9:00	Wildlife	Soils
10:30	Construction	Wildlife
12:00	Cabins	
12:30	Lunch	
1:15	Rest	
2:00	Plantlife	Handicraft
3:30	Recreation	
5:00	Cabins	
6:00	Dinner	
7:30	Evening social activities	
9:00	Taps	

GENERAL COMMENTS

The camp is divided into groups of classroom size. While camper (pupil) planning is encouraged, it is channeled by skilled counselors (teachers) into major areas (program divisions) for expression. For example, under wildlife as listed above, campers might have the choice of tracking small game, studying caves or nests, or constructing a rabbit hutch. While the activities of all camps are similar, the approach by school camps is primarily educational; the approach by other camps is primarily recreational.

302 ILLUSTRATIONS OF BALANCED PROGRAMS

Camp "I"—Coeducational Day Camp

Privately sponsored

Three three-week periods

Midwestern location

Lake and forest type program emphasis

SPECIMEN DAILY PROGRAM

- 9:00 Arrival at camp site
- 9:15 All-camp activity (songs, stories, skits)
- 9:45 Small-group activity (sports, handicraft, nature lore)
- 10:45 Small-group activity (gather wood, spread blankets, lay fires)
- 11:45 Lunch period (light and tend fires; prepare, cook, serve, eat food; clean-up)
- 1:15 Quiet period (stories, writing, sketching, sleeping)
- 2:15 Small-group activity (hiking, fishing, woodland games)
- 3:15 Small-group activity (swimming, riding, special events)
- 4:15 Planning for tomorrow's activities (by small groups)
- 4:30 Leave camp site

GENERAL COMMENTS

Transportation to program areas is one of the major problems in day camping. Many camps have no swimming or horseback riding at the camp site; campers must be transported to these facilities. Most day camps encourage small group cookouts (as described above) at least once each week. Democratic intergroup relations are exemplified best through this joint operation of meal preparation in small groups.

Camp "J"—Girls' Day Camp

Agency sponsored
Six one-week periods
Eastern location
City park type program emphasis

SPECIMEN DAILY PROGRAM

8:30 Arrive at camp
9:00 Active games and contests
10:30 Music, dramatics, handicraft
12:00 Lunch
1:00 Relaxation and rest
2:00 Swimming (instructional and recreational)
3:30 Nature exploration, bird walks, zoo visits
5:00 Leave for home

GENERAL COMMENTS

Facilities in many large city parks are adequate for day camping if good leadership and fundamental program equipment are available. The simple program outlined above permits considerable expansion of activities in the program periods. Although day camps in city parks miss the natural or primitive environment of those resident camps far distant from urban centers, interesting programs are possible through the use of such facilities as zoos, aquariums, planetariums, museums, arboreta, bird sanctuaries, and occasionally even certain commercial types of recreation such as expositions, aquacades, baseball games, and circuses.

Camp "K"—Coeducational Day Camp

Church sponsored

Seven one-week periods

Southern location

Pool and park type program emphasis

SPECIMEN DAILY PROGRAM

8:30 Arrive at camp

8:45 All-camp morning devotion

*Younger division**Older division*

9:00 Games and sports

Handicraft and hobbies

10:00 Handicraft and hobbies

Swimming instruction

11:00 Swimming instruction

Games and sports

12:00 Lunch

1:00 Songs and stories

2:00 All-camp special event

3:30 Recreational swimming

4:30 Leave for home

GENERAL COMMENTS

Many camps encourage a fine aquatics program in swimming pools. For teaching purposes the pool is usually superior to the lake, pond, or river; for small craft operation the ordinary pools offer limited opportunities. Many day camps rely more heavily than resident camps on special days and special events. Valid reasoning exists for hourly scheduling of activities, especially in day camps; yet many camps have proven the feasibility of adopting larger blocks of time, thus enabling adjustment of sessions in accordance with the interest manifest, the nature of the activity, and other dynamic factors.

Camp "L"—Outdoor Educational Camp

School sponsored

Eight one-day periods (September and June)

Northcentral location

Outdoor education type program emphasis

SPECIMEN DAILY PROGRAM

8:30 Leave school for outdoor education "laboratory"

9:30 Arrive at the site, announcements, assignments

10:00 Conservation activities in soil erosion, tree planting, and dam building

11:00 Activities such as menu planning, shelter construction, handicraft

12:00 Lunch

1 :00 Observation of wildlife, soils, plantlife, minerals

2:00 Physical education activities such as softball, tree climbing, and swimming

3:00 Leave camp for school

4:00 Arrive at school

GENERAL COMMENTS

Outdoor education is the transitional step between the classroom curriculum and the program of the school camp. This type of program introduces the pupil-campers to nature and the outdoors. Although it does not possess all the socializing aspects of school camping (from the standpoint of group relations over a twenty-four-hour, five-day period), it presents remarkable possibilities for a laboratory experience in the natural environment for a full day. The wise camp director stresses the desirability of campers assisting in program selection; in school camping and outdoor education, free choice is limited by necessity to recreational and twilight activities.

Camp "M"—Coeducational Resident Camp

Privately sponsored

Series of two-day to six-day trips

Northwestern location

Travel program

SPECIMEN SEASONAL PROGRAM

April 7-8 Daffodil Sightseeing Trip—Tulip Farm—Bicycle

April 28-30 Grand Coulee Dam—Bus

May 12-15 Wenatchee Valley—Rock Island Dam—Train

June 2-4 Hood Canal—Mt. Walker—Station Wagon and Ferry

June 16-17 San Juan Islands—Seashore Exploration—Sailing Sloop

June 30-July 1 San Juan Islands—Mt. Constitution—Sailing Sloop

July 7-8 Shore Exploration at Tokland—Twin Harbors State Park—Sailing Sloop

July 14-15 Olympic Hot Spring and Hurricane Ridge—Station Wagon

July 20-24 Olympic Peninsula—Lake Crescent—Train and Horseback

July 27-30 Mt. Rainier—Paradise Area—Busses and Hiking

August 6-9 Mt. Baker Recreation Area—Lake Ann—Train and Pack Trip

August 18-25 San Juan Islands—Victoria, British Columbia—Sailing Sloop

August 27-30 Yellowstone National Park—Airplane and Hiking

September 8-10 Cascade Pass—Mt. Baker National Forest—Station Wagons

September 22-25 Darrington Loop—Skagit River Fishing—Bicycle

GENERAL COMMENTS

The above camp program, like others given, is based on actual programs of several trip camps. This type of program is of considerable interest especially to youth and young adults. Too little information is available for comprehensive analysis of the values of trip camping in America. However, it is known that trip camps make a significant contribution and form an identifiable segment of the camping movement in this nation. The program outlined above is based upon the philosophy of itinerant group visitation to points of natural wonder. The method of travel and the route followed is adjudged of equal interest and importance to the place visited.

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