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A CAMPING MANUAL

R. ALICE DROUGHT, PH.D.

ILLUSTRATED

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TO

KATIE LEE JOHNSON

Preface

THE PROBLEMS and pleasures incident to camping are many and varied. Among the problems are theoretical questions and matters of practical concern that come perennially to camp administrators, counselors, and parents. Among the pleasures are the comradeship of the campfire, the richness of friendships developed through a common endeavor, and the quest for more information on camping practice.

This manual has been prepared in response to repeated requests for specific information on various subjects relating to camping. It is written to explain the why and the how of various phases or aspects of camping, particularly those which are frequently taken for granted, misunderstood, or ignored.

A dozen years of camping experience, in private and in organization camps, in boys' camps as well as girls' camps throughout much of the United States and in western Europe have gone into the preparation of the manuscript. We have served as camp waterfront director, camp dietitian, business manager, handcraft counselor, unit leader, and at times even pinch-hit for the cook, the nurse, and the handyman. We have selected campsites, planned the layouts and made development plans for camps, and served as camp director.

We have lived through a devastating tornado in camp, and rainy seasons without apparent end. We have gone horseback riding with boys at a Y.M.C.A. camp in Wisconsin, and climbed the Swiss Alps with Girl Guides from Cairo and Calcutta. We have met our share of problems, and had our allotment of fun. We wish now to share our experiences, particularly with those for whom camping is a new enterprise and a never-ending adventure.

We wish to acknowledge with thanks and appreciation the interest

of friends and associates who have contributed to the preparation and completion of this manual. A special word of thanks is due to Hardwick Moseley of Chicago, for suggestions on organization of the material presented; to Ruth Wharton Rivers of Phoenix, Arizona, for careful and critical reading of the original manuscript; to Dr. William A. Thomas of Chicago for instruction in foods and nutrition; to Dorothy Cosby Mayberry, formerly dietitian for the Federal Reserve Bank in New York, for checking the chapter on foods; to Marjorie Swafford Drought of Clinton, New York, for permission to include her poem, "Taps"; to Barbara Ellen Joy, owner and director of the Joy Camps at Hazelhurst, Wisconsin; to Elmer Ott, director of Camp Manito-wish at Boulder Junction, Wisconsin; and to Paul M. Carnahan, secretary of the Northern Indiana Camping Association at Michigan City, Indiana, for permission to use some of their camp photographs.

We extend our thanks across the sea to Ide de Herrenschwand of Berne, Switzerland, and to Karen Wahlstrand of Stockholm, Sweden, and to the many camping friends at home and abroad who have contributed to the enjoyment and enrichment of camping adventures, and whose collective experiences somehow appear in the pages of this manual.

R. A. D.

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A CAMPING MANUAL

Chapter I

THE CHALLENGE OF CAMPING

UNIVERSAL EDUCATION is one of the cornerstones of the American way of life. More conscious educating is done in camp than at any place outside of school because camping is a natural situation which concerns living. The quality of the educative force of camping depends to some extent upon a careful and thoughtful analysis, not of educational methods, but of the objectives and the potentialities of camping. An understanding of the development of camping in America will make these potentialities more evident.

Camping was once a part of our national existence, when Indians, pioneers, and frontiersmen alike of a by-gone day depended upon their wits to secure their primary needs, food, clothing, and shelter. From its original state, camping has progressed to a recreational and educational movement, fraught with social significance.

Organized camping was done originally for the fun of it, and for the sake of camping. Early in its existence, however, it became purposeful recreation, its deliberate purpose being the promotion of health, personality growth, and education. These objectives have stood the test of time, and through the years they have come to be taken for granted. The methods of achieving them have changed, while the concept of health has broadened to include mental as well as physical well-being.

During its next discernible stage, organized camping was analyzed in terms of education, and attempted to measure up to good educational procedure. Educational method and practice came in for scrutiny. Part of the traditional was rejected while some of the principles of progressive education were adopted by camps with progressive leadership of an experimental turn of mind. In these camps, programs were made

flexible instead of rigid; campers were permitted and encouraged to make choices; programs were fitted to the campers rather than the campers fitted to the programs.

Gradually there has emerged a social stage of the camping movement, in which social awareness and social responsibilities are predominant. On the one hand, this stage of camping recognizes the educational values of just "learning to live" in the out-of-doors, simply and harmoniously, with and within a group. On the other hand, it has expanded its facilities, extending them to more and more groups of campers.

Each succeeding stage of camping has contributed constructively to the general trend that camping has taken. For the most part, the progression from one stage to another has amplified rather than nullified the preceding one. Some of the hazards and the elements of the original type of camping are as valuable in the development of the individual today as they were in his survival a century ago. Courage and resourcefulness are still at a premium, although the impulse to camp for the sake of camping has been mitigated. It has been overshadowed by a consciousness of the educational possibilities of camping and the consequent eagerness of many camps to offer "advantages" of one kind or another.

The heritage of contemporary camping is both rich and varied. The late Dr. Charles W. Eliot of Harvard once described camping as America's greatest contribution to education. His description stands today as a challenge. If camping has been a unique contribution to education, it has within it still the opportunity for the development not only of the individual camper as such, but for strengthening the democratic social order by providing opportunities for intelligent participative citizenship, thereby fostering those attitudes of mind which make one willing to accept the responsibilities of citizenship as well as demanding its privileges.

Democracy has its own inherent weaknesses. The very fact that it promotes better standards of living tends to soften its citizens. They become used to radio entertainment and canned food. They prefer smooth mountain roads and the opportunity to drive over them in streamlined motor cars to rocky trails which must be climbed to the top.

Camps, whether large or small, may and should provide opportunities for their campers not only to participate in program planning but to make their own way, to live by their own ingenuity, to create their own amusements, to thrill to the challenge of the unknown. A generation of people used to making its own way, to providing its own fun, to solving its own problems will not be content to let others run its government. Such a generation will assume a participating interest in government. Such is the far-flung social challenge of camping.

Just as types of camps vary, so do conceptions of camping and of camping objectives for an individual camp. "Real camping" is simply living outdoors, comfortably and enjoyably. It implies a love of the out-of-doors, of sun and wind and stars. It implies likewise a knowledge of campcraft and woodcraft, or at least of a desire and a disposition to learn the skills of a woodsman. Real camping can be done in established camps. It will not, however, "just happen," but must be consciously planned. What usually occurs when things "just happen" in the development of a camp is that a camp soon becomes cluttered with unnecessary equipment and unnecessarily elaborate tools which stifle the urge to simple outdoor living.

The objectives of real camping are basic to a fundamentally sound recreational camp program. The fundamental things, the things through which the fiber of life is toughened, are the simple things. For "simple camp living" implies not only campcraft but amicable group living and group experience, one of the essential ingredients of camping program. A special purpose camp, such as a music or a tutoring camp, or a religious conference camp, which is designed primarily to provide a more beautiful and natural environment as a background for a specific interest, still may embrace the fundamental philosophy of simple camp living. The objectives of simple camp living may be nullified by camp directors and counselors who do not know how to camp and who dislike to camp; by too many "all camp" activities; by too many cross-cuttings of small groups; by having too many activities planned by the counselors and too few by the campers; and by having too many fine tools and too few simple ones.

There is an evident necessity for organized camps to take care of increasingly large numbers of children. It becomes more difficult, then, to maintain and to achieve the objectives of real camping. It is not

impossible, however, nor is it hopeless. Factors which will help in their achievement are (1) having the camp laid out in units (that is, groups of tents or cabins for 16 to 24 campers in scattered places on the campsite instead of having all of the housing units centralized); (2) teaching counselors how to camp (that is, how to build fires, cook on the trail, pitch tents, ride horseback, and paddle canoes); (3) *not* providing or doing *for* the campers anything they can provide or do for themselves, but letting them gain strength and resourcefulness by making their own way and planning their own programs and entertainment; (4) maintaining a tempo of activities such as will provide opportunity for leisure, even if it involves cutting down on the number and kinds of activities usually offered; (5) serving simple, wholesome food. These things will not necessarily guarantee "real camping" in an established camp of 100 or more children, but they will point the way. Other things being equal, the smaller the camp, the easier it will be to do "real camping" in it.

A study of various viewpoints on why children go to camp may help to clarify the matter of what camping objectives are and what they may be. Most important of these viewpoints is that of the child. He comes to camp for a vacation. His primary requisite for a vacation is having a good time and finding adventure. If he did not expect to find both, he would not want to come at all. Certainly he would not return voluntarily a second year, if his expectations were unfulfilled. But in his search for fun and adventure he usually becomes enmeshed immediately in camp routine. He is hardly off the bus when he may be told not to go near the water, to report to the camp nurse, to get "weighed in," to get his swimming ability classified, to make up his bunk, to deposit his spending money at the business office, to send his mother a postal card telling her he has arrived and is having a fine time. Is it any wonder that "first nighters" sometimes get homesick?

The requirements of health and safety demand certain precautions and certain routine. It is necessary for the health and welfare of the campers and the camp for the camper to "check in" with the nurse. But beyond that, it is not quite fair to the camper to cloud his first burst of joy over being at his chosen vacation spot by smothering him with "do's and don't's." The most necessary of these may be told to him

together with a small group of campers by his counselor. His own natural curiosity will elicit the rest of them within twenty-four hours or less.

Parents send their children to camp with various motives, as well as hopes. In general, in addition to wanting their children to have a good time, they usually want them to learn something that will be of future use or enjoyment to them, such as acquiring a skill like swimming, diving, or paddling a canoe. They expect discipline, whether or not they exercise it at home! They expect their sons and daughters to return from camp healthy and rested, not exhausted. They expect that they will be happy as well as healthy. They expect their children to have wholesome, plain food, regardless of the extent to which they are indulged in delicacies at home.

The third group to be concerned with the matter of why children go to camp is the camp staff, whose responsibility it is to consider the campers' and the parents' viewpoints, and to add its own interpretations of ways in which these various motives may find satisfaction in expression. The task of co-ordinating these viewpoints, while providing a creative camping experience for the camper and meeting the challenge of camping, is that of the camp director together with his staff.

An individual camp may develop, define, and clarify its own objectives by a review of reasons why children want to come to camp and of why parents send them; by an adequate knowledge of the assets and liabilities of the campsite and of the possibilities and limitations of the camp and its leadership; by an understanding of the specific purpose for which the camp is operated. A comprehension of the educational possibilities and the social significance of camping will make the objectives more vital. A review or re-definition of camping objectives at the beginning of the camping season will not be amiss, while an occasional check of progress, procedure, and achievement against the objectives during the camping season may strengthen the program.

In terms of the individual camper, a recreational summer camp, whether large or small, short term or long, should offer him opportunities to develop a new skill and to improve in one he already has; opportunities to have adventures in life and living; to make new friends; to invite his soul to grow; to develop initiative and resource-

fulness; to improve in health; to assume some of the duties of a good camper as well as sharing in the fun of the camp community.

Improvement in skill, or the acquisition of a skill, will strengthen a camper's self-confidence, and help to make him that much more fit for the competitive battle of life. Adventures—such as come with sleeping out underneath the stars, or hiking across the prairie to greet the rising sun, or exploring the deep woods or a mountain canyon—together with friendships broaden the camper's horizon, for they are of life's essence. Time for sitting on a tree stump or the bank of a stream, and just loafing, need not be considered in the light of time wasted. It may be the camper's only opportunity for contemplative thinking and physicial relaxation.

A sound camping program should be keyed to the mood and tempo of the times. Primarily it must recognize the need for leisure in a hurrying world, for the pressure of constant hurry leads inevitably to lowered physical resistance or to superficiality of effort, and leads away from the perception of spiritual values. The second challenge of camping is the ever present need for physical health and the equally pressing need for mental health and poise. The third challenge is the need for social adjustment, the need for which is born of jealousy, prejudice, hatred, fear, and insecurity. Broadly speaking, social adjustment includes religious, racial, and national tolerance. The fourth challenge of camping is the necessity for the development of leadership, and for providing for and encouraging the exercise of democratic procedures by the entire camp personnel. These are challenges whose social significance is immeasurable.

To meet these challenges, camping has within its scope the opportunities for contemplative leisure, for creative group living, for building physical health and mental well-being, for strengthening the democratic way of life. Out of the fulfillment of these opportunities should come the finest contribution that camping can make: the counteracting of the warped pavement-minded philosophies of our cities, and, through the expression of and the search for beauty, the enrichment of the lives of all campers through spiritual re-creation.

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Chapter II

CAMPSITE SELECTION AND DEVELOPMENT

INTEREST IN CAMPS and camping has expanded rapidly in recent years. This has resulted in part from a more general recognition of the values and significance of camping from an educational, health, and social point of view, and in part from the aid that the federal government has extended to the youth camping movement through the Civilian Conservation Corps and the National Youth Administration. The provision of camping facilities in the recreational demonstration areas set up by the National Park Service of the United States Department of the Interior has made camping possible for various organized groups that previously had not had such opportunity. A continuance of this awakened and accelerated interest in camping will lead, inevitably, to a scramble for campsites. Guideposts for the selection and planning of recreational camps become increasingly important.

The requirements of utility and the factors of health and safety are of primary practical concern. These include the matters of adequate acreage, topography and drainage, waste disposal, prevailing winds, natural hazards, and water supply. Other factors to be considered are distance from centers of population, distance from neighbors, available and varying natural resources, natural scenic beauty, the suitability or adaptability of the site to the camp's objectives and probable program, and the co-ordination of camp layout and program. The principles of campsite selection and layout apply to both small and large camps.

Adequate acreage is most important among the utilitarian factors of campsite selection. This may be determined by the probable and eventual capacity of the camp. An acre of land per camper is a desirable minimum in order to provide plenty of room for uncrowded layout,

for exploration, and for an adventurous program, as well as to serve as a protection against encroaching neighbors. Undeveloped acres calling for improvement present the age old challenge of the frontier.

