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ELEMENTS IN THE REVISED GIRL SCOUT CAMP PROGRAM  
APPLICABLE TO THE CHRISTIAN EDUCATION  
PROGRAM IN A CHURCH CAMP FOR GIRLS

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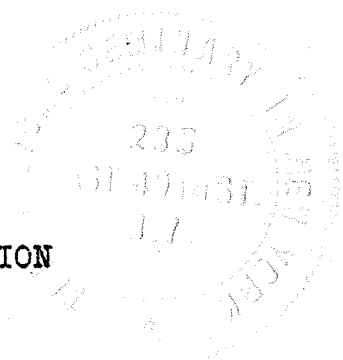
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A Thesis

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# ELEMENTS IN THE REVISED GIRL SCOUT CAMP PROGRAM APPLICABLE TO THE CHRISTIAN EDUCATION PROGRAM IN A CHURCH CAMP FOR GIRLS

## CHAPTER I INTRODUCTION

### A. Statement of Problem

The camping movement is becoming increasingly important in the life of our nation. Educators as well as church and secular leaders are realizing that the camp is an educative institution which has unique values to contribute to the enrichment of the experience of the growing person. Due to the recent strides made in the social sciences, the traditional camp of the last generation has been replaced by a new and better form of camping. The philosophy of conservative progressive education has become the foundation of the progressive camp.

By 1939, through the scientific study of this new educational approach, the Girl Scout movement had revised its entire program. As a part of the total Girl Scout program its summer camp program also has undergone revision. Some church groups on the other hand, seem to continue to function as before, without taking cognizance of progressive methods. Surely much valuable help can be gained through the use of these newer methods that will strengthen the Christian Education program of the church camp, thereby increasing

the efficiency of efforts put forth for the cause of Christ. It is therefore the purpose of this thesis to study the revised program of the Girl Scout Organization in order to discover what elements of value in this program may be applied to the Christian Education program of one particular church camp, designated as Camp "X".

#### B. Limitations of the Problem

It is recognized that there are many other organizations that are making this new approach to their camp program, e. g., The Boy Scouts of America, Girl Reserves, Four-H Clubs, Y.W.C.A., and various church groups. These have excellent contributions to make to a study of this nature, but in this study the investigation will be limited to the Girl Scout Organization. However, the revision of this program made in 1939 did not mark the beginning of the change in approach but was simply a more concrete expression of the result of a decade or two of transitional experience in the camping world. Therefore, because the work of the Girl Scout Organization is so closely connected with the camping movement as a whole, and because the more prominent camping leaders in the Girl Scout organization have responsible positions on the staff of the American Camping Association, the underlying philosophy, objectives, and methods promulgated by this association will be included as source material authorized by the official Girl Scout

camp leaders.

Furthermore, while there are certain phases of camping which do not come under the heading of program, yet are important because they have a direct bearing upon the program, e.g., leadership training, health and safety regulations, parent education, analysis of behavior problems, record making, and others; these will not be included in this study. Instead, only the more specific aspects of the camp program will be considered. It must be assumed that adequate provision would be made in the other realms just mentioned so that the program elements discussed herein might be made effective.

#### C. Justification of the Study

Since there are inherent values in the camping program set up with this new approach, it is important to capitalize upon these values in the Christian Education program of the church camp. Camp "X" has been chosen as a result of the writer's experience as counselor on its staff during the summer of 1944, after a similar experience in 1940 and 1941 in an organized Girl Scout camp in which the progressive approach was made. Comparison of the two camps led to the conviction that there is a great contribution to be made toward improving the effectiveness of the church camp by the application of those objectives and methods used in the Girl Scout camp.

#### D. Plan of Procedure

The first section of this thesis will be devoted to the investigation of the revised Girl Scout camp program. This will include a statement of program, objectives, methods and underlying philosophy, followed by an evaluation. It is always difficult to evaluate correctly any program in terms of its results in the lives of people but to a certain extent some evaluation is possible. In this instance, such evaluation will be based upon the reports of Girl Scout Camp leaders in the light of objectives set up.

The second section will include an analysis of the program of church camp "X", also with regard to objectives, methods, and underlying philosophy. There will also be an analysis of the specific problems encountered in this camp due to type of camper, leadership, and program. These problems will center in the camper in terms of her needs or in terms of other primary needs which in turn create problems. This program, likewise, will be evaluated in terms of discernible results in the light of objectives set up.

A final section will include an application of the elements of the revised Girl Scout camp program to the problems of the church camp program and an estimate of possible outcomes.

#### E. Sources for this Study

The sources of this study have been found in

conference experience, and with the agency supporting and operating Camp "X" and associate churches. Consultation with camp leaders on the national staff of the Girl Scout organization has provided much of the information in regard to actual methods and procedure used in Girl Scout camps. This information has been supplied by that gleaned from camp reports of program activities and results, filed at the Girl Scout camp bureau. Books and pamphlets recommended by these staff members have further facilitated this study. Access to statistical releases have contributed a valid basis for an evaluation of the Girl Scout camp program.

Records of Camp "X", although less comprehensive, have been available and helpful. Consultation with Camp "X" leaders has provided a clear understanding of the point of view of its leaders and of limitations felt by them, as well as a better understanding of the campers themselves. The writer's own experience in teaching a similar group of city children from the slum area and visiting in their homes has provided background experience for that of camp leadership. Further contact with these same campers in their city, church, and home has helped to make this study realistic.



## CHAPTER II

### INVESTIGATION OF THE REVISED GIRL SCOUT CAMP PROGRAM

#### A. Introduction

As the first step in this study, this chapter will analyze the Girl Scout camp program. In this process it is necessary first to objectify and describe the basic elements which make up the whole camp program. While there is no set program followed in all Girl Scout camps, a general pattern is ascertainable and, therefore, a sample daily program will be outlined as a basis for this study. With this program in mind, underlying objectives will be examined, followed by methods used to achieve these objectives. The results of that program determine its effectiveness, and serve as a good indicator of its value. For the final evaluation, these results must be expressed in terms of objectives set up, in order to determine the degree of success or failure experienced in fulfilling these goals.

#### B. General Pattern of a Daily Schedule in a Girl Scout Camp

As just indicated, the Girl Scout camp schedule is flexible, but it serves to meet the need of the camper to know what she will be doing throughout the day and it keeps her from drifting.<sup>1</sup> The following schedule is that of Camp

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1. Mason, Bernard S.: *Camping and Education*, p. 155.

Barree and may be considered typical.

<u>Time</u>	<u>Activity</u>
7:00	Rising
7:45	Breakfast and dishes
9:00	Kapers and cabin clean-up, Court of Honor
9:30	Unit meeting
10:00	Activities - interest groups: nature, dramatics, campcraft, handcraft, etc.
11:15	Swimming - compulsory
12:00	Free time
12:30	Lunch and dishes
1:30	Free time, trading post, Camp Council
2:00	Rest hour
3:00	Activities - interest groups
4:15	Free swim
5:00	Free time, games, recreation
6:00	Dinner and dishes
7:00	Free time, games, boating, etc.
7:30	Campfire
9:00	Taps

An analysis of the above schedule reveals the general character of the program. Some of the activities such as rising, meals, and dishes, need no comment. The unit court of honor is worked in by the cabin leader working faster and the others sharing the rest of her work. Plans for activities, announcements, and various matters are given consideration here. The activities period appears to be quite long, but part of that time is spent in preparation for swimming. Swimming is compulsory because it is far too vital and elemental a camp technique to be neglected. Freedom of choice on the basis of interest is encouraged in the morning and afternoon activities. Singing is a very important part of

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1. Cf. Mason, op. cit., p. 155.

camp life. New songs are learned at the unit meeting and more fully enjoyed at other times, especially the evening campfires. Other preparation for the campfire program is made during free time or as an activity of the day. Early in the summer the schedule is moved forward so that it is dark when the campers go to bed. The senior campers are allowed an extra half-hour before taps. In general, this is the plan of the Girl Scout program, but variations enter if there is sufficient reason for exceptions.

The Sunday schedule differs from this schedule in various aspects. Sunday morning is spent in going to town to church or in a camp Sunday School service. Swimming and rest hour are included in the Sunday program. The rest of the time throughout the day is free, unless special activities are planned. On Sunday evenings the entire camp attends an outdoor worship service called Scout's Own.

### C. Basic Elements of the Revised Girl Scout Camp Program

#### 1. Objectives of the Revised Girl Scout Program

In the following statement is revealed the general objective underlying all of the Girl Scout program as outlined above:

"What is done is only as important as how it is done and what has happened to the campers in the doing...Camping is more than activities strung together to fill in time or keep fingers busy; it

is a growth in living..."<sup>1</sup>

If camping is to fulfill its purpose, however, specific objectives must be set up in terms of camper needs. These objectives should be stated in terms of the group and individual camper needs. Both categories are included in the official statement of objectives of the Girl Scout organization:

1. "To stimulate real enjoyment and appreciation of the out-of-doors through progressively adventurous experiences.
2. "To provide training in citizenship through the give and take of community living in which each girl has a part in the planning and carrying out of the camping program with the help of adult leaders.
3. "To contribute to the physical and mental well-being of every Girl Scout camper and to help in the development of such qualities as resourcefulness, initiative, and self-reliance." <sup>2</sup>

Although these three objectives in essence include the basic purposes and desired outcomes of any camp experience, in practice, many directors of Girl Scout camps have broken them down into smaller units and stated more explicitly the emphases to be made, according to the need felt in their specific camping situation. It must also be noted that, since the Girl Scout organization is fundamentally a patriotic organization, a great deal of its activities in these recent years have centered around defense

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1. The Day Camp Book, Girl Scouts Inc., p. 96.  
2. Ibid., pp. 2-3.

and the war effort.<sup>1</sup> However, this is not a deviation from the achievement of the basic objectives, but rather a timely and exceedingly significant means through which even greater values in relation to these objectives have been realized. It must be recognized that these objectives are not mutually exclusive, but all interrelated. They have been placed in these categories simply as a means of amplifying and clarifying the fundamental purpose for which the Girl Scout camp exists, i.e., growth in living. Each objective will be discussed in the order given above.

- a. Objective 1: "To stimulate real enjoyment and appreciation of the out-of-doors through progressively adventurous experiences."

This objective is placed first in order and rightly so, because if the camper is unable to adjust to her new home she will be lacking in that security upon which rests her freedom to express herself adequately and constructively. This security is of primary importance because when the camper has fear of snakes, spiders, and night noises, inhibitions are built up which keep her from feeling free and in a position to have a satisfying experience in camp activities. Before the camper can appreciate the out-of-doors, it is necessary for her to make this adjust-

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1. Cf. "Camping - A Wartime Asset": Report of a Conference of the American Camping Association with Representatives from Eleven United States Government Agencies. October 22-25, 1942, Alexandria, Virginia.

ment so that she will enjoy being there. Abbie Graham ex-  
presses this view in the following:

"A camping experience may be valuable if it does nothing more than to help a child enjoy being a first-hand part of roads and trails, fire and water, sunrise and dusk, and to avoid having a bad time there. Somehow one holds it against the Universe if, on an overnight hike, the supper cocoa scorches, the supply of breakfast eggs gives out and someone calls one a 'sissy' if he cannot 'keep up'."

b. Objective 2: "To provide training in citizenship through the give and take of community living in which each girl has a part in the planning and carrying out of the camping program with the help of adult leaders."

In their home situation, all too often the members of the group fail to adjust to each other and many difficulties result. The root of the difficulty is that each wants what he wants when he wants it and is unwilling to give in, either by sharing or by relinquishing his right to it. Conflicts are inevitable in this type of behavior and result in constant unpleasant display of feelings, thoughts, and actions, ending in annoyance with the whole group. The aggregate of their dissatisfying experiences is negative, and unless there are other points of agreement and common interest between these individuals, the total outcome of the child's home experience is negative.

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1. Graham, Abbie: "Camp As a Setting for the Good Life", Appraising the Summer Camp, Vol. V, p. 25.  
Note: Abbie Graham is Chairman of Publications for The Camping Magazine, the official publication of The American Camping Association, Inc.

The bonds which should unify the group and give each member a feeling of security through knowing she is needed and wanted, are weakened to the degree of negativity of the total experience.

At the root of this lack of adjustment within the family lies an autocratic attitude which expresses itself in the areas of life where there is dissatisfaction. This attitude, when pushed back to its origins, reveals within the individuals involved a working philosophy of disregard for others. When other people do not seem very important to a person, then he does not exercise much care and consideration in his relationship to them. The result is the infringement upon the rights of others in various ways, thereby contributing to the total unhappiness of those involved.

Most girls, in varying degrees, come to camp with this kind of background. They have built up around this self-centered philosophy certain types of behavior patterns which naturally express themselves unless directed otherwise. They need to change their way of responding, by revising their basic philosophy so that a change in work and action will proceed from inner motivation, thereby making it genuine and permanent. In order for this to be accomplished, their attitude and thinking must be modified through the interaction of the group upon its individual

members.<sup>1</sup> It is not enough simply to teach them the fact that it is better to respect others, have regard for their rights, to yield to their way when it is the better way, even when it means doing the hard thing. They must experience this teaching with satisfaction so that they will feel the rightness of it and incorporate it into their life.<sup>2</sup> The camp has a unique opportunity to provide this laboratory for group living.<sup>3</sup> For most campers, their camping experience is their first opportunity to be a part of a group outside of their family or school. In this camp group they realize for the first time that they have a responsibility to their peers. The camper cannot rely upon her parents to shoulder her responsibility for making her own contribution to the unit group, whether it be frying the bacon for breakfast or helping to plan an overnight hike. These are responsibilities of each individual in the group and if she fails to make her contribution then the total happiness of the group will be impaired to the degree to which she has failed.<sup>4</sup> Each problem that confronts the group is one that affects it vitally and directly. Nor can these problems be solved ex-

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1. Cf. Blumenthal, Louis H.: Group Work in Camping, p. 10.
2. Cf. Ibid, p. 7, pp. 29-31.
3. Cf. Ibid, pp. 16-18.  
Cf. Redl, Fritz: "The Role of Camping in Education"; The Camping Magazine, February 1942, p. 41.
4. Cf. Blumenthal, op. cit., p. 33.  
Cf. Sharp, L.B.: "Give Camping Back to the Campers"; The Camping Magazine, March, 1940, pp. 5-6.



cept as each part of the group has a share in planning an activity and carrying it out.<sup>1</sup> The role of the individual camper might be one of contributing a new idea or her skill at one time, while again, it might be taking and using the suggestion or skills of other campers. This is the essence of good democratic group living.<sup>2</sup>

There are other environmental elements which have conditioned the camper and her ideas. For the most part, she has absorbed the attitudes and ways of thinking and acting of her parents, friends, and the groups with which she has had contact. Some of these attitudes have been in keeping with those which contribute to good citizenship, while others have been diametrically opposed to democratic principles. When we think of the four freedoms, we are forced to think of them in terms of the entire constituency of our nation. This brings to the fore the knotty problems of race and class that are so crucial today and foreboding for the future. Every camper has need of broadening her horizons through greater understanding, tolerance, and respect for these social and racial differences. Her camping experience should contribute to this end in some way.<sup>3</sup> The camper also needs to see beyond her own national borders and

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1. Cf. Blumenthal, op. cit., pp. 11, 31.
2. Cf. James L. Hymes, Jr.: "Group Living in a Community of People"; The Camping Magazine, February, 1942, pp. 6-8.
3. Cf. Busch, Henry M.: "Goals for Camping in the New World Setting"; The Camping Magazine, March, 1945, pp. 3-4.

realize that she is a citizen of the world and as such has her share of responsibility to it.<sup>1</sup> Training in world citizenship has always been a part of the Girl Scout program, but this need has been more keenly felt since the beginning of World War II. As the war has progressed, it has become increasingly evident that the trend of the world is toward "oneness" in relation to trade and commerce. Although this commercial and mechanical unity is strong, the war has made us increasingly aware of national differences, producing a superficial, utilitarian unity with our allies, and a bitter, intolerant hatred for our enemies. After the war it is going to be imperative that we have a oneness in human relationships as a pattern for peace that will be drawn up around the peace table. This can only be drawn up as peoples are aware of their responsibilities in remaking their own countries in their relationships to other nations. The camp cannot expect a camper to understand embargo and immigration laws, but she can learn the underlying principles when she participates in simple community life at camp.

