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A SURVEY AND ANALYSIS OF CAMP SOURCES

By

TALMAGE H. CHILSON

A.B., Taylor University

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"The privilege of adventuring is and has
been one of the coveted goods of man."

-- F. E. Lumley.

"Who hath smelt wood smoke at twilight?
Who hath heard the birch logs burning?
Who is quick to read the voices of the night?
Let him follow with the other, for the young
 mens' feet are turning
To the camps of proved desire and known delight."

-- Rudyard Kipling.

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CHAPTER I

INTRODUCTION

- A. The Problem and its Significance.
- B. Method of Procedure.
 - 1. The Questionnaire.
 - 2. Survey of Libraries.
 - 3. Additional Sources.
- C. Method of Analysis of Sources.

"The organized summer camp is the most important step in
education which America has given the world."

-- Charles W. Eliot.

INTRODUCTION

A. The Problem and its Significance.

The present study was undertaken primarily because of the need for a comprehensive list of sources concerning the various phases of camping. An attempt was made to discover new sources and to select the best older publications which would be of value to camp directors and leaders in carrying out their work. The source materials herein classified cover all phases of camping, and the bibliography should prove helpful to the organizer and administrator as well as to the directors of activities. The survey has revealed many sources which will prove of help to those interested in camping not as administrators but as research students. The results of the questionnaire which was sent show a surprising lack of acquaintance with sources.

To discover the subjects discussed in camping sources the five outstanding books in the field were analysed. A comparative study of the topics revealed what is being stressed in camping by present-day leaders. Such a procedure assists in ascertaining the trend in camping. What is the next step in camping? Of what does the camping curriculum now consist? What does it need that it does not have at the present time? Before one can attempt to answer these questions, one must first determine the emphases.

One of the special interests of this analysis, due to the profession of the investigator, is to determine the status of religious education in present-day camping. Another consideration is the contribution which religious education can make to camping.

This study may be considered significant because it contributes a list of sources on the principles and methods, curricula, organization and administration, and other phases of camping. Besides the list of helpful sources for camp leaders and directors, the analysis gives a picture of present-day camping as it is portrayed by outstanding representatives of the camping movement; it draws up conclusions concerning the trend of thought regarding camping and offers recommendations furthering the usefulness of the summer camp.

B. Method of Procedure.

Data for this study were gathered by means of a questionnaire sent to leading camp directors; by a survey of the books listed in the card-catalogues of several leading libraries; from bibliographies in standard works on camping; and through personal contact with experienced camp leaders. The second part of the investigation consists of an analysis of the five books referred to on the questionnaire the most number of times.

1. The Questionnaire.

A return post-card questionnaire¹ was sent to five hundred camp directors. The directors were selected from Porter Sargent's

* * * * *

1. For the questionnaire form see page 17.

Handbook of Summer Camps for 1931, which directory was recommended by H. W. Gibson, nationally known camp director. The basis of selection of the five hundred to whom the questionnaire card was mailed was the size and type of camp. Cards were sent to camps having an enrollment of two hundred or more. They were sent to directors representing camps of various types. The types of camps and the distribution of questionnaires are shown in the table.

TABLE I. Camp Types and Questionnaire Distribution.

<u>Type of Camp</u>	<u>Questionnaires</u>
Boy Scouts of America	50
Girl Scouts	50
Y. W. C. A.	50
Y. M. C. A.	52
Camp Fire Girls	25
Church Camps	25
Salvation Army Camps	18
Y. M. H. A.	10
Boy Rangers of America	7
Red Cross Camps	3
Private Camps	210

Total Number of Questionnaires	500

A total of forty questionnaires were returned of which six did not list sources. The thirty-four respondents listed forty-eight different sources. The respondents were from widely distributed areas and from representative camps of the various number of

types indicated above. The questionnaire is further discussed in chapter three.

2. Survey of Libraries.

The second step was the survey of the file catalogues of two large city libraries, two outstanding university libraries, and the libraries of two New York theological seminaries. Those selected were New York City and Chicago Public Libraries, the libraries of the University of Chicago and of the Teachers' College of Columbia University, and the libraries of the Union Theological Seminary and The Biblical Seminary in New York.

All books in each library found in the card-catalogue under the classification of camping were listed according to author, title, date of publication and nature of content. Many sources were added to the questionnaire list by this procedure. The questionnaire makes it evident that there are many sources in this list with which camp leaders are not familiar.

3. Additional Sources.

Part of the bibliography was contributed by two books: Sources of Information on Play and Recreation by Marguerita P. Williams,² and Camping and Character by H. S. Dimock and C. E. Hendry.³

• • • • •

2. Published by The Russel Sage Foundation, New York, 1927
3. Published by The Association Press, New York, 1929

Some of the sources listed have come out of experience in camping and through contact with camp counselors and directors who suggested the books which they found to be most helpful in their particular camp activities. This method of personal interview was found to be most fruitful for securing sources which had stood the test of practical use and experience.

C. Method of Analysis of Sources.

The five sources referred to the most number of times on the questionnaire were analysed for the purpose of determining the topics covered. Through the analysis the factors both stressed and omitted in camping in general were discovered.

The method of the analysis was to organize the topics discussed by these five authors on a chart in parallel columns. This necessitated discrimination of the points, placing those together relating to the same subject. Columns having topics treated by several of the sources were well filled with notes. Where one author alone discussed a subject the blank spaces in the column after the other sources called attention to the fact that this topic had been neglected. The size of the chart and the number of columns increased as new topics were discussed. The leading points of each book were thus charted. The summary of these topics composes the main body of topics stressed by summer camps at the present time. The blank spaces on the chart revealed what is receiving little stress. At the same time ideas not

discussed by any of the authors which might well be included in the curricula of camping were revealed.. Such results will serve as a basis for making conclusions concerning the curricula and governing principles of camping and also in making recommendations for the increased usefulness of summer camps. The analysis of the sources is treated in chapter four.

CHAPTER II

CAMPING: A BRIEF PERSPECTIVE

- A. Early Beginnings.
- B. Specialized Types of Camps.
- C. Religious Education and
Camping.

"I love the unimproved works of God".

-- Anonymous.

"By St. Nicholas,

I have a sudden passion for the wild wood -

We shall be free as air in the wild wood -

What say you? Shall we go?"

-- Robin Hood.

II

CAMPING - A BRIEF PERSPECTIVE

A. Early Beginnings.

Modern camps have grown out of definite need. Because city life denies children normal social and natural opportunities, the recreational freedom of the open spaces, and a chance to observe nature and take part in the processes of producing things, organized camps came into being. Hill states the need thus,

"When back yards became mere clothes lines, and servants did all the interesting things in the kitchens, and fathers became inaccessible behind the walls of office buildings and factories, new provisions had to be made for the children." ¹

What was first regarded solely as recreational is now accepted as essential to the best development of boys and girls. During the last twenty years, organized camps have sprung up literally by the hundreds. From only three camps in 1893, they have increased to over thirty-five hundred in 1932. The movement, started in America, has spread across Europe, and even Russia has adopted the idea.

The roots of modern camping extend back into the past. There is not agreement as to who established the first organized summer camp. Few movements or institutions spring full formed from a single brain. Different factors and many persons undoubtedly

.
1. Hill, R. C., In Camp Youth Serves Itself. The Child Study Association, New York

contributed to its growth.

One of the first books on camping as a recreation was entitled *Woodcraft* and written by George W. Sears under the pseudonym of "Nessmuk". It appeared in 1888 and was written for those who wished to go into the woods for pleasure, rest, and relaxation. In the seventies of the nineteenth century the books by the Rev. W.H.H. Murray, popularly known as "Adirondack Murray", created much interest in the out-of-doors. According to Sargent, Murray may be regarded, not so much as the father of the boys' summer camp, but rather as father of the great outdoor movement from which camping sprang. Murray's camping theory was that of personal recreation, and his vivid descriptions of the glories of the open spaces helped to give birth to the camp movement.² Writers of boys' stories for this period also stressed the attractions of outdoor life. Books of this type stimulated the imagination and made youth long for the joys which camping could furnish.

Civil War encampments took the youth of the nation into this new realm. In connection with the Civil War was organized the first summer camp. Investigation by Eugene H. Lehman led him to honor Frederick William Gunn as father of the modern camping movement. In 1861 he founded Camp Gunnery in Connecticut. From the point of view of purpose, size, and program, it was a regularly established camp. Mr. Gunn was also the founder of the Gunnery

.

2. Porter Sargent, *Handbook of Summer Camps*, 1930 Annual, p. 19-23.

School at Washington, Connecticut, one of the prominent schools of the time, among whose patrons were General John C. Fremont and Henry Ward Beecher. Believing that the summer vacation was too long a period of idleness for the boys, Gunn took his pupils to camp for educational purposes. Recreation and general educational training were therefore featured.³

The first organized camp having the best features of the modern summer camp was Camp Chocorua established in New Hampshire by Ernest Balch in 1881 and continuing until 1889.³ Camp Chocorua grew out of deliberate planning to meet a particular need, namely, that the boys should be trained for life through the camp activities. The work of the camp therefore was done by the boys and staff together. Sargent evaluates the camp thus,

"Mr. Balch not only put into execution a carefully thought out educational plan but he established a school of imitators and disciples who followed his practices and out of which came the organized summer camp as we know it today."⁴

Through the influence of Camp Chocorua, the Rev. Mr. Nichols opened Camp Asquam in 1882. Many leaders of outstanding camps were trained in Asquam.

Dr. C. Hanford Henderson, a well-known author and educator, established one of the first educational camps in 1898, Camp Marienfield which was started purely for the purpose of study. In the mornings the campers worked, playing in the afternoons, and giving

* * * * *

3. Cf., Porter Sargent, Handbook of Summer Camps, 1931 Annual, p. 33-36.

4. Ibid., p. 36.

the evenings to social events. The directors realized that they were facing an immense opportunity, "the chance to weave the days into a larger pattern and to draw the outline of a new and more self-reliant type of boy."⁵ The result was that the daily program was changed. Directed occupations and activities were emphasized more than the formal studies of the curriculum. Dr. Henderson evaluates the experience as follows,

"It was not simply what a boy knew, it was even more what he was and what he would do. The moral test became equally practical and intimate, was a boy a good companion; did he share willingly; could he be depended upon; was he a gracious welcome member of the group? Boys accustomed to having everything done for them are suddenly called upon to do things for themselves; accustomed to having their own way they are suddenly balked by the imperative demands of the group. Life at a summer camp discovers the real stuff of which a boy is made."⁶

The early beginnings of camping may be summarized thus,

"No man can be justly called the father of the organized summer camp, for the reason that a number of men were working on the idea at the same time, none having heard of what the others were doing and each under the impression that he was attempting a new and untried thing."⁷

"The modern camp movement has been contributed to by many but the organized camp is essentially an educational institution. As such it was originated and has been developed by educators, those who were concerned with the lives of the younger and their training for adulthood."⁸

B. Specialized Types Appear.

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5. Porter Sargent, Handbook of Summer Camps, 1931 Annual, p. 38.
6. Ibid., p. 36.
7. G. W. Hinckley, Good Will Camps. Sargent's Handbook of Summer Camps, 1930 Annual, p. 19-23.
8. Porter Sargent, Handbook of Summer Camps, 1931 Annual, p. 35.

Camping grew. By the end of the last century there were about a score of camps for boys. In the first decade of this century many camps were established and special types of camps developed. Some camps sought to improve the health of weak boys, others had social welfare in mind, while others were dominated by religious motives. The first camp for girls was established in 1890 by Professor Fontaine. Natural science was the chief interest in this camp. In 1902 Laura I. Mattoon established Camp Kehonka in New Hampshire for girls. Society was startled at the idea of taking respectable New York girls in their teens into the woods. "It scandalized some of the good schoolmistresses to hear that Miss Mattoon let the girls run around in the broad daylight in bloomers." 9

Schools, colleges, and other institutions soon developed camps of their own. The oldest camp with Jewish clientele is Camp Cobbossee for boys, established in 1902. Jewish camps are now found in every part of the land. Military institutions rapidly opened camps and today practically all military schools have some form of summer encampment. Later developments have been the tutoring camp and the ranch and trail camps. Theodore Roosevelt popularized ranch life and now there are many dude ranches and organized Western ranch schools and camps. The winter camp is a project that has not yet been fully worked out. The latest development is that of camp-schools which are an attempt to combine the best features

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9. Ibid., P. 35.

of both the school and the camp in an all year program. ¹⁰

C. Religious Education and Camping.

Episcopal and Baptist churches have been foremost in summer camp work for boys and girls. Sargent's survey shows that the field of church camping as yet is almost untouched.

Church camps are usually open for a month or two when the boy or girl may attend for a brief period. Some of the camps reserve a period for mothers and younger children. Membership is generally limited to the children of the church organization. A church camp was one of the early pioneers in camping for girls, Camp Altmount. In 1898 the Young Women's Bible Training Movement of Albany, New York, established a camp. Camps of this type are conducted as a means of bringing young women under religious influence, as well as to provide a happy and healthful vacation for them. ¹¹

In the Episcopal Church the Order of Sir Galahad endeavors to interpret religion to boys in terms of recreational interests by rituals, initiations, vows, pageants, and service. The camps of this group have a part in helping to make their boys' religion real, their morals clean, their bodies strong, and their minds keen. The first camp of this group, Camp O-At-Ka, was opened in 1906. ¹²

The Salvation Army conducts forty camps in different parts

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10. Ibid., cf., p. 41-45.

11. Cf., Porter Sargent, Handbook of Summer Camps, 1931 Annual, p. 233.

12. Cf., Ibid., p. 233-236.

of the country, a number of which offer children and their mothers a summer vacation free of cost. Their camps accomodate close to five thousand people each summer. ¹²

Religious educators have realized the great value of the summer camp for youth of the church. Practically all religious denominations conduct summer young peoples' conferences, some on the basis of schools and colleges, and others on a camp basis. The pioneers in the field of summer leadership training for older boys and girls were the International Older Boys' and Girls' Camp Conferences established in 1914 by the International Sunday School Association. The International Council of Religious Education has taken over the direction of these camps recently. Strategic centers have been located for the camps so that each camp serves its section of the country. At the present time the eastern, central, and western areas are covered by these high-grade camps. The work has given an impetus to the summer leadership among older boys and girls. It has led to the establishing of camps and summer conferences by states and provinces, denominations and city organizations all over North America. Each year such camps and conferences inspire and train close to thirty-five thousand young people. ¹³

The main purpose of the International camps is to discover for and train Christian leadership and to lead youth into the fullness of Christian living.¹⁴ Other factors stated in their purpose are,

• • • • •

13. Cf., The Akita, March, 1932, International Council of Religious Education, Chicago.

14. Cf., The Akita, January, 1931, p. 3. International Council of Religious Education, Chicago.

- "1. To bring small groups of young people together who have committed themselves to a thorough-going application of Christian principles for fellowship and discussion of constructive courses of action.
2. To give special training in cooperative work to representatives of county and state groups.
3. To do pioneer work in principles and technics of camp administration.
4. To give young people a share in the curriculum-making process of the International Council of Religious Education.
5. To give experience to selected leaders from different denominations.
6. To give a high type of training and first-hand contact with new developments in youth programs for carefully picked young people from local churches." 15

Such a program in leadership and youth education in camp is a challenge to the local church. The church should increasingly become aware of the educational values of the summer camp.