Soil conditions usually determine the matter of drainage, with porous or gravelly subsoil providing better natural drainage than clay soil, or a soil wherein ground water approaches the surface. A campsite wherein the disposal of water by seepage is difficult is not particularly desirable. A site selected for a camp should be one in which the location of all places of waste disposal (latrines, septic tanks, and grease traps) may be such as not to contaminate the water supply.

A campsite which is continually damp, or one which harbors mosquito breeding spots such as pools of stagnant water, is undesirable from the health standpoint. Dampness tends to develop colds, sore throats, and sinus infections, while mosquitoes may be disease carriers.[1]

Although protection against prevailing winds is desirable, it is far better to locate a camp on a windswept hillside which is high and dry and which provides natural drainage than to locate it in a wind-protected but moist, muggy hollow. Where natural protection against prevailing winds is not possible, it may be feasible to plant windbreaks of native trees and shrubs to keep the camp from being badly whipped in heavy storms. Native rather than ornamental trees and shrubs are preferable for planting purposes in a camp because, as a rule, they are more drought-resistant and disease-resistant than ornamental or horticultural varieties.

Natural hazards may be considered along with topography and drainage in the matter of campsite selection. Some hazards are impossible to avoid, such as rattlesnakes and copperheads in some of the mountainous and rocky regions of the country. Other hazards, such as open mine shafts which might result in accident or injury through momentary carelessness, daring, or natural exuberance, can be avoided by altering the selection of the site.

Waterfronts bear careful scrutiny so that the hazards of whirlpools, undertows, swift streams, and sudden drop-offs in lake or river beds may be avoided. Where swimming facilities are available though hazardous, although the campsite is first rate otherwise, the waterfront difficulty may be circumvented by building a swimming pool. The

[1] See Appendix (page 138) for mosquito control.

American Red Cross recommends selecting a swimming area that will provide, if possible, deep water swimming for experienced swimmers, and shallow water for beginners. In those sections of the country where lakes and streams are plentiful and swimming is taken for granted, an available place to swim becomes a requisite for a campsite.

An adequate supply of safe drinking water and of water for culinary and bathing purposes is of even more importance than water for swimming. The average per capita consumption of water in a camp may vary daily from 30 to 75 gallons. Where flush toilets and showers are provided, provision should be made for an average per capita consumption of fifty gallons per day, basing all estimates for the total supply on the maximum population of the camp. Less water is needed where latrines are substituted for flush toilets.

Insofar as possible and practicable, campsites should be remote from densely populated areas to provide a feeling of release from the pressures of the cities, and a sense of the freedom of the open country. Camps should be located far enough from near neighbors to provide campers with a sense of independence and resourcefulness, to provide them with adventure, and to challenge them with the opportunities for spiritual re-creation far from the cities' strife. Sometimes it is necessary to go considerable distances from centers of population to realize the feeling of seclusion. At other times, location of a camp on a side road away from the main traveled highways, perhaps within 20 miles of a large city but away from close neighbors, will produce the effect of remoteness from the city and achieve the feeling that self-reliance is necessary.

Varying natural resources—woodland and meadow, hills or a stream—will make a campsite far more interesting and adventurous than a treeless site without variations in contour and vegetation. Natural scenic beauty is an asset of the first magnitude although its values are intangible.

A campsite adequate for its purpose must be suitable to its purpose. Deep woods camping and deep woods campsites must be remote from the cities. A camp which expects to offer horseback riding as a major activity needs ample acreage for riding trails, or else it should be in an area away from well traveled roads where it will be possible to ride with comparative freedom from the hazards of motor traffic. A camp

which intends to feature trail cooking should be located in an area where the building of fires is unrestricted. State and national parks sometimes restrict the building of campfires because of the forest fire hazard.

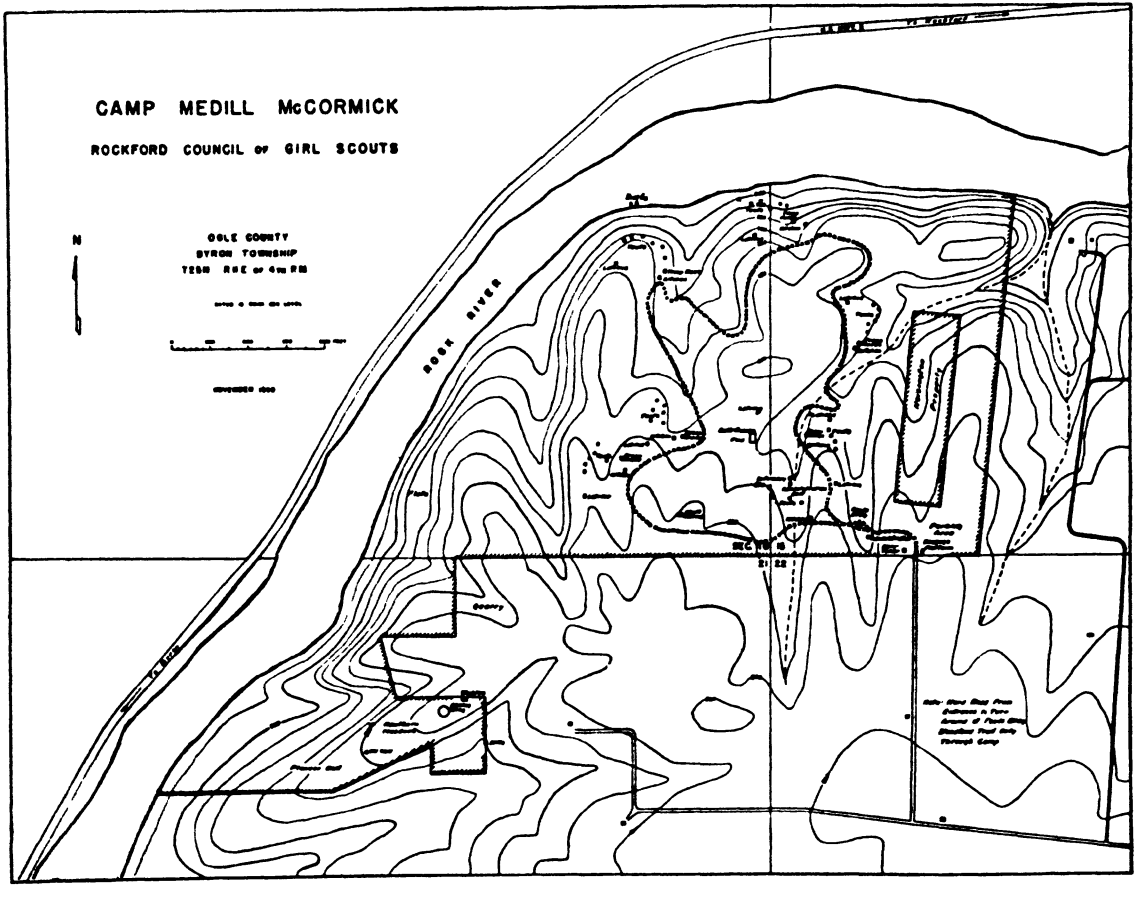
A camp that is to be used for winter camping requires some available natural facilities for winter sports: a lake for skating or iceboating, a hill for tobogganing or sledding, or good cross-country terrain for skiing or snow-shoeing. While the co-ordination of camp layout and program is a factor of campsite development, the possibilities of such co-ordination require some consideration in the selection of the site. Some of the natural factors of the site may, in part, determine the camp program.

A campsite, then, should meet the tests of adequate acreage; good drainage; provision for adequate waste disposal; a safe supply of water for drinking and culinary purposes and an adequate supply of water for bathing purposes; the elimination of as many natural hazards as possible; varying natural resources; scenic beauty; remoteness, either real or apparent, from centers of population; and suitability to purpose.

Campsite selection should be made preferably in the summer, or in spring or fall, rather than during the winter, in order to judge the conditions under which most of the camping will be done. It is impossible to judge the nature and character of a proposed swimming area when the water has frozen to ice.

The logical follow-up of the final selection of a campsite is the preparation of a comprehensive development plan. A master plan *based upon a topographic map of the site* is of fundamental practical importance to its development even though the development may extend over a period of years. A master plan takes into consideration not only the physical factors of topography, drainage, prevailing winds, and natural scenic resources, but likewise the purpose of the camp, its objectives and general type of program, its eventual capacity, and its probable seasonal usage, whether summer or winter, or both. A comprehensive plan will not only provide for the orderly growth of the camp, but it will point up the fundamental relationship of one area to another.

In the development plan for a campsite, and in the subsequent development of the area, the individuality of the site should be recognized and its integrity maintained. Its natural and strategic advantages,


CAMP MEDILL McCORMICK
ROCKFORD COUNCIL OF GIRL SCOUTS
N
OGLE COUNTY
BYRON TOWNSHIP
ROCK RIVER

together with its intrinsic program possibilities should be capitalized. Simplicity should be the keynote of development. A site of compelling natural beauty should be left as unspoiled as possible, for the requirements of beauty, and their contribution to the spiritual development of the individual command recognition and consideration. A site that is particularly adapted to waterfront activities such as swimming, sailing, and canoeing, should logically develop its waterfront program. The fundamental principles of campsite development include utility, simplicity, beauty, and co-ordination of layout and program. Each principle requires individual consideration, yet all of them must be welded into one.

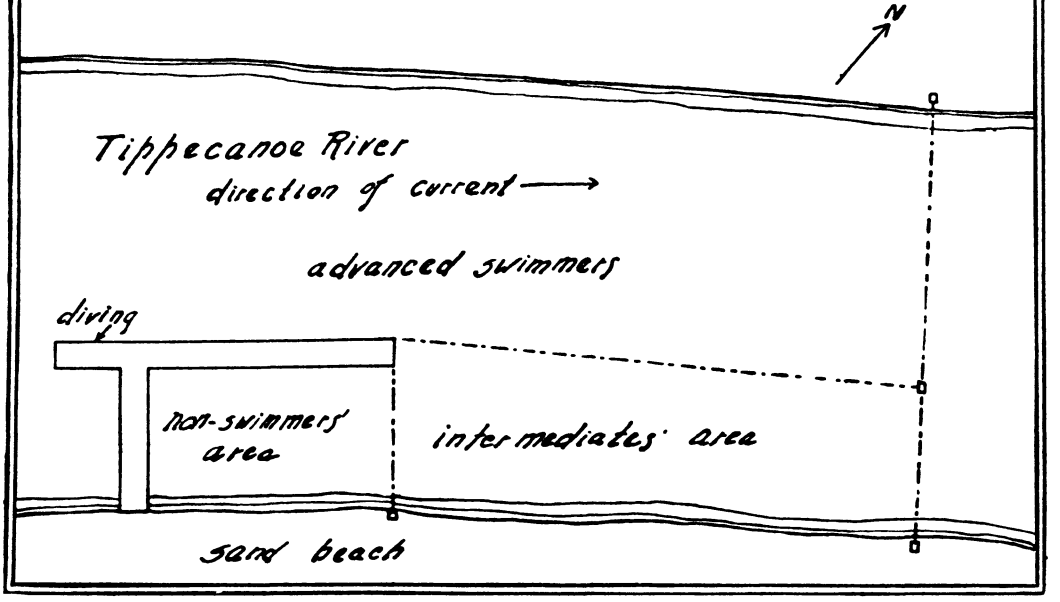
The preliminary step in planning a given campsite is acquiring complete familiarity with it, whether it consists of forty acres, or 340. Once the right of way to the site has been established, the boundaries of the site need to be determined definitely by survey, and must be known to the camp planner. Knowing the boundaries is the first step toward knowing the site. Acquiring complete familiarity with what lies within the boundaries is the logical second step.

The one and only way to become completely familiar with the campsite so that all of its various possibilities, its assets, and its liabilities become apparent, is to tramp over it, not once or twice, but time and time again, early in the morning when dew still covers the ground; at high noon when the sun's rays beat down; in late afternoon when shadows fall; again at sunset, and when evening steals across woodland and meadow, obliterating sharp outlines and making mysterious the sound of the hoot owl and the outline of spruce. The site should be explored in sunshine and in rain, for only by observing run-off during a rain can one know accurately what the natural drainage is. Only by being on the campsite in various kinds of weather can one know what spots are reasonably sheltered, what spots are exposed to all the winds that blow, what places would be unbearably hot during mid-July. All of this information is essential to the creation of a sound development plan. Even if it takes weeks to become thoroughly familiar with the area, it is time well spent.

It is exceedingly important to check and re-check field work with a map and general development plan of the camp. What may not be obvious in tramping through briers and underbrush and through the

PLAN for RIVER SWIMMING AREA
CAMP WINNETKA
Beardstown, Indiana
Scale 1" = 20' 0 20'
By R Alice Drought - July 1942-

SPECIFICATIONS
Pier supplemented with rope guide lines. Use ½" manilla rope strung through 4" x 4" x 8" wooden blocks painted white anchored w/ stakes.



woods may become obvious when visualized on a map. Relative distances can be calculated and comprehended more readily when mapped out, and the relationships between areas can be seen at a glance. It is far simpler, as well as less expensive, to move tent platforms on paper than it is to move them on the ground.

The requirements of the camp, that is, its capacity, its purpose, and the type of program that will probably be offered must, of course, be known in order that they may be planned for intelligently. The larger areas for housing, administration, service, and waterfront activities should be blocked out first. The details for these areas may be considered secondarily, with roadways and trails to be developed last.

Wherever possible, the administration unit of camp should be located nearest the entrance to camp. This unit may include the camp office, the central lodge and dining hall (if these are to be provided), the infirmary or isolation tent, living quarters for the administration staff, the pump house, storage space for supplies, latrines and showers. The layout of the individual features of the unit with relation to each other will depend, to some extent, upon existing topography.

The matter of housing is important. Taking their cues, perhaps, from army camps, which were laid out for efficiency, the early recreational camps were laid out with straight rows of cabins or tents, set close together, often in company streets. In the early stages of organized summer camping when camps attempted to provide recreation out-of-doors away from the hazards, annoyances, and nuisances of the city, there developed rows upon rows of tent platforms and cabins in juxtaposition with baseball diamonds, tennis courts, and other play fields. Recreation and athletics were almost synonymous, while living in the out-of-doors with intensive participation in organized sports constituted camping. It was a step in the right direction for recreation and health education.