Dr. Busch, of the American Camping Association, recently spoke to that group in the New York area, relating this problem to the work of the camp.<sup>2</sup> He accepts the ex-

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1. Cf. Chapman, Margaret: "Good Neighbors"; The Camping Magazine, March, 1944. Note: This article is a reprint. Margaret Chapman is a member of the national staff of the Girl Scouts, Inc.

2. Cf. Busch, Henry M.: Op. cit., p. 4.

pediency of war measures taken, but recognizes the effect of the war in depreciating the value of human personality. His plea is not for a soft peace or anything short of unconditional surrender, but for preventing these attitudes from projecting themselves into the post-war world in such a way as to undermine the whole democratic system.

Girl Scout camp leaders recognize the grave significance of this need. The world order of the future will be contingent, in part, upon the attitude of its constituent members toward each other. Those who attend the Girl Scout camps are citizens of the world and they will either lend strength or weakness to the total world order by the values they build up in regard to these issues. Many campers already reflect the general public attitudes prevalent today. They have unconsciously accepted them without having given real thought to their meaning and implications. Thus, the campers have a great need for the basic attitude of respect for all people, regardless of race, nationality, creed or class; and the camp leader must reckon with it.

- c. Objective 3: "To contribute to the physical and mental well-being of every Girl Scout camper and to help in the development of such qualities as resourcefulness, initiative, and self-reliance."

Although this is the official statement of objective in the area more directly personal, it is not complete because it omits the emotional, social, and spiritual well-being of the camper. In practice, these areas are of

primary importance and thus for this discussion they will be included here. The social well-being of the camper is included in the second objective and the emotional in this discussion. Many leaders recognize the value of the campers' spiritual well-being also, and this area will likewise be included. The objective might, therefore, be re-worded thusly:

To contribute to the physical, mental, emotional, and spiritual well-being of every Girl Scout camper and to help in the development of such qualities as resourcefulness, initiative, and self-reliance.

(1) Physical

The whole life of the camper is affected by her physical state. Tracy emphasizes the importance of the body's being well-kept:

"If the body is strong, well-nourished by proper food, air and sleep, and well-trained and hardened by proper work and exercise, then the mind has unhindered opportunity for its own free expression and full self-realization. If the body is weak, badly nourished, untrained or diseased, the free activities of the spirit are by so much handicapped or rendered abortive." 1

Since the general well-being of the camper is so dependent upon her physical condition, the health of the camper must consciously be in the mind of the leader, in the specific fields of rest and sleep, diet, and physical activity. The amount of sleep prescribed by the Sixth Annual Institute on Character Education in the Summer Camp

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1. Tracy, Frederick: The Psychology of Adolescence, p. 24.

is the same as that set up by the White House Conference. <sup>1</sup>

<u>Years</u>	<u>Hours</u>
9	11½
10	11½
11	11
12	10½
13	10
14	9½
15	9½
16	9

Campers need guidance in choice and amount of food they eat. Growing girls need foods of high nutritional value. Often their needs and their desires do not coincide. They do not feel the immediate result of failing to get the daily requirement of green vegetables, for instance, and therefore it is difficult to persuade them to eat correctly. Thus, they need to become aware of ultimate results of wrong eating.

In keeping with some of their intemperate tendencies, campers can be very unwise in their athletic life. Their nervous system and muscles crave physical activity, yet their bodies are not always sufficiently developed or strong enough to carry the strain of excessive physical activity, especially during the menstrual period. During the age of early adolescence, in particular, over-exertion and fatigue must be carefully guarded against, due to the possibility of permanent danger to their hearts.

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1. Character Education in the Summer Camp, Vol. III: "Setting Standards in the Summer Camp", p. 14.
2. Cf. Burrell, Caroline B.: Our Girls and Our Times, pp. 37-39.

General habits of healthful living should be stressed because campers need to establish these habits at a time when they are able to develop good habits and break bad ones more easily.

(2) Mental

Campers have been in school all winter and they need the kind of a rest from mental activity that will keep their minds active and alert, because the individual cannot grow without having stimulating mental activity. Modern society with all its conveniences has robbed men of much that will help them to develop resourcefulness, initiative, and self-reliance. People do not have to think in order to live today. It takes very little resourcefulness or initiative to push a button. With a turn of the switch, there is heat and light. Food, shelter, and clothing are easily bought and seldom produced or made. Generally speaking, even the money used to possess these things is earned through mechanical work that requires a minimum amount of mental activity. The screen and radio do the thinking for the average person. Modern conveniences have made life too easy for most citizens because they have robbed it of any challenge to his mental abilities. The question might be asked: Is a person under such circumstances really free? Our fighting men have answered this question through their experience. The transition from city life to basic training to jungle or

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1. Cf. Burrell, op. cit., pp. 37-39.

desert or snow-covered battlefield has required almost infinite mental alertness, initiative, readiness and self-reliance. These men have had to face the fact that one wrong move means death and they have learned to gear in their mental life to meet this need.

Campers are a part of this mechanized world. They have automatically taken on the ways of their environment and are not aware of this lack. The Girl Scout camp leader takes for granted that some day campers might be pushed back on their own resources for their very existence.<sup>1</sup> With the reality of homeless millions and concentration camp experiences in the war-torn countries today, this possibility does not seem too remote. The record of the service rendered by the scouts of Europe, called Girl Guides, is remarkable and shows the great value in developing these qualities of resourcefulness, initiative, and self-reliance. Perhaps many American girls will never face a situation similar to that the European girls have faced. And yet, that experience may be closer than we realize. In a different way, in the military service, thousands of American girls have already faced situations requiring initiative and resourcefulness. Even if war conditions did not make imperative these qualities which are developed through the mind, they would still be of primary importance because personality growth is attained

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1. Data gleaned from interview with Miss Marguerite Hall, Outdoor Activities Adviser, Girl Scouts Program Division.

as these qualities are incorporated into the whole life of the person.

(3) Emotional

The camper needs to find herself, to grow up, to gain genuine self-confidence and poise. These feelings are by-products gained through having adequately met her emotional needs as follows: "The need to do something that brings a sense of achievement. The desire to be loved and accepted by someone who is important." <sup>1</sup> William I. Thomas has listed them more specifically as the desire for "recognition, response or affection, new experience, and security."<sup>2</sup>

Recognition. The first desire for recognition brings into the discussion the social needs of the camper. Man is a gregarious creature, and it is part of his nature to want to be with other people and to have status with them. And so campers need that security they feel in being approved by their group. Once they are a part of a group, such as they are at camp, this need of social approval is not automatically met. Experimental studies have shown that all campers are not accepted in the basic cabin group. This is the primary group which exerts the greatest influence upon the camper. It was found that 25% of the campers did not possess a satisfactory degree of acceptance by other of

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1. Elliott, Grace Loucks: Understanding the Adolescent Girl, p. 32. Note: Girl Scout leaders recognize this book as a standard authority on the subject.
2. Mason, Bernard S.: Camping and Education.



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the group. The social scientist is recognizing the tremendous effect of this need of prestige upon the conduct of adolescents of camp age.<sup>2</sup> Garrison says:

"If we consider the average adolescent girl in the junior high school, we will find an individual bound by certain group standards, ideals and general attitudes." 3

Furthermore, he says,

"Loyalty to different members of the group reaches a high pitch and may even surpass the loyalty earlier established to such ideals as honesty and truthfulness." 4

These are sobering facts to the camp leader who is trying to build character in individual lives. Unless adequate adjustment can be made to the group of this 25% of the campers, this powerful motivating drive will be thwarted and contribute to the disintegration of the personality and growth will be stunted to the degree of its intensity.

Affection. The camper's desire for affection is a more intimate thing than her desire for recognition. It is on an individual level, and it is a desire for mutual love and understanding. So often adolescent girls have not yet "come into their own" and feel at odds with themselves and others. They find themselves unable to account for their behavior, and dissatisfied because of it. They discover

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1. Cf. Dimock, Hedley S. and Statten, Taylor: Talks to Counselors, p. 41. Note: These authors are members of the American Camping Association.
2. Cf. Busch, Henry M.: "Group Work in Camping", The Camping Magazine, October, 1939, pp. 3, 4.
3. Garrison, Karl C.: The Psychology of Adolescence, p. 107.
4. Ibid, p. 104.

that they act differently in the presence of different people and often the people with whom they especially want to gain rapport are the very ones in whose presence they are befuddled.<sup>1</sup> Hence girls often avoid situations in which they will feel this insecurity. Sometimes they are too severely criticized or hurt and come to feel that nobody loves them or cares whether they are happy. Adolescent girls of camp age are particularly susceptible to such difficulties. They have a great need of the sympathetic love of an older person who really understands them and can wisely meet this need of affection in such a way that the camper will be helped to progress.

New Experience. Love of adventure runs high in the mind and heart of youth. They have abounding energy and seek to use it in reaching out to the unknown. The ordinary routine of life does not hold enough of this element to satisfy this basic wish.<sup>2</sup> Girls come to camp as a means of satisfying this desire. They like the experience that has novelty, adventure, excitement and thrills in order to dispel the monotony of life. The camp has a unique opportunity to meet this need:

"More than other settings, the camp can provide for life arrangements flexible enough to include new and adventure-challenging situations and therefore satisfy a growth need badly underde-

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1. Cf. Fedder, Ruth: A Girl Grows Up, p. 9. Note: Girl Scout camp leaders recognize this book as a standard authority on the subject.
2. Mason, op. cit., p. 95. Note: The author is a member of The American Camping Association.

veloped in our world of subservient gadgets and technical dependence." 1

Security. Kilpatrick traces emotional security to the individual's attainment of a sense of being an effectively self-directing person accepted by others as a worthy member of the group.<sup>2</sup> Security is often lacking in girls of camp age, and fear takes its place. It is especially lacking in early adolescents due to unusual physical and mental growth, and rapid changes within themselves which they cannot integrate. The camper, therefore, needs to know herself and to be integrated from within in order to feel secure.<sup>3</sup> She also needs security experienced through feeling that sense of belonging to others, gained through satisfactory contact with individuals and the group (especially the primary group).<sup>4</sup> The camper needs to feel secure in the out-of-doors, and in the mode of living of which camp consists.<sup>5</sup> In the absence of friends and parents, she needs to be able to "stand on her own feet and make decisions in her own right" to help her gain this security.<sup>6</sup>

#### (4) Spiritual

The Girl Scout organization, as will be shown, re-

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1. Redl, op. cit. p. 42.
2. Cf. Kilpatrick, William H.: "The Role of Camping in Education Today", The Camping Magazine, February, 1942, p. 16.
3. Cf. Fedder, op. cit., p. 12.
4. Cf. Blumenthal, op. cit., pp. 34-36.
5. Cf. Northway, Mary L.: "Security Pegs for Campers", The Camping Magazine, April, 1942, p. 5.
6. Cf. Kilpatrick, op. cit., p. 16.

cognizes the importance of religion in the life of the scout, in the relationship of the scout program to religion. This is affirmed in the following official statement of religious policy:

"The Girl Scout organization is a character-building agency open to girls of all faiths. The force behind Girl Scouting, which gives life and meaning to every activity, is a spiritual one.

"Girl Scouting affirms that a basic necessity for the development of good character and sound citizenship is the recognition of God and one's responsibility to Him. This belief is expressed in the Girl Scout Promise. Through its program and activities, Girl Scouting encourages and helps girls to become better members of their own religious groups, but recognizes that religious instruction is the responsibility of parents and religious authorities." 1

Since the Girl Scout organization is a character building institution, it is felt that spiritualizing character traits and practicing group living with a spirit of good will, un-<sup>2</sup>selfishness, justice and peace is essentially religious.

Dr. Busch emphasizes the importance of stressing values in order to give life meaning:

"...unless values permeate activities, and unless activities are supervised by people who love goodness, beauty and truth, mere camping activity will fail to keep alive those things which have made our people growing, tolerant, diversified personalities with an aspiration toward greatness." 3

Abbie Graham places her emphasis in this same direction, as she suggests that Sunday should "afford an

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1. Girl Scouting and the Protestant Churches, Girl Scouts, Inc., p. 20.
2. Cf. Dimock and Statten, op. cit., p. 77.
3. Busch, Henry M.: "Goals for Camping in the New World Setting", The Camping Magazine, March, 1945, p. 4.

opportunity to reflect upon life and its meaning, and time for asking what the drama of the universe means and what is man's part in it."<sup>1</sup>

## 2. Means of Meeting Objectives

### a. General Methods Underlying All Girl Scout Camp Activities

The objectives of the Girl Scout camp program, as set forth above, are stated in terms of camper needs. In order to meet these needs it is necessary to have a basic approach. This approach is applicable to the whole camp life and filters through all of the objectives set up. Since the goal of all camping is growth, the purpose of all method is the production of it. Growth is made possible only by reaching and changing or directing the experience of the individual through the areas of thought, feeling and will; and by calling into action the whole person.<sup>2</sup> When the environment is so controlled that these three areas are meaningfully and vitally touched through participation in purposeful activity, the outcome will be positive growth.<sup>3</sup> The role of purpose, then, is all-important. The environ-

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1. Graham, Abbie: *The Girls' Camp*, p. 127.
2. Cf. Kilpatrick, *op. cit.*, pp. 5-9.
3. Cf. Partridge, E. DeAlton: "The Role of Purpose in Camping", *The Camping Magazine*, April, 1943, p. 11. Note: This statement is significant: "There is no question about it, children work harder and learn more when their own purpose enters in. Their own purpose is most definitely in those tasks where their personal needs are at stake. Here is where camping comes in again for a bow. The skillfully used camping program is almost ideal for

ment must be controlled in such a way that camper-purpose and counselor-purpose will be one in effect.<sup>1</sup> The over-all camper-purpose is "fun" (satisfaction); the over-all counselor purpose is finding the real needs of the camper and getting her to want to do the activity that will best meet her needs.<sup>2</sup> An activity that is purposeful to the camper in this way will be creative. The problem of method, then, is the problem of making the total experience of the camper creative. Abbie Graham has set up certain principles to follow in making activities creative:

"They should be spontaneous and self-initiated by individual or group. They should not be overworked. They should not be beyond the ability of the group. They should include the unexpected, if possible. They should require skill enough to be challenging. They should help the individual to be free enough from his own lacks so that he can have joy in it, and in making a contribution." 3

It is at once obvious that this type of activity does not happen by accident in camp. The leader has a great respon-

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motivating certain phases of life needs. The wise camp leader can make learning and living so close together that the child does not know where one leaves off and the other begins."

1. Cf. Partridge, op. cit., p. 10. Note: Content is not overlooked in this process. "Children seldom are in a position to know what is best for them and the content of an educational program cannot be built on the foundation of child likes and dislikes. A study of human interests and their relation to learning can help determine how to teach but not necessarily what to teach."
2. Ibid., p. 11. Note: Partridge further points out that the task of the camp leader is to determine the real needs of the camper, and then to so motivate her that she will be interested in these needs.
3. Graham, Abbie: Working at Play in Summer Camps, p.33.

sibility for the success of such a program. All that she is and does figures either positively or negatively in this program. Her total relationship with the campers twenty-four hours a day is involved, rather than her relationship to the camper during each specified activity period. Dimock and Statten have set up four techniques for securing effective results in this counselor-camper relationship. They are: "positive suggestion, cooperation, faith, and commendation."<sup>1</sup>

Through positive suggestion, the action which the leader feels is best is given as a hint, but the decision is left with the camper so that it is her desire to do it. In this way the camper purposes within herself to do the activity, and is more ready to participate wholeheartedly. By the counselor's cooperation with the camper in the total living situation in camp, especially in planning and carrying out activities, the camper is made to feel that the counselor is on her side, working with her. This helps to establish rapport between the two. It does not imply forfeiting standards, but working toward a common goal. Faith and commendation are closely allied. The camper is very careful to observe what other people think of her. It is on this basis that the counselor can expect the desired response from her when she reveals her faith in her to do the right and when she fails to measure up to the standards set. This faith may often be

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1. Dimock and Statten, op. cit., p. 72.

expressed by tone of voice or in her general attitude toward the camper. It is important also for the camper to know what is expected of her. Commendation may be on the basis of achievement or effort. It is an expression of the leader's approval or pleasure in response to desired behavior of the camper. This may be made in the presence of others or to the camper alone. Such commendation helps the camper to appreciate her own abilities and efforts, and to attach satisfaction to the right behavior practiced.