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15. The Akita, March, 1932, p. 2. The International Council of Religious Education, Chicago.

CHAPTER III

SURVEY OF SOURCES ON CAMPING

- A. The Questionnaire Study.
- B. The Library Survey.
- C. Additional Sources.
- D. A Classified Bibliography
on Camping.

"Knowledge is of two kinds: we know a
subject ourselves or we know where we
can find information upon it."

-- Ben Johnson.

III

SURVEY OF SOURCES ON CAMPING

A. The Questionnaire Study.

1. The Questionnaire Form.

The following questionnaire was sent to five hundred camp directors, and the replies furnished a source for the present study.

Camp:	
1. What three books do you consider most helpful with reference to camping in general?	
Title.	Author.
Title.	Author.
Title.	Author.
2. What are the two best sources, books or otherwise, with reference to camp programs and projects?	
Title.	Author.
Title.	Author.
3. What do you consider the best book on camp leadership?	
Title.	Author.
Signature:	

The first question was asked in order to determine what camp directors were reading and the nature of the sources with which they were familiar. The problems of leadership and program are fundamental to every camp. Therefore the remaining questions endeavored to discover material relating to these. Responses were best in answer to question two, asking for sources on program and projects. This is probably due to the fact that it is a practical problem every director faces. Returns in regard to sources on leader-

ship were few, indicating a lack of materials in this field.¹

2. The Replies to the Questionnaire.

Of the five hundred questionnaire-cards sent out forty were returned. Only thirty-four of these were of use in the survey. The accompanying table summarizes the returns.

TABLE II. Questionnaire Response.

Information submitted	34
Missent in mail	4
Discontinued camps	2

Total	40

Though the respondents were few, they were distributed over a wide geographic area. This increases the value of the replies since every section of the country is represented. The following table indicates the distribution.

TABLE III. Returns by States.

Alabama	1	Michigan	1
Arizona	1	Nebraska	1
California	3	New Hampshire	2
Colorado	3	New Jersey	1
Connecticut	2	New Mexico	1
Idaho	1	New York	5
Kansas	1	North Carolina	1
Kentucky	1	Ohio	4
Louisiana	1	Wisconsin	1
Maryland	2	Unknown	1

		Total	34

• • • • •

1. See page 5 for chart of distribution and basis of selection.

The small returns may be due to the date on which the cards were mailed, or to the nature of the questions. The cards were sent early in June at the height of activity in preparing for summer camps. An analysis of the dates on which the cards were returned seems to indicate that a better response would have been secured if the questionnaire had been mailed during the actual camp season. Though the cards were sent early in June, the majority of them were not returned until late in July. The table below shows the months in which the cards bearing information were returned.

TABLE IV. Return-dates of Questionnaires.

June	10
July	22
August	1
September	1

Total	34

Another consideration is that camp directors as a group have not been circularized to the extent that educators have. Among the group as a whole there might not be such a keen sense of the value of this method of investigation. Many directors do not give their full time to camping activities. In the winter months they are busy in other fields of labor and their attention^{is} diverted by other interests.

The few returns also indicate that the directors are ignorant of the many sources which might be of aid to them in their work. This is borne out by the many sources discovered through the

library and personal survey. One of the values of this study is to list such sources.

a. Sources Listed on Camping in General.

Twenty-five different sources were listed in reply to the question requesting the three best books with reference to camping in general. Frequently the same book was recommended by different directors. The list might well serve as a select reference library for camp leaders.² The five books referred to the most in this section, in the order of frequency, were,

Camping and Character, H.S. Dimock and C.E. Hendry.
Creative Camping, Joshua Lieberman.
Camping and Education, Bernard Mason.
Camp Management, H.W. Gibson.
Camping and Woodcraft, Horace Kephart.

b. Sources on Camp Programs and Projects.

A total of thirty-two sources on camp program and projects were listed by the respondents. The complete list will be found at the end of the present chapter. Two books given in the list of the five best general sources above also are found in the five books referred to the most for program and projects. The books are Creative Camping by Lieberman, and Camping and Education by Mason. The most prominent sources in the order of frequency in this list are,

Creative Camping, Joshua Lieberman.
Games and Recreational Methods, Charles F. Smith.
Magic Casements, Ruth Perkins.
Monthly Library of Camping, H.W. Gibson.
Camping and Education, Bernard Mason.
Boyways, A.E. Hamilton.

.

2. For complete list see page 25.

c. Sources on Camp Leadership.

This question brought the least number of replies though there was more agreement on the books listed. All, however, did not list sources on leadership. Some respondents omitted this question while others remarked in the space for the answer about the lack of books in regard to this phase of camping. The twenty-eight directors who suggested sources listed eleven different books. This signifies a dearth of material in the field. The five books listed most often in order of frequency were,

Camping and Character, H.S. Dimock and C.E. Hendry.
Camping and Education, Bernard Mason.
Creative Camping, Joshua Lieberman.
Boyways, A.E. Hamilton.
Training Camp Leaders, W.L. Stone.

All but one of these sources has been listed at least once among the five books referred to most, the additional source being Stone's leaflet, Training Camp Leaders.

The returns on this question indicate clearly that sources on camp leadership are inadequate. This is shown by the small number of different books listed, and by the frequent listing of the same book. The unsolicited comments of several respondents show this need. Ruth Pearson of Camp Pawatinika wrote, "The best book on camp leadership is yet to be found." W.E. Thomas of Camp Sheldon, the Nebraska State Y. M. C. A. Camp, wrote that there were few available books on camp leadership and that this was a splendid field for someone to develop. Beulah Diller wrote that such a book is yet to be written, and that as yet there are not any good books written about camping in general.

All the replies suggest that camp leaders do not avail themselves of sources, howsoever insufficient they may be. The study following will answer the question as to adequacy of sources.

d. Summary of sources listed most number of times by the respondents in order of frequency.

Order	Book	Author	Ques. 1 General	Ques. 2 Program	Ques. 3 Leader- ship	Total
1.	Camping and Character	Dimock-Hendry	22		8	30
2.	Creative Camping	Lieberman	13	5	4	22
3.	Camping and Education	Mason	11	2	6	19
4.	Camp Management	Gibson	7			7
5.	Games and Recreational Methods	Smith		5		5
6.	Camping and Woodcraft	Kephart	4			4
7.	Boyways	Hamilton		2	2	4
8.	Magic Casements	Perkins		3		3
9.	Monthly Library of Camping	Gibson		2		2
10.	Camp Leadership	Stone			2	2

On the basis of the questionnaire, these ten sources appear to be the best available books on camping. The first four and the sixth of these books are to be analysed to determine the subjects which are being stressed in present-day camping.

e. Complete List of Sources Secured Through Questionnaire.

(1) Sources for Camping in General.

Allen H. K., Camps and Their Modern Administration.
 Boy Scouts of America, Boy Scout Manual.
 Dimock, H. S. and Hendry, C. E., Camping and Character.
 Gibson, H. W., Camp Management.
 Gibson, H. W., Monthly Library of Camping.
 Girl Scouts, Inc., Kettles and Campfires.
 Hamilton, A. E., Boyways.

Kephart, H. K., Camping and Woodcraft.
Kephart, H. K., The Book of Woodcraft.
La Porte, Recreational Leadership for Boys.
Lehman, E., Spaulding's Camps and Camp Manuals.
Lieberman, J., Creative Camping.
Mason, B., Camping and Education.
Playground and Recreation Association, Camping Out.
Rohrbough, L., Handy and Kits.
Seton, E. T., Book of Woodcraft.
Seton, E. T., Birch Bark Roll.
Smith, C. F., Games and Recreational Methods.
System Bible Company, System Bible Study.
Ward, H. W., Camping Ideal.
Wier, L. H., Camps and Camping.
Wier, L. H., Camping Out.
Wylie, W. S. H., Nature Stories.

(2) Sources on Camp Program and Projects.

Beard, D., Shacks, Shelters, and Shanties.
Boy Scout Service Library.
Boy Scouts of America, Scoutmaster's Handbook.
Campfire Girls, Annual Camp Conference Notes.
Camping Magazine, Camp Directors Association of America.
Cheley, F. H., Boy Stuff Publications.
Cheley, F. H., and Baker, G. C., Camping and Outing Activities.
Dimock H. S., and Hendry, C. E., Camping and Character.
Forbush and Allen, Book of Games.
Gibson, H. W., Monthly Library of Camping.
Gibson, H. W., Camp Management.
Gibson, H. W., Camping Out.
Girl Scouts, Inc., Girl Scout Service Library.
Hamilton, A. E., Boyways.
Harbin, E. O., Phonology.
Kephart, H., Camping and Woodcraft.
Lieberman, J., Creative Camping.
Mason, B., Camping and Education.
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National Camp Directors Bulletins, Campfire Girls Inc., New York.
Perkins, R., Magic Casements.
Perkins, R., Program Making and Record Keeping.
Sargent, Porter, Handbook of Summer Camps. (Annual)
Scouting Magazine, Boy Scouts of America.
Seton, E. T., Birch Bark Roll.
Seton, E. T., Book of Woodcraft.
Smith, C. F., Games and Recreational Methods.

(3) Books on Camp Leadership.

Camping Magazine, Camp Directors Association of America.
Dimock, H. S. and Hendry, C. E., Camping and Character.
Esprey, Leaders of Girls.
Gregg, A. J., Group Leaders and Boy Character.
Hamilton, A. E., Boyways.
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Mason, B., Camping and Education.
Powell, Lord Baden, Scoutmastership.
Stearns, A. E. Challenge to Youth.
Stone, W. L., Training Camp Leaders.

B. Library Survey.

1 Procedure of Survey.

File Catalogues of the libraries of two large cities, New York and Chicago Public Libraries; two New York City theological seminaries, Union Theological Seminary and The Biblical Seminary in New York; and two leading universities, The University of Chicago and Teachers' College, Columbia University, were surveyed. The Public Library of Denver, Colorado, was also investigated but revealed no additional sources.

All sources listed in the card catalogues of the libraries under the caption "Camping" were noted, the following form being used in compiling data.

Form for Library Survey.

Author	Book	Content	Publisher	Date

2. Sources Revealed.

The number of books in the library of the Union Theological Seminary were so few and of minor importance that they have been omitted from the charts summarizing the books found in this survey.

The number of sources discovered in each library were as follows.

Number of Sources in Libraries.

Chicago Public Library	68
New York Public Library	56
Columbia University	41
Chicago University	36
Biblical Seminary in New York	13

The chart on the following page shows the books found listed two or more times in the libraries. Books which are listed only once in all of the libraries will be placed in the classified Bibliography on Camping.

TABLE V. Sources Listed in Library Catalogues.

Astericks indicate books in libraries.

Author	Sources	CHICAGO P.L.	New York P.L.	UNIV. OF CHICAGO	COLUMBIA UNIV.	B.S. IN N.Y.
H.B. Bashore	Sanitation and Recreation of Camps.	*	*	*		
D. Beard	New Ideas for Out-of-doors.	*			*	
L. Beard	On The Trail.	*			*	
A.B. Bond	Scientific American Boy.	*	*			
G.S. Byron	Campers Own Book.	*	*			
W.S. Carpenter	Winter Camping.	*	*			
E. Cave	Boys Own Camp Book.	*	*	*	*	
E. Cave	Boy Scout Hike Book.	*		*	*	
F.H. Cheley	Boys Book of Camping	*			*	
F. H. Cheley and G.C. Baker	Camp and Outing Activities.	*	*	*	*	*
A.W. Coale	Summer in the Girls Camp	*			*	
H.S. Dimock	Character Education in Summer Camps.			*	*	*
H.S. Dimock and C.E. Hendry	Camping and Character			*	*	*
H.W.F. Davies	Out-of-doors With Youth			*		*
H.W. Gibson	Camping for Boys	*	*	*	*	
H.W. Gibson	Camp Life in the Woods	*	*			
H.W. Gibson	Monthly Library of Camping				*	*
Girl Scouts, Inc.	Campward Ho!	*	*		*	
Great Britain Board of Education	Notes on Camping	*	*	*	*	
G.G. Grinnell	Harper's Camping and Scouting	*	*			
H.B. Hewitt	School Camps: Value and Organization	*		*		
G.W. Hinckley	Roughing It With Boys	*		*		
M.R. Hofer	Camp Recreation and Pageants	*		*	*	*
E. Jessup	Boys Book of Camp Life	*			*	
E. Jessup	Roughing It Smoothly	*			*	
H. Kephart	Camp Cookery	*		*	*	
H. Kephart	Camping and Woodcraft	*	*		*	
J. Lieberman	Creative Camping			*	*	
J. Marks	Vacation Camping for Girls	*	*	*		
B.S. Mason	Camping and Education		*		*	
W.H. Miller	Campcraft: Practice and Equipment	*	*		*	
W.H. Miller	Camping Out		*		*	
Playground and Recreation Assoc.	Camping Out	*	*	*	*	
R. Perkins	Magic Casements			*	*	*
M.M. Ready	Organized Summer Camps	*	*	*	*	
M.M. Ready	Camps in Higher Education	*		*		
J.E. Sanders	Safety & Health in Camps			*	*	
P. Sargent	Handbook of Summer Camps	*	*	*	*	*
L. B. Sharp	Education and Summer Camps	*		*	*	
C. F. Smith	Games and Recreational Methods		*		*	
R. W. Ure	Boy Campers Problems		*			*
H. W. Whack	The Camping Ideal		*		*	
H. W. Whack	More About Summer Camps	*			*	*

Examination of the above table shows that the libraries have an abundance of the popular type of books on camping, and that the universities have more specialized sources which deal more with problems facing the administrator. This is to be expected for these centers are in closer touch with the field in training leaders for camp work.