Within the last decade there has come about an increasing emphasis on the unit system in camp layout and program. The unit or decentralized system breaks down "mass camping," thereby making it possible for campers and counselors to become better acquainted, and for the individual camper to have more personal attention. It takes cognizance of human values. It is the plan in use in the development of group camps in the National Park Service recreational demonstration areas.

The unit system of layout supersedes the company street. It provides housing for a small group or unit of campers, usually not to exceed 24 with four counselors. The informal arrangement of tents or cabins is usually at some spot strategically located because of a commanding view, exceptionally good drainage, proximity to the center of activity which the campers in that unit may particularly wish to participate in, or perhaps because of remoteness from the rest of camp for a unit of older, experienced campers. The number of housing units required may be determined by dividing the eventual capacity of the camp by 16, 20, or 24, depending upon the desired size of the units.

Each unit is, in reality, a camp within a camp. Every unit has its own water, washing and toilet facilities. It may have an outdoor kitchen or fireplace, or a "troop house" for rainy day activities or for storing permanent equipment. It may have its own flagpole. In laying out a unit, tent or cabin locations should be selected first. Service features may then be laid out with relation to the housing units. Latrines should be a minimum of 100 feet away from tent, cabin, or unit kitchen; preferably farther. Unit kitchens should be so located that prevailing winds will blow the smoke and odors of cooking away from the tents or cabins, not toward them.

Roadways and trails should serve the units; the units should not be placed with respect to pre-conceived or pre-constructed roads. Service trails should not cut through units if it can be avoided. They should go around them instead, for there is a psychological advantage in having a unit geographically compact. It increases the feeling and spirit of group unity and cohesiveness.

In a large camp, a service road to the service area (either to the kitchen, lodge, or storehouse), is imperative to facilitate the delivery of supplies. Roads within the camp in addition to the service road should, however, be held to a minimum. Intercommunicating trails between units for the use of the camp station wagon or truck, in hauling baggage or bringing supplies to the unit kitchen, should substitute for roads. Trails will not invite traffic, and they may serve to maintain the natural atmosphere of the camp itself. Where there is no necessity for the use of a truck or station wagon within the camp grounds, foot paths will amply serve the purpose.

Factors of health and safety will influence the design and layout of

the service features of the camp as well as of the waterfront.[1] The location of stables in camps that offer riding, the design and layout of the waterfront and rifle range, the location of latrines, service drives, parking areas and the truck hazard all must be considered from the health and safety angles. Stables should be as far removed from the living quarters of camp as is practicable, because flies are inevitable wherever horses are quartered. Safety standards for waterfront development and equipment have been worked out by the American Red Cross. Other things being equal, it is desirable to locate the waterfront as centrally as possible with respect to the units.

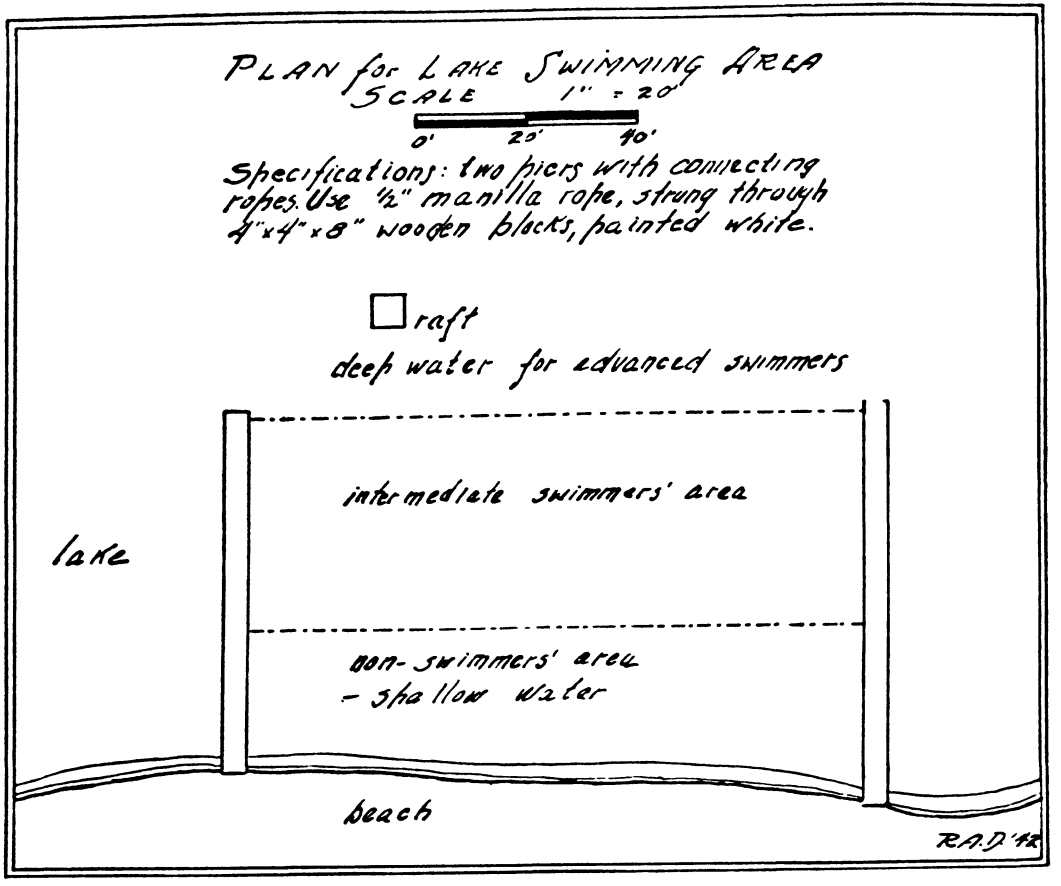
Parking areas are essential at camps which have specified visiting days, and at camps where the individual campers are brought in private cars, all arriving at approximately the same time, instead of arriving in concentrated groups by motor bus. The size of the parking area will depend, of course, upon the number of cars anticipated at any one time. A camp accommodating 100 campers might normally expect to have to provide parking space for 60 cars, if it is within reasonable driving distance of the center of population from which it draws its campers. Private camps in remote areas will not have the parking problems that agency camps have that are within fifty miles of the cities which they serve. The parking area should be quite close to the entrance to camp, to avoid both traffic and dust within the camp.

Service drives should also remain as close to the entrance to camp as is practicable. There is always the unwary child who may dash inadvertently into the path of a delivery truck. If roads in camp are confined to the outlying areas, children are much less apt to be on them.

The details of a camp development plan require a consideration of such things as sanitation and the type of sanitary facilities to provide, the type of housing accommodations most suitable, and the number and type of buildings to be built on the campsite. Camp sanitation includes the problems of water supply and waste disposal.

There are two sources of water supply, surface water and ground water. Surface water is derived from the run-off of rain water or melting snow, and the overflow from springs. It should always be con-

[1] Waterfronts as herein discussed refer, not to the entire water frontage which a camp may have, but to the specific area used for swimming, and for docking and beaching boats and canoes. See Chapter III on *Health and Safety* for waterfront safety standards. See Appendix (page 135).


PLAN for LAKE SWIMMING AREA
SCALE 1" = 20'
0'
20'
40'
Specifications: two piers with connecting ropes. Use ½" manilla rope, strung through 4"x4"x8" wooden blocks, painted white.
raft
deep water for advanced swimmers
intermediate swimmers' area
lake
non-swimmers' area
- shallow water
beach
R.A.D. '42

sidered as potentially contaminated. Ground water, which flows beneath the surface of the ground and is obtained by wells or springs, need not necessarily be so considered. For all practical purposes, any camp water supply that contains surface water should be regarded as potentially contaminated and as a probable source of disease until rendered safe for human use by some method of purification.

There are two kinds of wells—deep and shallow. A deep well passes into or through an impervious rock stratum which usually excludes surface water. A shallow well does not reach down to the first impervious layer of rock, and therefore the water from a shallow well should be treated as surface water. A deep well is usually driven, while a shallow well may be dug or driven. Deep wells are usually free from pollution because of their depth and because they usually penetrate one or more layers of rock. As both types of wells may be polluted by material entering at the top of the well, the top of the shaft should be sealed up with a cement platform to prevent the entrance of contamination. The Wisconsin state law requires that every well shall be maintained under water-tight seal by the owner at all times, except when necessary to remove the seal for inspection purposes, or to accomplish necessary installation or repair.

Spring water is derivable from the water flowing above, or lying just below the first impenetrable stratum of rock. The former, being surface water, should be regarded as contaminated. The entrance of surface water into a spring should be prevented by enclosing the spring in a water-tight chamber. Water from an enclosed spring can be drawn by a pump or allowed to escape through an overflow pipe.

The importance of pure water cannot be overestimated, as both typhoid and dysentery are water-borne germs. The only practicable methods of killing the disease-producing germs and thereby of purifying the water are by boiling or chlorination. To purify it, water needs to be boiled for ten minutes. It may then be aerated by pouring from one container to another, in order to alleviate the insipid taste that results from boiling. The human element and the desire for speed may lead to carelessness, and make that method of purification infeasible, while the difficulties of obtaining adequate supplies of chlorine may make its further use in camps impossible, at least until such time as chlorine may again be available.

There are, however, methods of protecting the water supply against pollution.[1] Latrines and septic tanks should be located below the source of water supply for drinking and washing purposes, or far enough away to prevent any possible contamination. All such structures should be placed a minimum of 100 feet away from water areas used for domestic purposes and swimming. A greater distance is desirable particularly if the subsoil is of limestone or other open formation.

Poor drainage may be a source of contamination. Other sources of pollution may be stagnant pools, mine shafts, unsafe wells, privies, cesspools, barnyards, and sewage effluent disposal tanks. "The safety of a water supply depends upon the purity of the water at its source and its protection against the entrance of contaminated waters and polluting solids." [2]

There are two types of camp sanitation insofar as waste disposal is concerned. Most aesthetic is the general water supply system, including flush toilets and showers. The other, more crude but no less sanitary, including the use of latrines, utilizes earth and fire with which perfect camp cleanliness is possible. The choice of type may be determined by the money available for the original cost of installation and for operating cost, the ease of operation, camper health, protection of the water supply, topography and character of the soil, the volume of sewage to be disposed of, the possibility of creating a nuisance, and the possible necessity of protecting adjacent waters, such as streams or bathing places. There is no standard formula by which the type of waste disposal or of sewage disposal system for a camp may be determined.

Camp sewage consists of human excreta, bath water, and liquid kitchen wastes. Whichever type of sanitary system is decided upon will have to take care of the sewage. A water carriage system is possible where water under pressure is available. This system consists of sewers through which sewage is carried by water (i.e., underground sewers), flush toilets, and some provision for treating the disposing of raw sewage.

"For the average permanent or semi-permanent camp, the most feasible method of treating sewage involves the use of some form of septic

[1] Pollution means any matter *of surface origin* that will make water unsafe for human consumption.

[2] Wisconsin State Plumbing Code—Wisconsin State Board of Health, Madison, Wisconsin.

tank. In a septic tank the solid portions of the sewage are liquefied, certain of the unstable substances are reduced to stable compounds, and many of the disease-producing germs are killed. These changes are produced by the action of bacteria which live in the depths of the tank.

"The ordinary septic tank consists of a closed concrete basin, through which the sewage flows at a rate which will permit a certain amount of decomposition and liquefaction. It should be placed as close as practicable to the source of the sewage, but in a locality where the odors generated in the tank will not become obnoxious." [1] The tank proper should have a capacity of five cubic feet per person.

The disposal of raw or treated sewage in a cesspool [2] is an obsolete, insanitary, and unsatisfactory method of sewage disposal. The construction and use of cesspools for the disposal of domestic sewage is prohibited by law in the state of Wisconsin.

Where a water system is used in camp, the installation of toilets and showers in groups—each back to back and each enclosed to insure privacy—is the most economical method of construction. A single line of pipe can supply water and only one pipe is necessary for sewage disposal. Rough lumber may be used for the superstructure.