The basic approach, then, in the mind of the leader is an individual one (on the basis of camper interests). Therefore the Girl Scout program emphasizes respect for each individual camper as a person with abilities and possibilities. Limitations are not overlooked, but carefully considered, and activities are to be used which will utilize her resources. Lieberman's criteria for an approach to creative camping include this and go beyond it:

"To invite spontaneity and originality and purposeful expression, the camp setting must be rich in stimulating material and surroundings. Relationships must be informal; activities must be permitted to grow out of campers' interests; and staff members must be chosen with a view to their readiness to employ advanced educational techniques." 1

Thus far, the method of dealing with individual relationship between camper and counselor has been discussed. These relationships in themselves are only a means of help-

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1. Lieberman, Joshua: "An Approach to Creative Summer Camping", Summer Camps, p. 10. Note: This author is a member of the American Camping Association.



ing the camper to become interested in the program to such an extent that her experience will be creative. The basis of this is camper interest. For this reason, the Girl Scout camps have emphasized grouping campers on the basis of interest. Some camps have units built or used especially for such interests as pioneering, swimming, nature, or dramatics.<sup>1</sup> Other camps are set up on an age grouping and within the units, campers have a choice of activities such as photography or dramatics, nature or handcraft, boating or games.<sup>2</sup>

Since the experience of many campers is so limited, their first few days of camp may be spent in sampling the many possible activities that the program staff makes available. However, counselors in Girl Scout camps are urged to be constantly alert to grasp suggestions and interests which campers may have.<sup>3</sup> At all times, the campers are made to feel that the program is built on their interests and their suggestions no matter how minor their suggestions may be in the beginning. As soon as it is practical, the program counselors are to draw the campers into planning their activities. This is achieved through the unit court of honor and the camp council. The whole problem of living

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1. This type of organization is used at Camp Andree, the National Girl Scout camp at Briarcliff, New York.
2. This type of organization is used at Camp Barree, organized Girl Scout camp for a town in central Pennsylvania.
3. Gleaned from interview with Miss Marguerite Hall.

in camp is solved by the campers under the experienced guidance<sup>1</sup> of their unit counselors. Two weeks are before them. How will they spend it in order to get fun they desire? Thus the counselor must lead in such a way that the camper desires or purposes to do the activity which will best fit her needs and abilities.<sup>2</sup> This involves the campers' facing problems to be solved and making them their own problems. Just as in crafts they purpose to make a bracelet, so they must purpose to work out other plans on a rainy day instead of the greatly anticipated hike.

Dimock and Statten have suggested the following devices for arousing interests through "exposure":

"Interviews with campers early in camp; group discussion; a check list of possible activities in the camp; a tour of the grounds, revealing equipment, natural resources, and activities in progress; use of large poster showing 'things to do' and available 'personnel'; and presentation of activities of possible interest through talks, exhibits, and demonstrations." 3

Initial interest kindled must be sustained in such a way that this buoyancy and zest will continue throughout the whole experience. When the fire won't burn so that lunch can be cook-

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1. Partridge, op. cit., p. 17: Note: This statement is significant: "Actual experience has shown that in a program based largely upon the problems of living in a group outdoors and providing for the basic human needs, campers' interests lean surprisingly in the direction of the broader aims that adults sponsor. This is one more good reason why camping can be such a valuable educational experience."
2. Cf. Ibid., p. 11.
3. Dimock and Statten, op. cit., p. 52.

ed, hungry campers must be brought through the experience in such a way that afterwards they can tell the others about the fun they had! Dimock and Statten offer the following suggestions of techniques to use in sustaining and expanding interests: "Catching readiness", "setting the stage", "capitalizing the associate and concomitant learnings", and "being alert to leadings on"<sup>1</sup> Catching readiness involves the counselor's perceiving that which the camper is ready to do and guiding the activity in such a way that it will refine, broaden, and deepen the initial interest. For instance, the camper might have been motivated to ask for an overnight hike. Before they can do this, however, they need to know something about selecting a camp site, pitching a tent, making a bed roll, cooking out, building a fire, and related tasks. Because they have one dominating purpose of getting on the "overnight", they will be "ready" to learn skills they will need to know and use. The interest and manifested action will be far different from that received if the counselor were to say: "Today we're going to make a bed roll, because sometime you might want to know how if you go on an overnight hike."<sup>2</sup>

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1. Ibid., p. 52.
2. Gleanings from interview with Miss Marguerite Hall. Cf. Gucker, Colba F.: "Building Skills in a Creative Environment", Summer Camps, p. 17. Cf. Graham, Abbie: "Let Huck and Tom Teach Counselors", The Camping Magazine, February, 1943, p. 18. Cf. Dimock, Hedley S. and Hendry, Charles E.: Camping and Character, p. 86.

The stage is set by the counselor's use of indirect suggestion. She thinks through possible activities that will be beneficial to include in the program to meet camper needs. In order to get campers thinking and purpos- ing in the desired channels, she directs their attention to certain pre-determined objects, people, events, experiences, or ideas. These elements should stimulate them sufficiently so that they will want to do the activity suggested. A story which tells about girls in another camp who planned a sur- prise party for another unit might motivate their thinking<sup>1</sup> so that they would ask to do something like that. Many scout campers have been taken on a hike that was purposely planned to go past a farm in order that this might lead to visiting the farm and seeing the need for war-time help. Through discussion, the campers have made plans to investi- gate possibilities of their helping for an afternoon on the farm, and have actually done it. The result was that they wanted to go back after camp, during harvest-time, in order to help.<sup>2</sup> (Leading on values, discussed below, may be re- cognized here.) Primary learnings cannot be put in a vacuum and taught apart from concomitant learnings, because the in- structor is constantly revealing how he feels about that which he is teaching and those whom he is teaching. The way he teaches it will either build up or tear down a love for

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1. Gleaned from interview with Miss Marguerite Hall.
2. Gleaned from report of Camp Metamora, organized Girl Scout camp for Detroit, Michigan.

the activity and a sense of security within the camper. It is true that sometimes the interest is so great that even poor teaching cannot spoil the activity for the camper, but the fact remains that in this situation, negative outcomes will be the result of negative concomitant learnings. Generally speaking, these learnings are far more important in the camp situation than primary learnings.<sup>1</sup> It is through concomitant learning that attitudes are built from which habits are formed, and right habits of thought, word, and action are the building stones of good character. Since the aim of scouting is the building of character through personality and growth, it is recognized that this channel of concomitant learning must be utilized.<sup>2</sup> By making full use of associate learnings the program can build up leading values through the discovery of appreciations and interest thereby broadening horizons.

Interest aroused in the course of one activity might lead on to other activities during the camping session or it might lead to following up and enlarging an activity begun at camp. It might lead to working out an activity on the basis of need or it might lead to a distinct avocation or even vocation. Through the general methods discussed thus far, provision has been made for the camper to purpose

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1. Cf. Dimock and Hendry, op. cit., p. 89.
2. Ibid, p. 89.

within herself to participate in the program in the desired ways. The alternatives are given and the choice is left with the camper, which develops independence. After the activity has been engaged in, there is one final step of evaluating. This is important for its learning values. It summarizes the elements of the experience in such a way that values gained may be more clearly fixed in the minds of the participants. In this evaluation, the campers face the problems that caused annoyance and analyze them in such a way that they discover causes in terms of their own shortsightedness, limitations beyond their control, or their own lacks. The same problems might be pointed out through several experiences, or several in one experience. However the problem is approached, the purpose of bringing it to the fore is to apply its lessons to future experience so as to avoid a repetition of a similar experience.

Even failures are a part of the training in camp. Occasionally a counselor can see that the activity most desired by the group is not one which will be successful. The group may feel strongly that it wants to do it anyway and no amount of counselor steering can change their minds. Depending upon the circumstances, there might be far greater teaching value in it if these campers were allowed to go ahead and fail than if they were shielded from the experience and held resentment toward the one who forbade it. Since they need to learn to face failures and disappointments early in life so that they can acquire the technique of adjusting

with facility, this method is sometimes effective.<sup>1</sup>

In order that counselors be able to guide campers in the best way, they need training. It is being recognized increasingly that merely a college degree and even some group experience does not insure a working knowledge of progressive educational camp methods. Therefore, standards for leadership in the Girl Scout camps are being raised to meet this felt need. Prospective counselors are urged to take training courses. The Girl Scout organization offers weekend training for a two-weeks' period. Many camps insure better leadership by paying for this training for their counselors.<sup>2</sup>

In many camps when this is felt to be inadequate, counselors are paid to come to camp a week earlier for intensive training. This is followed through by cooperative planning and discussion of problems in unit and all-camp staff meetings. In the absence of the counselors for these meetings, campers are given the responsibility of carrying on their work with the help of older girls.<sup>3</sup>

#### b. Specific Means of Meeting Objectives

The methods discussed thus far are those which can be generally applied, according to the needs of the situation, in meeting all of the objectives. Consideration must be given, however, to more specific program plans and

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1. Gleaned from interview with Miss Marguerite Hall.
2. Information gained through the writer's contact with Girl Scout camps.
3. Loc. cit.

methods applicable to each objective. The following suggestions offered in meeting each objective are in no wise all-inclusive but merely suggest possible avenues of approach in order to elucidate the methods and techniques used in Girl Scout camps.

(1) Specific Means of Meeting Objective 1

Objective 1: To stimulate real enjoyment and appreciation of the out-of-doors through progressively adventurous experiences.

Before the campers can appreciate and enjoy the out-of-doors they must feel at home. Their very first impression of the camp and of their fellow campers is important. In Girl Scout camps there are usually older campers who stay through the whole season. These girls can be used effectively as hostesses to the incoming campers. New campers need help to know what they should do to sign in; older campers should explain the routine and then take them to their unit and do whatever is necessary by way of introduction and orientation. A tour of the camp helps the camper to orient herself in relationship to the other camp units, and also suggests program possibilities. Likewise, the camper must be prepared for the first night. This is done through the unit meeting in the evening, when general introductions are made; and through the cabin counselor who makes it clear that she is available through the night at any time. The cabin counselor is the last one the girls see at night and the first in the morning; she thus takes



the place of parents and offers security thereby; she is also available to talk over any problems, especially with the girls of her cabin. The next important step in building appreciation of the out-of-doors is that of providing a pleasing experience in the world of nature. Abbie Graham says that if you want a child to love a river, it is necessary to give her an experience by that river that will be<sup>1</sup> pleasing. She needs to have a sense of security with it. A walk in the woods might be steered past a stream. Out of this might come a new interest in frogs, different kinds of mosses, origin of streams, and others. The most desired thing will be to go wading. Since camping is nearly all out-of-doors, the opportunities are constantly presenting themselves in which campers can have happy experiences here. In order to build up appreciations, the imagination must be stirred. "The imagination does not grow in a vacuum; it is fed by facts, by relationships, by reflections."<sup>2</sup> Through these experiences, facts are acquired and relationships are built up through later study of new interests gained. Reflections are crystallized and appreciations are built up best when the camper is able to give expression to them, either through her own creative efforts such as sketching, writing poetry or prose, painting and writing music, or through her vicarious experience in reading or singing the

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1. Cf. Graham, op. cit., pp. 55-57.
2. Ibid., p. 55.

creative works of others which came out of a similar situation.

(2) Specific Means of Meeting Objective 2

Objective 2: To provide training in citizenship through the give and take of community living in which each girl has a part in the planning and carrying out of the camping program with the help of adult leaders.

Training in citizenship begins at "home" in the immediate relationship between cabin-mates, unit-mates and camp-mates. The counselor must have clearly in mind the working principles of democracy as applied to her campers. Through all her activity she must live those principles of respect for every person at camp, of tolerance of individual differences, and of appreciation of those differences, sharing what she has of time, effort, ability, or goods, as well as receiving the benefits from the group.

The best methods to use in building truly democratic concepts and practices in a group or community have not yet been revealed. However, studies have shown that merely practicing democracy in a situation like that of camping without focusing attention upon it has little effect, as emphasized in the following statements:

"We do know that practicing democracy, without an accompanying verbalization of its values and characteristics, has almost no 'transfer' power." 2

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1. Cf. Dimock, "The Contribution of the Camp to Democracy", The Camping Magazine, April, 1939, pp. 3-5.
2. The Practice of Group Work, Ed. by Dorothea Sullivan, p.132,

"It is likewise true that seeking out through discussion with larger generalizations about democracy, without an accompanying program of action, leads to little change in the individual's adjustments to a democratic life. Both discussion and experiencing methods are needed." 1

This the Girl Scout program takes into account. Through formal explanation as well as practical application in all camp relationships, the idea of cooperative living is to be conveyed to the camper.

The entire unit meets daily as designated on the schedule.<sup>2</sup> In this meeting, the possible activities are explained, and any other matters the group should know about are introduced. The alternatives of the day are presented; opportunity for discussion is given; and the girls decide what they will do. Also, matters for group decisions are presented, and together the group works these out. However, all of the plans are not made in this unit meeting. It is felt that the opinion of the whole group is more democratically arrived at if the campers are given an opportunity to talk over in smaller groups just what they would like to do. Often the shy camper does not feel free to express her ideas in a large group. Furthermore, specific plans and discus-

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quoted from Jones, Vernon C.: Character and Citizenship Training in the Public Schools, Chicago. University of Chicago Press, 1936, p. 404.

1. Ibid., p. 132.
2. The information on the unit plan in Girl Scout camps, its organization, government, leadership, and program, is gleaned from mimeographed official statement of the Girl Scouts, Inc., entitled "The Unit Plan of Camping."

sion would consume too much time of the whole group. For these reasons a court of honor, composed of one member from every cabin, meets daily with the unit leader to bring ideas from each cabin, to discuss together how these can be worked out to the best advantage of all concerned, and to make decisions. The plans made and any matters for further consideration on the part of the whole unit are taken back to each cabin group.

The units have their own activities for a major portion of the time, but they also are a part of the whole camp and participate in activities together. Plans must be laid democratically here as in unit activities, and this is done through the camp council which is composed of the director and two campers from each unit. This camp council meets about twice a week to integrate units into a whole camp program. The dates for all-camp activities are set; any necessary committees needed for arranging details or designating preparation are chosen; and general plans are laid. The all-camp activities might include a camp circus, water pageant, square dance, athletic tournament, and others. Sometimes two units might like to do something together, and these dates would be cleared through the council. Activities such as an overnight hike or trips need to be planned ahead of time if equipment is limited. Any other general

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1. Gleaned from 1944 reports of Camp Barea, supplemented by writer's own experience as counselor in that camp.

planning or announcements are to be made through this group to the whole camp. This camp council does not stop functioning when camp is over. It meets regularly throughout the entire year, and twice a year it meets with the adult camp committee. They put their ideas together and try to work out among themselves plans for improving any part of their camp. In the meeting with the adults the campers are given an opportunity to express themselves and discuss these points. Then the committee tries to incorporate these suggestions into the camp life through revising the general policies if this seems feasible.