3. Comparison with Questionnaire Results.

Of the ten books listed by the directors all except two were found in the table of library sources. The two sources not given were Boyways by Hamilton, and Training Camp Leaders by Stone.

Each phase of the survey yielded sources not found in others. The questionnaire sources are more up-to-date and so can reveal the current trends in the camping field. The variety of material found in the libraries and through lists furnished by camp leaders independent of the questionnaire indicates that there are many valuable sources which are unknown to many directors and leaders. It is the aim of this thesis to present a comprehensive list of sources useful for research and study in this field of expanding interest.

C. Additional Sources.

Many valuable and useful sources which have been listed were secured through interviews with camp leaders and directors, and lists which they supplied. The majority of the books on specific activities were secured in this manner. These are found

listed in the Classified Bibliography on Camping at the end of this chapter.

Institutions active in boys' and girls' work may also serve as valuable sources of information on camping. These organizations are dealing directly with the problems of camping. From them new ideas and materials may be secured. These sources also are listed in the Bibliography.³ Such sources are of value because they have been found useful by people who are actually in camp work. The institutional sources are of particular value since they are provided by those in touch with the current trends of camping.

3. For list see page 53.

D. A CLASSIFIED BIBLIOGRAPHY ON CAMPING.

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A CLASSIFIED BIBLIOGRAPHY ON CAMPING.

Astericks indicate the sources of special value and importance.

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CHAPTER IV

CURRENT TRENDS IN CAMPING AS REVEALED BY AN ANALYSIS OF PRIMARY SOURCES.

A. Introduction.

B. Subjects Treated in Camp Sources.

1. Camping and Education.
2. Objectives of Camping.
3. Curriculum of the Camp.
4. Social Controls in the Camp.
5. Camping and Character.
6. Camping and Religious Education.
7. Personnel Work in Camp.
8. Camp Administration.
9. Camp Equipment.
10. Measuring the Results of the
Camp Experience.

C. Current Trends and Needed Research.

"Camping is education in its purest sense."

- - H. W. Gibson

"Progressive camp leadership must be creative . . .

we must realize that there are other and newer and un-
recorded, perhaps yet unconceived activities, approaches,
to be had for the finding. . ! We must not wait for new
ideas to appear among us, we must ourselves produce them.
This makes possible the endless creation of social values."

- - Bernard Mason

"It is the business of every educator - parent,
teacher, camp director - to arrange the whole living
situation so that there is a favorable opportunity for
the learner to practice the qualities of the good citi-
zen here and now with results satisfying to himself."

- - Prof. Elbert K. Fretwell

IV

CURRENT TRENDS IN CAMPING AS REVEALED BY AN ANALYSIS OF PRIMARY SOURCES.

A. Introduction.

The sources analysed for the purpose of discovering the topics stressed in camping were the five books which the camp directors referred to the most number of times in their responses to the questionnaire.¹ These sources may be considered as treating all the phases of present-day camping, and a comparative study of the subjects covered should reveal the present trends. The sources analysed were:

Camping and Character, H. S. Dimock and C. E. Hendry, 1929.
Camping and Education, Bernard Mason, 1930.
Camping and Woodcraft, Horace Kephart, 1922.
Creative Camping, Joshua Lieberman, 1931.
Camp Management, H. W. Gibson, 1923.

The procedure followed, briefly, was to analyse the content of each book, organizing the material under the main topics on a data chart in parallel columns. Each column represented a different subject of camping treated by the authors. The contributions of each author were placed in these columns and then their viewpoints compared and contrasted. As the analysis progressed there were additions of new points to the topics under consideration. When completed the data chart was about four feet long, with nineteen parallel subject columns, showing the different topics treated, the amount of attention

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1. For table showing sources and frequency of mention, see page 24.

which each author gave to each, the topics which were discussed least, and those neglected entirely by any of the texts. The points under each topic were then analysed and summarized. The viewpoints of the authors were compared and contrasted. The results of this analysis may be considered to represent the current thinking with reference to camping.

B. Subjects Treated in Camp Sources.

1. Camping and Education.

a. Educational Opportunity of the Camp.

The authors all agreed that camping was of educational value to the boy and girl. Differences of opinion existed as to educational methods. Lieberman stated that camping is "the most potent of educational media for child and youth development"² and with this all agree.

Dimock and Hendry treated extensively reasons for the summer camp being numbered among educational institutions.³ Under Physical assets of the summer camp as an educational institution, they stated that (1) camping involves nearly a million boys and girls each year. This alone represents a great educational opportunity. (2) Parents annually invest \$100,000,000 in fees so that their children may attend camp. (3) In an eight to nine week period the camp

2. Lieberman, J., Creative Camping, p. 11.

3. Dimock, H. S., and Hendry, C. E., Camping and Character, p. 1-13.

actually has more time with the boy and girl, excluding ten hours for sleep, than the public school has in a year. This gives the camp the peculiar educational advantage of having two months of continued and complete direction of the campers' activities and life. The educational opportunity of the camp, therefore, exceeds that of the public school in "learning" hours.

Other assets may be found in the camp life itself. Dimock and Hendry further suggest two points as educational assets of camp life: first, the re-creative function of camping, and second, camp as a process for socializing behaviour. According to published camp bulletins the paramount educational asset of camp is the naturalness and simplicity of life in the woods in contrast to the complexity and artificiality of city life. Dimock and Hendry question this statement on the grounds that campers are social beings and that the city is the natural habitat of the boy and girl today. Camp does provide for wholesome play and recreational activity, and teaches the camper self-activity, discouraging him from being only a spectator. This psychological re-creation kindles the imagination, releases fresh impulses, expands and refines the emotions, and stimulates aesthetic appreciations and attitudes.

In discussing camp as a process of socializing behaviour, Dimock and Hendry stated that the most conspicuous contribution of the camp to personality and character growth is in the development of desirable social attitudes and more effective social adjustments. The authors presented in *Camping and Character* seven basic socializing

factors indigenous to the camp experience. (1) Cooperative behaviour: intimate contacts, and sharing common tasks. (2) Group discipline with boys of own age. (3) Psychological weaning: freedom from adult domination and devotion, aids in maturing emotionally, intellectually, and socially. (4) Social pressure: larger group spirit, camp spirit, group will, camp opinion. (5) The democratic life develops cooperative spirit and the attitudes and abilities needed in effective citizenship. (6) Attractive and wholesome counselors evoke admiration and hero-worship. (7) The camp possesses the entire life of the entire boy. There is no gap between "school" and "life" to bridge. "The whole boy, body and interest, lives a complete life under conditions which may be largely regulated by the camp leadership." ⁴ Mason agreed that, "A camp is a society. . . It is subject essentially to the same social processes and regulated by the same social controls as any other society." ⁵

Lieberman and Mason also placed stress upon the social values of camp, self-government, development of a social viewpoint, and experience in social living. Lieberman related the values of coeducational camps, showed how camp develops new interests, aids in character development, and revealed how summer camps are more free to experiment in methods and procedure than the public schools. Gibson layed the greatest stress on camp as an agency for the development of religious values and the larger spiritual life. Mason men-

4. Cf. Dimock H. S., and Hendry, C. E., *Camping and Character*, p. 7-8.
5. Mason, Bernard, *Camping and Education*, p. 9.

tioned camping as educating for leisure time through the development of new interests and hobbies.

The following statement from Lieberman summarizes the educational advantages of camp.

"More than any other institution, a camp can be a child size community with countless opportunities for the creative expression of childhood interests, and can provide a social organization in which each may function effectively on the level of his development. The happy anticipation with which boys and girls approach their camping experience assures a maximum of interest, effort, and cooperation on their part, and makes it possible to eliminate the usual means of stimulation and control with all the restrictions and artificialities they involve. Through the rich and stimulating natural environment of camp, the uninterrupted contact of staff and camper, and the intimacy of the camp group with its opportunities for social experience, the camp can significantly influence the development of personality and the growth of social mindedness." ⁶

b. Contrast of Old and New Educational Approach.

In its history camping was thought of as purely recreational. Gradually directors came to see the educational values of camping, and educators increasingly became active in the field. The more progressive directors today are stressing social values, creative education, and the use of sound psychological methods and principles. Lieberman, Mason, and Dimock and Hendry represent the progressive group, while Gibson's approach favors the older method.

The two approaches may be contrasted, briefly, as follows. The traditional approach was authoritative, in which the director

.
6. Lieberman, J., Creative Camping, p. 11.

and staff dominated the camp. Adult aims and interests determined the program which was posted in a set schedule. The class method was usually used in teaching nature lore, woodcraft, and such artificial incentives as awards and rewards were used to stimulate interest and participation. Rules and codes were set up by the adults. The "educational" program consisted of only the activities taught in the classes or instruction periods, and in some camps in the periods of Bible study. This approach used an outworn psychology and only educated a part of the child. The newer educational approach is built upon the ideas of self-expression and creative education. There are few rules and no set procedure or schedule. Classes have given away to interest groups exploring in the forest. Freedom, choice, and initiative are stressed. The staff seeks to guide youth using the best psychiatric and social case study methods. The director integrates the aims and desires of the camper, parent, counselor with those of the camp. Mason said, "Camp education is a mutual proposition - planning together and learning together, the camper learning from the counselor and the counselor from the camper." ⁷ The modern camp is a democratic institution where the campers have a part in the building of the program. The incentives are not awards, but the camper's own interests and the rewards are the enjoyment accompanying creative effort and achievement. Lieberman summarizes the discussion thus.

"It seemed to us that predetermined and set programs could

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7. Lieberman, J., Creative Camping, p. 191.

contribute very little to the development of purposeful creative effort, a self-reliant spirit, or the capacity for choice and judgment; that requirements of constant compliance and obedience and the use of repressive, disciplinary measures could not help in developing fearless, self-disciplining personalities; that a community based on uniformity and standardization could not encourage the highest development of individuality, a critical sense, a capacity for independent thinking; and that an authoritarian, adult-dominated environment is ill equipped for the job of training youngsters in democratic procedure, in social responsibility, and in social-mindedness." 8

C. Summary.

The analysis of the sources with reference to camping and education may be summarized as follows:

1. In "learning hours" the educational opportunity of the summer camp is equal to that of the public school.
2. Camping performs a re-creative function. The play spirit stimulates learning and interest.
3. Camps aid in socializing behaviour, by developing a social viewpoint, teaching cooperative action, the disciplining of campers by group opinion, developing democratic attitudes and habits of living, assists in psychological weaning, and in the development of fine character through the selection of counselors worthy of admiration.
4. The camper lives his complete life in camp under controlled environment.
5. The interest and enthusiasm of the children for camp life

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8. Ibid., p. 11, 12.

aids the educative process.

6. Camp provides an opportunity for education in religious and character values.
7. Camp furthers creative living.
8. The summer camp is more free to experiment than the public school.
9. The modern camp is dominated by the methods of creative education, makes the fullest possible use of the best principles of psychology and social case study methods; is a democratic institution recognizing the interests of the campers.

2. Objectives of Camping.

a. The Need of Objectives.

All of the sources analysed stressed the need of definite objectives and ideals toward which each phase of the camp life should be directed. The controlling purposes of camping have too often been vague and insufficiently particularized. Many camps like some educators, aim at vague culture, an ill-defined discipline, indefinite moral character-building, or nothing more than an escape from a monotonous life of work. The situation is similar to that which Bobbitt describes in general education.

"Often there are no controlling purposes; the momentum of the educational machine keeps it running. So long as objectives are but vague guesses, or not even that, there can be no demand for anything but vague guesses as to means and procedure. But

the era of contentment with large undefined purposes is rapidly passing. An age of science is demanding exactness and particularity." 9

b. Three Fundamental Considerations.

The New England Branch of the National Association of Directors of Girls Camps drew up in 1923 a statement of basic standards for organized summer camps. In it the aims which may be considered both common and fundamental are given: (1) the director is the key to every camp; (2) strict attention is necessary to the matters of sanitation and safety for the health of the campers; (3) the three measuring rods for the camp are Health, Character, and Joy.¹⁰ It is suggested that directors should measure the camp location, food, equipment, staff, and program in terms of these three aims.

c. Various Aims of Camping.

Gibson in Camp Management lists his objectives in terms of health, nature acquaintance, wholesome fun, social adjustment, development of self-reliance, joy of achievement, leadership training, altruistic service, religious development, worship and character making.¹¹ He does not define his aims as definitely and clearly as do Lieberman and Dimock and Hendry.

In Camping and Character, Dimock and Hendry separate camp objectives as to those of the camper, parents, counselor, and director.

9. Bobbitt, F., The Curriculum, p. 41-42.

10. Gibson, H. W., Camp Management, p. 32.

11. Ibid., p. 6.

Objectives for the camper may be summarized in terms of desire to secure skill in such activities as swimming, campcraft, etc., learning how to get along with others, better health, development of courage and mental ability, appreciation of friends and nature, general values of better character, leadership, and "to have a good time".¹² In contrast to this list Mason states that his investigations among campers show that they come to camp primarily to have "fun", and that such aims as character building and leadership are those of adult leaders and directors.

The parents' objectives in sending their children to camp as treated by Dimock and Hendry are: desire for freedom from responsibility of children for a period, to develop good habits and obedience, physical development, development of proficiency in skills, social training and adjustment, and for the making of courage and character. As standards for parents Gibson stresses health, body mastery, and the development of social consciousness and responsibility.¹³

The aims of counselors as summarized by Dimock and Hendry are as follows: to develop appreciation of higher values, skill in activities, character making, formation of health habits, life guidance, teaching of self-direction and world citizenship and formation of a creative attitude toward life. The aims of the camp director are similar. Their aims generally are educational in nature, and

12. Cf. Dimock, H. S., and Hendry, C. E., *Camping and Character*, Chapter 2, pp. 14-32.

13. Gibson, H. W., *Camp Management*, p. 33.

include the development of appreciations and proper social attitudes. It is the directors' special duty to integrate the aims of the camper, parent, and counselor with his own. Directors' aims may be summarized in the statement of purpose of Camp Ahmek, "The dominant, pervading purpose of the Ahmek experiment was the development of ideals, appreciations, attitudes, abilities and habits which are essential for an effective participation in the social life."¹⁴

As a result of personal interviews with campers, which seems a more desirable method than that used by Dimock and Hendry, Bernard Mason, in *Camping and Education*, states that the objectives of the camper and director are in conflict. The campers come for "fun", interest and pleasure, while the directors' aims are that of idealism, character building and personality moulding. Directors are interested in the safety and security of the boys and girls entrusted into their care but the campers desire new experiences and adventure and want to be appreciated and recognized. Mason's interviews indicate that the campers care little for the idealism and personality development. He suggests that directors should study the campers objectives more by means of personal interviews.