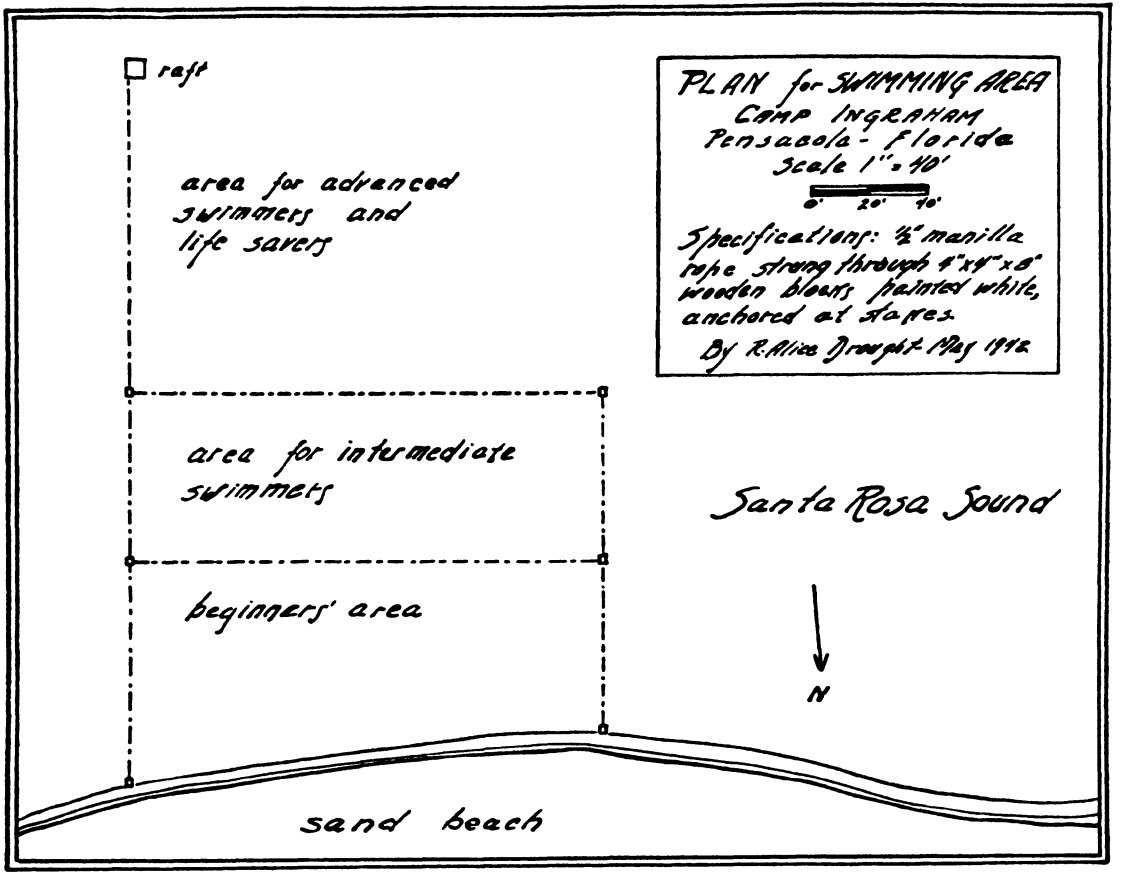
Latrines (pit privies) may be substituted for flush toilets where economy of construction and of operation are factors to be considered, and where winter camping is contemplated. Latrines have no frozen pipes to be thawed out. Well-built latrines, screened and fly-tight, constructed to afford individual privacy, are satisfactory from a health standpoint, and they eliminate the necessity of calling the plumber out from town when the plumbing goes awry. One unit for each ten persons is adequate.

Latrines and toilet buildings should be adequately lighted by means of windows, with some provision for artificial lighting at night. Painting the interior of the buildings as well as the exterior will facilitate the maintenance of good sanitary conditions.

Bath water may be disposed of in one of two ways: with a water carriage system, bath water is carried away by the sewers and disposed

[1] George C. Dunham, M.D., U. S. Army Medical Corps, in Camping Out—edited by L. H. Weir, Macmillan Co., New York.

[2] A cesspool is a hole in the ground with cribbed sides and open bottom into which the sewage is discharged. Disposal depends upon seepage into the ground.


raft
area for advanced swimmers and life savers
area for intermediate swimmers
beginners' area
sand beach
Santa Rosa Sound
N
PLAN for SWIMMING AREA
CAMP INGRAHAM
Pensacola - Florida
Scale 1" = 40'
0' 20' 40'
Specifications: ½" manilla rope strung through 4"x4"x8" wooden blocks painted white, anchored at stakes.
By R. Alice Drought May 1942

of with the other sewage. Otherwise, bath water can be removed by drains leading to a soakage pit or to a sub-surface irrigation field. Wash water from lavatories, as well as kitchen liquids should be passed through a grease trap. Liquid kitchen wastes, if allowed to accumulate, will become a nuisance because they contain organic matter that is putrescible. The accumulation of waste matter is a potential and sometimes an actual danger to the health of the camp population. The soap and residue from washing will eventually breed flies and become offensive—hence wash water should not be thrown indiscriminately over the ground.

Inasmuch as the disposal of garbage is a part of camp sanitation, it needs consideration in camp planning if garbage is to be buried or burned on the campsite instead of being hauled away. Some provision may have to be made in the development plan for an incinerator or a pit. Either one should be accessible from the kitchen, yet should be so located that prevailing winds will carry the odors away from the kitchen and dining quarters.

Housing accommodations for campers present a moot question. The answer to whether to provide tents or cabins may be determined by the type of camping experience that the camp wishes to offer. Other things being equal, if the camp is intended simply to transplant city life to the country, or to provide housing accommodations for conference groups whose particular interest is something other than camping, cabins are acceptable. If, however, camping is to provide campers with more of the challenge of the unknown, if it is to provide them with more of an appreciation of earth and of sky such as they can get only by close contact with it, then tents are the answer for the summer camp. To be sure, locking a cabin door is simpler than taking down a tent and storing it at the end of a camp season, but the values of camping procedure are not to be measured by the ease with which a camp may be packed away in moth balls. Wind-proof, winter-proof cabins are necessary, of course, for winter camping.

The size of the camp, the purpose for which it is intended, and climatic conditions will determine the number and type of buildings that are necessary. A health camp for small children may find cabins more satisfactory than tents, with a central dining hall more adaptable

than unit kitchens. A deep woods recreational camp may have tents and unit kitchens, with no central lodge at all. One camp may require a boat house in order to provide storage space for its boats during the winter months. Another camp may require stables for its horses.

Inasmuch as most sections of the country must expect rain during the summer, adequate shelter for rainy days and rainy day programs becomes imperative for the majority of camps. Several small troop houses scattered throughout the campsite are better than one or two large buildings for that purpose. Large groups of children become unwieldy and restless indoors for hours or days at a time.

All camp buildings should be functional in character as well as simple in design. They should suit the purpose and the place for which they are intended. Whenever possible they should be built of indigenous materials. Let there be no recreational camp building without a fireplace in regions which are subject to cold wet weather at intervals during the camping season.

Camp architecture should blend in with the native landscape, becoming a part of it, rather than being an elaborate superstructure. Tents and cabins should also fit into the landscape naturally instead of sticking out like sore thumbs. Special features, such as outdoor fireplaces, swimming pools, and council rings may be so designed as to be part and parcel of the land on which they are built, whether it be prairie, hillside, meadow, mountain, or woods.

In the development of any campsite, the requirements of both utility and beauty need consideration. Camps are to provide mental relaxation and spiritual growth as well as physical recreation and adventure. The force of natural beauty, particularly in an age of hectic haste, is intangible but potent. That is why spots of compelling beauty on a campsite should be kept inviolate. No fire scars from a man-made campfire, no man-made chapel should ever desecrate a lookout point or a natural amphitheater. The most beautiful place on the campsite may appropriately be used as the setting for worship, or for Sunday gatherings of campers and staff, but without *any* man-made "improvements." The site and sight themselves will infuse the spiritual qualities of life.

Campfire circles are as necessary to camp as the fellowship of the campfire. The place for the campfire circle, however, is somewhere else than the site of most compelling scenic interest. So likewise is the place

for the construction of an outdoor chapel in those camps which include chapel service as an integral part of the camp program. No voice can speak louder than the captivating beauty of a spruce grove silhouetted against a starlit sky, or of a panoramic vista over woodlands and lake at the hour of sunset. Areas for campfire circles and natural amphitheaters may grow out of the camp program and the campers' suggestions. They need not necessarily be a part of the master development plan.

Not every camp director or camp owner can start from scratch and build up his own camping plant. Existing camp layout may be improved, perhaps, by acquiring additional adjacent acreage to eliminate overcrowding, or to expand the camp enrollment if that is desirable. Other campsites may need an extensive program of reforestation, or of clearing, or of swamp drainage. Still others may be improved by changes in layout, by razing superfluous or dilapidated buildings, by substituting informal cabin or tent groupings for company streets, or by relocating roads or trails.

Each campsite presents its own individual problem, its own topography and physical conditions. Each problem must be solved differently, yet the same fundamental principle applies to the solution of them all: an interpretation of the purpose of the camp and of its natural facilities and assets, co-ordinated with the practical demands of utility and the aesthetic possibilities of beauty. As with the development of a new site, the changes in or the expansion of an existing site should follow a master plan.

Camp equipment is a supplementary part of camp planning and campsite development. Equipment demands careful selection, and, like camp layout, it needs to be thoroughly co-ordinated with camp program. Both need to be thought through carefully in the light of the fundamental purposes of camping and of the specific purpose for which the individual camp is built.

Probably more camps are handicapped by the improper use of too much money than suffer for lack of it. Elaborate craft cabins are sometimes built where campers waste precious hours of sunlight huddled over bead looms or pound out pewter plates, while they remain ignorant of how to use saws and hammers, rope and twine with which

they might make benches to sit on, or racks on which to hang up their wet bathing suits.

Campsites that are limited in acreage, close to near neighbors, uninteresting as to terrain, or lacking in natural resources, naturally have a difficult time in attempting to offer creative camping experience. Added to the handicaps of site are often the additional handicaps of equipment such as concrete tennis courts, electrically lighted lodges and cabins, modern plumbing throughout the camp, well ordered museums, tooling leather, silver and copper in the handicraft cabin. The urge for real camping under the circumstances has a difficult struggle for survival.

Within fifty miles of one of our large midwestern cities is a 300 acre campsite that had many natural resources, many types of terrain, with excellent possibilities for real camping experiences such as cooking along the trail, overnight camping, horseback riding, canoeing, exploring and photography. A windswept hill which commanded a view of one of the two lakes on the campsite as well as of some of the woodlands and valleys, was selected as the site for the lodge. This was within 100 yards of the place decided upon for the entrance to camp. Units were spread about here and there over much of the campsite. Tents were specified and a minimum of simple building was recommended.

The spirit of the plan was lost in the enthusiasm of those who undertook to build and equip the camp. Within two years after the carefully studied master plan had been completed, the lodge had turned out to be a country club house furnished with highly polished maple tables and benches, with overstuffed furniture around the fireplace. An elaborate infirmary was built and equipped lavishly. Down in the deep woods unit on a wooded knoll overlooking the lake were porcelain water coolers. Real camping was stifled with equipment before it had had a chance to assert itself.

This campsite was originally of the type that could provide the opportunity for living in the out-of-doors by virtue of a camper's own resourcefulness, ingenuity, and ability. It should have substituted hand axes and ponchos for baseball bats and handcraft gadgets. Instead, it became enmeshed in equipment. It became just another camp, while losing its own priceless identity and the opportunity for doing real camping.

Interesting and valuable is the plan undertaken by the Rockford, Illinois Council of Girl Scouts in the development of its 300 acre campsite on the Rock River, acquired in 1939. The development plan calls for Macy kitchens [1] in each of the six housing units and in the administration unit, with outdoor stoves on which to cook. There is no central dining hall or central kitchen, and there are no camp cooks such as the traditional camps built during the past two decades have had. The campers do their own cooking, taking turns at it under the supervision of a counselor or food lieutenant. This is "camping as it should be camped," with the campers and their counselors assuming the major responsibility for their own living experiences and welfare while living in the out-of-doors.

The Rockford plan exemplifies perfect co-ordination of program and layout, for, in setting up the camp, it was intended that the campers themselves have as many of the experiences of real camp living as possible. The camp has been unfettered by superfluous equipment. Saws and hammers, wood and nails have been plentiful, while bead looms and tooling leather have been absent. It is probable that this deviation from the usual pattern of organized camping indicates a trend of the future, when camps will recognize the values of simplicity and when campers may experience the thrill and the adventure of living by their own wits.

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[1] Macy kitchens are outdoor kitchens, originally designed by J. Y. Rippin for Camp Edith Macy, Girl Scout National Training Camp at Pleasantville, New York.

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Chapter III

HEALTH AND SAFETY

No SINGLE PHASE or aspect of camping is more important than health and safety. Equipment, leadership, and program are all minimized and jeopardized whenever there is any compromise with health standards and practices anywhere in camp, while one slip on safety precautions may result in serious injury or irrevocable loss of life.

Whether the camp enrollment is 25 or twice 125, it is absolutely essential to insist upon pre-camp physical examinations for *campers and staff;* to have the sanitary facilities and water supply of the camp checked and approved by a sanitary engineer or public health authorities; to have proper medical personnel within the camp; and to provide a place for the isolation of any campers who become ill. These are minimum essentials of camp health practices.

Camp health, however, cannot be dismissed with that. Various aspects of the problem include general health standards and practices; personal health practices; the specific responsibilities of the camp doctor or nurse; the relation of the general camp program to health; safety precautions, particularly on the waterfront; and factors of site, equipment, and layout which affect health and safety.

The inception of a health and safety program for any camp, whether large or small, lies in the selection of the campsite itself. High ground is preferable to low, to insure good drainage. The establishment of camps away from bodies of stagnant water or mosquito breeding swamps is imperative from a health standpoint, for mosquitoes are malaria carriers, with malaria occurring well above the Mason and Dixon line. The screening of kitchens and latrines against flies is quite generally recognized as a desirable health practice. The screening of

tents or cabins against mosquitoes, while adding one more of the refinements of urban life to camping, will come in time to be looked upon as just as necessary a health precaution as the proper disposal of garbage. Safeguards against the outbreak of possible disease become common sense precautions.

Public health authorities, or sanitary engineers, then, should be requested to inspect all sanitary arrangements for the camp: the supply of drinking and swimming water, the sewage disposal, the garbage disposal, the handwashing facilities at latrines, the water system. Drinking and swimming water should be tested before camp opens, and may be tested at intervals throughout the camp season. Sanitary inspection may be made either before the opening of camp, or *early* in the camp season when camp is operating at full capacity and when any weaknesses in the sanitary system will show up. Whatever recommendations the public health authorities or sanitary engineers may make for improvement should be complied with immediately. Impure drinking water may cause typhoid; improper sewage disposal may cause amoebic dysentery.

A further health precaution lies in providing adequate sleeping space for campers. Camps are infective because campers live and sleep together in relatively close quarters.[1] A 12′ by 14′ tent can accommodate four campers comfortably. Single cots are preferable to double deckers, for double deckers are not usually conducive to good sleeping habits or to sound sleep.

The capacity of the camp in terms of healthful living ought to be determined, and then adhered to regardless of any circumstance except the expansion of the facilities of the camp itself. It is desirable from the health standpoint to guard against the tendency to expand enrollments beyond normal capacity in order to supplement income, and to resist the pressure sometimes put upon camps to accommodate a larger percentage of those who apply for admission.