Training in citizenship does not stop at the gate of the camp. If campers have learned to respect the rights of their cabin-mates but steal the neighboring farmer's melons, they have missed the real meaning of democracy. Several methods can be used to make the campers conscious of their place in the camp community. The illustration of the campers meeting the pressing need of the farmer, after learning that his problems were due to labor shortage, is a practical way of welding a group together.<sup>1</sup> In another Girl Scout camp, 2,000 hours of help were given to nearby farmers in the summer of 1944. The farmers in turn provided the camp with facilities for overnight trips, hayrides, and swimming pools. A community night program was held for these community people

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1. For a typical story of a junior camp committee, cf. mimeographed report, Bulletin No. 10: "Junior Camp Committee."
2. Gleaned from 1944 reports of Camp Metamora. Cf. ante, p.33.

an offering which helped round out this experience and  
strengthen community ties.<sup>1</sup>

In this Detroit camp the circle of citizenship was growing from the inside also. In keeping with Girl Scout principles, there is no distinction drawn between groups or individuals on the socio-economic or racial basis. In spite of the racial problem in this area, Negro scouts were permitted to come to camp. There was no attempt to "place" these girls, except on the basis of age. Eight were together in the older girls' unit. These were all treated equally and through this laboratory method the problem was squarely faced and acted upon.<sup>2</sup>

Some striking examples of training in citizenship may be taken from reports which indicate contributions campers have made to their camp through doing necessary work for comfortable living in camp. This work experience includes manual labor such as carpentry, construction and repair, conservation, reforestation, soil erosion, and others.<sup>3</sup>

A sense of duty to their country in time of defense

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1. Cf. *ibid.*
2. Cf. *ibid.*
3. These reports are gleanings from Day and Established Camp Reports, submitted to national Girl Scout headquarters: Girl Scout Program - 1942, Bulletin No. 1: "Conservation, Reforestation, Soil Erosion Control, etc."; Bulletin No. 2: "Work Experience- Carpentry, Construction, and Repair"; Bulletin No. 3: "Senior Girl Scouts"; and (1944) Bulletin No. 12: "Work Experience."

was the motivating factor for their efforts. The Girl Scout camp leaders perceived this sense of readiness to do some service and provided for "program aides" in their camp. These aides developed their own skills in camp activities by helping younger campers and participating in work projects. They were not taxed beyond their capacities by having complete responsibilities such as counselors have. They lived together as campers and had their own unit activities, centering around their main interest of developing leadership.

The method used in learning to understand and appreciate racial differences has been applied on an international basis in Girl Scout camps. For example, at the national Girl Scout Camp Andree, a number of stirring events have been held in which Girl Scouts and Guides from all over the world gathered on its hills and camped together.

Furthermore, actual experience of camping with girls of other races and nations is not the only means of coming to know and understand other people. Some camps have used programs centered around a typical custom or tradition of some foreign country. However, understanding others involves more than an evening program which portrays the char-

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1. Cf. Girl Scout Camp Program - 1942, Bulletin No. 5: "Child Care and Recreation." For other aspects of activities for "program aides", see official Bulletin No. 2: "Senior Girl Scouts as Camp Program Aides", and others.

acteristic elements first thought of in relation to each country. This method has been found inadequate because it often emphasizes national differences and does not contribute readily to the building up of friendship and sympathy. A better procedure is to capitalize upon the many likenesses to be found near at hand. The evening programs in which folk songs and dances are used offer a rich field of resources. Games, holiday celebrations, arts and crafts offer common elements also. Books and maps may be used to advantage as source material. Finally, much can be done to build up the desired attitudes through discussion, either formal or informal.

(3) Specific Means of Meeting Objective 3

Objective 3: To contribute to the physical, mental, emotional, and spiritual well-being of every Girl Scout camper and to help in the development of such qualities as resourcefulness, initiative, and self-reliance.

It must be recognized that because the whole program is interrelated through the life process at camp, there will of necessity be much overlapping here. Multiple outcomes can be especially anticipated in the field of this objective. The over-all purpose of meeting basic needs of the camper necessarily runs through all activity and determines methods of approach and procedure to be used.

(a) Physical

The "blue book" sets forth official standards of

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1. Cf. Chapman, op. cit.



health and safety for organized Girl Scout camps.<sup>1</sup> These camps are inspected by the local camp committee members or members of the national staff of the Girl Scout organization.<sup>2</sup> The director submits a report stating that the camp has met these standards.<sup>3</sup> State laws of sanitation must also be observed. The camper cannot receive maximum benefit from a camp program unless her physical needs are met. A doctor's examination of each camper is required immediately preceding the camp period. On the parent consent cards and the doctor's card, any physical weakness is recorded. Counselors are informed of restrictions required. Provision is made for adequate sleep and rest, at night and during rest hour. Beds are spaced "six feet between heads." Red Cross standards of safety are maintained at the waterfront. A camp dietician provides a well-balanced, nutritious diet. Campers learn something of food planning and balancing diets in planning their cook-outs. Their need of physical activity is met by the swimming program, the games, sports, hikes and folk and square dancing in the afternoon or evening. Hikes are "steered" to places within the limits of the campers' physical capacity. Although the campers plan their daily schedule, the general types of activities must be sug-

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1. Cf. Minimum Standards for Girl Scout Camps, Girl Scouts, Inc., pp. 15-17; 22, 26-28.
2. Cf. The Local Camp Committee Visits Its Own Camp, Girl Scouts, Inc.
3. Cf. Application for Permission to Operate a Girl Scout Established Camp, Girl Scouts, Inc.

gested by the counselor. Through this control, the counselor can keep a balance of active and quiet type of activities and thereby help to meet this objective.

(b) Mental

The Girl Scout camp program provides adequate opportunity for challenging the mental alertness of the camper by the very nature of its organization procedure (as explained under objectives 1 and 2). In order that a camper live comfortably under this progressive method in which she assumes responsibility for planning, carrying out, and evaluating her activities, she must think. Many problems present themselves to those who live in an environment as free as possible from urban conveniences and ways of living.

"One's strength and agility and learning are pitted not against the man driving a truck down the street ... but against the elements, fire, wind, water, weather and tangible objects and materials. Only skill and knowledge and good judgment can prevail."<sup>1</sup>

In group discussions or in specific activities, in which campers are making something, planning a program, acting out a song, or composing a poem, their minds must be on the alert or they will be dissatisfied with results.<sup>2</sup> The Girl Scout program provides further opportunities for meeting this need especially in the use made of the natural

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1. Joy, Barbara E.: "Simple Living in the Out-of-Doors", The Camping Magazine, February, 1942, pp. 4-5.
2. For use of discussion in the program aide plan, cf. Bulletin No. 2: "Senior Girl Scouts as Camp Program Aides", p. 2.

environment, such as daily quests in which the answer is dependent upon the campers' ability to find the object or phenomenon near at hand, bird walks, watching tadpoles<sup>1</sup> grow into frogs, weather forecasting, and others. To sum it up as officially stated, critical thinking is developed:

"...by encouraging the formation of opinion on social problems through study of and participation in the fields of Community Life and International Friendship; by developing powers of observation, investigation, and reason as in the nature field; by evaluating one's own and others' work, as in the Arts and Crafts field." 2

(c) Emotional

Recognition. Since the desire for prestige and social approval is so great, it must be reckoned with by the camp leader. "Counselors should be concerned about where and how their campers are getting recognition."<sup>3</sup> Placement of campers is, therefore, very important. It is suggested that campers be helped to gain approval and acceptance within their own cabin groups, because this is the strongest channel of group influence.<sup>4</sup> In addition, various elements in the program afford further opportunities for individual recognition. Among these are cabin activities such as cook-outs, canoe trips, morning clean-ups, and some competition between cabins. All of these

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1. Gleaned from writer's experience as camper at Camp Andree and as counselor at Camp Barree.
2. Girl Scouting and the Schools, Girl Scouts, Inc., p. 8.
3. Dimock and Statten: Talks to Counselors, p. 65.
4. Cf. Blumenthal, op. cit., pp. 32-36.

help to build up group spirit among this smaller group. Recognition among the unit and camp group is also necessary. It is built up through camp spirit. Care is taken that an over-balance of small group activities will not lead to the formation of cliques, and hinder the growth of camp spirit. Cabin spirit is subordinate to camp spirit, but both are synonymous in essence. <sup>1</sup> Camp spirit is built by welding the camp together through all-camp activities such as a Fourth of July celebration, one grand Saturday night square dance, community night, or a camp song-writing contest. Moreover, activities in which good use is made of the environment contribute especially to the building of group spirit through camp traditions. This technique was effectively used in the celebration of the tenth anniversary at Camp Barree. Over a period of several years, stories, incidents, and legends of the history of the camp and of surrounding countryside were collected. In the celebration these materials were used in producing a pageant which depicted the history of the camp-site since the time of the Indians. Staff committees and a group of experienced campers worked out the plan and a definite section of the pageant was assigned to each unit so that the campers themselves might choose the incidents to be dramatized or write the actual script. In addition, all

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1. Cf. Dimock and Hendry: *Camping and Character*, pp. 309-311, 318-320.

the campers worked together to prepare the outdoor stage on which each unit arranged a section to suit the action of its part in the pageant. All these elements contributed to produce the desired unity among the group.

Affection. The need of affection touches the camper most intimately and must be dealt with wisely. One way of alleviating tensions and insecure feelings due to this unmet need is to seek to provide for her happy experiences through participation in the group through her own specific creative efforts which will give her a means of self-expression. Her creative effort should be planned or motivated so that she can contribute to the group something of herself, and thereby gain recognition and appreciation from the group by her own achievements.<sup>1</sup> The atmosphere created by the methods suggested under Objective 2 will be helpful in making the group tolerant and ready to accept her in spite of her differences and by recognition of her achievements.<sup>2</sup> Her attitude toward herself is important,<sup>3</sup> also. She must do her part in adjusting to the whole group. Fedder gives the following views concerning people as suggestions for "getting on with people": "People like to be liked...People like you to go halfway...people like to be thought interesting...people like to be understood and believed in." She makes further suggestions on mature

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1. Cf. Dimock and Hendry, op. cit., p. 83.
2. Ante, pp. 39-45.
3. Post, p. 53.

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friendships in this chapter.

The counselor's attitude toward the camper counts greatly. A word of encouragement at the right time is remembered long after the incident occurs and it serves as a positive motivation factor to progress. Through the counselor's constant attitude of faith and friendliness, she can meet her need of understanding and love from someone important to her.<sup>2</sup> However, the counselor must never show favoritism. Campers are quick to notice it and jealousies are quickly kindled. Although favoritism might satisfy the camper in the immediate situation, it only adds to her troubles in the long run, through loss of status so sorely needed, and through fixations which may prove detrimental to her progress.<sup>3</sup> Counselors in Girl Scout camps remain objective in their relationship with campers. They are encouraged to enter into the activities of the group in a wholesome way, and by encouragement and example they build up satisfying experiences of the individual with the whole group. This normal contact in many areas of camper life brings the camper the right kind of recognition and indirectly helps to meet her need of affection. Thus the affection usually furnished the camper by home and absent friends is replaced by that afforded in the cabin group. For this reason it is highly important that campers feel accepted in this group.

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1. Cf. Fedder, op. cit., pp. 104-126.
2. Cf. ante, p. 22.
3. Cf. Elliott, op. cit., pp. 65-70.

While this essential aspect of emotional development, namely affection, is not assured in the Girl Scout program, yet the situations provided in the program make possible the normal group relationships in which affection grows. Girls who in an atmosphere of freedom live together, play together, and work together on projects they consider worthwhile can be expected to find satisfaction in such relationships.

New Experience. By its very nature the camp offers unusual opportunities for the camper to have experiences she has never had before. Living in a tent away from home is something most new campers have never done. Furthermore the regular camp activities such as handcraft, dramatics, nature, group singing, group planning, and sitting around a camp fire, all in such a setting, offer new experiences to the younger camper.

For the older camper also, new experiences are in the offing, such as more difficult handcraft work, being in the pioneer unit, learning more advanced techniques in camp craft, meal planning and outdoor cooking, taking a three-day trip or a week's canoe trip, and sleeping out under the stars. <sup>1</sup> Often campers do not enjoy some of the arts until they discover at camp how much fun they are. Some of these include choral speaking, dramatics, part singing, and writing songs or poetry which give expression to some meaningful

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1. These activities are included in the programs of Camp May Flather, organized Girl Scout camp for Washington, D.C., and those of Camp Barree, organized Girl Scout camp in Central Pennsylvania.

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experience.

In the years of defense and war there have been opportunities for experiences girls have never had, such as work on farms, and around the camp, due to the absence of man-power.

Security. The camper's need of security is automatically met when she has found satisfaction in these areas of her other needs of recognition, response, and new experience. Although the idea of security is opposed to that of new experience, the outcome of having this desire met is an increase in the camper's security. The basis of security is being at one with one's self and others. There are various ways of becoming an integrated personality. Fedder suggests general attitudes one should take toward one's self in order to gain security: "Know your limitations... Discover your abilities...Develop your assets...Capitalize on your interests and aptitudes."<sup>2</sup> Counselors have an opportunity to get these ideas across to campers by giving suggestions or by personal counseling. Since every girl is made to feel that she is important, the wise counselor directs her so that she can use the abilities she has in making a contribution to the group. By winning the acceptance and affection of this group on the grounds of her own achievement, the camper is given a firm basis for security. This can be used effectively in motivating her to do crea-

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1. Cf. *ibid.*  
2. Fedder, *op. cit.*, pp. 23-45.



tive work by making a contribution to the entertainment of the camp group through her dramatic efforts. Her talent in writing is a means by which she can contribute poetry, incidents, stories to the camp paper. It is good, not only for the intrinsic value of the writing itself, but also for helping to crystallize a great experience she has had.<sup>1</sup>

Abbie Graham emphasizes the fact that the camper will express experiences of "poignant hours" in other media than words if she is given the opportunity to do so.<sup>2</sup> One counselor at Camp Barree took her girls to a comfortable place on the top of a hill where they could see the trees outlined in the moonlight. They were given sketching paper and drew what they saw in the dark. The absence of detail made drawing easier and gave them confidence to "do".<sup>3</sup>

(d) Spiritual

When the Girl Scout organization recognizes the importance of religion in the life of the camper, it does not attempt to give specific religious instruction by displacing the training of the church and home, but rather

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1. Graham, *The Girls' Camp*, p. 100. Note: Since this is strongly emphasized in the Girl Scout camp, the quotation from Abbie Graham is pertinent: "Girls in camp are not different from other human beings. Swift meanings come to them and they want to express them...All campers come with a new sense of release in the freedom of the out-of-doors. To live in a congenial group of one's equals, to make new friends, to play, to achieve new skills -- such things may be a great experience."
2. Cf. *ibid.*, p. 101.
3. Gleaned from writer's experience as counselor at Camp Barree.

seeks to cooperate with these institutions in furnishing opportunities to carry out religious teaching already received. It also encourages each girl to respect, understand, and appreciate the religious convictions of others. In the Girl Scout camp program definite provision is made for the spiritual well-being of the camper. In the Girl Scout statement of religious policy, the motivating force of good character is recognized as a spiritual one, the necessity of the camper's relationship to God as the foundation for good character and good citizenship being affirmed.