14. Dimock, H. S., and Hendry, C. E., *Camping and Character*, p. 25-30

The essential factors for social participation were found to be: (1) appreciation of, and a concern for human values; (2) ability to foresee consequences of action in terms of the persons involved, and the selection of worthwhile goals; (3) ability to select adequate means to attain the goal; (4) co-operation with others in worthwhile, socially significant ends; (5) evaluation of the results of action from the standpoint of the desired goal."

In Creative Camping by Lieberman is found the following statement of camp aims, .

1. The health of the child, physical and emotional.
2. The increase of experience in as many fields of activity as the child can enter with relaxation.
3. Self-expression and personal creativeness.
4. An inquiring attitude of mind, and the ability to think things through independently.
5. The growth of consciousness of group life and responsibility.
6. Ability to participate in group life and camp government.
7. Interest in social processes in the world at large.
8. Personal integrity, and the courage to stand by decisions.
9. Consideration for associates and others.
10. Responsibility for tasks undertaken.
11. In the cases of problem children, we are interested in the degree in which we help them overcome the factors that make for maladjustment. 15

These aims may be considered representative of the objectives of the more progressive camps. Perhaps the strongest trend revealed by all the sources is the development of a desirable social viewpoint through enlarged social contacts. In general the objectives may be summarized in terms of the cultivation of personal and social values. It is noticeable that spiritual values are little stressed, and religion itself is interpreted in terms of higher social values.

d. Summary.

A synthesis of all the camp objectives found in the foregoing analysis follows.

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15. Lieberman, J., Creative Camping, p. 155.

Current Camp Objectives.

1. Fun: happiness, interest in adventure.
2. Health: physical development, emotional balance.
3. Character building: development of self-reliance, a spirit of altruistic service and consideration of others, formation of good habits and courage, body mastery, responsibility, and self-direction.
4. Social adjustment and training: youth guidance, training in getting along with others, formation of friendships and development of social consciousness, participation in social life and camp government, interest in social processes, correction of maladjustment, development of ideals, appreciations, habits, and attitudes, essential for social life.
5. Proficiency in skills, involving all phases of camp activities.
6. Appreciation of higher values of life: nature and aesthetic appreciation, religious development and worship.
7. Leadership training.
8. Development of mental ability: ability to think for one's self, an inquiring mental attitude, experience in many fields of activity, development of a creative attitude toward life, and experience in the joy of self-expression and achievement.

3. The Curriculum of the Camp.

a. Program Principles and Methods.

Early camps were dominated by the negative purposes of keeping boys away from an unhealthy environment and a useless summer. Routine schedules were developed with little room for free choice, attendance at classes was insisted upon, and adult aims dominated the curriculum. As camping developed, the program was broadened in an effort to realize to the fullest extent the educational as well as the healthful and recreational possibilities. In the older type of camps the extrinsic approach is in force, while the more progressive camps employ the intrinsic approach. Dimock and Hendry summarize the two methods.¹⁶ The extrinsic approach is external with a textbook for its point of departure; it uses largely artificial inducements; and is an imposition of an adult-planned program upon the campers. The approach of the intrinsic method is through genuine need occurring in the actual life experience of the camper; it is life-centered, not curricula-centered; and the purpose within the experience itself provides the motivation.

Mason and Lieberman favor the intrinsic approach. Mason states that directors need to increasingly determine the campers reaction towards the program and have boy- and girl-made programs. Lieberman makes the most extensive use of the principle. Gibson views

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16. Cf., Dimock, H. S., and Hendry, C. E., *Camping and Character*, p.95-96

the curriculum more in terms of activities and does not strike the intrinsic note.

All of the authors recognized the necessity of campers having a choice of activities. Mason suggested that the instruction program consist of a series of interest groups selected and chosen by the campers and that a schedule of these interest groups be made for each so that he can work them into his day's program without conflicts. Compulsory participation is not included in camp educational principles. The element of interest is all important. If the interest is keen they will want to attend. Roll call and card marking are omitted. Mason stated that the only compulsion justifiable is the compulsion of interest. He suggested, further, that directors encourage special interests and that all projects be the outgrowth of the campers' interests. The results of Mason's interviews with campers in part are similar to the program principles suggested. Briefly, they may be summarized thus.

1. Most camps require campers to work on definite schedule.
2. Approximately three-fourth of the campers have all the time to themselves they want in spite of the schedules.
3. The majority of campers prefer to have a regular schedule of their time in camp. Some want choice as to activities on the schedule. They are primarily concerned with the content of the schedule.
4. About twenty-two percent of the campers favored all or part of the day open and entirely free from compulsory activities.
5. A few of the older boys felt that regular schedules were essential for the younger campers but that they should have greater freedom from compulsory activities.
6. In general, less compulsion but not necessarily less schedule seems to be needed. ¹⁷

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17. Mason, Bernard, *Camping and Education*, p. 155-156.

Dimock and Hendry stress the principle that the whole camp life is the curriculum. The emphasis is that of social-project-education. It "seeks to provide for growth in character through purposeful, complete, lifelike and cooperative experience." ¹⁸ They say, further,

"The whole life of the camp is the curriculum. Education is conceived as the series of activities, adjustments, relationships, and attitudes which make up the campers' daily experience. The emergence of the camp program simply represents the way in which the camp community gets organized to live cooperatively in pursuit of its ends." ¹⁹

Mason, Lieberman, and Dimock and Hendry all believe that the curriculum should be the present active interest of the campers, that the program should emerge out of the needs and desires of the whole camp. Dimock and Hendry suggest organization for cooperative planning and living by the organization of sectional councils with the elected officers and the directors forming the camp council which forms the curriculum of activities. This camp council represents the interests of the whole community. The curriculum is real and stands with a present active interest grounded in the actual life of the boy in camp. Learning is a sort of by-product. ²⁰

18. Shaver, E. L., A Leaders' Guide for Young Peoples Projects, p. 2.

19. Dimock, H. S., and Hendry, C. E., Camping and Character, p. 33.

20. Ibid., p. 42.

Progressive camp directors hold the conviction that the curriculum cannot and should not be created in advance. To directors of this persuasion the camp is the curriculum. "Learning and living are identical, that growth is in proportion to purposeful participation, and experience is valuable in the degree to which it is social or shared. In camps of this type no program of an

b. Rewards and Recognition.

Gibson was the only author to recommend the extensive use of award systems as means of securing participation in the camp program. He outlined the procedure and the requirements for the different awards. Lieberman, Mason, Dimock and Hendry condemn this principle as outworn psychologically, and because such motivation is artificial, and because it prevents vital education. Dimock and Hendry sketch the early policy and plan of competitive activity and rewards of Camp Ahmek,²¹ before application of the more progressive educational principles. The reason for the abandonment of the competitive activities and awards are given in brief form. (1) The tent groups were not equally favorably located. (2) Losing groups slackened and lapsed into carelessness and indifference. Counselors frequently had to do the work. (3) Some groups went through the whole summer without winning the daily tent inspection. (4) The thrill of breaking new ground wore off. Campers neglected real work and turned to competitive activities that held promise of tangible personal gain. (5) Hard feeling developed between some tents and individuals. (6) Value of awards diminished when competition was extended in a wholesale fashion. (7) Counselors

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organized sort exists until it emerges from the needs and desires of the camp community. Subject matter or information is considered a part of the resources of the camp to be introduced to help meet a crisis, solve a problem, carry out a purposeful undertaking, or satisfy an interest in the present camp experience. Artificial incentives and controls consequently play an inconspicuous part. Campers and adults together share in the control and conduct of the camp society."

21. Ibid., p. 98-103.

and staff members gradually became critical and desired to overhaul the system. A change in policy resulted in the development of a new spirit, and social approval and disapproval replaced the artificial method.

The dangers of the system may be summarized as follows:

(1) Campers may work for awards rather than because of a genuine interest in the activity itself. (2) To remove an award may mean loss of interest in activity. (3) There is a danger that campers will establish habits based upon very low motives: desire to win at any cost, rewards for every achievement, etc. (4) Awards make it difficult for one to think of the inherent satisfactions in a given activity. (5) Such a system shows a lack of skill in the art of motivating campers in purposeful enterprises and in taking advantage of natural interests. (6) Directors depend on the award system and neglect the desire for social approval as a basic motive in human life. The staff may tend to rely on badges to the exclusion of personal expressions of appreciation and commendation.

Mason stated that the compulsion must be that of the camper's interest and his spontaneous desire and not that of artificial rewards. Lieberman does away with the awards and the set routine and formal inspection. Campers were given the responsibility and the leaders guide and help. The result was that the campers took pride in their clean tents and instead of points and prizes. The social values of the process were valuable.

c. Methods for Finding the Basis of the Organized Program.

In the camps which Mason investigated, he found that little use was made of the personal conference method to discover the interests and desires of the campers. He found this method one of the most desirable and fruitful. Lieberman's main tool was the discussion method along with scientific tests. He used the discussion method as a socializing factor and in order to determine the activities in which the campers were most interested.

Dimock and Hendry gave a descriptive summary of the methods. On the basis of past experience the director can anticipate certain fundamental program needs of the campers. Camping somehow implies swimming, canoeing, riding, trips, exploring, and creating. Their policy is stated thus,

"To provide an abundant supply of resources, both in materials and men, capable of contributing to the cultivation of almost every conceivable learning situation that might possibly arise during the camp season. Very little reliance has been placed on ability to predict programs."²²

Dimock and Hendry gave their device for the uncovering of interests and purposes of the individual campers. (1) Catalogue or check list of formal activities offered in camp on which the campers check the subjects which they are interested in. (2) A Questionnaire form is given asking what the camper likes most, what he is checked up on most, his dislikes, how camp can help him, and suggestions for the improvement of camp. (3) Group discussion is listed as the most

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22. Ibid., p. 53.

effective method. The discussion may be formal or informal. (4) Individual campers must be analysed so that their distinctive needs and capacities may be adequately analysed and provided for in the curricula. Methods for testing needs, interests and abilities of campers are the intelligence tests, medical examinations, tests for interests and skills, and individual analysis and personality rating.

d. Activities in the Program.

A detailed treatment of their camp activities is given by Dimock and Hendry. Some activities are analysed in detail to show their influence on character growth. Organized instruction is said to be essential to some skills. In such cases the unit of work is selected from real life situations considered as worthwhile by the child. Under the formal camp curriculum are placed the underlying "trunk" activities and those which assume prominence because the camp provides for their appropriation. These include swimming, canoeing, sailing, campcraft, trips, diving, life-saving, and riding. A third major activity is training in leadership. In all activities campers should be encouraged to aim for a position on the camp staff of counselors. To this end campers may be used to assist counselors and instructors whenever possible. Nature lore may also come in this group. Its values depend upon the counselor. The ideal is that each counselor be a lover of nature, equipped to impart nature knowledge, and eager to learn more with his boys. Lieberman also desires no nature specialists in camp unless they can work on the camp-

er's level and through their spontaneous interest. Other activities of the formal curriculum but which receive a secondary emphasis are: boxing, workship, music, Indian lore and craft work, dramatics, photography, sketching, astronomy, archery, story-telling, woodcraft, and group games.

Gibson and Lieberman suggest that construction work for the benefit of the camp be used as an activity. In regard to crafts and skills and all achievement, Lieberman demands that the results be judged by child and youth standards and not by those of adults. He says,

"We found that in the absence of artificial stimulation the campers viewed each other's work very rationally. Frequently a youngster who had achieved a high standard would say, "Isn't that a good job for Jim? This is his best work this year." And Jim, very much gratified by this praise from a fellow camper, would attempt to improve still further." ²³

According to Lieberman, the services of a trained dramatic leader are not desirable in camp. Spontaneous plays and pageants or dramas worked up by the campers with their counselors are regarded as more creative and educational for the camper.

Athletics in camp are not as desirable as primary activities. Gibson gave them more prominence than the other authors. Lieberman gave athletics value only as a filler for the program, and stressed the activities which are peculiar to camping. Mason made a plea for the featuring of camp activities and not those of the city playground. He stated that over-emphasis is the danger of athletics in camp.

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23. Lieberman, J., Creative Camping, p. 38.

Community projects are one of Lieberman's special activities. This represents a fine application of the camp life as the curriculum. The camp newspaper, store, post-office, bank, and library were all placed under the direction of campers responsible to the camp council. These activities were rich in social values. Other activities were a camp survey, research into the local social history, and the closing festival of the camp season.

Camp Management by Gibson was found to be a good source for camp activities. It gave a detailed treatment and specific suggestions on athletics, water sports, scouting, woodcraft, giving many camp songs and yells, stunts for rainy days, patriotic programs, an outline for a course in leadership training and outlines for devotional talks. This source is not as progressive as the others in educational method and procedure, but it contains helpful program suggestions. At times the suggestions are too definite and leave little opportunity for creative imagination and camper participation in the formation of the program.

The results of Mason's investigations among campers on the activities of camp are as follows,

1. Many camp activities are not universally used.
2. In the average camp there is a need for the development of more varied and diversified program of activities.
3. Activities experienced by seventy-five percent or more of the boys: swimming, baseball, campfire, evening entertainments, rowboating, tennis, track, boxing, nature lore, hikes and trips.
4. Activities in girls camp experienced by seventy-five percent or more of the campers: swimming, canoeing, tennis, baseball, volley ball, evening entertainments, nature lore, riding, archery, social and aesthetic dancing, reading, singing, and trips.

5. Swimming is the most popular of all boy and girl activities.
6. The joy of personal achievement is clearly brought out.
7. Nature lore did not range among the popular activities. ²⁴

In regard to the evening activities Dimock and Hendry discuss the use of ceremonies and Indian pageants for camp fire. Lieberman shows how the evenings may be used for talks, discussion groups, dramatics, music and stories. Mason suggests that there should be several open nights a week for cabin or tent campfires and for the campers own use. The use of folk-songs and the better types of music are recommended for use in camp. He also states that Indian campfires and stories should be used more in most camps. In regard to the campfire, he says,

"Imaginative, colorful, romantic, the council ring becomes the spiritual center of the camp, the symbol of the camp spirit. Around it gather the camp traditions, ideals, values, and objectives." ²⁵

Mason summarizes his findings in regard to the evening activities thus,

1. Campfire is more popular than the stage.
2. Vaudeville and stage shows are most popular evening activities among girls; among the boys their popularity was whared equally by story telling.
3. Indian dancing as a camp feature is little understood and appreciated.
4. Few camps have developed the Council Ring ceremony to any worthy degree.
5. Singing enjoyed a fair degree of popularity among the girl campers, but little among the boys.
6. Open evenings are essential every few days. ²⁶

24. Mason, Bernard, Camping and Education, p. 209.

25. Ibid., p. 235.

26. Ibid., p. 191.

In planning all activities the director must keep close to the camper. He must study their wishes, talk with them, and listen as they express their likes and interests. It is better to err on the side of too many activities than too few, says Mason. The key to the creative program is to be "constantly alert, constantly approaching each day, each project with the desire to make it fresh, vital, alive, to clothe it with romance."²⁷

Mason gathers many activity principles into this closing statement.