An isolation tent or infirmary is an essential part of the camp layout and equipment, because of the possibility, incident to living closely together in a camp, of rapidly spreading colds, sore throats, and ailments of a more serious nature. The isolation of an ill camper is de-

[1] The United States Public Health Service recommends for camps that "cots shall be spaced six feet between the side rails and four feet between bed ends."

sirable not only from the standpoint of preventing the spread of any illness, but it is better for the individual camper to be kept quiet, away from the excitement and the activities of his fellow-campers. Consequently, the isolation tent or infirmary should be located off the beaten path, and yet be convenient to the camp kitchen in order to keep hot food from getting cold in transit from kitchen to patient. There is a psychological advantage in calling the camp infirmary the "health center" or "health lodge." The health center logically becomes the source of supply for first aid equipment.

Adequate first aid equipment, both for the base camp and for hikes and trips out of camp, is a necessity. First aid kits may be kept at strategic places about camp, such as on the waterfront, where they are most apt to be needed. They should, of course, be available for all trips away from camp.

Minimum essentials for a first aid kit for the trail include ointment for burns;[1] sterile gauze bandage; adhesive tape; band-aids; a disinfectant, such as iodine or merthiolate; yellow soap for treatment of ivy poisoning; and spirits of ammonia for insect bites. Razor blades need to be added in country where there are poisonous snakes, for the first aid treatment for a snake bite includes making a cross-cut incision one-half by one-half inch at each fang mark, with a sharp-edged instrument to induce free bleeding.[2]

Fortunate indeed is the camp which has on its staff half a dozen counselors trained in first aid by the American Red Cross. The time may come when key people on a camp staff, such as the unit or section leaders and the waterfront director, are required to have Red Cross training in first aid. Counselors, nevertheless, in the absence of this comprehensive training, may be instructed by the camp doctor or nurse in the elementary and basic principles of first aid: how to treat burns, insect bites, scratches, and shock; what to do in case of fainting, sun stroke, heat exhaustion, and severe bleeding; when to attempt to move a patient, and when to bring medical attention to the patient instead of taking the patient to the doctor.

The administration of the camp health program rests largely with

[1] Amertan is as good as any, and more effective than most ointments for burns. It is both soothing and healing, having a tannic acid base.

[2] See *American Red Cross First Aid Textbook* for complete first aid treatment for snake bite.

the camp doctor or nurse. The inception of the health program, however, rests either with the camp owner or director, or, in the case of agency camps, with the supervising camp committee and director together. It is their responsibility to secure the co-operation of state or local departments of health, or of sanitary engineers, in water testing and sanitary inspection of the camp. It is their responsibility to determine and to uphold the health standards of the camp, their responsibility to select the medical personnel for camp.

The supervising health officer of the camp should be either a practicing physician (a full-fledged M.D.), or a registered nurse. A nurse with training in first aid and with public health or school health experience, who likes both children and the out-of-doors, may fill the niche of camp nurse very well. When neither doctor nor nurse are available as camp staff members, an American Red Cross trained first aider (preferably a first aid instructor) may be in charge of first aid and health. While a nurse's code of ethics will not permit her to make a diagnosis, first aiders are trained to make diagnoses up to a certain point, and to administer treatment until a doctor's services can be secured. First aiders are usually better equipped to handle accidents and emergency situations, while nurses are usually better qualified to handle and care for illnesses. When a doctor is not a member of the camp staff, arrangements should be made with a physician in the neighborhood to be on call, and, if possible, to make regular supervisory visits to camp.

The chief function of the camp health supervisor is to keep the campers well, but neither doctor, nurse, nor first aider can insure the camp health alone. It is a co-operative enterprise, including everybody on the campsite. Campers and staff alike should be encouraged to report promptly any injury, however slight, and any symptom of illness, however minor. The old adage that prevention is better than cure applies here.

Registration in camp should be preceded by a thorough physical examination, supplemented by a health history. It is not enough to require examinations and health histories of campers; they should be required of every employee on the camp grounds, including the cooks, the program staff, the handyman. Physical examinations should be taken not earlier than a week before arrival at camp. They are a protection for campers and camp alike. An individual examination may

uncover an unsuspected heart murmur, or an undiscovered sore throat. Either might harm the individual, while the sore throat might conceivably be the beginning of some other illness, possibly contagious.

An adequate health examination will cover the condition of heart, lungs, throat, ears, eyes, skin, teeth, and sinuses. It will detect athlete's foot, diseased tonsils, incipient or active tuberculosis. Pulse rate and temperature are frequently called for on health certificates. A health certificate, unfortunately, does not always insure that the camper has no infectious disease. Because of the pressure from parents, certificates are occasionally mailed without examination of the camper. At other times, there are examinations of large groups of campers for agency or charity camps. The emphasis then falls on speed rather than on thoroughness of examination.

Inasmuch as the purpose of a health certificate is to promote the health and welfare of the camper or staff member, the examining physician should be requested to note any special recommendations or precautions as to diet, rest, or activities, and likewise to make note of any allergies which the camper or staff member may have. A comprehensive health certificate blank will call for all of this information.

Food handlers' examinations need to be more rigid. Whenever there is a state code or state law concerning the examination of food handlers, the provisions of the law should unquestionably be complied with. In the absence of a state law for a guide, food handlers should be tested for amoebic dysentery and venereal diseases, and should be tested to discover whether or not they are typhoid carriers.

Health histories, in addition to health certificates, should be prerequisites to admission to camp. Health histories for campers are filled out and signed by parents or guardians; staff members fill out and sign their own. Campers' health histories should be fairly complete as to illnesses and operations which a camper may have had, for the clue to fatigue or to behavior difficulties may often be traced back to previous illness.

In addition to a check list of illnesses, a health history should indicate to what more or less common ailments a camper may be subject: sleep walking, enuresis, asthma, hay fever, sinus infections, headaches, colds, sore throats, fainting spells, hysteria. In a girls' camp, health histories for campers may to good advantage include questions concern-

ing menstruation: whether or not the camper has matured; whether she is mentally prepared for this change if she is twelve years old, or older; and the probable date of her next menstrual period.

Health histories should likewise list, with dates, typhoid and diphtheria inoculations and smallpox vaccination. Any physical disorders which might prevent a camper from taking a full part in the camping and swimming program should be noted, together with a statement listing specifically the illnesses or operations which a camper may have had in the previous two or three months. A statement indicating whether or not the camper has been exposed to a contagious disease within three weeks previous to his arrival at camp is likewise important. Health histories for staff members are fundamentally similar to those for campers, though factors which are inapplicable to adults are omitted.

As a precautionary measure, and to avoid possible future question, all treatments for illness or injury while in camp should be recorded on the health blank by the camp health officer. These treatment records should be signed by doctor, nurse, or first aider.

It is the responsibility of the camp health supervisor to see that every camper and every camp employee and staff member, whether volunteer or paid, presents a health certificate and a health history on his arrival at camp. The pre-camp physical examination should be followed by a health check-up by the camp nurse or doctor on arrival. This check-up should include an examination of throats, feet, and skin, in order that sore throats may be watched, excluded or isolated; that athlete's foot may be detected before it has a chance to spread; and in order to exclude any case of impetigo, which is highly infectious. Swimming and shower privileges should be withheld from anyone with athlete's foot, because of its severely contagious nature, and because it is particularly infectious in any swimming or bathing area.

The majority of camps make a practice of weighing in and weighing out their campers at the beginning and end of a camping season. It is common practice likewise for many camps to state at the end of a camping period that the average gain in weight per camper was so-and-so much. Too great emphasis is sometimes placed upon it. Not every camper is underweight, nor should every camper gain weight. It is usually possible, furthermore, to effect increases in weight by serv-

ing a highly starchy diet to the exclusion of necessary proteins: plenty of spaghetti, macaroni, baker's white bread, bread or corn starch puddings, dried beans, and the like. For some campers, gains in weight are highly beneficial, but for just as many they may not be. *Gains in weight throughout the camp as a whole should not be taken as an indication of the general health level of the camp itself,* unless, perhaps, the camp is for underprivileged and undernourished children.

The health and welfare of the individual camper may be a matter of health education. We once had a camper who, on her arrival at camp, announced that she was going to get very sunburned, get scratched up with briers, and get into poison ivy so that when she returned home, people would know that she had been in camp for two weeks! In fact, she threatened to do everything contrary to good health practices in camp except to get herself bitten by a copper-head or a rattlesnake, both of which were prevalent on the campsite. Fortunately she announced her intentions before undertaking to see them through. It took a good deal of persuasion to convince her that a good camper was recognized by his ability to take care of himself in the out-of-doors without burning to a crisp under the broiling mid-summer sun, or getting uncomfortably poisoned with poison ivy.

One of the greatest temptations that beset campers and counselors alike is to get as tan as possible in the very shortest length of time. When this temptation is not curbed, it may result in very serious burns, discomfort, and loss of sleep. The practice of sitting in the sun either in or near the water, where the sun's rays reflect on the water and make the sunburn that much more severe, is to be discouraged at least until the campers and counselors become used to the sun and somewhat toughened by a coat of tan acquired gradually.

One of the simplest as well as one of the most effective remedies for sunburn is rubbing alcohol, applied repeatedly over the burned surface. This is cooling and soothing in effect. Repeated applications reduce the redness and take the sting out of the burn. Alcohol should be applied only where there are no skin abrasions or second or third degree burns.[1] Tannic acid, used as a five per cent solution in water, has given excellent results in treating burns. Sunburn may be sprayed with this solu-

[1] The skin is blistered in a second degree burn. In a third degree burn, the burn is deeper, and often the tissues are charred.

tion, or, if the sunburn is severe, sterile gauze may be moistened in the solution and applied as a wet compress.

Next to sunburn, one of the most annoying and most prevalent ailments in camp is ivy poisoning. Many remedies have been suggested for it, ranging from vaseline to calomine lotion. A simple and usually effective remedy is the application of yellow laundry soap or green liquid soap. The soap cuts the oil from the poison ivy plant. After exposure to poison ivy, the exposed part of the body should be washed with soap and water, rinsed off; washed again, and rinsed; and then a coating of soap applied and left on the poisoned surface of the skin.

Cuts are among the more prevalent injuries in camps where whittling and certain types of handicraft are done. If a camper is given an unfamiliar tool with which to work, he should be taught how to use it in order to minimize accident and injury. Safety may be promoted through skill.

Personal cleanliness will improve the camp health and morale. It makes for self-respect. The camp director and the camp staff have the task of setting the pace for well groomed appearance. It is impossible, of course, to dig an emu, prepare a bean hole, swab the docks, or go out on a fishing expedition and come through the process with clean hands and clean clothes. But it is usually possible to clean up before meal time; personal cleanliness at meal time should be a cardinal principle in camp procedure. Although facilities for shower baths are limited or non-existent in many camps, it is possible, if not convenient, to bathe in a basin of water. The practice of taking soap baths in the swimming area is sometimes frowned upon as a menace to health. In a large body of water where the soap disappears quickly, this objection becomes a prejudice.

Responsibility which the counselors may assume for the general health of the camp and campers, in addition to good grooming and personal cleanliness, lies in their general supervision of campers: seeing to it that campers are warmed up after cold and exposure; that they change to dry clothing when theirs has become wet from rain or dew; that they avoid too much sunshine until their skins become toughened to it; that they use the hand-washing facilities at toilets and latrines; that they wear stout, low-heeled shoes, preferably with woolen socks, for long hikes; that they do not become unduly fatigued, or if they do,

that they get adequate rest afterwards. These things seem to be minor, but in the aggregate they can do much toward maintaining a high level of camper health.

In addition to these personal health practices, there are certain camp health standards and practices which are the concern primarily of the camp administrators. These include maintaining a spruced-up campsite; disposal of garbage; adequate refrigeration; the practice of camp sanitation in the matter of the disinfection of latrines and sterilizing dishes.

First impressions count; they are lasting. It behooves the camp management to see to it that the camp is cleaned up on opening day; that the grounds are free from litter and paper; that no pile of tin cans or uncovered garbage cans greet the newcomer. A camp that is clean and tidy has an air of pride about it. One that is littered with miscellaneous rubbish only invites slovenliness on the part of those who come to share it.

Keeping the camp grounds clean is admittedly a problem. The American public is too used to throwing candy wrappers and cigarette stubs where it will with no consideration for others and no thought of civic pride. It is only natural that such an attitude of carelessness should carry over into the camp. The campers themselves should be made to feel responsible for keeping the grounds clean, not only after breakfast in the morning, when camp chores are usually done, but all of the time. The task is minimized if there is a definite place to dump the tin cans and burn the rubbish. If, figuratively speaking, the camp's back yard is clean and neat, the front yard will take care of itself. *By its back yard shall the camp be known.*

Tin cans may be flattened out with hammer or hatchet, then buried or burned. Once we gave a camper our own newly-sharpened hand ax, and asked her to flatten out the tin cans preparatory to burying them. A few minutes later we saw her, to our amazement, chopping at the cans with the blade edge, instead of hammering them with the head of the ax, or flattening them with the broad side of the blade! Skills in others, especially with unfamiliar tools, cannot be taken for granted. They must be taught by demonstration.

Garbage disposal daily is essential to the maintenance of adequate

camp health standards. Burning garbage may be ineffective, because it is moist; burying it, unless it is carefully done, is an inadequate procedure unless it is protected from animals. Removal from camp is usually the most satisfactory method of disposing of it. Cans for collecting garbage should, of course, be fly-tight, and should be washed and scalded each day, or scrubbed with water containing lye. Garbage cans should be emptied at the proper disposal place and not at the kitchen door.

Some type of refrigeration is necessary for camp health if fresh milk and fresh meats are to be kept. Dry or canned milk may be substituted for fresh if refrigeration is not possible. Smoked or dried meats, or meat substitutes, may be used instead of fresh meat. Where refrigerators are provided, they should be kept at an even temperature, of about 50 degrees F., and should be thoroughly cleaned at least once a week.[1] Food which is kept too long, especially in hot weather, is apt to cause intestinal upsets. Chicken, fish, and potatoes are some of the most frequent causes of food poisoning, especially if they have been kept too long. "When in doubt, don't," is a foolproof motto to follow whenever there is the slightest doubt about serving any item of food for any reason whatsoever.