The suggestions for the Sunday program made by Abbie Graham are to be found in the Girl Scout camp, in addition to those provided by the camp. These are optional activities, such as attendance at nearby church services, and camp Sunday School service, opportunities for reading aloud, listening to or singing appropriate music. Regular activities except swimming are not scheduled, and in the evening a special worship service called "Scouts' Own" is held. Reverence is stressed, and pageants based on Biblical stories are given. Religious value is given to the daily program in building appreciations, as ground work for a specifically religious service, in nature, in reading, in enjoying poetry,

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1. Cf. Girl Scouting and the Protestant Churches, Girl Scouts, Inc. pp. 20, 21.
2. Cf. loc. cit.
3. Cf. Graham, op. cit., p. 127.
4. Cf. Girl Scouting and the Protestant Churches, loc. cit.

and in singing songs having some religious content. Before each meal, grace is sung.<sup>1</sup>

### 3. Underlying Educational Philosophy

As has been evident in the above discussion, the purpose of the camp has been changed from providing a place where "fun" is produced by attaching satisfaction to certain types of desired behavior, thereby building character through positive attitudes which become fixed in positive traits. The adult aims are no longer imposed indiscriminantly but are integrated with camper aims. The camp as an educational agency makes no apology for having fun for fun's sake.<sup>2</sup> Fun is derived through the method used to motivate camper interest. However, the counselor aim goes beyond the camper aim in attaching joy and satisfaction to that activity and behavior which will best suit camper needs and produce growth.<sup>3</sup> This implies creative, purposeful activity, with a flexible schedule; rather than predetermined formal classes with the motivation of camp awards. Formerly, no place was given to a camper-planned program, but a set schedule was rigidly followed. This precipitated discipline problems which were dealt with negatively and authoritatively, rather than positively through discussion and other group controls. The

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1. Gleaned from writer's experience in Girl Scout camps.
2. Cf. "What is the Role of Camping?", editorial, The Camping Magazine, February, 1942, p. 38.
3. Cf. Dimock and Hendry, op. cit., pp. 14-32.

new approach is concerned with giving the camper her choice of activities, and with operating, in the activity itself, on a functional rather than transmissive basis.<sup>1</sup> This does not exclude content, but only places it in a secondary position. Likewise, freedom in choice implies not license but responsibility and careful stewardship of one's privilege. This freedom of choice functions adequately only in an atmosphere of freedom. In order to produce this atmosphere, a positive approach, with understanding and respect for the individual and her rights, abilities, and possibilities, has replaced the negative, authoritative approach which lacks faith in the camper. Under such a program and method the camper wins her right to govern herself through good use of freedom.<sup>2</sup>

D. Evaluation of the Revised Girl Scout Program  
in Terms of Results Achieved

Some of the most important results gained from a camper's participation in a program such as this are never discovered. Records of specific results achieved in terms of objectives set up are not available. In camp reports submitted to the national Girl Scout headquarters program activities are given and such phrases as "the girls enjoyed this activity" or "they were anxious to do it again", are to be found throughout the records. In this attempt to

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1. Cf. *ibid.*, pp. 33, 40-42.
2. Cf. Dimock and Statten, *Talks to Counselors*, pp. 36-37.

evaluate the revised program of the Girl Scout Camps one study of "Building Attitudes in Camp" will be used. Examination of these reports does reveal indications of the effectiveness of the program both through observation of obvious results and through inference. Other means used of determining results will be the study made by Fay Welch of the American Camping Association. These will be made in terms of objectives.

Objective 1. Since appreciations are not easily measured, and since specific results from the Girl Scout camp bureau are not available, it is necessary to use results determined in a camp that functions under the same type of progressive methods as those used in the Girl Scout camps. Fay Welch furnishes such material. In the pamphlet reporting his study of appreciations gained by the camper through the natural setting furnished by the camp, he supplies actual testimony of its effectiveness from the campers. The conclusion of this study is that their camping experience has been effective in building appreciation of nature, but the warning is given that these results are not insured by merely placing campers in the "natural setting", emphasizing that appreciations are learned through careful direction.

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1. Building Attitudes in Camp, Girl Scouts, Inc.
2. Cf. Welch, op. cit.
3. Cf. ibid., pp. 65 - 66.

Objective 2. In order to gain some knowledge of the results achieved with respect to Objective 2, in democratic living and citizenship, camp reports will be used. The emphases made in war-time have increasingly contributed toward the achieving of this objective because campers were ready to "do something" for the war effort. Camp leaders developed this interest in service through providing opportunities for camps, first, to become aware of problems caused by the war, and second, to focus on these problems all within their power in order to gain a solution or partial adjustment. In these cooperative enterprises, campers and counselors were welded together.<sup>1</sup> The effectiveness of such a program is reflected in the following statement: "The girls asked for more opportunities to work with groups (as program aides) and felt the need for quite a bit of additional training and practice in campcraft."<sup>2</sup> Throughout these reports of all camp activities, mention is made of the fact that the campers themselves have done the planning on the basis of their own interest. The quality and quantity of the work accomplished shows that these activities have been meaningful enough to sustain interest, to leave the camper with a sense of satisfaction, and to lead on to similar activities at home.

Objective 3. Since the program is based upon

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1. Ante, pp. 48-50.

2. Cf. Bulletin No. 3: "Senior Girl Scouts".

the interests of the camper, the experience at camp has reached into her life and enriched her experience. In the reports this emphasis is made, and therefore it may be concluded that individual camper needs under this objective have been met. From the reports, it is evident that the activities have been creative, because of the feeling of enthusiasm expressed by the campers.<sup>1</sup> Furthermore, they have developed specific skills necessary in order to participate successfully in the activity. This factor has been a channel for their own creative endeavor and thus has been of value in helping campers find an outlet for their energies.

These sample results reveal that the objectives of the revised Girl Scout camp program are being met, and that therefore, this program is of real value. The source of value in this approach is in its effectiveness in getting into the life experience of the camper so that she learns by doing, in controlling the environment so that satisfaction is attached to that which she does, and in providing opportunity for her to repeat these desired experiences in order to enrich her life. This principle operates in two directions in the process of fulfilling the objectives. In the first place, the camper's experience is enriched and her personal needs are met. Secondly, in this process, the camper has necessarily become a better

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1. Ante, p. 42.

citizen and is therefore more ready to contribute to others as a responsible member of society.

One further bit of evidence in showing the effectiveness of this camp program is revealed by the statistical report of the growth of the Girl Scout camp movement, in spite of war-time limitations after the first year of the war. Over a ten-year period, between 1924 and 1934, the

<u>Year</u>	<u>Total Camps</u>	<u>Total Campers</u>	<u>Staff Members</u>	<u>Total Enrollment</u>
1924	164	23,985	(not rep'd)	(not rep'd)
1934	327	43,633	5,242	48,875
1944	473	84,116	9,739	93,855

rate of increase of total campers was approximately doubled; while over the following ten-year period, although the rate of increase of campers was the same based on the number of those in 1934, the increase over 1924 was four times as great. This increase in enrollment, as well as the increase in the number of camps, cannot be attributed exclusively to the revised program, but it lends testimony to its effectiveness in meeting a real need; otherwise Girl Scouts would not voluntarily come to camp.

#### E. Summary

As a background for this study of the revised Girl Scout camp program, various camp programs were ana-



lyzed in order to approximate a typical day's schedule. This then was outlined. The following features were evident: a regular time was scheduled for the activities of each day, but flexibility was maintained through the campers' choice of specific activities, and their voice in the planning of them. Variation was found in the Sunday schedule in more free time and in different types of activities.

The objectives were found to be centered in the goal of "growth in living", thus being based upon the campers' needs. This applied to specific objectives in the realm of the enriched experience through a greater appreciation of nature, living cooperatively with others, and participating in such a way as to have individual specific needs met. Great emphasis was laid upon the goal of training in citizenship from the sphere of the primary group of the camper's cabin to that of the international.

It was found that these objectives were met by the application of general methods of democratic procedure. The activity was made meaningful through a constructive counselor attitude of encouragement and commendation and by camper participation in planning their own activities and carrying out their plans through the organ of the unit plan and camp council.

The philosophy underlying such procedure was found to emphasize the importance of making learning

effective through incorporating camper purpose into the activity that would best fit her needs. Respect for personality was seen to be the basis for cooperative community living. Moreover, when purpose entered into the activity, the camper experienced satisfaction in that which she did. When this experience in which she participated, either alone or with others, was guided so as to effect growth, positive learning was found to have taken place. Growth implied adjustment to one's self and to others. When this took place, the entire camp society benefited and the goals were realized.

As a means of evaluation of the Girl Scout program, a number of reports of actual camp situations, as well as statistical releases, were studied. It is evident from these results that the objectives of the revised Girl Scout camp program are being realized.

## CHAPTER III

### ANALYSIS OF PROGRAM OF CAMP "X", A CHURCH CAMP FOR GIRLS

#### A. Introduction

Before making application of the elements of the Girl Scout camp program to that of Camp "X", it is necessary to make a careful study of Camp "X". This study should cover not only a statement of objectives, methods, and underlying philosophy with a corresponding evaluation of results; but also as background a description of the camp, its location, its equipment and facilities; and a consideration of its personnel, both in leadership and camper constituency. Basic to the understanding of the camp situation is an understanding of these factors, the most important of which is the camper herself, her home environment, total past experience, national, and socio-economic background. These will therefore be considered in this chapter.

#### B. General Background of Camp "X"

As previously indicated for this information the writer will draw largely upon her own experiences in this camp. In addition to the actual experiences at the camp the writer has consulted her co-workers from the camp, and visited in the churches and homes of some

of these campers.

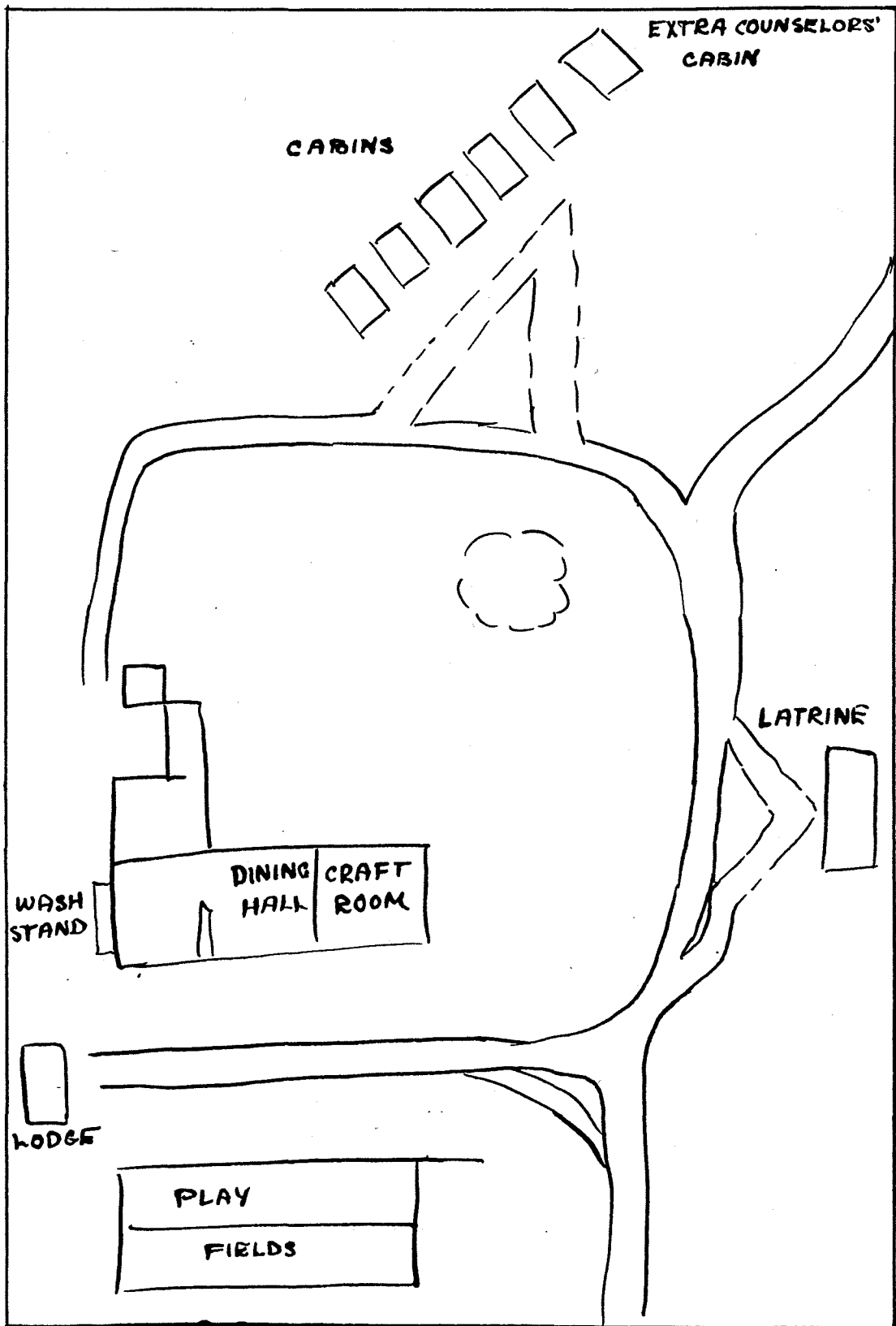
1. Location and Equipment

Camp "X" is located on the edge of a small New England town. It is situated on an incline. There are two level plots of ground for play fields and a fairly level small area between the dining hall and the cabins. The cabins are screened and wired with one outlet in each. There is much uncleared area on the immediate camp site. The capacity of the camp is fifty girls. In the lodge are library facilities and craft equipment, and the director's office. On the second floor of the lodge are the counselors' and director's private rooms and a spare room used as an infirmary. The camp does not belong to the agency which uses it. This limits those who use it because they are unable to make any improvements on it, such as new buildings or better piping. Some necessary repairs, however, have been made through the owner.

The swimming pool belongs to the town and is one mile away from the camp. It is available for camper use only in the morning. In order to get to it the campers must walk. There are several interesting paths through the woods near the camp, but these are limited

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1. The accompanying plan shows the buildings and their relative positions.



and often the country road is the "path" taken. There are several places of interest that give the camp a unique value by right of location near them. The birth-place of Dwight L. Moody is situated about one-half mile from the camp. This house is now a museum having articles of significance in his ministry. His burial place is a part of the grounds of the school he founded which is situated on the edge of this town. His daughter-in-law who still lives on the edge of the campus has a unique relationship to the camp in that she founded it and entertains the campers of each camping session.

The rolling lawns of the large school campus lend beauty to the picture and suggest quietness and rest. The scenic Connecticut River valley can be seen from the memorial knoll where Moody and his wife are buried. This spot is hallowed by the long-established tradition of the school and summer church conference groups as a place of dedication where reverent hearts meet God in a special way. The camp has the privilege of the use of this place as well as occasional use of other parts of the campus. The camp is connected with the summer conference groups in that the campers regularly attend and participate in the Sunday worship service held by the conference.

## 2. Leadership

The history of the leadership portrays the struggle of the camp for existence through difficult circumstances. In previous years, aside from the director, paid leadership was impossible and as a result it was difficult to secure adequate leadership. The war made this problem more acute and the resulting solution was to raise the leadership standards and to offer remuneration. The leadership secured for 1944 had two to four years of college education. Two of the leaders had professional training and all varied in degree of training and experience in camp work. Most of them had had some experience in leading this type of camper. Each counselor was in charge of one cabin of ten girls. During the two camping sessions in which junior-age girls were present, some older campers, age 16-18, came as "helpers". There was one "helper" for each cabin, as well as a counselor.

## 3. Camper Constituency

All of the campers come from churches in the slum areas of New York City. They are almost all of foreign parentage, predominantly Spanish, with only a meager knowledge of English. The world of the typical camper is that of filthy paved streets, tenement houses, the constant din of the "el", heavy trucks and cars,

and the constant confusion felt in crowded streets, schools, and living quarters. These campers are used to the typical life of a tenement house. Usually they have to climb several flights up dark stairways and halls to get to their apartments of two to four rooms, generally dark by reason of their arrangement. They are surrounded on all sides by other families, equally as noisy as they. The children sleep together, use a common towel, clothes, and even tooth brush. Yet, with such close association, there is often very little family unity or family life. Though they enjoy relative prosperity today, due to war-time labor shortage, it must be remembered that many of these children were born into a section of the world in which 80% of the working people suddenly found themselves unemployed during the 1933 depression. The accompanying insecurity through poverty and lack of prospects for work has touched the parents and been transferred to the children. Even their birth in a time like that meant sorrow instead of joy and only added to the heavy burdens of the parents. The result of this for many children has been that they have suffered the consequences of not being wanted.