"Let us, then, fill our programs with many wholesome, interesting, compelling activities - imaginative, colorful activities - new, varied, changing activities - looking to making life richer and fuller. Let us allow our campers choice among their interests, but let there be choice among many. If there are more interests than they can carry, the necessary discrimination and selection is helpful training, and there will be many days in the course of the summer. Let us give the campers the help of a personal schedule of interest groups, but let it not be too rigid and unchangeable. Interests wane and new ones develop. Let us not have the compulsion of force in attendance, let it be the compulsion of fascination and intrigue. Camping after all, is a great glad game. Let us not be too serious, too fearful, or too negative."²⁷

e. Summary.

The analysis of the curriculum of the summer camp may be summarized synthetically thus.

1. The methods and principles of creative education are being applied in modern camps.
2. The whole life of the camp should be considered as the

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27. Ibid., p. 208.

curriculum.

3. Progressive camps use the intrinsic life-centered approach. The extrinsic curriculum-centered approach does not adequately meet the campers' needs.

4. The program must be an integration of the desires and interests of the campers and staff.

5. It is essential that campers have a part in the making of the program, a choice of varied activities, and the guidance by personal counseling in the making of a schedule of activities.

6. Compulsion should be that of interest.

7. Creativity is necessary in program making. Begin with present interests, extend them in new directions and cultivate new desires.

8. A camp council is of value in planning the program, since it represents the interests of the whole camp society.

9. Systems of award and competitive activity are not desirable in camp. Such motivation defeats the aims of creative education and hinders the best social development.

10. The modern methods of psychology and social science are useful in camp to discover the basis for the organized program. Such methods used are: personal conference, analysis of past experiences, the questionnaire, check lists, group discussion, analysis of individual campers by the use of intelligence tests, medical examinations, tests for interests and skills, and personality rating scales.

11. Camp activities should be analysed in detail for their

character and educative values, and possible learning situations.

12. Organized instruction must be centered in real life situations and based on child interests.

13. Trained specialists are undesirable in some activities as they defeat the development of individual ability, over-stress their activity, and do not recognize child interests, or encourage new discovery.

14. The average camp needs to develop a more varied and diversified program of activities.

15. Campers should be given every opportunity to experience the joy of personal achievement and to train for leadership.

16. Every activity should be clothed with interest, life and romance and should lead to creative expression.

4. Social Controls in the Camp.

Dimock and Hendry survey and analyse the mechanisms of social control in the camp.²⁸ They state that the ultimate aim of camp is to achieve a knowledge of the controlling forces in the behaviour of boys that they may be used as educational allies. They, like both Lieberman and Mason, organize the materials in terms of sociological concepts and principles. Case data form the basis of their analysis.

a. Leadership and Social Control.

The camp director, according to Dimock and Hendry, is the

28. Cf., Dimock, H. S., and Hendry, C. E., *Camping and Character*, Chapter XIII, p. 292-327.

outward symbol of the unity of the entire group. He embodies and expresses the whole atmosphere and spirit of the camp. As executive head of the camp he assumes importance in the eyes of the campers. His leadership depends upon his personal qualities and he is to be appreciated by all of the campers. Through his administrative position, personal interviews, his visits to tent groups, by suggesting new undertakings, and by thoroughly knowing every camper and his interests, the director may be a powerful factor in social control. His word and action possess great authority and he may perform a great "inspirational" function through his talks by defining ways of action and thought.

The instructors and staff furnish a different type of leadership. Dimock and Hendry state that the instructor's influence largely develops out of his ability to do a certain thing surpassingly well. His skill gives him prestige and he is the model and ideal of the campers who admire him. The instructor is copied in his activity, and his personality and character are reflected in the campers.

The group counselor attains his position primarily through his intimate relations and personal contacts with the boys. He is a member of the primary group and leads because of his age, experience, personal qualities, and the authority given to him by the directors. The counselor's leadership lies in the activity in which he sets the example and encourages by actual doing, and in the defining of desires and the formation of group attitudes through discussion and personal contacts. His personal example is reflected in the actions of the

boys.²⁹ Dimock and Hendry suggest four principles for creating desires as aids to the counselor: positive suggestion, cooperation, faith, and recognition or commendation.

The boy leader of the cabin group is a factor in the social control. He usually excels because of his keenness, age, experience, knowledge, physique, daring and ability. He may be of great help because of his close contact with the group.

b. Social Pressure and Group Opinion.

Social pressure may be exercised through the tent group or the action of the camp council, or through group opinion as expressed in discussion groups. Lieberman finds the discussion method and the camp council to be powerful control factors.³⁰ The camp group demands behaviour for the best of all concerned and the campers themselves may handle many disciplinary cases. Such a procedure has good social values in that it teaches cooperation, develops a sense of ownership in regard to the camp and leads to participation in the social life.

Dimock and Hendry point out how the tent group opinion operates as a factor in social control. They state that "nearly everything which a boy does while in camp might be shown to be done with reference to the attitudes of the tent group, or some outstanding person"³¹ The intimate contact with the group makes ridicule an effective

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29. Ibid., p. 298.

30. Cf., Lieberman, J., Creative Camping, Chapter XXII, p. 215-225.

31. Dimock, H. S., and Hendry, C. E., Camping and Character, p. 312.

method of control.

Cooperation and participation are stressed by Dimock and Hendry. They discuss both the areas and machinery of cooperative government. The camp council may play an important part in camp discussing the camp program, as to policy, activities, organization and administration, and critically for evaluation. Under general camp conduct, regulations and recommendations may be made by the council on equipment, campers' conduct, safety, health, sanitation, personal property, and visitors. The difficulties of establishing cooperative government are: (1) a shift in methods may be difficult for some directors and counselors; (2) the program gains momentum more slowly under the cooperative procedure; (3) the efficiency and smoothness of the program may be somewhat diminished; and (4) this form of control is not readily applied to younger campers, for they are unprepared socially when they first come to camp. The values of the procedure are also summarized by Dimock and Hendry: (1) cooperative camp procedure is based on camper interests and purposes; (2) it gives larger opportunity and practice for thinking, planning, deciding, carrying responsibility, executing and judging; (3) it provides actual practice in democratic citizenship, and gives the camper a responsible share in shaping the aims and policies of the social group; (4) it has the effect of increasing and intensifying mutual respect and confidence between campers and members of the staff.³²

32. Cf., Ibid., Chapter VI, p. 104-127.

c. Other Social Controls.

The morale of the tent group influences campers. Cooperation, common interests, activities, and problems bind the group together, and their attitudes and mannerisms and general spirit influence each other.

Other control factors treated by Dimock and Hendry are rituals, codes and regulations, such symbols as language and the naming of groups and individuals. The spirit of the camp is a strong factor since it represents the collective sense of approval and disapproval and in that it constantly defines the activity of individuals and of the group. Such collective activities as ceremonies, group singing, dramatic performances and special features of the activity program bring the campers and staff into contact with each other and contribute to the group spirit. The Council Ring probably contributes more to the camp sense of unity than any other single activity. The camp songs and chapel and devotional services are also social controls.

d. Punishment as a Control.

Mason discusses the methods of camp control.³³ He found that the informal types of penalty were of value. The group can enforce conformity much better than the individual. He shows how laughter, ridicule, and satire are imposed on members whose actions do not conform. The formal types of punishment he found in camps were work, loss of swimming privileges, loss of dessert or candy, eating outside, confine-

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33. Mason, Bernard, *Camping and Education*, Chapter III. p. 78-94.

ment, early to bed, demerits and paddling. Mason states that work as a punishment is bad education for there should be glory and joy in work. It is an honor and not a punishment. The privilege of service to the group should be one of the finest lessons camp can teach. When regarded as punishment work becomes a disgrace. Mason's findings on methods of punishment may be summarized as follows.

1. Boys' punishments consisted of work, and loss of privilege.
2. Punishments for girls used were loss of honors and loss of privilege.
3. In the boy's mind work was regarded as the most effective.
4. The most effective method with the girls was loss of honors.
5. Curtailment of privilege was the most effective for both boys and girls.
6. The loss of swimming privilege was dreaded by campers.
7. The loss of dessert was regarded as minor.
8. For girls, talks with the counselors were effective.
9. There were fewer penalties in girls' camps than in boys' camps.

e. Summary.

Mason gives us a fine statement of how the social controls of the camp and society are fundamentally alike.

"A camp is a society - a society in itself and a fragment of the great society. It is characterized by the same fundamental principles and phenomena which describes any society - subjected to the same laws, motivated by the same social forces, controlled by the same social methods. To be a normal, healthy, contented, stable society . . . the camp must satisfy the four fundamental wishes of

mankind for new experiences, security, recognition and response. Failing here, unrest results. In this respect it is not unlike any other society." ³⁴

A synthetic summary of the social controls in camps follows.

1. Before the educational purpose of the camp can be effective the curriculum must be regarded as the total process of action and interaction which constitutes the community life of the camp. Thus character education is considered entirely a social process.
2. The tent group, with its counselor, is the most important element in behaviour control. This group represents the basic unit of the social organization.
3. Morale in the tent group is a powerful factor in control and may be used as an educational asset.
4. The camp council may be used as a social control.
5. Many of the actual mechanisms of control are counter to the best principles of education.
6. The "camp spirit" and symbols may be built up so as to be effective in defining the campers' behaviour.
7. Control mechanisms of camp must be submitted to much more study in order to secure the strongest factors as educational allies for developing desirable attitudes and behaviour in the campers. ³⁵
8. The camp leadership determines and represents a strong factor in social control.
9. Punishment as a control must be guided by sound principles and wisely supervised to prevent misuse and negative education.

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34. Ibid., p. 236

35. First seven summary points are from the analysis summary given by Dimock and Hendry, *Camping and Education*, p. 325-327

10. Camp is a society in itself and is influenced by the same fundamental social factors affecting any society.

5. Camping and Character.

a. Factors Affecting Character.

The character of the camper is influenced by the whole camp situation. The social controls influence and either aid or hinder the development of desirable character traits. Mason shows how behaviour qualities form through imitation of others and how group ways develop by "mental contagion". Individual campers tend to adopt the habits of the group. Ideas and habits which meet the desires for new experience, security, recognition, and response are readily adopted.

Camp traditions grow and affect the children and youth. Traditions should be the outgrowth of living together and not superimposed by adults. Mason says,

"More than any other individual the character of the director leaves its imprint on the campers - it is his idealism, his sense of values and objectives which give tone to the traditions and determine their quality." 36

Dimock and Hendry show how the concomitant learnings in the activities and skills of the camp have great character value. While the camper is learning how to ride horseback he is building up some degree of courage or sense of fear, a liking or a distaste for the activ-

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36. Mason, Bernard, Camping and Education, p. 21.

ity, an attitude of confidence or distrust in the instructor, or an attitude of modesty or boastfulness accompanying the success or commendation, an attitude of sympathy or lack of sympathy toward other campers finding it more difficult to learn. These attendant learnings accumulate in character and determine the issues of current life. Such detailed analysis of activities for attendant learnings and possible character values aids the counselor and director to use the opportunities inherent in the program.³⁷

Character development depends upon the camp, its ways and traditions, the educational methods and skills which it employs, and preeminently upon the tone and quality of its leadership.³⁸

b. Good and Bad Effects of Camp.

Character of some sort inevitably results from a camp experience, but it may be of a low level. We have shown how the award systems may lead to action based on low motives, and how the wrong kind of punishment and misuse of social controls may result in the formation of undesirable attitudes. In the studies of Mason, swearing and smoking were the habits named the most frequently by the boys. The girls listed swearing, gossiping, cliqueing, coarseness of manners, with immorality and crushes appearing twice. Lieberman stated that there

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37. Cf., Dimock, H. S., and Hendry, C. E., *Camping and Character*, p.88-89

38. Additional factors will be found in the treatment of Social Controls and Camp, p. 81; and Religious Education and Camp, p. 92.

was a surprising absence of "crushes" among the girls in the Pioneer Youth Camp. He attributed this to the coeducational nature of the camp. Lieberman mentioned stealing and bullying. Mason said that the bad effects came when the leadership was unworthy and the campers not carefully selected. Mason says,

"Whatever the campways are, good or bad, they tend to become the personal habits and ideals of the individual campers. There is no way to dodge the character issue if we would. Campers take on the habits of the group. A camp not entirely worthy of its motives, ideals, ways, traditions, is a menace to personality. One that is a socializing, humanizing, civilizing force than which there is no greater."³⁹

The benefits of the camp experience as stated by Mason, are social adjustment, development of self-reliance and desirable physical habits. Other values are the new and varying contacts, the intimate friendships. It is helpful for the camper to get away from the old gang and friends. Camping develops personality, and aids in the psychological weaning of the boy and girl. Mason says,

"I can think of no place outside the family where imitation-harmonizing with group customs and ideals - can affect character so profoundly as in the intimate contacts of camp, lived in day and night for eight weeks. To spend a summer with wholesome campers, in a group with worthy traditions and associated with counselors of culture and idealism, is sociologically one of the finest experiences that can come into the life of any boy or girl."⁴⁰

Mason's findings may be summarized as follows,

39. Mason, Bernard, *Camping and Education*, p. 24
40. *Ibid.*, p. 20.

1. The moral tone of camps is high and only desirable boys and girls were apparently attracted and accepted.
2. The bad habits most frequently mentioned by boys were smoking and swearing; by the girls, swearing, gossiping, and coarse manners.
3. The beneficial moral results of camp are social adjustment, development of proper physical habits and self-reliance.
4. The conditions which resulted in campers becoming disliked by their fellows were: difference in age groupings, cliques, lack of interest, and disagreeable dispositions.
5. A spirit of service and mutual helpfulness predominated most camps.
6. The personal conference method of character guidance, a camp motto or symbolism were practiced but little. There was a general vagueness concerning the camp ideals and traditions.

e. Summary.

The relation of camping to character development may be summarized thus,

1. Camp life as a whole affects the campers' character.
2. Social controls aid or hinder character development. Use them as educational allies.
3. Individual campers adopt the group habits and take them away from camp when they return home.
4. Concomitant learnings of skills and activities should be analysed and studied in order to make the curriculum rich in character values, and show the counselor the inherent opportunities.