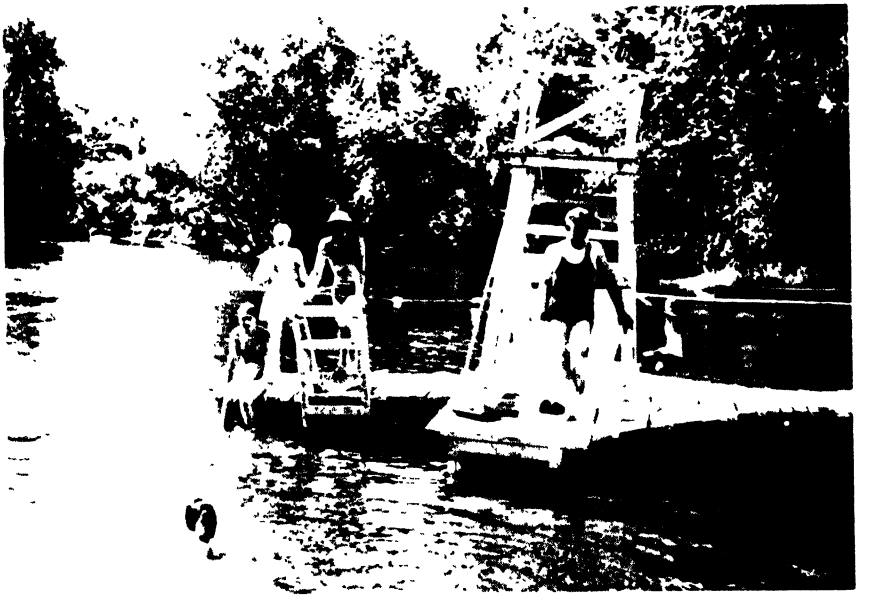
Camp sanitation and health may be further improved by proper care of latrines and toilets. Health authorities differ on the treatment of latrines. Some say "let nature take its course and let it alone," while others recommend using earth or chloride of lime, the latter at the rate of one pound per week for each person using the latrine. In either case, the seats and front boards of latrines, and toilet seats should be washed daily either with hot soapy water or a solution of pine oil or other disinfectant. If campers are assigned to the job of keeping the latrines in order, they will need to be carefully supervised, preferably by the camp health personnel.

Camps which have been unfortunate enough to be swept by a wave of dysentery should look to their sanitation, and particularly to the fly situation around the latrines. Dysentery is hard to control, but its prevention usually lies in sanitation.

[1] In cleaning refrigerators, all food should be taken out, the racks and shelves removed and washed, and the inside of the refrigerator washed with borax and water, or with warm soapy water. This procedure will reduce food spoilage.

Courtesy Northern Indiana Camping Association

The waterfront check system in operation



The old swimming hole safeguarded with Red Cross water safety standards—Tippecanoe River in Indiana.

Unit recreation hall at group camp—National Park Service recreational demonstration area at Winamac, Indiana

Leisure and contemplation on the sun-drenched sands of Florida

Sterilizing dishes after washing them clean is a further step in the promotion of camp health. Dish cloths need to be "sweet," not sour; dish towels should be clean, not dirty. Dish cloths need to be scalded at least once a day, and dish towels should be washed daily. Some provision may need to be made for drying dish towels indoors in periods of rainy weather. Some health authorities recommend scalding and then air-drying the dishes, thus eliminating the use of dish towels.

Aside from the physical factors and the general health practices of a camp which may make or mar its health, there is a definite relationship between the health of the camp and the general program. First of all there is the tempo of the camp, or the degree of activity generally throughout the camp. The tempo should be geared to the individual campers, not the campers geared to the activities offered. Fatigue and exhaustion usually result from too intensive activity with insufficient rest.

The needs of the majority of campers are the logical determining factor for setting up the daily schedule. It may suit the cook to have an early breakfast, but that fact in itself is no justification for ringing the rising bell at 6:30 in the morning. Nor should taps be postponed until 9:30 at night only because the campers wish it to be quite dark by the time they go to bed. Eleven hours out of 24 in bed, with ten hours of sleep, is an acceptable *minimum* for the average camp for growing boys and girls who use up their energy in the many and varied activities offered in the camp program. One factor which is frequently overlooked in setting up a camp schedule is the fact that, although taps may be sounded at 8:30 or 9:00 o'clock, or even at 9:30, it takes a tent full or a cabin full of youngsters some time after that to really settle down to sleep.

Rest periods are essential. The traditional "rest hour" after the noon meal is subject to various interpretations, from "complete rest" to permitting the quiet reading of books or writing of letters. The apparent needs of the campers, not the whims of the camp director or the preconceived notions of the camp staff, should determine what interpretation of rest hour is to be followed.

Adequate rest for the staff sometimes becomes a major problem. A tired counselor cannot do his best work. A tired staff soon becomes

irritable, while lowered resistance resulting from lack of sleep invites colds or sore throats. Staff members, including the camp director, usually need to observe rest hour as well as the campers. Getting to bed at reasonable hours at night may be facilitated by abandoning evening staff meetings, and by reducing to an absolute minimum the records which counselors are expected to keep, but which they have no time for during the day. Other than that, the human tendency to "not want to miss anything" may have to be re-educated in terms of the value of sufficient rest.

While the degree of activity and the amount of rest determine to a considerable extent the health level of camp, other factors of the general program enter in likewise. There is the danger to some campers of sudden changes in temperature and in physical activity such as are, or may be, induced by setting up exercises and the early morning dip. Energy levels are lowest early in the morning, and many are the campers who react adversely to an early morning plunge into a lake or stream cooled by the long hours between sunset and sunrise. No camper or counselor should be required to take a morning dip against his will.

Long hikes and overnight trips are very apt to be fatiguing, particularly the latter where the unaccustomed sleeping out on the ground prevents complete relaxation. Seldom on an overnight trip do either campers or counselors get as much rest as they are accustomed to having. This does not mean that either long hikes or overnight trips should be discouraged, but it does mean that those who participate in them need to be given additional opportunities to rest up afterwards, instead of being expected to fall back immediately into all of the regular camp activities.

Problems of camp safety fall into three general classifications: natural hazards, equipment, and program practices with relation to equipment. Natural hazards include such things as cliffs, holes, open mine shafts, poison ivy, poison sumac, poisonous snakes, low limbs and rocks on frequented trails or paths. Some of these hazards can be eliminated; others can be circumvented without losing the thrill of camping in the open country.

Equipment which requires especial care in handling and use in

order to prevent accidents includes the docks, swimming area, boats and canoes, trucks, cars, tools, horses, and explosives. Common sense will go far toward designating safety precautions in the use of much of this equipment, but campers may lack the experience upon which common sense is based. They therefore need to be patiently and painstakingly taught that axes and hatchets should be anchored in chopping blocks instead of being left lying on the ground; that a good canoeist will never change seats in a canoe; that horses' hoofs may be powerful. They need the experience of testing their own capacity for endurance in swimming. They must be taught safety through skill, especially in the use of firearms and boats.

Explosives, of course, are a hazard. Campers should be denied access to them unless rifle practice or pistol shooting are offered as camp activities under instructors competent to handle both firearms and campers who are using them. Indiscriminate use of firearms is to be prohibited at all cost. Rifle practice itself is a good camp activity for either boys or girls, as it teaches co-ordination, keenness of perception, steadiness of nerve and muscle.

Standards of safety for camp waterfronts, their administration and equipment, have been worked out by the American Red Cross through years of experience with waterfront safety programs. The prime factor in waterfront safety is the waterfront personnel. The Red Cross recommends a water safety instructor,[1] twenty-one years of age or older, for waterfront director. He must have administrative ability and must know the rest of the camp program. He must have *absolute authority* on the waterfront, for the safety element is involved. He and the other waterfront counselors need to be stable and dependable in the face of crisis.

In addition to the regular aquatic staff, which has charge of swimming, boating, and canoeing, other counselors who hold life saving certificates may be called upon for life guard duty during the swimming periods. Campers may qualify as junior life savers, and, if neces-

[1] A water safety instructor is one who is qualified and certified to give examinations in life saving methods, as well as to instruct in swimming, boating, and canoeing. He has usually had more training than a life saver. The American Red Cross offers training courses for life savers and water safety instructors, in addition to aquatic schools of ten days' duration for training in various phases of aquatics. Camp waterfront staff members should have Red Cross training or an *equivalent* substitute.

sary,[1] serve as part of the life guard crew with certain definite responsibilities assigned to them. It is desirable that they renew their junior certificates each year until they are old enough to qualify for the senior life saving examination.

Waterfront regulations, to be effective, must be applicable to campers, counselors, employees, and visitors alike. They should include the checking of individual health certificates by the waterfront director before they go swimming, and regularly scheduled hours for swimming, not less than two hours after meals.

The length of swimming periods may depend upon the temperature of the air and the water, and upon the ages of the swimmers. A twenty-five to thirty minute period is usually sufficient for the younger campers, while forty-five minutes should be the maximum length of the swimming period for older campers. Long distance swimming should be limited but not prohibited. It should be undertaken only with an accompanying rowboat with an experienced oarsman, and a lifeguard. Discontinuing the use of boats and canoes after dark, prohibiting swimming under docks or rafts, and prohibiting swimming after dark are common sense regulations. All aquatic activities at camp should be undertaken only when supervised by staff members qualified to do so.[2]

Waterfront safety extends to the use of small crafts. Safety through skill is the best way to teach safety. The opportunity for campers to learn how to use canoes, row boats, and sail boats should be provided. A swimming test is a logical prerequisite for canoeing or sailing.

Waterfront safety procedures tried, tested, approved, and recommended by the Red Cross are the buddy system, the check system, and the cap system. The buddy system means simply that each swimmer, whether camper or counselor, has a buddy of the same swimming ability with whom to swim, and for knowledge of whose whereabouts while in the swimming area he is responsible. At a given signal (usually two blasts of a whistle) from the waterfront director, buddies are required to stop their activities, get together, and hold up locked hands. Swimmers who are not in pairs when the buddy check whistle is sounded are immediately questioned as to the whereabouts

[1] A ratio of one life guard to every 10 swimmers is recommended.
[2] These regulations are all recommended by the American Red Cross.

of their partners. There should be several buddy checks during a swimming period. If two whistles are used for a check on swimmers, one may be used as a signal to resume activities, or to enter the water, while three may be used as an "all out" signal. No loitering should be permitted after the "all out" signal has been given.

The check system is a system whereby each swimmer is assigned a number and given a small tag bearing that number on either side of the tag, red on one side and black on the other. The waterfront has a board equipped with small hooks upon which the tags are hung. As a swimmer enters the swimming area, he turns his tag on the board from the black side to the red, to indicate that he is going to be in the water. As he leaves, he turns his tag back to its original position. This provides a check on those campers who go swimming. Unturned tags at the end of a swimming period indicate one of two things: either that a swimmer has been careless about turning his tag, or that he is missing in the lake, river, sea, or pool.[1] His identity can be determined by referring to the check-list of names and numbers which is posted on the check-board. If he cannot be found in camp, he must be searched for along the bottom of the swimming area and adjacent waters either by diving, or by dragging with grappling irons which should be on hand.

The cap system indicates by various colored bathing caps what swimming classification the campers and counselors have achieved.[2] Swimmers with various colored caps are assigned to definite swimming areas.[3] Red caps are usually issued to non-swimmers, because they are the least able to take care of themselves in the water, and hence are a greater source of potential danger to themselves and to others. Green caps are usually issued to intermediates, while blue caps are usually for advanced swimmers. Each classification of swimmers should be kept in its own definitely marked swimming area.

It is essential that everyone in camp know and understand all of the

[1] The Red Cross recommends grappling irons, equipped with three inch muskellunge hooks on chains of varying lengths, for dragging the lake or river bottom in the event of a drowning.

[2] Swimming classification tests should be given to campers the first or second day of camp. They may be classified as non-swimmers or beginners, intermediates, or advanced swimmers. The Red Cross provides a graded series of tests for these classifications.

[3] The use of wide colored ribbons or other substitute for the cap system may be necessary for the duration of the rubber shortage.

waterfront regulations and safety devices. These may be explained to the staff during the period of pre-camp training, and should be explained patiently and in detail to *all* campers at the beginning of the first swimming period of the camp session.

There should be no infractions of waterfront regulations, yet sometimes there are! Swimmers do forget, at times, to keep track of their buddies, and, at other times, they may forget to turn their tags. Effective disciplinary procedure is to make the punishment fit the misdemeanor, by depriving the camper of his waterfront privileges for a certain length of time, depending upon the extent or the occurrence of the violation. Few things in camp are more carefully guarded than swimming privileges.

Waterfront safety equipment includes twelve to sixteen foot long bamboo poles, ring buoys with heaving lines, and a patrol boat to patrol the swimming area during swimming periods. The bamboo poles, to be used to pull tired swimmers to boat or shore, should be taped every foot or so to permit a firm, unslipping grip. These should be on hand for immediate use on the dock and also in the patrol boat. Ring buoys should be placed for convenient use on the dock, and the staff and junior life guards should be taught how to use them.

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Chapter IV

MENTAL HEALTH

BROADLY SPEAKING, mental health is peace of mind, sense of well-being, serenity of spirit. It results *from* emotional stability, results *in* a happy outlook on life. It is closely interwoven with physical health which in itself does not complete the health picture. A camper may be physically fit and still be socially maladjusted: he may be an expert swimmer but still be quite unable to get along with his tent mates.

Mental health is important in a camp situation because the commodity with which we deal in camps is human beings, with an interplay of human personalities and sometimes with complex human relationships. The application of the principles of mental health will go far toward producing happy campers and toward effecting the smooth running of the camp itself.