If poverty has brought problems, this new relative prosperity is likewise accompanied with new problems. Instead of neither parent working, both now work, leaving the child, without much needed guidance,



to shift for herself. The children have money now but do not know how to spend it wisely. With more money these children naturally turn to the sources of amusement that will give them the most pleasure: sweet and rich foods, pulp magazines, movies, and dance halls. Wrong eating, as well as poor health habits, and lack of fresh air and sunshine have already deprived these girls of strong, healthy bodies. Demoralizing stories, movies, and dance halls feed their minds and hearts with low ideals, and their actions are in keeping with the standards thus acquired. Often the parents give them money to buy a meal rather than cook it themselves. Meals at home are eaten at irregular hours. Due to lack of space, to different working hours, and to inadequate discipline the family do not eat together. Sleeping habits are also most irregular. Privacy is impossible for parents or children. Especially when there are younger children in the family there is a great deal of confusion. Harsh, raucous voices of even the younger children add to the confusion. They have learned to assert themselves by loud, high-pitched voices. The confusion they feel is reflected in the following remark made by a camper: "I go to the bathroom to do my homework; it's so nice and quiet there. I can't study with everybody around and talking, and the radio going." There is little or no provision made for the children's

play. In their homes there are no games, balls, or books to be found. Therefore, they spend most of their time on the street corner with the gang. Of course, they find an outlet in organizing their own games on the street or in less constructive "gang" pursuits, but this is one more factor contributing to the disintegration of the family unit. However, it must also be recognized that not all homes are run in this fashion, and that many of the parents feel more responsibility toward their children than has been depicted here; but in the majority of cases, this is a true description of the camper and her world.

C. General Pattern of a Daily Schedule in Camp "X":

<u>Time</u>	<u>Activity</u>
6:50	Rising Bell
7:30	Breakfast
8:00	Squad work
9:15	Assembly
9:30	Bible hour
9:50	First swimming group
10:40	Second swimming group
12:30	Dinner
2:00	Rest hour
3:15	Hobby hour
4:15	Recreation
5:30	Supper
7:00	Recreation
7:45	Sing-song and vespers
9:00	Quiet bell - taps

Some of these activities need no comment, but further explanation is necessary for a more complete understanding of this camp program. After breakfast is eaten campers remain at the table for a brief period

of Bible reading and prayer. Squad work corresponds to the Girl Scout "kapers". In the assembly period a few songs are sung, and announcements for the day are made. For swimming the camp is divided by cabins into two groups, one group going to the pond and the second group having a Bible hour which corresponds to Vacation Church School activity. Following this, the second group has its swimming period. Since the war, campers have had no transportation to the pond. Consequently, they lose so much time walking up the hill that no other morning activities are planned for the first swimming group. This leaves approximately thirty minutes of free time for this group. Another free period is allowed for the entire group after dinner until rest hour. Groups one and two alternate the second week in order that the first swimming group may have the Bible hour during that week. For "hobby hour" the group is again divided and the first week all in one group go to handcraft, while the second group goes to nature. The second week this is reversed. Within the handcraft program each girl may choose one activity, but after her choice is made she must abide by it and complete the work begun. The afternoon recreation period is a free period in which sports, games, or reading are available. The recreation period after supper is organized for the entire group; a variety of sports and games are planned.

The "sing-song", held in the lodge, consists of group singing with piano accompaniment and a story, read by the director. The counselors use their own initiative in presenting vespers. They are free to use campers and to choose the place for them. Very little time is allowed between vespers and taps so that campers will hurry to get ready for bed. Ten minutes before taps a story is read and a short devotional period is held by the counselor and closed with the Lord's prayer in unison.

#### D. Basic elements of Camp "X" Program

In the above description of the background factors in Camp "X", a more adequate basis is given for the understanding of the objectives that have been set by the camp. A brief statement of each will be made in terms of the need, followed by a statement of the methods used in the endeavor to fulfill these objectives. The third element of underlying philosophy of the camp should elucidate more fully the objectives and methods, through interpretation.

#### 1. Objectives of Camp "X" Program

In an interview with the director of Camp "X" the following statement of objectives was procured:

1. To provide release from the tensions of city life.
2. To lead the camper to a love and appreciation of the out-of-doors and of its Maker.

3. To lead the camper to an appreciation of country life in a small town.
4. To provide Bible teaching that will be an integral part of the teaching of the home church.
5. To meet the individual personality needs of girls.

It will be observed that these objectives have been formulated with a specific group and with a specific camp location in mind. Thus, they are stated in terms of camper needs. They are formulated with emphasis upon individual change or growth. This growth is conceived in broader terms, including not only character development but in spiritual basis.

- a. Objective 1: To provide release from tensions of city life.

Even though these children have never known anything except city noises and confusion and have adjusted somewhat to them, there is evidence within them of the marks made by the tension and confusion of city life. They have seen too much of the sordid side of life and the difficulties of human relationships while the finer things have been unknown to them. All these things have tended to make them restless, irritable, and easily excitable. One cannot go on living indefinitely in such a world without losing the values that give joy and satisfaction in life. If these children can be released from these conditions, even for a temporary period, they are the richer for it and they are better able to recognize

the limitations placed upon them by home locations. If this can be gained they will be in a better position to make adjustment by using facilities available to them in and near the city which can help them alleviate the strain.

- b. Objective 2: To lead the camper to a love and appreciation of the out-of-doors and of its Maker.

In their city church experience that the girls have had, they have learned something about God and His love for them. They have heard something of Him as the great Creator but have had little opportunity of first-hand experience in the world that gives evidence of His creative power. Even though they visit the parks at times, this cannot insure their recognition of God in nature, unless they have been guided. Hence, this avenue to God, so rich in possibilities, is practically unknown to them. To be able to come apart from the crowd and to be led to experience the world He made and something of the order of the universe, plants the seeds of a greater religious faith in the child, a faith that is grounded upon fact. The friendly universe must be experienced and understood before it can be appreciated adequately. When it is appreciated as friendly, it becomes the source of an essential sense of security.

It is important that the child feel comfortable and at home in the new environment. In order that she

appreciate the world of nature and have a camping experience as meaningful as possible, her own adjustment to the environment is essential. Where there is lack of security due to lack of adjustment, the program is hindered to the extent of this lack. Learning is constantly going on and when satisfaction is not the accompaniment of learning, annoyance is. Since the law of effect still holds, it is obvious that if the child does not learn to love nature and God through having pleasing experiences within the camp environs, the effectiveness of the camp is negated by that much.

- c. Objective 3: To lead the camper to an appreciation of country life in a small town.

The experience of these city girls has been limited mainly to their home environs. Except in the vicarious experience afforded by books, they have known only one mode of living. Very few have visited the country before their trip to camp, and they have somehow acquired a superior attitude toward simple country folk. Their horizons need to be widened through an appreciation of country life, whereby a contribution is made to their total appreciation of values.

- d. Objective 4: To provide Bible teaching that will be an integral part of the teaching of the home church.

For various reasons the church school attendance of every city church drops considerably during the summer months. Yet, even though vacation time has

come, there is no vacation from the children's need of God. It is rather difficult to bring the children into their regular habits of winter attendance, but through the summer camp a greater opportunity is offered to the leader of bringing to the child, Bible study with correlated activities in a more pleasant atmosphere than a city church can offer.

- e. Objective 5: To meet the individual personality needs of girls.

Many factors contribute to the total personality needs of the camper. Her general background, described above, has done something to her that is not so acutely evident in the child who has come from a more normal total living situation. Though the girl herself may not realize that she has a problem, it is more apparent to the casual onlooker, and the girl with this background needs the benefits of camp life to help her meet these needs. This too contributes to a sense of security. Early in life these girls have faced financial insecurity. This condition has contributed to their general insecurity. In many cases these children have not been wanted by the parents and were brought up in abuse. In other cases, there have been so many children in the family that individually they have not felt of any great importance. In school each is one of many, and the same is true in almost every situation of their life. For the most part, they have little, if any, experience



of being loved and wanted or of being of any great value as an individual, an experience which is basic to their well-being. All these factors contribute to a keen sense of insecurity and fear which manifests itself in restlessness and irritability. It is also expressed by their fighting for everything they get, taking all they can get, and expecting all they are given. Having learned that they are not the center of the universe they know, they have compensated for it by becoming little anarchies within themselves. This attitude is general among them and leads them to use any extreme to gain attention, even if only for a moment. When this individuality is applied to the center of the entire group, the result is total lack of group spirit and camp spirit. These girls lack any conception of what it means to lose their individuality in their identity with the group. Their general attitude in all they do is an outgrowth of unwise freedom and lack of discipline. They lack perseverance and patience, readily giving into failure. They are unwilling to accept a challenge if too mighty a job is presented. Their attention span is short and their interest is often dull. Their characters, on the whole, are weak, with such traits manifest as lying, stealing, and other types of insincere living. They cling tenaciously to all that enhances their worth, good or bad. Needless to say, there are exceptions to the above

and the girls as individuals have a finer side, but this usually does not predominate, and therefore, much guidance is needed to bring it to the fore.

## 2. Means of Meeting Objectives in Camp "X" Program

All camp activity is means to an end, being determined by objectives set, and of value only as it contributes to the fulfillment of these objectives. For this reason any element of program activity which does not contribute to them should be eliminated. The greatest problem of camp does not lie in the formulation of objectives, but in the means by which these objectives are to be realized.

### a. Means of Meeting Objective 1

Objective 1: To provide release from the tensions of city of life.

The trip to camp itself is a great source of release from the tension of city life and especially for these children, most of whom have never been outside of New York except for previous camping trips. They feel a sense of adventure before they board the train. The long train trip of five or six hours is an experience out of their world, and it is difficult for the casual observer to estimate the sense of release they feel. At camp, release is provided by the environment. It is furnished by living in the "wide, open spaces" rather than within the restricted confines of the city. It would seem that

the child's removal from her environment to the out-of-doors would be sure to lead her to the fulfillment of this first objective. However, the city world is all that many of the children have ever known, and they are not sensitive to the possibilities of release through nature. They are so accustomed to living very close to people and noises that when they are temporarily separated from the group for any length of time, they feel lonesome and uneasy. They are afraid of the dark and of the accompanying noises of the woods. They are imaginative and exceedingly superstitious; both of these qualities increase the possibility of these emotionally active children having disintegrating experiences unless they are psychologically prepared in an adequate way for living in this beautifully new and strange world. Thus, they do not adjust automatically to this camp world, nor do they appreciate it without being taught to love it. Mere removal to a new environment is no magical formula by which the negative aspects produced by these tensions of city living are counteracted. On the contrary, greater and more permanent harm may be done to the child who cannot adjust to the out-of-doors life. These facts were recognized in the Camp "X" program and much of the necessary adjustment was made in the routine of the day. The detail of telling the campers to expect to hear noises that would be

new to them, was taken into account.

Elements of the program which contributes to general relaxation included the sports, games, and swimming, the simple freedom to run and yell, the creativity of crafts, rest hour by virtue of its purpose, and vespers. Finally, the regularity inherent in any routine schedule also led to release from tension.

b. Means of Meeting Objective 2

Objective 2: To lead the camper to a love and appreciation of the out-of-doors and of its Maker.

The camp environment as considered above and activities within it helped to lead the camper to a love and appreciation of the out-of-doors and its Maker. Two other parts of the program which contributed included nature and vespers. In the nature program campers made spatter prints of leaves and ferns; then, they made booklets of these and were guided in finding appropriate Scripture and poetry to match the prints. They were also told nature stories and led through appreciation and prayer to have a worship experience. The evening vespers likewise offered opportunities for a love and appreciation of the out-of-doors and its Maker. These programs were specifically religious and some of them in a nature setting.

c. Means of Meeting Objective 3

Objective 3: To lead the camper to an appreciation of country life in a small town.

No direct teaching was necessary to lead the camper to an appreciation of country life in a small town except by way of special mention of kindnesses showed toward the campers by the townspeople. The campers observed the town and the people while they went to and from the swimming pond. The people were pleasant and spoke to them. One of the women of the town cooked for the camp and did extra things that brought the girls pleasure. Several walks were planned through the town in order to provide direct contact with it.

d. Means of Meeting Objective 4

Objective 4: To provide Bible teaching that will be an integral part of the teaching of the home church.

Each morning a regular Bible class was held with the leader teaching. Camper activity was provided through the use of handwork, through having the campers take turns reading the story for the next day and telling it to the group as a preview, by the learning of a poem, and by becoming familiar with relevant Bible verses. Other Bible teaching was also given through other activities, such as nature study and vespers, as well as through their learning of a hymn to be sung in the Sunday morning worship service, and by their bedtime prayers. The Bible was read and prayer offered in a short devotional period at the table immediately following breakfast.

e. Means of Meeting Objective 5

Objective 5: To meet the individual personality needs of girls.

The role of the counselor in meeting the individual personality needs of the camper is of utmost importance. Some personality needs are to be met by the interplay of the group on the individual in group activities, but they cannot all be met by this method. A more direct contact must be made through informal means. First, the general attitude of the counselor in all situations should be that of an older sister, one who makes friends with all the campers, shows no partiality, works and plays with all alike in good wholesome fun and fellowship, yet with firmness and dignity and kindness, in love. Within the group of Camp "X" were opportunities to show this attitude in games and sports, cabin activities, squad work, and other more formal activities. The walk to the pond every day offered opportunity for longer informal conversations. This type of contact with the campers helped to show them that there was someone who was interested in them and gave them an opportunity to experience a genuine love from others which all too often they had been denied. This alone, however, is not sufficient to meet the requirements of this objective. In addition, each girl needed to have a special opportunity to make some unique contribution to the life of the camp. To a certain extent this chance

was given through providing opportunity for the girls to write accounts of special happenings during the camp session in the form of original poems and stories for the camp log. For those who showed special interest in painting, encouragement was given to paint on large pieces of wrapping paper scenes from camp life to be used in the lodge. In the activities of "stunt" night, the individual girl was given again an opportunity to express herself in a positive way and at the same time give pleasure to the group. Further opportunity was given in the clay work and sewing in the crafts period and in the making of original nature books.

### 3. Underlying Educational Philosophy of Camp "X" Program

The underlying philosophy of a camp reveals the meaning and thought behind all camp activity. Whether or not the leader has formulated a specific philosophy on paper matters little. Consciously formulated or not, such a philosophy exists and becomes the determining factor in the functioning of the camp. Therefore, it is important to discover and state these views in order to have a clearer understanding of the activities of the entire program and camping situation. Since in Camp "X" no formal statement of philosophy has been made, this must be deduced from the objectives and methods. Here a word of caution is necessary. It must be recognized that mistakes are possible, and that

sometimes the action taken on the spur of the moment is not always that which would have been taken if there had been time to think through the situation first. Further, it cannot be said that there was one single philosophy in operation at all times. However, certain elements can be recognized as basic to the program.

In general, it was felt that the campers were incapable of assuming the responsibility of participating in the planning of their own activities. Since most of them lacked experience in any kind of camping and also in group living such as that of a camp, and since their background contributed very little, they were not considered capable of doing constructive group planning. Behind this attitude of their not doing the planning, is the philosophy that it does not matter to the child whether or not she has any idea of the activities in which she will be participating; it is sufficient that she find this out just before she does them or while in the process. It must not be overlooked here that a general introduction to camp activities for the entire two-week session was given at the evening meeting on the first night, but there was no opportunity for the campers to participate in the planning of this schedule. In the presenting of the formal activities some explanation of places was given; again the campers were expected to accept without comment the outline suggested. Moreover,



the girls were not given an opportunity to plan the different activities in which they engaged from night to night or on Sunday. In these cases, alternatives were generally possible, but it was assumed that it was not necessary or important that they express their opinion or help decide what they would do, because, in the end, they would participate in all of them just the same, and any discussion or privilege of choice would only consume time and give opportunity for argument and conflict of personalities. Therefore, campers' suggestions were held to be of little value. Furthermore, little importance was attached to talking over results of an activity, to anticipating problems, or to discussing problems encountered together and trying to find a satisfactory solution.