5. The camp's leadership, educational methods, ways and traditions determine character development.
6. The camp experience has good and bad character effects on the camper. The utmost care must be used in the selection of leaders and campers.
7. Desirable character results in camp are social adjustment, self-reliance, and development of good physical habits.
8. The method of personal conference for character guidance could be used more in most camps.

6. Camping and Religious Education.

a. The Place of Religion in Camp.

As a group the directors interpret religion in terms of the higher social values. Gibson takes a different view and stresses religion in terms of "practical Christianity". None of the authors favors sectarian presentations and discussions. Dimock and Hendry stress the necessity of sensitiveness and loyalty to the higher social values and constantly "endeavor . . . to develop in boys an appreciation of persons as the supreme values in human life."⁴¹ They summarize the religious task of camp thus,

"It is a process of motivating boys so that they feel that the things of greatest significance in life are tied up with the happiness and welfare of persons, and want to act in all situations in a way that the interests of all the persons affected

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41. Dimock, H. S., and Hendry, C. E., *Camping and Character*, p. 128.

are furthered. The crucial test of any camp lies in its ability to equip its campers with the desire and the method which will enable them to achieve and enrich the best values of their group."⁴¹

Gibson makes a definite place for religious activities in his camp by the use of voluntary daily chapel, and provision for Bible reading in the tent vesper services followed by voluntary prayers. The other directors do not weight their programs with so-called "religious activities". Dimock and Hendry state that their reliance is rather on the direction of the normal, everyday experiences and incidents within the life of the camp into occasions of earnestness and social importance. They aim to make explicit and operative in terms of conduct values which have up to this time been implicit and without functional bearing on present behaviour. They have chosen methods designed to build emotional attitudes around the most significant social concerns of the camp and life.

Camp, according to Dimock and Hendry, is a project in religion. They regard education as the equipping of persons to share cooperatively in the enrichment of common life and regard this as identical with the central purpose of religion. They state that "worship then becomes the experience in which one achieves fellowship on the level of the highest values, ideals and aspirations of his group". The whole community represents a cooperative quest for the most satisfying and significant life attainable. They suggest that more research and development of skill is needed in the field of creating desires for the higher values and that camp directors might do well by following

and studying the work of outstanding religious educators.⁴²

Summer camps have a unique opportunity in that they are free from some of the limitations of conventional religious institutions and practices. The results of such freedom are given by Dimock and Hendry. The camp can confront the children with a modern scientific world view, and can replace religious instruction and dry worship services with intellectual experiences that tie up with modern scientific knowledge of interest to the boy. The conception of religion may be made vital and growing by interpreting life in terms which are natural and real. Extreme mystical or evangelical tendencies to stimulate emotional experiences may be completely eliminated. Camp worship must reflect in its spirit and content actual contact and insight into life conditions, the crude and the hard as well as the beautiful and harmonious. Conventional religious worship is excessively formal and it often consists of ritual administered by professionals. Its sources are restricted to the Bible, hymnals, selected responsive readings, and so forth. In camp worship is placed on an informal and cooperative basis, and unconventional sources can be utilized.⁴³

b. Religious Education Methods in Camp.

(1). The Camp Chapel.

All of the sources recognized values in having camp chapels.

42. Cf., Dimock, H. S., and Hendry, C. E., *Camping and Character*, p.128-143

43. Cf., *Ibid.*, p. 137-139.

Gibson demands that camp life feed the soul of the boy as well as strengthen his mind and body. He says,

"The heart of the camp should be an outdoor chapel where boys may gather each day for quiet meditation and instruction for the vitalization of the soul. This is just as essential in the life of a boy as the providing of a place where he can come three times a day for material food to nourish his body." 44

Gibson makes wide use of the Bible and the formal methods of religion, while the other authors say little about these. Mason found that the chapel services of most camps consisted of talks on character, life qualities, and nature, and the camp ways, moral codes and traditions. No certain person is designated in most camps to serve as director of religious education. The campers are used in organizing and running chapel as a church enterprise. It is the custom to have different speakers from the staff for each chapel service. Dimeck and Hendry state that chapel in camp is an intrinsic part of the life of the camp.

(2). Vesper Hour with the Tent Group.

One of the finest times for the creation of desires for the higher values is at the "vesper hour" just before taps. Gibson, Dimeck and Hendry stress the value of this. It is a time for heart to heart talks and discussions related to actual situations and experiences within the life of the camp. In the tent and cabin groups the boys may be guided in appraising the many things to which their time may be devoted while in camp. Among the boys, questions of prayer, responsibility, girls, life work, and education arise and the counselor has the opportunity to

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stimulate the process of analysis and evaluation, and to help uncover the facts. Gibson stresses the spiritual rather than the social note for this period before taps. He shows how the boys often find a real prayer experience in this period and gives outlines for talks for the vesper or chapel period.

(3). In the Dining Lodge.

Practically all camps use some form of grace at the tables. Some use verses of poetry which the group recite or sing while others have different staff members pray. Gibson and Dimock and Hendry suggest the use of morning talks by the director while the groups are seated at breakfast. Gibson makes it a short devotional service with Bible reading, a short talk, closing with the Lord's prayer repeated in unison. Dimock and Hendry state that the informal after-breakfast talks stress the idea of growth and achievement, learning to live with others, the Jesus way of life, clean speech, playing fair with one's parents, courage, being decent to the other fellow, and such subjects. From the observations of leaders this method seems to be effective in creating desires for the higher values. Dimock and Hendry make the following recommendations in regard to the morning talks in camp,

- "1. Talks must deal with specific subjects.
2. Talks should not come every morning but should be "sprung" occasionally.
3. Other members of the staff in addition to the camp director should be used to give the talks.
4. Talks should be fairly short and should deal with one point only.

5. Counselors should follow up the talks consistently."⁴⁵

(4). Sunday in Camp.

Gibson stated that Sunday is a day of delight in camp and suggested that the chapel service be worshipful and inspirational, and that the day be one of rest, letter writing, recreational games, featuring an interest hike or treasure hunt in the afternoon, closing with an evening vesper service around the campfire with hymns, a talk, and prayers.

Dimock and Hendry make the morning chapel an "adjustment" period in which the director reviews the experiences of the week with its concrete successes and failures. The morning service is then closed with the playing of a musical selection liked by the group as they sit in meditation. The authors state this to be "the functional equivalent of worship and prayer."⁴⁶

(5). Other Methods.

Each of the authors stressed the value of good music in camp. Music may be a part of the dining lodge program; a feature of the campfire may be musicals, concerts, and better types of songs. It is a great aid in producing an atmosphere of worship and quiet meditation in the chapel services. Mason and Lieberman suggested that folk songs and negro spirituals were best for use at campfires.

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45. Ibid., p. 133.

46. Ibid., p. 134.

Camp orders, traditions and ceremonies may also be of religious and social value. The opening and closing ceremonies of the camp-fire help to carry out the traditions and inspirations desired. Such methods help to crystalize the significant camp experiences for life.

Lieberman makes extensive use of discussion in his camp and uses the method with partial success with religion. They succeeded in asking many questions but arrived at no definite, helpful conclusion.

Dimock and Hendry and Lieberman suggest the story method and show its great value in camp. Mason found that the method was not used as extensively as it might be in the camps he investigated. Lieberman advised the use of stories dealing with stirring events from the lives and deeds of men and women who have contributed to human advancement and welfare, and the better stories from good literature.

c. Summary.

Religious education and camping may be summarized thus,

1. Religion is given a prominent place in camping. In the sources studied, with one exception, it is interpreted in terms of the higher social values.
2. Formal religious activities have been replaced by emphasis on the everyday social experiences and their values and appreciations. Camp is thus regarded as a project in social religion.
3. Camp directors have put aside the formal methods of religious education as inadequate. There seems to be a tendency to put them

aside blindly without first really knowing their content and value.

There is need of closer cooperation between directors of camp and religious educators.

5. Current methods for religious education in camp are: chapel services with a social stress, vesper hour before taps, use of talks in the dining hall, Sunday as a special day, good music and songs, discussions, camp orders, traditions and symbols, the campfire program, ceremonies and the story method.
6. Camp is free from some of the limitations of the conventional religious institutions. Camp is free to experiment and create new methods for developing appreciation and desire for the higher social values.

7. Personnel Work in Camp.

Personnel work with the application of the best methods of psychiatry and social case studies is one of the newer emphases in camping. As yet many camps make little use of this experimental approach to behaviour and life adjustment. Lieberman, Mason, and Dimock and Hendry make this method one of the outstanding features in character development and the guidance of youth.

a. Two Current Educational Emphases.

The two current tendencies in education, according to Dimock and Hendry, are first, the interpretation of the central educational objective as the equipment of the individual with effective habits of

social adjustment and participation, and second, the emphasis in the direction of a more adequate analysis and understanding in the treatment of the individual and his behaviour. Educational programs and methods to be most effective must be particularized.⁴⁷

Camping needs to develop a scientific approach as an aid in the development of wholesome emotional and social behaviour and character growth. Other groups interested in the same problem are the psychiatrists, mental hygienists, clinical psychologists, child guidance clinics, social workers, visiting teachers and personal counselors.

b. Limitations and Opportunity of Camps for Individual Behaviour Adjustment.

(1). Limitations of Camp for Character Building.

Lieberman stated that the greatest difficulty lay in the fact that camp leaders and directors are not properly trained to handle difficult psychological problems. The staff often lacks sufficient knowledge and experience and is too small to allow the needed individual attention which difficult cases require. In camp the contact with the children is limited to too brief a period. This is especially true in the institutional camps where the usual period is two weeks. The private camps have a greater opportunity in that the boy or girl is in camp from five to ten weeks. Lieberman stated that their means were too limited for some of the special requirements in living

47. Cf., Dimock, H. S., and Hendry, C. E., *Camping and Character*, p.144.

arrangements and facilities that would make for the maximum attention to individual needs.⁴⁸

Other limitations are pointed out by Dimock and Hendry. In camp, life history and case study data necessary as guides in the more serious behaviour problems may be lacking. Another factor is the extent to which the director can take the parents fully into his confidence with respect to the boy's behaviour needs and thus secure their cooperation in his reeducation throughout the year. Dimock and Hendry state that

"a much closer relationship of camp and parents must be secured if results potentially possible are to be realized. A much closer integration of the camp and other community agencies such as the school and church must be also achieved if the camp experience is to be transformed from a fleeting episode to a normal phase of life yielding far-reaching consequences." ⁴⁹

(2). Opportunity of Camp for Behaviour Adjustment.

The camp's opportunities for personality development are excellent, said Lieberman. The child anticipates a new experience in camp, the surroundings are enriching and stimulating, the campers are free to explore and experiment with tools and materials, adventure and achievement give opportunity for creative expression. Camp is an intimate community functioning on a childhood level and in which they adjust themselves to people on the basis of their social development, where they assume responsibility for their plans and projects and

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48. Cf., Lieberman, J., Creative Camping, p. 198-199.

49. Dimock, H. S., and Hendry, C. E., Camping and Character, p. 148.

where the campers are less affected temporarily by home influences and thus more free to make new emotional and social adjustments. 50

Dimock and Hendry show that the influence of camping upon behaviour depends upon the policy of the camp and the provision made in its leadership personnel for the treatment of behaviour problems. They mention the factor of the value of the changed environment and the value of the new interests and companions and add other important factors. (1) The boys life in camp is a unified, controlled, and a complete life experience. The boy's total life is lived in the camp. This eliminates to a certain extent conflicting conduct patterns and the home and school pressures. It is a controlled environment yet it offers the boy or girl the fullest opportunity to satisfy abundantly all the basic wishes, emotions and interests. (2) Such an environment makes possible a constancy and thoroughness of observation, essential to diagnostic and remedial purposes, which cannot be secured in many other situations. All of the boy's responses in the entire day may be carefully observed and recorded. (3) An intimate and informal relationship exists between the camper and the counselors and staff members. This is an asset for social adjustment. They work and play together and the boy's needs are quickly revealed. The needed intimate contact is established on a natural and friendly basis and activities of interest and appeal to the boy may be provided as part of the program of readjustment. (4) The camp atmosphere is conducive to wholesome social conduct and attitude. Taboos and harsh treatment are a minimum and the leadership is

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positive, sympathetic and cooperative. The contributive factors are summarized by Dimock and Hendry.

"These various factors then contribute to the opportunity of the summer camp as an agency of behaviour adjustment: a change from the social habitat in which the behaviour difficulties have developed; freedom from erratic or unwise parental control; a controlled, unified, complete and socially wholesome environment; the possibility of constant observation; a sympathetic and understanding leadership; and an atmosphere which is unusually conducive to helping boys find the joy of cooperative endeavor and the sense of mastery and achievement."⁵¹

c. The Problem of Maladjustment.

Every camp will invariably have a number of problem cases which should have the attention of a specialist in behaviour problems, said Dimock and Hendry. Lieberman stated that in the early part of the season about twenty percent of the camp population needed help, while about five percent of the campers were definitely problems of maladjustment requiring long periods of special attention.⁵²

Lieberman, Dimock and Hendry found that in the field of behaviour problems they were usually dealing with problem environments and problem parents, rather than with problem children. Erratic parental discipling and prejudice account for much of the trouble. Lieberman stated that in some cases the home influence was so overwhelming that the child could not be helped at all. In others, the progress which had been made would be completely obliterated by a visit from the parents or upon the return home.

51. Dimock, H. S., and Hendry, C. E., *Camping and Character*, p. 147.

52. Cf., Lieberman, J., *Creative Camping*, p. 170-171.

The needs of the campers vary and are difficult to classify. They vary with the type of camp as well as with individuals. Dimock and Hendry stated that the boys in private camps come largely from the homes of the professional and business classes, and that their adaptive needs differed from those of boys in other camps. Each individual camper presents a different aspect of need. Some possess fears or may have a sense of failure, be disobedient, uncooperative, irresponsible, selfish, and quarrelsome. One may need stimulation, and another relaxation; one control, and another freedom. The needs of each camper have to be discovered and, if possible, met. Lieberman says,

"The youngster who bullied, the one who retreated, the over-active, the listless, the braggart and the shy, the unimaginative and the one who lived in phantasy, all had to be worked with individually."⁵³

d. Camp Personnel Program and Methods.