The camp mental health program begins with an awareness of its importance on the part of the camp director, and with his selection of a staff. An awareness of mental health and of its importance does not mean that either campers or staff should be looked upon as abnormal individuals needing the treatment of a psychologist or psychiatrist. The psychological and psychiatric implications in the problems of mental health are not within the province of the layman. There are, however, certain practical aspects of mental health with which camp directors and counselors can deal adequately and intelligently.

Staff selection will vary, of course, with the needs of the camp and the availability of counselors. Any counselor entrusted with camp leadership should, first of all, like children, respect them, and be able to get along with them without bossing them. He should be capable of under-

standing children, and mature enough to interpret information regarding them.

Skill in dealing with people vs. skills in dealing with things may serve as a guiding light in selecting counselors. Other things being equal, the person who possesses skill in dealing with people, who is tolerant and diplomatic, who likes others, who appreciates their good qualities and has a disposition to help them over the rough spots, is to be preferred as a counselor to an individual who has the skills of an athlete or the specialized skills of a botanist.

Once the staff has been selected, the next step in the camp mental health program lies in discovering what the individual campers are like. Are they happy-go-lucky? morose? gregarious? healthy? undernourished? mischievous? easily fatigued? allergic to this or that? subject to colds, or hay fever? good swimmers? interested in crafts? afraid of storms? "only" children? academically advanced, retarded, or average for their years? good sports? tidy or untidy? leaders or followers? The answers to these and similar questions are the raw materials out of which human relationships in camp are built.

There are various ways of discovering what campers are like. Perhaps the best way is to watch them, work with them, talk with them, and play with them. By so doing it is easy to discover which of them are finicky eaters, which never do their share of chores, which do more than their share, which have initiative and imagination, which have unlimited physical endurance and which do not have it. Observation alone does not supply all of the answers, nor does it provide any advance information which will help the camp staff and which may, to some extent, pre-determine the camp programs and routine.

Questionnaires and confidential information blanks sent to parents and schools may elicit valuable information which will foster a better understanding of campers. General questionnaires usually ask for certain standard information, such as the camper's name, age, school grade, church affiliation, hobbies and recreational interests. Confidential information blanks may call for information concerning the child's family, his aptitudes and attitudes, his skills or lack of them. It is often advisable to know whether a child is an only child, or whether he has had some of the rough edges rubbed off by brothers and sisters, thereby learning something of the give and take of life. Whether he is the

oldest, youngest, or middle child in the family may make a difference in his attitudes, or account in part for his behavior. If he is the oldest child in the family, he may be used to assuming responsibility; if he is the youngest, he may be used to having things done for him.

The health history is another valuable source of information concerning the camper, for it is sometimes possible to trace behavior difficulties through it. The highly nervous, easily fatigued child who gets cross on slight provocation, or who has temper tantrums, may have had brain fever or some other serious illness at some previous time. It would be beneficial to the camper for the staff to be forewarned of such a condition.

The larger the camp, the more essential it is to secure information about campers, for it is obviously more difficult to get to know 100 campers through contact than it is to become well acquainted with 25 or 50 of them. A word of caution, however, is necessary in devising and using any questionnaires and confidential information blanks. If the information called for is not to be used, or if it is not used after it is secured, it is not worth the time and effort spent in getting it. Whatever information is obtained should be available to the camp director, the camp health officer, and to the counselors most immediately concerned with the welfare of the campers—that is, their cabin counselors or unit leaders.

There are apt to be two extremes of behavior types among the campers in any camp: the introvert, who is an isolationist in group participation; and the extrovert, who never stops long enough to develop his own inner resources. The child who is co-operative but quiet, shy, retiring, awkward or clumsy, may be miserable. His leader may scarcely know that he is around, for he never asserts himself. He retreats within himself, and frequently takes refuge in books. Although he is *with* a group, he is not *of* it. He is a lonely person, and he may crave affection.

It is difficult to treat a child such as this, for the world appears harsh and unfriendly to him. Often his efforts to be like other children only make him seem ludicrous in their eyes, with the result that he withdraws further into himself. The first step in helping this type of child is to gain his confidence, *not* to try to force him into group activity which is repugnant to him. The second step is to find something in

which he is interested, something which he can do as well as his fellow-campers, or perhaps better. His efforts must be encouraged, his failures disregarded for the time being. The girl or boy who has no special talents, and no particular urge to self-expression, is apt to be overlooked by both school and recreational groups. Wise and understanding counselorship may help to cultivate the social instincts which are necessary to happiness and a balanced personality. Giving the introvert some responsibility in the social group which he is capable of handling will do much toward building up his confidence in himself and toward making him an integral part of the group.

At the other extreme in psychological type is the extrovert, who, because his type of personality receives social approval, is overlooked as a problem. The extrovert is the self-assertive, self-confident good mixer in the group, who is often its leader likewise. He needs to develop a sense of humility, a sense of the bigness of the universe. The excessive self-assertiveness may be subdued by training in being a *participant* in group activities instead of a leader in them. Being an actor or a ticket taker in the camp circus instead of being the ringmaster, paddling bow instead of stern in a canoe, typing copies of the camp newspaper instead of editing it, all may help the extrovert toward an appreciation of the dignity of ordinary human life. It may give him a more fundamentally sound and well balanced personality, and make him, in the long run, a more agreeable person with whom to live.

Both the introvert and the extrovert are to be found in nearly any recreational group. While the self-assertive personality of the extrovert is recognized and often applauded, it is not usually recognized as a type of personality which needs help and guidance. A camp staff aware of the therapeutic possibilities of a mental health program can do much to prevent the development of these psychological misfits by spotting them in their incipient stages, and guiding them along the paths of self-confidence or humility.

Unless camps are equipped with the trained leadership for handling referred campers who admittedly are behavior problems, they should be refused admission to camp. The great majority of recreational camps are not equipped to operate as behavior clinics, and should not be called upon to do a job for which they are not prepared.

It is of questionable value to benefit one camper at the expense of a dozen others.

In the average summer camp, there are some campers erroneously known as "problem children" whose behavior harasses the camp staff. These are the children who are homesick, or who are afraid, or who crave attention and will get it by fair means, or foul if need be. All too often these campers are the result of "problem parents," of parents who are homesick for their children, or who have either indulged them or ignored them to the point where the children sometimes demand attention in socially unapproved ways. Unfortunately, absentee treatment for problem parents is almost always out of the question. It is the children at hand who must be worked with.

Treatment for any deviations from normal behavior logically begins with an attempt to discover and to understand their causes, for the causes themselves may suggest the remedies. Parents and relatives who, when bringing a child to camp, ask the director in the child's presence what the camp does with homesick campers, need to have the trend of their own conversation shifted in order to keep the camper on an even keel. The power of suggestion is a mighty one, and when it relates to homesickness, it is most potent when the shadows of late afternoon lengthen into nightfall. If a camper's homesickness results from smothering his enthusiasm with "do's and don't's" of camp routine, either the routine or the manner of presenting the "do's and don't's" requires alteration.

The homesick camper is really pathetic, yet he needs reassurance rather than overt sympathy. Talking with him may help, by showing him that other people have been homesick, too, that perhaps you yourself have been at times. This gives him a bit of a feeling of "belonging," and it may assuage his "lost" feeling. A second method is to try to find some one or two activities which particularly appeal to him, and to help him become absorbed in them to the point of forgetting himself. It is sometimes beneficial to ask him to "stick it out" for a given number of days with the promise that he may go home at the end of that time if he wants to, and, of course, keeping the promise lest he lose faith in his leaders!

Homesickness can be alleviated sometimes by making the homesick camper responsible for the camp dog, if there is one. Many a

camper asks for his dog. The camp mascot may provide a substitute object of affection and care to tide the camper over the homesick hours. Some campers are able to relieve their homesickness by telephoning home; with others, telephoning home merely aggravates it. Many a camper is all right until his parents arrive on visitors' Sunday. Short-term camps particularly suffer casualties in their enrollments then, as much because of homesick parents as because of homesick children.

As a last resort, homesick campers may be sent home. In such cases the camper should not be made to feel disgraced, for that will prejudice him against camp for all time, and will stir up resentment in his soul against his camp leaders. Neither should camp director or counselors feel disgraced over failure to keep a homesick camper. Everything possible should be done to make him happy, but, in a short length of time, the staff cannot counteract the many factors in the child's life that have led up to his strong home ties and his inability to break through them.

The child who is afraid requires sympathetic and understanding leadership. There are two types of fears, native and acquired. All children are born with the fear of loud noises and the fear of loss of support, but other fears are acquired through experience, prejudice, association, or acquired knowledge. Thus it happens that a child coming to camp may be afraid of storms because his mother has been afraid of them. He may be afraid to meet people, or be afraid of new and unfamiliar experiences.

Talking it out is a good therapeutic treatment for the camper who is afraid. When he feels that everyone has some kind of fear at some time or other, he will realize that others share his feelings, and he will feel less alone. The boy or girl who is terrified of storms might be persuaded to take pictures of lightning flashes, or to watch the progress of a storm with a fearless counselor standing by. The camper who is afraid of the unknown may have to be led by the hand to sample new experience, whether it be exploring a marsh or visiting another camp or weaving a rug, until his fears are quieted and his confidence in himself built up.

The Girl Guides [1] of England have published a useful pamphlet on

[1] Girl Guides are the counterpart of Girl Scouts in countries outside of the United States.

the subject of "What to Expect in Camp." This pamphlet is for Guides who are to have their first camping experiences. It contains useful information on the "first night" in camp; on camp practices such as colors, campfires, orderly work, and chores; and on looking after oneself. The booklet answers many an anticipated question, and provides the prospective camper with preparatory knowledge of what to expect when she gets to camp. If the unknown elements of camping hold any fears for her, this booklet would assuage them.

Socially unacceptable behavior, whether it is in the form of piebeds, refusal to eat, a flouting of regulations, or refusal to accept cabin or tent responsibilities, is usually but a manifestation of an unfulfilled desire for recognition or response. Treatment should depend upon the cause, while any punishment that is administered should fit the misdemeanor. Whatever else is done, a camper *should not* be given extra work to do to atone for his misconduct. He should not be required to sweep the floor of the lodge or police the grounds, for by implication that teaches him to dislike work and to feel that it is degrading. Work is a blessing, not an evil. It is an opportunity to create, and to give expression to personality.

The usual treatment of the camper who demands attention by some such device as refusing to eat, or being very finicky, has been to ignore him as completely as possible. The value of this type of treatment is questionable. His whole mental make-up may cry out for recognition just as his body craves food. He needs to be given credit where credit is due. His confidence in himself needs bolstering, and his sense of security within the group needs to be built up by praising his accomplishments.

The camper who runs away from camp—and there are those who do—may have outgrown the camp and its program. He may be reaching out for new experience, and confining him within bounds will only breed resentment. Far better to give him certain definite but challenging responsibilities, even if doing so means an additional supervisory job for the waterfront director, the business manager, or the cooks in the kitchen.

In a camp which we once visited, a sixteen-year-old girl left the campsite to explore a neighboring farm. She knew it was out of bounds, but, having been a camper in that camp for six years, she

had exhausted the experiences possible for her to have on that particular campsite. Her mother had died during her infancy, and her father, a traveling salesman, was seldom at home. All the girl had to go home to was a servant. Yet she was sent home bag and baggage. The camp thereby lost the opportunity to direct the girl's energy and desire for new experience into useful channels.

In European camps there is far less distinction between leaders and campers than there is in America. The leader in a European camp is a leader *of* the group, not *for* the group. In American camps where there is so definite a line of demarcation between leader and camper, the problems of staff-camper relationships are much more pronounced.

The camper who craves affection, or who wants response, may express his craving in the form of hero worship, or by a close attachment to one particular counselor. An extreme form of this attachment is known, in girls' camps, as a crush. The camp management often tries to thwart or stifle it. Camp directors have gone to great and unnecessary effort to separate campers from counselors for whom they have particular likings.

A camper, boy or girl, who shows any special attachment for a particular staff member is usually merely seeking a temporary parent-substitute to satisfy his own need for security and for response. Part of the growing up process for boys and girls is learning to break home ties, to get along away from home, to make friends outside of the family. Some children need more help than others in the weaning process.

There is no need to consider a camper-counselor friendship as more than a normal reaction. As long as the attachment is not exclusive, as long as it does not keep the camper from making friends among other campers, or interfere with his normal pursuit of camp activities, there is no reason for discouraging the friendship. There is even less reason for separating camper from counselor, for youth needs to idealize. Lacking its parents in the immediate environment, it will seek substitutes.

The counselor who is the object of hero worship has an excellent opportunity to help the camper by encouraging him in his efforts, by helping him build self-confidence, by sharing his own hobbies, and teaching by example. So often the opportunity has been thrown away

because somebody considered it abnormal for a camper to idealize and to idolize a counselor!

The quarry run of personality problems and adjustments in camp will not go much beyond those already discussed. It is not to be assumed, however, that there will be no other problems, nor on the other hand, that every child in camp will fit into some one of the categories outlined. Fortunately, in most camps there are far more normal and healthy children than any other kind.

Since, however, there is an imperative need to counteract the influences of insecurity, uncertainty, and unrest which are prevalent incident to the political, social, economic, and moral upheaval resulting from war, it is important that camps do all in their power to build up peace of mind and tranquillity of spirit within the individual campers, and within the camp itself. Mental health can be built up in the individual by developing his sense of security, his sense of achievement, and his confidence in himself.

The first step toward building up the camper's sense of security in the camp is to make him feel welcome when he gets there. The chances are that he has spent weeks or months planning to come to camp. His arrival is important to himself, even though the camp staff may have already greeted 75 or 100 new campers, and be exhausted at the end of a busy opening day. The camper's sense of security will be increased as he gains confidence in the camp director and the counselors. His degree of confidence in them is dependent, in part, upon their spirit of fairness and good sportsmanship.