Immediate discipline was considered imperative for the welfare of all involved. The only way of attaining this from these campers was held to be through fear of the director and if possible, of the counselors. A negative command or scolding for disobedience was used and thought to be sufficient in order to gain the desired response of the camper. Since many of these children are slow and dull, it was presumed that lectures and explanations had no effect on them and that the above was the only other alternative.

While it was recognized as desirable to give responsibility to the campers to the extent of their

ability, it was discovered through experience that their capabilities were very limited. Consequently, it was assumed that instead of responsibility they needed definite guidance and encouragement. In the formal activities this philosophy was practiced, and must be mentioned as an important factor in the basic philosophy of program. It applies mostly to the individual participant in the activity. If she showed any indication of ability to do more than the regular activity provided, it was held that means of encouragement should be given her in order that she be given an opportunity for expressional work. This procedure is exceedingly important in getting to the root of her great need of security and the right kind of recognition based on positive achievement.

In order to avoid taxing the counselors too heavily with responsibility and at the same time to carry on a program for the campers, the evening meetings were generally led by the director, each counselor in turn having the responsibility only for the vespers. In this period she was given a free rein to plan as she desired using campers for all or part or all or none. The underlying idea here was to give the counselor responsibility and leadership opportunity to use her initiative without guidance, except upon request. Since no staff member meetings were held except those in which records were made

for evaluation purposes, it may be said that a general attitude toward the work of the counselor was laissez-faire. Personal guidance and advice were freely given upon request, but it was not felt necessary to discuss and determine as a group matters pertaining to camp problems and to coordinate possible concerted effort of the counselors.

#### E. Specific Problems Involved

In any camping situation there are problems encountered. It must be recognized that from the start all problems cannot be resolved altogether because it is not humanly possible. Howeverm it is imperative that the problems be faced squarely and that as satisfactory an adjustment as possible be made.

At Camp "X" the psychological camp atmosphere was one of turmoil. It was made so by the campers' attitude toward each other and toward their leaders. There was a lack of group spirit among themselves as a camp, and an overbalance of cliques with narrow group loyalty. They argued constantly among themselves and had a pugnacious attitude toward their leaders. In general, therefore, the outstanding problem was that of discipline, a problem which manifested itself particularly in the following specific situations. But since discipline is always an outward symptom of an inward cause, it is necessary to determine the cause. In each of the following

situations the attempt will be made to discover the real cause of the behavior problem.

Although it was highly desirable that campers enjoy and appreciate the out-of-doors, a constant problem presented itself when campers saw real apples and real flowers growing. The only natural reaction to this new pleasure was to go and pick them. Property rights meant nothing to the girls and they were accustomed to having their own ways. Therefore, they had few inhibitions against taking the flowers and apples when they passed them on the road to the pond every day. The only remedy used for this situation was telling the girls not to pick anything because it belonged to somebody else. The possibility of the camp privilege being forfeited if they did annoy the townspeople in this way was not mentioned to them. The result was constant reprimanding for disobedience and rebellion on the campers' part. Consequently, the campers' only problem was that of picking these fruits unnoticed.

Each Sunday the girls learned a hymn to sing in the regular church service. They did not enjoy learning it and were stubborn in that they did not make an effort to learn. The result was that they were kept from doing something they liked in order to learn the song on the last day before they were to sing it. They were forced to learn it and when they found they could not evade the issue, they set their minds to it and learned and sang it

well. In the process, however, they learned to dislike the song and the value to themselves of their contribution to the service is questionable.

In the evenings the campers all sat on the lodge floor for a general sing and then a story was told, followed by vespers. This session generally took a full hour. After a long, active day, the campers were tired and restless. The floor was very hard and there was nothing for a back rest. It was quite natural that the girls be restless and move around. Because of this action they were scolded several times in the course of the evening. After each song was announced, there was a general hum of conversation. The campers did sing at the right time, but the leader expected quiet during those transitional periods. Therefore, the girls were often stopped by a sudden command to be quiet. The result was one more displeasing experience. Such experiences combined to make the total impression of camp a negative one, and to displace the desired free atmosphere with one of strain.

In both of the above incidents of participation in the Sunday service and the evening programs, a general lack of purpose is evident. The campers had no voice in the planning of their contribution to the Sunday service. The song to be sung was predetermined by the leader whose will predominated in the end. In the most of the evening assemblies, the girls again had had no part in the planning and interest lagged. The real interest manifested

by their humming and conversation relative to the next song was misunderstood and cut off. This situation hindered any further development of camper purpose. This type of undemocratic procedure affected the atmosphere of the whole camp, making it stiff and rigid, and hindered the development of camper activity based on camper purpose.

Throughout the entire program of the camp, the writer in her position as a counselor found it very difficult to arouse the campers' interest in anything. Nor was it easy to challenge their initiative in such a way that they would produce something original or would act courageously in a given situation. This general attitude pervaded the whole camp atmosphere and resulted in negative outcomes. General character weaknesses, such as lying, stealing, unreliability, insincere acting and thinking constituted a continual problem and necessarily affected the planning and carrying out of all activities.

F. Evaluation of Camp "X" Program in Terms of Objectives Achieved

Preceding any evaluation of the camping situation, the limitations of the entire camping situation must be recognized. The seeming incorrigibility of many of the campers necessitates careful treatment of the problem. Through experience, it has been found that strict discipline is imperative from the beginning or the group will be out of hand, with consequent danger of serious results. This essential need governs all camp activity. Further, campers always test the staff to discover how far they can go and how much freedom they can gain regardless of the consequences. Due to their background of selfishness and lack of regard for others and due also to lack of experience in real cooperative group living, they are not ready to assume the responsibilities of freedom and privileges. They look only for that which they can gain, not give. Due to their lack of experience of genuine love and kindness from others, they do not know how to respond to such treatment, and therefore they abuse this privilege, carelessly and almost ignorantly. Their conception of property rights and use of equipment has been distorted by their basic motivating drive which directs their activity in terms of selfish ends. Due to their lack of ability to cooperate and to lack of skill, some activities that would be profitable to those who participated

cannot include camper participation because this would take too much time.

Mechanical limitations also must be considered. There was need of a separate building to be used as an infirmary. The piping was very poorly arranged, due to insufficient outlets. The distance between the cabins, toilets, and wash stand increased the possibility of much consumption of time in the morning and evening, and caused difficulty. The cabins were too close to each other so that a disturbance in one would readily affect the next. Due to the effects of a hurricane the cabins themselves were in a dilapidated state. The camp site is small and arranged as a single unit, thus precluding the possibility of separation of older campers from younger ones. As a result, in each group participating in camp activities, there were about twenty-five campers. Much time was consumed in the process of walking to and from the swimming pool, but there was no other means of getting there. And finally, because of stringent fire laws, the evening campfire, which can do so much to weld a group together, was tabooed.

There were several limitations in regard to the campers themselves. They brought inadequate clothes and equipment for comfortable camp living. They did not own substantial shoes, rain-coats and rubbers, and warm sweaters. When it rained their few clothes got wet and



their shoes fell apart, causing a source of annoyance and irritation.

Evaluation must be made on the basis of objectives set up. The records kept were those made out by the counselors at the end of each session. They were not elaborate but gave a picture of the camper's achievement while at camp. The two criteria for judging were set up on the basis of character and achievement. In making these records the counselors all brought together their own evaluation of the campers' character and achievement, in activities as such and also in general camp living. Effort, cooperation, sportsmanship, general attitude and conduct gave the basis for determining character growth (or decline) and evidence of individual progress was made the basis for determining their accomplishments. These lists were made separately for various activities: swimming, handcraft, nature; and squad work, table, and cabin conduct. In this way almost every phase of camp life was included in the estimation of results and a better cross-section was obtained. For the younger campers, their cabin helpers were consulted. The results were varied. Some of the girls took hold and made the adjustment to camp living very well; others were slower, but very few failed to be affected at all.

Objective 1. City tensions were released not only through removal from the city environment but also

by living under a regular schedule. Through years of experimentation it has been found that too many regularly scheduled activities increase tensions. For this reason, the schedule allowed for free time through the day as indicated in the discussion on daily schedule.<sup>1</sup> This balance of time provided the necessary relaxation and at the same time enough activity to allow campers to participate in activities sufficiently to give a sense of achievement. However, this need was not met altogether. A force in the opposite direction of an authoritative method of discipline, camp government, and means of launching some of the activities caused divergence from the goal.

Objective 2. There were signs of appreciation, on the part of the campers, of the new world of nature and of a new understanding and appreciation of God. This was evident in the things they said and wrote home. For the most part, it may be said that they had a far greater appreciation of nature and of God as the Creator of it than they had ever known before. To refer to God in conversation seemed quite natural to them because the program had built up a consciousness of Him in their minds.

Objective 3. The campers appreciated the kind of life they observed in the country town. They were impressed with the friendliness of the people, because

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1. Cf. pp. 71-73.

they spoke to them on the street even though they had never met them. The fact that people also gave the camp vegetables impressed the girls. The experience of walking through the town and observing each home gave them first-hand contact with it, and from their remarks it was evident that they gained an appreciation for it and the kind of life in the town. Some had never walked past little houses with yards around them, and they often remarked how "nice" they were. Many saw roses and other flowers growing for the first time and were thrilled by them, even though they could not pick them. They also saw apples growing on the trees for the first time. Just to be able to see the trees and green lawns and birds was a pleasing experience, as evidenced by the things they said. Therefore, it may be said that the campers had a growing experience in the appreciation of nature and country life.

Objective 4. Bible teaching was provided for campers in the regular morning session. In this period the campers had a part through handwork and learning correlating songs. Some assurance of its getting into life was given because the content was planned so that it would be on the campers' level of experience. Opportunity for active participation was given to a limited extent in this hour, the vesper hour, and evening prayers. Since it aroused negative attitudes, the value of learn-

ing the song for the Sunday morning service is questionable. On the whole, opportunity for active participation in specifically religious activities was given only to a limited extent. A disparity was evident between the director's authoritarian method of teaching and the content of that message. The way of Love is the long way and it was not followed when dictatorial methods of leadership were used instead of those showing more kindness, consideration, and respect for individual personality. Because campers were conscious of this negative aspect, it must be stated that only to a limited extent was this objective realized.

Objective 5. A number of instances can be cited in which individual needs were met in an unusual way. One outstanding case was that of a camper who had much sorrow and sickness at home. She was not only removed from this depressing situation, but through individual encouragement and help of her counselor she was led to do creative writing and drawing. For the first time in her life she received recognition from the group on the basis of her own achievement. Her leaders in her home church said that her face "shone" when she returned. Such results as these were true in a minority of cases. It is important that similar positive results be achieved in meeting the individual (personal) needs of a greater percentage of campers of Camp "X".

As stated above, there were some negative outcomes which resulted from the total camp program. The general atmosphere of the camp produced a solemnity which militated against the desired freedom and spontaneity essential to the fulfillment of the camp objectives in providing the necessary conditions for a joyous, creative camp experience. This atmosphere did maintain the desired disciplinary control of the campers quite effectively, but it also created a barrier which prohibited having an atmosphere of freedom so essential to the spontaneous participation of the camper, and thus failed to give greater opportunity for emotional release in the right direction.

The general approach to the camp program which produced this situation was a negative one. The girls were told not to do something, and many times it was hard to know when a thing was right or wrong because of the lack of commendation. Too often one or two of the leaders raised their voices to an intensity unbecoming to a leader. This produced the desired order but sowed the seeds of tension due to fear and put other counselors and campers on their guard, thereby forfeiting the desired carefree atmosphere a camp needs for best results.

The activities were on the proper age level but in relation to past experience too much was expected of the camper. The leaders did not really get down into the life and experience of the girls in such a way as to be

able to understand their thought processes. And on the contrary, in some instances, not enough was expected of the campers and therefore they were insufficiently challenged. This was due to a subtle pessimistic attitude on the part of the leadership which stressed the limitations of the girls to the extent that there was always uncertainty regarding the final outcomes to be expected. This pessimistic attitude filtered through to the camper, especially where behavior questions were involved, and decreased the effectiveness of the program. On the other hand, encouragement was given to the individual, especially in activities, and every means was employed to help each girl to use her creative ability. The results in certain individuals were gratifying.

An over-all evaluation of the outcome of the camping experience of Camp "X" made by the camp leaders and home church leaders is that definite benefit was derived and that in some cases outstanding and permanent positive outcomes resulted. However, it is also recognized that there is great need to extend this to the whole group so that all may derive the similar benefits of having specific personality needs met.

It can be said, therefore, that the main point of weakness in the Camp "X" program was in that the majority of campers did not have their own personality needs met as fully as could reasonably be expected.

Those whose needs were met derived great benefit from their camping experience, but they were the exception rather than the rule.

#### G. Summary

This analysis of Camp "X" has served to reveal its location and equipment, leadership, camper constituency, program elements, problems, and results. It was found that the location of Camp "X" in close proximity to the home of Dwight L. Moody and the schools he founded, as well as the personal connection of his daughter-in-law to the camp, provided a source of rich program possibilities. The camp site itself was found to be too small and the equipment inadequate. The leaders had a favorable background of experience and education for this type of work. The campers, being exceedingly underprivileged, brought acute and unusual needs to the camp, a fact which constituted a grave problem and restricted the program.

The daily schedule revealed a regular routine of activities including such items as Bible study, nature, swimming, handcraft, and vespers, with opportunity for free time being provided. The Sunday schedule offered variety and more time than usual for relaxation and worship.

The basic program elements of objectives, methods and underlying philosophy were then studied. Objectives for Camp "X" were found to be specific, with growth as the general goal. The five specific objectives are to provide

release from the tensions of city life, to lead the camper to a love and appreciation of the out-of-doors and of its Maker, to lead the camper to an appreciation of country life in a small town, to provide Bible teaching that will be an integral part of the teaching of the home church, and to meet the individual personality needs of girls.

In an analysis of the methods used to achieve these objectives the following facts were discovered: The releasing from tensions of city life was seen to be accomplished through removal from city environment, through freeing from fear of the woods, and through the freedom inherent in activities. Appreciation of nature and love for its Creator were built up through the nature program, vespers, and other activities. Appreciation of country life was given through normal contact with townspeople. The means used to provide a knowledge of the Bible were the morning devotional reading after breakfast, the morning Bible class, nature study vespers, and the Sunday morning church service. Individual personality needs were found to be met through normal group contact, through the counselors' attitude of impartiality and friendship toward the girls, through individual contact of counselor and camper, and through expressional work, such as original writing for the camp log, painting, clay work, sewing, crafts, and making nature books.

A study of the underlying educational philosophy revealed a lack of faith in the camper because of poor background, and this in turn led to insufficient respect for her



as an individual. This in turn led to her not being considered in the making of plans even where she could have entered into the planning. An authoritarian attitude was taken by the director toward discipline problems and general camp living. The same attitude was taken consciously or otherwise toward the counselors. As a result, the counselors did not feel free to exercise initiative in camp activities.

A study of specific problems existing in Camp "X" revealed that the most obvious problem was that of discipline, manifest in a strained atmosphere, a lack of group spirit, the disobeying of imposed rules, indifference toward an assigned task, and failure to meet the director's strict standards of conduct in the evening "sing-song" and vespers. Back of these problems of discipline the root problem was found to be a general lack of interest in program activities.

Finally an evaluation of this program was made on the basis of ascertainable results. It was felt that some tensions were removed, but that other tensions were set in motion because of the authoritative methods used in launching some of the activities. On the whole it was felt that campers gained a great appreciation of God in nature. Campers likewise gained a great appreciation of country life in a small town, as well as the town itself. Some of the Bible teaching was effective, but part of the effectiveness of this teaching was negated by dictatorial methods used which robbed the program of some of its content value because they

were contrary in spirit. Some individual camper needs were met in an unusual way, but it was felt that this type of benefit should have been extended to a greater number of campers.