Dimock and Hendry stated that camps must draw upon the techniques of psychology, psychiatry and social work in their diagnosis and treatment of individuals, and that "a thorough program of personnel analysis and behaviour adjustment should be in operation in every camp which claims the role of educator."⁵⁴

As steps in individual development Lieberman stated that first they attempted to bring about a relaxed condition physically and emotionally. The next step was to help the children develop purpose in

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53. Ibid., p. 167.

54. Dimock, H. S., and Hendry, C. E., *Camping and Character*, p. 149.

activities through stimulation of their interest and imagination.

The third step was to help each child to an early sense of achievement through activities and to help the child recognize his own worth.

The case study method which is employed in psychiatry, social work, sociology and psychology is recommended by the more progressive authors. Dimock and Hendry stated that "it is the most useful procedure yet developed for the diagnosis and treatment of the behaviour problems of individuals."⁵⁴ The two following statements were selected by Dimock and Hendry to describe the case study method.

"The bringing together of all available measures about individuals, and bringing them into a structure in which chronological sequences and presuppositions of the investigator about casual relationships are the cement, constitutes a case history."⁵⁵

"The case study method has the advantage of being concrete and synthetic. It not only presents a cross section of the status of personality at any moment, but it also gives a historic or longitudinal picture."⁵⁶

A formal definition of social case work by Mary E. Richmond follows,

"Social case work consists of those processes which develop personality through adjustments consciously effected, individual by individual, between men and their social environment."⁵⁷

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54. Ibid., p. 150.

55. Watson, G. B., Experimentation and Measurement in Religious Education, p. 63.

56. May, M. A., Religious Education, Vol. XXXIII, p. 567.

57. Richmond, Mary E., What is Social Case Work? p. 98.

Individual records are required for the case method of study. Dimock and Hendry gave forms for the analysis of individual campers and suggested the securing of data from parents, teachers, the family doctor and other persons who had contacts with the boy.

Observations of the boys' behaviour in camp are recorded by the counselors. Counselors should write only what takes place and this record serves as a description of the actual conduct of the boy in various situations of the camp life. The observation report reveals the needs of the campers early in the camp experience and serves as a basis for leadership objectives and treatment of the case. All of the reports serve as a case history useful in planning, programming, and in guiding the camper in needed adjustments.

"Behaviour frequency" rating scales are used by some camps for diagnosis and evaluation of results. They rate the boy on different items of behaviour and sharpen the judgment of the counselor on significant facts in the boy's behaviour.

Other methods suggested by Dimock and Hendry are intelligence tests, emotional tests, medical examinations, personal interviews, and examinations by specialists such as psychiatrists and clinical psychologists. They stated that the most effective method for revealing causal factors in behaviour maladjustment was the interview. Mason also stresses this point. This interview corresponds to the examination of the psychiatrist in which the family background and life history are probed for factors which might throw light on the conduct problems. Such interviewing should be done only by intelligent and skillful directors.

Some camps have as a member of the staff a personnel worker who serves as a specialist in behaviour problems. He diagnoses and makes suggestions for treatment and the remedial measures are carried out by the camp counselors, with the director assuming primary responsibility. Dimock and Hendry and Lieberman gave typical problem cases and their methods of treatment.

e. Summary.

Personnel work in organized camps may be summarized thus.

1. Personnel work is comparatively new, yet the more progressive camps find it essential as an aid in youth guidance for the best character and social adjustments of the campers.
2. Camp should equip the boy and girl with effective habits of social adjustment and participation and should seek to understand, analyse and properly treat the individual and his behaviour.
3. The greatest difficulties impeding effective social adjustment in camp are the lack of properly trained leaders, and the brief period of the camp season, and the difficulties of securing adequate case data and the cooperation of the parents.
4. In many respects camping is ideal for personality development: the interest and anticipation of the camper, intimacy of camp life, opportunity for the camper to live fully and creatively in a controlled environment, separation from home influences, opportunity for close and thorough observation of behaviour and per-

sonal contact, flexibility of the program to meet the needs of the camper, and an understanding and sympathetic leadership.

5. The problem of maladjustment often becomes a matter of environment and parental domination. Only a small number of campers are severely maladjusted.
6. Campers' needs are varied and individual study and attention is necessary to discover and assist in social adjustment.
7. The best methods of modern psychology, psychiatry and social work should be used in diagnosis and treatment of individuals. The most useful procedure is that of the case study method. Many other scientific tests and scales are used.
8. It is desirable to have the assistance of a specialist in behaviour problems in camp to assist in the diagnosis and to suggest treatment which the leaders carry out. Only trained directors or leaders should be used in guiding this type of work.

8. Camp Administration.

a. The Camp Staff.

Lieberman stated that staff members should be mature people with experience in modern educational methods, who are willing to work with the methods of their particular camp. They need to be versatile individuals with creative interests, resourcefulness, and an inquiring experimental point of view. The staff should be made up of well-adjusted men and women who carry their responsibilities in the cooperative

enterprise and respect the campers' individualities, and interests. Other desirable qualities are social mindedness and cultural development. Three types not desired by Lieberman are the authoritarian, the immature and those lacking resourcefulness and creativity.⁵⁸

According to Dimock and Hendry the most crucial problem of the camp using modern scientific methods for the attainment of character is that of securing a leadership personnel adequately equipped for the task. The camp's educational ideal is realized in its leadership. They say, "It is equally evident that the leadership equipment of camp counselors lags tragically behind the demands of an educationally motivated summer camp".⁵⁹

The organization of the staff of the camp differs according to the number of campers, the type of camp, and its aims and objectives. The authors gave their plans of staff-organization. Lieberman regarded the director as primarily concerned with the educational program of the camp. Gibson stated that he is the one in supreme control. Mason, Dimock and Hendry regarded him as the symbol of aims and objectives and his function one of guiding and motivating. Much of the routine work is carried out by assistant and unit directors. Lieberman has the special activity counselors available to any campers interested during the activity periods while Dimock and Hendry advise some formal life-centered instruction. In many activities special activity counselors are

58. Cf., Lieberman, J., *Creative Camping*, p. 144.

59. Dimock, H. S., and Hendry, C. E., *Camping and Character*, p. 202.

not favored. The counselors are in direct and living contact with their groups. Some of the staff members have only a general relation to the campers: the camp mother, nurse, dietitian, business manager.

All of the directors advised a period free from duty for each staff member. Lieberman suggested a free period of twenty-four hours every other week and three free hours every day for staff members responsible for routine. This arrangement keeps staff members fresh and energetic.

Dimock and Hendry organize their camp into six units with twenty to thirty-five boys in a unit. The age groupings are 6-9, 8-11, 10-12, 11-13, 12-15, and 14 and over. Each section is a camp in itself with its unit director. The units are separated geographically. In each tent there are usually six boys and a counselor. The younger group have two counselors in a tent. Their policy provided for a minimum of instructors or "staff" men who do not assume responsibility for a tent group. Men are first of all counselors and secondarily instructors.

Dimock and Hendry also suggested that the supervisory agency be composed of the camp director, an assistant, the sectional directors, business manager, health director, and the directors of program and personnel.⁶⁰

b. Selection of Leaders.

The camp with educational objectives finds it difficult to

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60. Cf., Dimock, H. S., and Hendry, C. E., *Camping and Character*, p.12-13

secure a personnel properly equipped for its task. Dimock and Hendry state that the two reasons for this are that there are no educational agencies which prepare men primarily for camp leadership as a profession and that the abilities essential for effective leadership involve a blending of personal qualities, campcraft skills, and educational skills. At the present time there are, however, two universities offering training for camp leaders as directors and counselors: Syracuse University of New York and The Teachers' College of Columbia University.

The standard sources for camp leaders as listed by the authors are public school teachers, trained camp counselors and college students. The results are very disappointing, according to Lieberman, because the men do not fit into the camp aims and methods. He stated that the progressive school teacher has the best qualifications and has made the most valuable contributions to their camp procedure. Among Lieberman's staff were workers in industry, Y. M. C. A. and Y. W. C. A. secretaries, and people in technical, cultural, research and scientific fields, and a number of leaders who had been trained in the camp. Dimock and Hendry stated that there is some ground for assuming that men in the fields of social science and education have the best academic equipment for the task. Modern camps are growing away from the tendency to recruit their leadership largely from the "college athletic" variety.

Lieberman selected staff members with a view to their emotional maturity, psychological insight, personal creativeness and social idealism.

c. Function of the Counselor.

The authors interpret leadership as a social function. The leader is a genuine member of the group. In this conception of leadership education and social psychology converge. Dimock and Hendry showed how the leader is a stimulator of purposeful enterprises from which develop desirable attitudes, skills, knowledge, ideals, and habits. The leader is in rapport with the purposes and wishes of the group. The leader's social function is to define and crystalize the desires of the group and to share with the group in the effort to realize their purposes; the leader defines the way the group will behave. The most important and difficult task of the leader is to enlarge the range of the boys' interests, to stimulate new purposes and to be a means of refining their attitudes and of building new habits. His relationship to the boy is that of genuine cooperation.⁶¹

Lieberman showed how the leader needs creative interests which make for enthusiasm and how the leader should enter into the child world of interests, permitting the campers to assume leadership and responsibility. The leaders function is to guide when necessary and at the same time to give the child a feeling of freedom from adult criticism and control. The staff and counselors provide the environment in which the children must live free to function as they desire. Lieberman further defined the function of the camp counselor,

"The group leader is expected to study the individual campers in his group, learn how to know their interests and abilities,

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61. Cf., Ibid., p. 205-208.

and stimulate the development of activities which meet their needs. He should make note of children who seem to be maladjusted and are either unable or unwilling to enter activities, or seem to be unable to adjust to the camp situation, and discuss these with other staff members in his division. . . He should keep records of the children's development, their participation in activities . . . and their individual and group projects, and write a report of his work and findings at the end of the season." 62

Some camps use a similar method of report except that a daily report of the leaders is required. This procedure is more effective as it gives a day by day account of the campers' development and reveals problems and needs which need immediate attention.

The leader is the hero model, says Mason. Youth is reaching for new experiences in things, and activities, and in the realms of personality, life, manhood and womanhood. Imitation is the greatest of social processes and the camp counselors function as heroes for youth. The campers feed their characters, while they are forming, upon the vision of admired models. Mason says,

"The need of youth is for a guide, a personality, a hero who visualizes in his life a goal worth striving toward and emulating, a leader, who by his own life gives their groping a course, this longing for something a reality, this hoped-for life a possible form." 63

d. Training for Leadership.

(1). Training Campers for Leadership.

The camp itself is a major source for skilled leadership. Dimock and Hendry stated that this is the most promising agency for training

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62. Lieberman, J., Creative Camping, p. 152-153.

63. Mason, Barnard, Camping and Education, p. 95.

leaders who will have the campcraft abilities, the ideal of the camp and educational skills. They hold before the campers the ideal of becoming a counselor and within the camp realm no greater distinction can be achieved. The progressive camps provide a definite training plan for senior campers and for a specially selected group of older boys.

Camp Ahmek gives campers training in three kinds of experience for the development of leadership. (1) The general camp experience develops skills in the essential activities, appreciation of the aims, purposes, and methods of camp, and the desirable social attitudes. (2) The campers in training are given actual practice in the leadership of younger boys. (3) An annual course is given for the older boys on "leadership training".⁶⁴ Lieberman offered a similar plan for training campers.

Dimock and Hendry gave four advantages of the counselor-in-training plan. (1) It points boys at an early age toward leadership positions in camp. It provides an educational motive for participation in a variety of activities. (2) It makes available counselors who have been trained in the camp. (3) It makes possible a thorough testing of abilities and attitudes before leadership responsibility is given. (4) It is a most fruitful experience for young men of this age in that it offers opportunity for development.⁶⁵

(2) Pre-camp Methods of Training.

Available counselors and prospective counselors should enroll

64. Cf., Dimock, H. S., and Hendry, C. E., *Camping and Character*, p.208.

65. *Ibid.*, p. 213-214.

in camping courses given by colleges and universities. Training courses and conferences are also established by groups of camp directors. Counselors may take special courses in child psychology, educational methods, nature study and educational psychology. Lieberman uses a preliminary staff training conference which lasts a week.

Another medium is the reading of selected books. Many helpful sources will be found in the Classified Bibliography on Camping.

The authors suggested the sending of printed or mimeographed material to counselors before the opening of camp. This material states the purpose and objectives of the camp, camp methods and the theory supporting it, routine responsibilities and inspirational material. Lieberman, Dimock and Hendry give the materials included in their statements to group leaders.

Contacts with boys throughout the winter aid in the development of leadership abilities. Excellent opportunities are offered through churches, clubs, scout troops, the Y. M. C. A. and other agencies.

Lieberman outlined the topics stressed in his preliminary conference for leaders. The topics include: the history and background of camping and of the Pioneer Youth camp; outline of staff organization and discussion of duties, relationships, major and secondary camp activities and their possibilities, community projects; presentation of the social organization and methods of group leadership; group interests and activities; attention to the maladjusted child, camp routine, the campfire, educational method and group conferences

on the needs of each age division in camp.

(3). Program of Training in Camp.

Dimock and Hendry classified the more essential features of the training program under the following heads. (1) Practice in leadership under supervision, (2) devices for the observation and analysis of the boy's behaviour needs, purposes, and interests, (3) contact and conference with supervisors, (4) counselors' meetings. Lieberman suggests similar methods.

In regard to supervised leadership Dimock and Hendry say,

"The ideal way to develop skillful camp leadership is through the actual practice of leadership in a situation of leadership where there is a cooperative sharing of experience among supervisors and counselors." 66

Reports by the staff, members and counselors on each camper help the leaders to become alert to their possibilities and objectives with particular boys, and supply a basis for guidance. The main points on the Group Leader Report used by Lieberman are: (1) attention to daily routine of the camper; (2) personality development; (3) social attitudes; (4) group activities.

Dimock and Hendry stated that the directors of personnel and program work chiefly with the sectional directors and counselors, through personal conferences. They also suggest a daily meeting of the counselors for a clearing of the knowledge and experience of the

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group members in dealing with common problems. Discussion and conference on every phase of the camp life and program, inspiration and guidance were features of the meeting. They furnish a detailed analysis of the topics of the counselors' meetings.

e. Qualities of Effective Leadership.

Many of the qualities of effective leadership from the viewpoint of the directors have been treated. This section will summarize the leadership qualities and give the campers' viewpoint as discovered by Bernard Mason.

Mason stated that a leader must be something that other men want to be, he must stand for something toward which other men incline. The counselor should be the best of his kind available and superior in some respects to others in the group. His approach must be positive and he must possess the ability to make himself popular with the campers. Mason quoted Miss Matoon's summary of the leaders qualifications, as indicating the views of the Camp Director's Association.

1. Radiant health and well being. Well balanced.
2. Unbounded and untiring interest in campers.
3. Personal neatness, courtesy; punctuality.
4. Joyfulness in simple tasks. Sense of humor.
5. Love of growing things. At home in woods.
6. Originality and initiative.
7. Ability to handle responsibility and people.
8. Sincere in thought and action, trustworthy in every detail.⁶⁷

As a result of his personal conferences and investigations Mason lists the traits which campers selected as qualities they liked in

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67. Matoon, L. I., Qualifications of a Camp Counselor, Camp Director's Association, Wolfboro Press.

their leaders.

1. Helped me.
2. Cheerful, happy, good-natured, full of fun.
3. Good spirit.
4. Strict.
5. Character.
6. Had no favorites.
7. Friendly and made comrades.
8. Efficient.
9. Participated in games and activities.
10. Strength and an athlete.
11. Understands boys.
12. "Didn't bawl us out".
13. He took a personal interest in me.
14. A good sport.

The reasons listed for dislike of camp leaders were,

1. Grouchy, a crab, cross.
2. Bossy, "too awful strict".
3. Not helpful.
4. Conceited and overbearing.
5. Did not participate in the activities.
6. Hard to know and understand.
7. A poor sport.
8. Had favorites.
9. Too easy-going.
10. Lazy, "no pep".
11. Quick-tempered.
12. Unfair and mean.
13. Sarcastic.
14. Selfish. 68

To summarize, among the counselors, campers favor those

1. Who are agreeable, friendly and approachable.
2. Who are strict and can maintain order.
3. Who participate in all activities with the campers.
4. Who are sympathetic and understanding.
5. Who are efficient in assigned work.
6. Who are athletic.
7. Who are not over-bearing, "bossy", and conceited.
8. Who are not unnecessarily severe. 68

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68. Mason, Barnard, Camping and Education, Chapter on Leadership.

f. Testing the Leader's Effectiveness.

Dimock and Hendry summarized the methods for appraising the effectiveness of leadership by suggesting three methods: (1) rating of the leader as to skills, attitudes and other kinds of behaviour; (2) by evaluating the program processes; (3) the most effective approach, if adequate instruments were available, would be to measure the actual changes which take place in boys. The latter may be done, but not as effectively as desired, through tests given to the campers at the start and close of camp and by questionnaires sent to the parents some time after the close of the season's camp. They stated that the best technique applied at Camp Ahmek for leadership analysis was the counselors' rating scale. Two rating scales were used: the first consisted of a list of abilities and attitudes representing the objectives of the leaders in relation to the boys; the second, the most effective, measured distinctly educational and leadership skills. Each sectional director rated the counselors by the latter scale in an interview. They are rated at the opening and close of the camp season. In making up the total rating score the types of characteristics and abilities are given the following weights: (1) personality and team work play elements, forty; (2) appreciation of higher values, twenty; (3) leadership tools and skills, forty. Dimock and Hendry showed that there was a definite correlation between desirable behaviour changes of the boys and the quality of the leadership. The correlation between the behaviour changes and the classification of

the counselors was found to be .80. 69

The effectiveness of the instructor is best measured by observation to judge his teaching methods, ability, the response and the degree of learning of the pupils. Dimock and Hendry give the marks of good leadership in instruction.

"The adding of new features by an instructor, a constant evaluation of his work, and a high degree of enthusiasm are marks of capable leadership. . . The number of boys that make progress and the degree of achievement determined by objective standards are the best indices of the effectiveness of the instruction."70

g. Summary.

A summary of camp administration and leadership follows.

1. Effective camp leadership demands training in educational methods and experience in camping skills, the possession of creative interests and resourcefulness, an experimental viewpoint and ability to work through the interests and desires of the camper.
2. Present resources for training leaders are inadequate.
3. Larger camps should be organized into smaller units giving campers personal contact with the leaders.
4. Counselors with the interests of the camper at heart are more desirable than skilled technicians and specialists.
5. The counselor functions as a member of the primary group. He is the guide, the stimulator, the observer of the behaviour of his

69. Cf., Dimock, H. S., and Hendry, C. E., *Camping and Character*, p. 233-242.

70. *Ibid.*, p. 242.

individual boys, the hero who visualizes the camp goal, and the one who defines the action of the group.

6. Camp-trained counselors often make the most effective leaders.
7. Leadership training should be carried on throughout the winter.
Leadership conferences held before camp opens are desirable.
8. The most effective methods for training leaders during the camp season are: actual leadership under constructive and critical supervision, the sharing of problems and experiences, the use of reports demanding observation of individual campers, and through the counselors' meetings.
9. Effective leadership qualities are: a love of the campers, clearness about aims, methods and ends to be attained, sincerity, contagious enthusiasm, interest in camp life and activities, creativity and ability to establish rapport with the campers.
10. The counselor's effectiveness may be tested through the use of rating scales for behaviour, skills, and attitudes, by evaluating the program processes he is connected with, and by measuring the actual changes in the campers under the leaders' supervision.

9. Camp Equipment.

a. Equipment of the Camp.

The two most useful sources on camp equipment found were *Camping and Woodcraft* by Horace Kephart and *Camp Management* by H. W. Gibson.

Gibson gave plans for camp buildings, suggested methods of

business management, principles of sanitation and diet. Both sources listed the necessities for outfitting a camp. Kephart treats in detail woodcraft skills, camp outfits, "camp cookery", and gives suggestions on the making of camp furniture.

b. Evaluation of Leadership and Equipment.

Lieberman advised that the camp equipment be simple and that as much of it as possible be constructed by the campers as project work. Mason stated that equipment and buildings mean but little since they build around personalities. Buildings are essential for a high standard of health and sanitation but extensive equipment is necessary only as it makes a larger program possible. Intelligent leadership is the essential in camp for it is the camp staff who determine the value of the camp as well as the usefulness of the equipment.

10. Measuring the Results of the Camp Experience.

Lieberman and Mason mentioned their various methods of measurement but did not treat the subject extensively. Dimock and Hendry gave a comprehensive treatment of the methods found to be the most useful at Camp Ahmek.⁷¹

a. Importance of Measuring Results of the Camp Experience.

Reasons for measuring the results of the camping experience

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71. Cf., Dimock, H. S., and Hendry, C. E., *Camping and Character*, Chap. XII, p. 255-291.

may be summarized as follows. (1) The results should be checked to determine whether the camp experience is of benefit or harm to the camper. (2) Results should be appraised in order to improve program and method. The pragmatic test must be applied to the whole camp enterprise. (3) Such a procedure is of value in the improvement and evaluation of leaders.

b. Methods of Measurement.

Instruments for estimating the improvement in skills, suggested by Dimock and Hendry are: a weekly report blank by each instructor on which he rates the progress of each boy and grades standards of achievement.

For estimating character changes the best test is the observation of behaviour in actual life situations. Methods suggested are: "paper and Pencil" tests, behaviour observation records, and behaviour frequency scales.

Parents' estimates of character changes in their children are secured by Dimock and Hendry through the use of a questionnaire sent out after the close of camp.

Mason makes extensive use of personal interviews for appraising the results of the camp experience. This is one of the most effective methods.

c. Summary.

The work of Dimock and Hendry in the field of camp measure-

ments may be summarized as follows,

1. The purpose of tests is to appraise the accomplishments of the camp in character building and for the improvement of leadership and program.
2. The most useful methods for measuring results were descriptive records of the boys' behaviour and behaviour rating scales.

As results of their study of measurement, Dimock and Hendry make six tentative conclusions.

1. Desirable behaviour changes are not the inevitable outcome of a camp experience.
2. Character changes are dependent on many factors: type of program and control, group opinion, and the kind of guidance given to behaviour problems. The group counselor is the most important single factor.
3. The degree of favorable change seems to decrease with increasing age.
4. Forms of behaviour symbolized in the camp spirit and embodied in camp traditions may act as effective controls of conduct.
5. Parents are more optimistic in rating the improvement of boys due to camp experience than are the camp leaders.
6. Some of the camp learnings persist in the home environment.

C. Current Trends and Needed Research.

The foregoing analysis reveals certain implications in respect to current trends in camping. The modern camp is in a significant stage of transition, according to Dimock and Hendry. The foregoing study shows how the aims and methods of the organized camp have changed, and how it is endeavoring at the present time to utilize the principles and procedures of education, psychology and of the social agencies in developing character and in bringing about social adjustment in the lives of boys and girls.⁷² The conception of camping has shifted from a recreational to an educational conception. This has transformed the program methods and leadership personnel. Objectives have been stated in terms of social attitudes and behaviour. Greater clarity of aim is recognized as essential for effectiveness. Definite objectives determined inductively give focus and direction to leadership. Measures and tests are being used and developed for the critical evaluation of every phase of camping and for appraising the results of camp in developing desirable social and character traits in boys and girls.

Curriculum building in camp also is changing, and directors are in search of a sound sociological basis as a complement to educational psychology for the guidance of the learning-living process. The curriculum is being thought of in terms of the total series of activities and relationships making up the boys' life in the community.

All of the authors except Gibson and Kaphart, mentioned the

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72. Cf., Ibid., p. 328-338.

shift from an adult-made and controlled series of activities called the program to a cooperatively developed experience in which all share. Democratic participation and government are being stressed by many camps. Camps are giving boys and girls opportunity for the practice of good citizenship and cooperative living. This change in aim and method has transformed the camp program.

Dimock and Hendry stated that the most promising trend was in the direction of a more thorough analysis in order to understand and treat the social adjustment needs of the individual. Under the influence of mental hygiene, personnel work has been inaugurated in some progressive camps. Every child is entitled to guidance regulated by the established principles of mental hygiene.

In looking toward the future, Dimock and Hendry mentioned the following trends: the schools are becoming aware of the values of camping, and they will probably extend their program to include the summer camp; it is evident that there will be closer cooperation between camping and institutions of higher learning.

Suggestions for the organization or promotion of research are given by Dimock and Hendry. (1) The summer camp should utilize whenever possible the results and methods of allied educational and social agencies. (2) Progressive camps should study their own methods, program and problems with the most adequate methods available. (3) Definite policies on research and experimentation should be formulated by national organizations operating camps. (4) Camp directors should become more closely related to the large educational and

scientific associations.

The more crucial questions facing the educational summer camp are discussed by Dimock and Hendry. They treated the following problems: (1) the possibility for the summer camp to operate as a business enterprise, requiring profit, and at the same time remaining a thoroughly educative enterprise; (2) the relationship between the size of the camp and its usefulness; (3) the comparative values of a "natural" camp and that characterized by a "civilized" community; (4) another problem is how the camping experience may be more closely related to the year-long experience of the camper. Dimock and Hendry also give a comprehensive list of problems for study and experimental investigation.⁷³

73. Ibid., p. 247-254.

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CHAPTER V

CONCLUSION

"Don't be afraid to make a religious appeal, but be sure it is big enough."

-- Mari Ruef Hofer.

"Complete education is complete living, and complete living is sensing all human values as divine. Education is the awakening of life to the sublime realities and meanings of existence. . . Education is the awakening of the life of God in the soul of man, involving praise, prayer, and worship."

-- Herman Harrell Horne.

"I am more indebted to my teacher, Aristotle, than to my father, Philip, for to Philip I am indebted for living, but to Aristotle for living well."

-- Alexander the Great.

CONCLUSION

The purpose of this study has been two-fold: first, to discover through the survey method the available sources on camping in order to build a comprehensive source list for camp directors and leaders; second, to analyse the primary sources on camping which were selected by camp directors through a questionnaire. The purpose of the analysis was to determine the topics, emphases, methods, and current trends of present day camping.

Principles and methods of scientific investigation governed both the survey and the analysis. The methods involving the survey of sources were the questionnaire, study of library card-catalogue files, and personal interviews with camp leaders and directors for supplementary and practical sources. In the analysis of the primary sources a data-chart for notations of the main points discussed was employed. A comparative study was made of the five sources analysed. The subjects revealed by the analysis were briefly treated and summarized.

As a result of the source survey and questionnaire study, it appears that camp directors are not familiar with the sources available on camping. Camp directors and leaders will become more efficient as they familiarize themselves with the authors and organizations dealing with the problems and programs of camp. The Classified Bibliography on Camping presenting a comprehensive list of sources should assist camp leaders.

The history of organized camping indicates that the camp has

become an institution of great influence and usefulness in the education of children and youth. Religious institutions and their representatives have had a significant influence in the growth and development of camping. Religious educators should seek to increasingly employ the summer camp as an agency for character development through experience in actually living religion. The church is not availing itself of this great opportunity.

Judging from the results of the analysis, it is evident that some effort should be made to bring the various summer conferences and camps operated by religious institutions and denominations into closer contact with directors of organized summer camps. This would contribute much to the churches use of camping in its program. The logical group for such cooperation is the Camp Directors' Association of America.

This increased cooperation between the religious educators and camp directors will also contribute to the development and enlargement of character and social education in the organized camp. Dimock and Hendry suggested such cooperation and exchange of experiences and methods. Camp directors, however, too generally ignore the principles and methods of religious education, and in many camps the spiritual life needs to be strengthened by their application. The present trend is to interpret religion only in terms of the higher social values. The personal spiritual life should also be stressed; such a stress would include prayer, Bible-centered discussion, and devotions, all based on life and related to camp situations. Both the leader's and

the camper's concept of God should be enlarged. Campers need to participate in worship and religious activity. A purely social stress which leaves out God is inadequate. A vital religious experience will be of the greatest integrative and social value to the camper, and will furnish a focus and power for the accomplishment of social and personal adjustments. We need to combine the spiritual religious emphasis of Gibson with the progressive methods and social viewpoint of Lieberman, Mason, and Dimock and Hendry. The campers should discover and know God by first-hand experience. The summer camp furnishes the best situation for knowing God. Here is a new challenge for Christian education. What Herman Harrell Horne says of modern Christianity applies to camping.

"The new technique of mysticism will certainly include the vision of Christ, the art of prayer, the open mind, the waiting soul, the willing heart . . . Without the experience of God, the life of the individual is like an incandescent bulb with a broken filament." 1

Camping is a young movement which must keep the experimental spirit of youth in order to grow. Directors should continue to enrich their programs, experimenting with new ideas, creating new methods, and eliminating the chaff and saving the kernels of real education. We must increasingly seek to know the nature of the needs and interests of the campers. Helpful literature should be contributed, and the sources now available consulted. Growth is only possible as we maintain the experimental, creative, Christian spirit.

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1. Horne, Herman Harrell, The Essentials of Leadership, p. 107.