CHAPTER IV  
APPLICATION OF THE REVISED GIRL SCOUT CAMP PROGRAM  
TO THE  
PROBLEMS OF CAMP "X"

A. Introduction

In the preceding chapters a study of the revised Girl Scout camp program was made. This revealed an emphasis upon social democratic living, and this in turn implied the necessity of camper-purposing and camper-planning of group activities. Underlying such a program is the philosophy of a progressive educative approach which functions on the basis of camper interest and creative experience. A parallel study of Camp "X" revealed a weakness in emphasis on cooperative living and leader-planned activities with a resulting lack of flexibility and camper enthusiasm. The underlying educative approach was found to be that of the more traditional type with content-centeredness being of greater importance than life-centeredness. Specific problems of this camp were analyzed. In this chapter, application of elements of the revised Girl Scout camp program will be made to these specific problems, and suggestions of a practical nature, based upon principles of the revised Girl Scout camp set-up, will be given for improving the program of Camp "X".

B. The Application of Strategic Elements in the Revised Girl Scout Camp Program to the Program of Camp "X"

1. In the Realm of Objectives

To facilitate this discussion, the objectives of the revised Girl Scout camp program and those of the Camp "X" are re-stated below:

Objectives of the Girl Scout camp program

1. "To stimulate real enjoyment and appreciation of the out-of-doors through progressively adventurous experiences.
2. "To provide training in citizenship through the give and take of community living in which each girl has a part in the planning and carrying out of the camping program with the help of adult leaders.
3. "To contribute to the physical and mental well being of every Girl Scout camper and to help in the development of such qualities as resourcefulness, initiative, and self-reliance."

Objectives of Camp "X"

1. To provide release from the tensions of city life.
2. To lead the camper to a love and appreciation of the out-of-doors and of its Maker.
3. To lead the camper to an appreciation of country life in a small town.
4. To provide Bible teaching that will be an integral part of the teaching of the home church.
5. To meet the individual personality and character needs of girls.

A comparison of these objectives reveals that on the whole, Camp "X" objectives compare favorably with

those of the Revised Girl Scout Camp program. Both recognize values inherent in first-hand contact with nature. Both recognize the importance of meeting individual personal needs. However, an evident weakness in Camp "X" may be found in the lack of emphasis upon the social sphere, particularly with reference to training in cooperative living. Democratic camp living is a basic goal for all Girl Scout camping and it is the foundation and necessary prerequisite for a successful creative program. In one respect, from the Christian viewpoint, Camp "X" objectives are superior to those of the Girl Scout camp because a specifically religious ideal is set forth, explicitly stated, whereas this is only implicit in the Girl Scout camp program.

## 2. In the Realm of Methods

Improvement of the methods of Camp "X" must be approached in terms of problems to be solved. The most evident problem discovered in the preceding chapter was that of discipline, the first concrete situation considered being the matter of picking flowers and apples.<sup>1</sup> Instead of simply commanding campers not to pick these, the Girl Scout camp method would be that of bringing the campers to face the problem, through discussion.<sup>2</sup> This

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1. Ante, p. 89

2. Ante, pp. 31; 40-41

would include helping them to see the owners point of view and also to realize what would happen if all the campers picked flowers and apples. In the case of the apple-picking, a further possibility would be that of sending a committee to the owner of the apples to ask if the camper might be allowed to come into the orchard and pick a few apples. The campers themselves guided by the counselor might decide that which would be a fair number for each to have, and the committee could ask the owner what he thought they should have, so that the owner would not suffer a loss. Further, campers should be prepared for passing by the orchard for the rest of the camp period without going in again, and thereby abusing their privilege. (If they could be allowed this privilege once again before going home, this would serve as incentive.)

A further problem presents itself in connection with the apple-picking. In the early part of the summer the apples were green but this mattered little to the campers, and they were still very anxious to have them. Again the Girl Scout method would be that of talking over the problem. The leader would guide campers to see that if they became sick, it would not be fair to the leaders and other campers who would have to take care of them. They would also not be able to enter into the fun of the day.

Furthermore, the method of having a committee go to the owner of the orchard would have provided campers with a natural means of contact with the townspeople and would have contributed to the fulfillment of Objective 3. The procedure used in the case of flower-picking would be similar to the one just discussed.

In the second situation, involving the learning of a hymn for the Northfield Sunday morning service, the Girl Scout camp procedure would be to bring the campers into the planning of their part in the service.<sup>1</sup> First, they would be told of the invitation given to them to take part in the service. This would then necessitate some explanation of the kind of a service it is and who attends it. Discussion of what they could do would follow and together they would choose the song to be sung. In this way, they would be made ready to learn the song and, because it was their choice, they would have done it willingly.<sup>2</sup> Furthermore, through the learning of it they would be encouraged to do it well in order to lead those who listen as well as themselves into an experience of worship.

This situation has in it far broader possibilities as an enriching experience for the campers. One of their great needs, it will be remembered, was that of having

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1. Ante, pp. 40-41  
2. Ante, p. 32

their horizons broadened, not only in terms of the other races and nations, but also in terms of the cause of Christ. For the most part these campers have only been affiliated with their own local Sunday School and church. They have practically no idea of what other Christian people throughout this country are doing. They have no appreciation of the fact that these others, like themselves, love the Lord and want to serve Him. And yet a cross section of Christian young people from the New England area were the very ones for whom one section of campers sang. The Girl Scout camp methods would utilize this opportunity of a stage set so uniquely.<sup>1</sup> Contact might be made with some of the leaders of young people attending their conference and much value gained through sharing the experience of their home groups with these campers. The campers in turn might tell of their groups and activities at home. Values would be gained by both groups.

Another session of the campers sang for the missionary conference. Again rich opportunities were inherent. Since the leaders of Camp "X" were desirous of interesting campers in the entire purpose and work of the church, the missionary work, as a part of the church program, would be important. The Girl Scout

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1. Ante, p: 33



camp program suggests stimulating interest in order to get campers to want to do an activity.<sup>1</sup> Thus it would be necessary here to provide stimulus for interest in any teaching on missions. This stimulus could very easily be made through procuring a returned missionary, upon personal request of a camper committee, to speak to the campers. Arrangement could be made for campers to come to a quiet place on the green lawns of the conference grounds to hear the missionary speak. More specific activities on missions could very readily grow out of such an experience.

A third concrete situation in which the methods used could be improved upon is the evening assembly and vesper hour. Here, too, the suggestion to be made by the Girl Scout camp program would be that of making allowance<sup>2</sup> for greater camper purpose. This could be done through individual contributions made by campers or it could be done through small group activities. At Camp "X" this was done on stunt night, when each cabin group prepared a skit. This evening program was one of the high points of the camping session. Such camper participation should be more frequently used. Further suggestions of this type are found below.<sup>3</sup> Since the period is a long one, a break should be made between assembly and vespers, at least to

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1. Ante, p. 30.
2. Ante, p. 27.
3. Post, pp. 11-114.

allow campers to change position. This was sometime done by talking campers into going out-side or to the porch of the lodge for the vesper service. Some change should be given each night in this period. Vespers likewise should allow for camper participation, in addition to the singing of a hymn. Such activities suggested by the Girl Scout program are simple dramatization of a Bible story, singing a hymn, or choral reading.<sup>1</sup>

As was indicated, back of these problems of discipline was the basic problem of lack of interest, largely due to too little camper participation. By way of illustration, a few possible ways of meeting this need are suggested. The location of Camp "X" in the town where Dwight L. Moody was born and is buried, and where the seminary for girls which he founded is located, in itself offers much that might be capitalized. Each day on the way to swimming campers passed by his birthplace and the seminary grounds. On one Sunday evening they were taken to the memorial knoll for vespers. Such an occasion presents a perfect opportunity to stimulate interest in a project on the life of the great Moody. Ample material is available for this study, and themes for activities could be divided among cabin groups.

Following the pattern of Girl Scout camp pro-

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1. Ante, pp. 55-56

cedure, possible activities for this study might include a visit to the Moody birthplace, now a museum. This would have suggestive value for "leads" to other activities. Another project could be a special visit to Mrs. Moody, to ask her questions previously decided upon by the group, based upon information gained thus far through their own "research". Since Mrs. Moody wrote many gospel hymns this visit might emphasize this aspect of her life and work and lead to the choice of hymns to be sung in the Sunday morning worship service, in which she might be present. Another group might visit Mrs. Moody to learn about how the Northfield schools were founded. Still another group could learn about Mrs. Moody's part in founding their camp. This project, however, might be limited because of Mrs. Moody's infirmity.

The success of these activities would depend partially upon the size of these activity groups.<sup>1</sup> Cabin groups of ten furnish a good basis for this division. In the process of choosing a theme the Girl Scout camp program would suggest a discussion of possibilities in a general assembly period which will correspond with the Scout unit meeting. This would be followed by the use of the camp council in determining the theme each group would take.<sup>2</sup> Then each counselor would take her cabin group to a place where they could work on their project. Here

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1. Ante, p. 40
2. Ante, p. 41-42

again the facilities of Camp "X" limit the program because there are only two or at the most three possible places to go that would supply ample facilities for handwork, and there is need of a place for five groups. However, some compromise plan could be worked out which would at least approximate the values of the ideal procedure. Activities chosen should be guided so that the campers' creative abilities would be utilized through original writing, dramatics, singing, paintings, and handcraft.

Another phase of activities also rich in possibilities would be that of the use of local history, not only of the camp itself, as suggested above, but also of the secular history of the town. This method is used by the Girl Scout camp to a great extent not only for its specific value of growth through creative expression, but also for its value in building group spirit, so much needed at Camp "X". Through such projects and such democratic procedure the problem of lack of interest with its resultant problems of discipline would surely be greatly lessened.

There is further value implied in these typical projects which is that of positive character growth. Since the creative abilities of the campers are drawn upon through their participation in these activities, the campers are given an opportunity for constructive self-expression. The release provided by this channel

helps build positive character traits thereby affecting individual growth.

### 3. In the Realm of Underlying Philosophy

Since the methods used in both camps are shaped by the underlying educational philosophy, it is evident that before Camp "X" methods can be improved there needs to be a change in the basic educational philosophy of the responsible leaders. A comparative study of the views held by Girl Scout leaders and by Camp "X" leaders reveals the cause of weakness in method. As pointed out, it was felt by the latter that the campers were incapable of assuming responsibility for planning their own activities, while the campers' sharing in the planning of activities is recognized as one of the most important phases of the educational work of the Girl Scout camp.<sup>1</sup> It must be remembered, however, that many of the campers at Camp "X" were inexperienced and also had no background for democratic procedures because their way of life in the city is contrary to the idea of cooperative living and planning. Merely maintaining discipline in a planning session would be very difficult under these conditions. Nevertheless,

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1. Ante, p. 47

because of difference in attitude, even though these conditions, were not ideal, these campers were under-privileged and were incapable of assuming much responsibility, the Girl Scout program would bring them into the planning and would give them responsibility to the degree of which they are capable.<sup>1</sup>

Furthermore, the Girl Scout camp emphasizes the importance of camper-purpose and uses the method that will yield camper-interest.<sup>2</sup> The law of readiness calls for the camper's having some idea of that which she will be doing so that she will be ready or will purpose within herself to do it. If this is not considered, interest will lag, and response will be half-hearted. Recognition of this important fact must become a vital part of the Camp "X" philosophy,

The starting point in procedure is the leader's attitude toward the campers.<sup>3</sup> One of the first requirements of democratic procedure in the Girl Scout camp is the counselor's attitude of respect for all campers. The application of this viewpoint in Camp "X" would mean that no matter how limited were the camper's capabilities, she would have something to contribute to the group as a person. This attitude manifests

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1. Ante, p. 40
2. Ante, p. 11
3. Ante, p. 3

itself in all contact with campers and serves to build up rapport between camper and counselor, as well as to build a sense of oneness in the group. Thus it is this attitude which eventuates in the techniques mentioned above as used by the Girl Scout camp in building such relationships; namely, positive suggestion,<sup>1</sup> cooperation, faith, and commendation.

The next principle of procedure is that of beginning where the campers are. It is obvious that the procedures of Girl Scout planning and discussion cannot be indiscriminately thrust upon a group of campers such as those at Camp "X", because these procedures are too advanced. Since, however, one of the prerequisites of program activity in the Girl Scout camp is camper participation on the basis of camper interest and purpose, the camper must be drawn into the planning on the level of her ability.<sup>2</sup> The leader's understanding of this principle, in the light of the above attitudes and techniques, should serve as a guide in determining specific procedures.

Due to the underlying philosophy of Camp "X" the relationship of the director to the counselor was

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1. Ante, p. 54
2. Ante, p. 53

was somewhat similar to that of director to the campers. Important as it is to begin where the camper is it is far more important to begin where those who lead the camper are. The Girl Scout camp program recognizes the importance of this procedure, in its provision<sup>1</sup> for counselor training. At Camp "X" the counselors had not had extensive training in leadership of camp work. They felt a need of specific training in order to be more effective counselors. They felt the need of understanding individual campers through a knowledge of their background, as well as through discussion with other counselors, some of whom had worked with these same campers in city churches. They were uncertain as to how to meet specific problems because they did not know the techniques which would best fit the situation. And yet no provision was made for staff meetings which were so important a part of the Girl Scout camp program.

#### C. Summary

The purpose of this chapter has been to make positive application of elements of the revised Girl Scout camp program to that of Camp "X". A comparison

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1. Ante, p. 36



of objectives showed that, on the whole, Camp "X" objectives compared favorable with those of the revised Girl Scout camp program. However, the objectives of Camp "X" were found to be weak in their lack of emphasis upon the social sphere, especially with regard to cooperative living, but to contain an explicit statement of a religious ideal which was only implied in the Girl Scout camp objectives.

Suggestions for the improvement of methods in Camp "X" were made on the basis of problems encountered. Specific discipline problems were considered in turn, and methods used in Girl Scout camp program were suggested as possible ways of meeting these problems. These methods, it was found, would have involved cooperative planning to motivate interest and given an outlet for creative effort, a careful setting of the stage as preparation of the campers to participate, and making use of indigenous program possibilities.

The way has been indicated in which the problems of discipline, lack of interest, and poor group spirit could have been avoided by application of these methods.

Finally, the cooperative working out of activities would have given a constructive outlet for energies and would have provided growth in every way.

CHAPTER V  
SUMMARY AND CONCLUSION

A. Summary

The goal of this thesis has been to discover those elements of the revised Girl Scout program that are applicable to the Christian education program of a church camp, Camp "X", for girls, in order to increase the effectiveness of this program.

The first step was to make a study of the revised Girl Scout camp program, by examining its objectives, by analyzing the methods used in meeting these objectives, and by considering the educational philosophy operative in the camp program through the methods used. This was followed by a study of reports of actual Girl Scout camps in order to determine results achieved. The chapter closed with a total evaluation of this program.

It was found that the objectives were centered in the goal of growth and living and thus were based upon the camper's needs. The methods used were those of cooperative planning based upon camper interests. The philosophy underlying the procedure was centered in a respect for the personality of the camper and emphasized making the camper and counselor purpose one.

The second step was to examine Camp "X" on a

parallel basis of objectives, methods, and underlying philosophy. Problems existing in the camp were analyzed and the problem of discipline was found to be paramount, with lack of interest and camper purpose as basic problems. After this, evaluation of the program was made on the basis of ascertainable results. These showed that the objectives were partially met in the release from city tensions, in appreciation of God and nature, of country life, and in Bible study. In the realm of individual needs it was found that those of a few campers were met sufficiently, but it was felt that a greater number of girls should have been helped.

In conclusion, specific suggestions were given for the solving of these problems by applying to the Camp "X" program those elements of the Girl Scout program which would tend to overcome negative results. Here it was found that the elements of the Girl Scout program, namely cooperative planning and living, activities founded upon camper interests and purpose, and counselor attitudes of commendation and faith in the camper, can be applied advantageously to the Christian education program of Camp "X". These elements could be applied so as to solve the problems of lack of interest and the attendant problems of discipline. Finally, a change in the basic educational philosophy was recognized as essential to any change of methods.

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