The camper's mental health is improved as his self-confidence increases. He then becomes a happier individual, a better camper, a better citizen. The acquisition of new skills, or the improvement of those already known, or some achievement that brings recognition without the artificial stimulus of badges and awards, will build his confidence in himself. The non-swimmer who learns to swim, the clumsy lad who makes an archer's bow, the camper who gets an approving nod of the head or a hearty slap on the back from his counselor fairly bursts with the pride of achievement. The opportunities for acquiring a skill, or for improving it, should be available, as well as encouragement in the attempt.

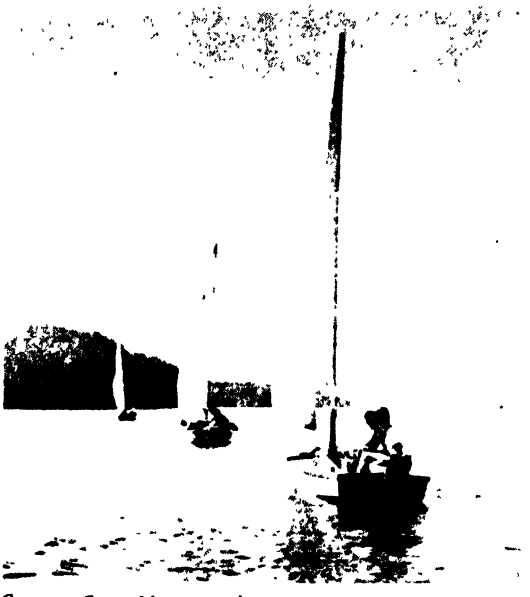
Two of the chief ingredients of mental health are laughter and leisure. Laughter is a good remedy for real and imaginary ills. It provides emotional release. As long as it is not the laughter of ridicule, it is costless, but priceless.

Leisure is the camper's chance to be himself, to build his air-castles and do his day dreaming. If camp gives a child only three square meals a day and the opportunity to do creative loafing, it has fulfilled its mission insofar as that child is concerned. With the regimentation of the average public school child's life and extra-curricular activities at school, the child has no chance whatever during nine or ten months of the year to calm down. He is in school five or six of the best hours of the day, five days a week. Usually he has one or two hours of homework to do. In addition, he may have band rehearsal, play practice, basketball or football practice, swimming or dancing lessons, and club meetings after school. Small wonder that the average child has no time for contemplative thinking! He needs it, just as the world needs diplomats, artists, and poets as well as salesmen, athletic coaches, and bankers.

Many camps experience periodic lulls in camp, times when there is a general let-down of both staff and campers. The remedy in the past has been more activity. It should probably be less activity rather than more, for time is needed for the expansion of soul.

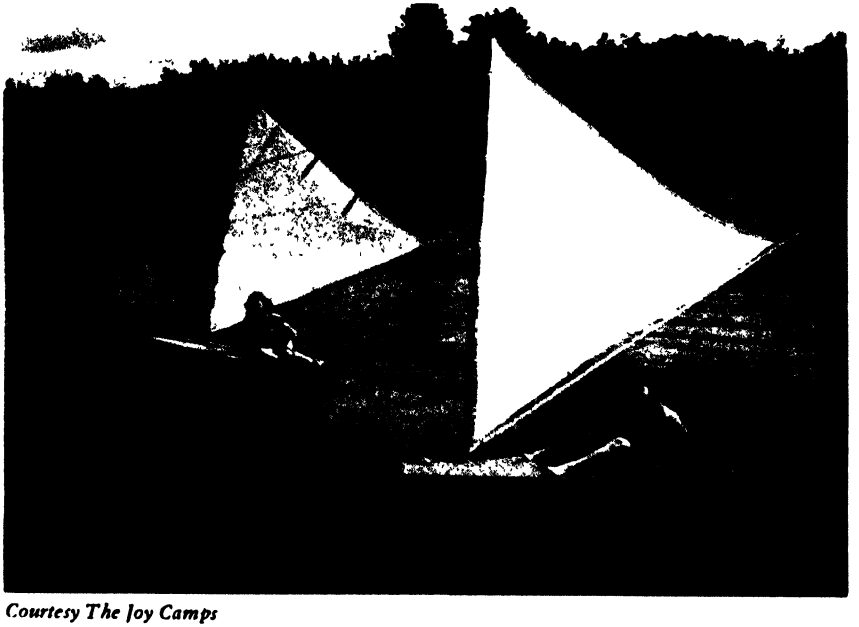
There is a legendary story of a scientist who had completed his scientific explorations on a desert island, and was making haste for the coast to take a ship back to his own country. He had a retinue of natives helping him transport his belongings to the coast and the approaching ship. They left at dawn one day, traveling until long after sunset. The second day they did the same thing. The third day the scientist was ready to leave at an early hour, but the natives would not budge. He offered to double their pay if they would start. Again they would not move. Through an interpreter, they said that they had hurried so for two days that their souls were far behind, and that they had to stop and wait for their souls to catch up with them. In setting up camp programs, it would be wise to allow time for souls and spirits to keep pace with activity.

There are further implications of mental health as it relates to the camp program. These implications lie in the values of flexibility of



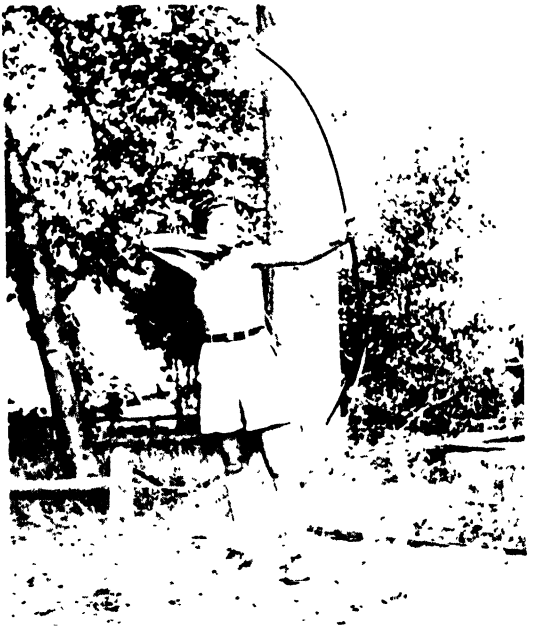
Courtesy Camp Manito-wish

Sailing off to unknown adventure



Courtesy The Joy Camps

Mastering the winds that blow



The ancient sport of archery

Rifle practice—modern complement

schedule and choice of activities, and in the value of participative planning that should be a part of every camp program. It is naturally necessary for both the smooth running of the camp and for health and safety as well to have fixed hours for meals, swimming, and rest.

Even a definite schedule may provide for occasional flexibility. So much of the value of camp program comes from the spontaneity of ideas and the quickly generated enthusiasms of the campers. The promise of a crisp, cold August morning may inspire an early morning climb up a distant hill or mountain to watch the sunrise, or a full moon might be the incentive for a moonlight horseback ride and a consequently later-than-usual bed time. A set, inflexible program would prevent rather than foster such imaginative enterprise.

Insofar as specific camp activities are concerned, it is perhaps a questionable practice to offer formal classes or to schedule classes regularly, except in special interest camps wherein the special interest, such as music or tutoring, sets the pattern of camp activity. If there is no better reason for "doing nature" than doing it because it is ten o'clock on Tuesday morning, then it had better not be done at all. It would be far more instructive to upset a planned evening campfire to enjoy the mystery and wonder of northern lights if there should happen to be a display.

One of the functions of camp, we believe, is to foster and stimulate imagination and creative effort. Imagination is that spark of the divine which sets men apart, making them dream dreams, create beauty, improve the standards of living for their fellow-men. Schools with their fixed schedules and formalized classes are not usually equipped to stimulate imagination. It is an unparalleled opportunity for camps which may be realized through flexibility of program, choice of activity, and participative planning wherein staff and campers together plan the program. Participative planning, initiated by the campers themselves whenever possible, may build up the campers' interest in camp to the stage of a proprietary interest. When campers think of camp as "our" camp, the camp morale is improved. The campers then have more fun as well as more responsibility.

The tone of a camp as well as the morale of individual campers and counselors may be heightened by the application of that priceless bit of Oriental philosophy known as "saving face." "Face" is a difficult

concept to define. John Gunther, in his book, *Inside Asia,* says, "It (face) is at once the equivalent of dignity, prestige, and reputation. It means more than honor, partly because it is external; it is what people think of you, more than what you think of yourself."

Strip a camper of his dignity and his reputation, deny him "face," and he not only loses confidence in himself but he may lose respect for his associates. Grant him an opportunity to "save face," and his own self-respect is maintained. This does not mean that camp regulations may be flouted at will, that infractions of discipline should go unnoticed. But it does imply that criticism or punishment of whatever nature should not be administered publicly. It implies further that a camper—or counselor—should be encouraged to measure up to his own expressed ideas of his own ability, or privately shown his own limitations that he may revise his personal estimates.

It is human nature to demand retribution, particularly on the part of those who have never known either thrill or temptation themselves. It gives a sense of superiority to the one who acts as judge and who assumes to administer justice, but it is apt to be damaging to the personality of the one on whom punishment is inflicted, particularly if the punishment becomes common knowledge. The administrators of justice—or of punishment—whether directors or counselors, need the humility that comes with the understanding of the principle and philosophy of "saving face."

Some of the same things which build up mental health in campers apply to the camp staff as well. Encouragement in doing a good job, approval of work well done, a sense of adequacy and of "belonging" to the group, plus the challenge of new experience or of tackling a new aspect of the counselor's job all help to build up the counselor's confidence in himself and give him a sense of well-being.

Written agreements with staff members, even with those who are volunteers, lend dignity to the service. They make for a better understanding by all concerned of the responsibilities assumed. Individual job analyses [1] are a help not only in thinking through a job, but in clarifying any possible misunderstandings concerning it. Adequate provision for time off, and a definite understanding about it, are essential both for program staff and service staff. It is, furthermore, just as important for

[1] See pages 149-152 for sample job analyses.

all staff members, including the director, to actually *take* time off as to schedule it.

What adequate time off consists of may vary with the individual camp, the size of the staff and the responsibilities involved for the counselors. An acceptable *minimum* is a twenty-four hour period once in two weeks, with either an afternoon off in the alternate week, or a couple of evenings. In general, cumulative time off is to be discouraged, for it results in staying too closely on the job. Too long a stretch of association with camp and campers without a break frequently results in going stale on the job, in loss of perspective, in loss of a sense of humor, or in jangled nerves which react adversely on the campers.

Service staff—the cooks and maintenance man or handyman—require time off as well as the program staff. In many camps, Sunday night supper is the counselors' responsibility, with supper being served cafeteria style. In some camps, the entire camp takes to the trail on some one night in mid-week, Wednesday or Thursday, so that the cooks may have that time off as well. The cooks and the handyman usually appreciate being invited to an occasional campfire, or to any special camp events. They should be included, too, not only because it is the courteous thing to do, but because it gives a feeling of unity to the entire camp personnel.

Few camps are equipped with a special tent or cabin for a staff retreat where counselors may go for an hour or two during the day or evening to write letters or to read. Provision for a retreat in a long-term camp is excellent when possible, for it is mentally refreshing for counselors to be away from the campers for occasional short whiles. Staff recreation of some sort is necessary. Staff parties held occasionally do much to provide a good time for the counselors in addition to welding them together. Additional food for staff parties is a legitimate expense, even in camps which operate on close budgets. Staff parties are more fun for the participants if they have a share in planning them.

Access to the camp refrigerator after taps does much to improve the morale of the staff. Aside from satisfying hunger, real or imaginary, there is a certain sociability to a peanut butter sandwich and a cup of coffee in the camp kitchen when the day's work is done. One camp director we know provided ginger ale and root beer floats twice a

week in the evening for those counselors who wanted them. Another camp director of our acquaintance who directed a camp having a large percentage of Jewish girls but a small percentage of Jewish staff members, provided bacon sandwiches one evening a week for the counselors, for bacon was never served in the camp dining room. The expense of these food items was negligible in terms of good will and contentment.

Mental health and well-being may be torn down even more quickly and easily than it can be built up. It can be broken down by poor physical health, excessive fatigue, too strenuous or too rigid a camp program, too much emphasis on competition, unsatisfied hunger, "crabbing," and ridicule.

Ridicule is a potent, devastating, and poisonous weapon, unworthy of any counselor. It results in humiliation, in loss of self-respect and of respect for the counselor who uses it. One of two things usually happens to the unhappy victim: either he crawls into his shell and stays there, becoming more and more reserved, or he becomes belligerent. He is desperately unhappy in either case. In self-defense, he may break loose.

Our second summer in the capacity of camp counselor we were on a staff one of whose members, Hester, was rather unattractive in appearance. It so happened that the dietitian and cook served unusually good meals, that counselors as well as campers gained in weight. Hester gained, too; toward the end of the summer she looked ludicrous in her camp uniforms. Several members of this staff liked to play cards, and frequently played after taps. One of the "rules" evolving from these nocturnal card games was that the loser each night was required to be nice to Hester for the succeeding twenty-four hours.

This was a tacit recognition of the ridicule to which Hester was subjected. It was altogether dastardly. No feeling against her personality or adequacy as a counselor should have been permitted to assert itself. Patient and personal counseling and coaching of Hester to help her over the rough spots, to help her improve her own appearance, would not only have been beneficial to her, but would have saved the staff morale.

If we had a staff member who resorted to ridicule, and we knew it, we should take him aside and explain to him what happens to the

person who is ridiculed. If it happened a second time with the same staff member, we should reprimand him severely; if it happened a third time, we should fire him without hesitation or equivocation.

"Crabbing" or fault finding is a disease that spreads through camp like a prairie fire. It usually starts with the staff. Wherever crabbing exists, there must be a reason for it. The remedy: determine the cause, and eliminate it if possible. Perhaps a "staff feed," extra rest, or a day away from camp for a few counselors will solve the problem.

The camp cruiser—that counselor whose special job it is to cruise through the camp spotting the weak points in program, bolstering them, and being on call for a multitude of program activities—might increase his effectiveness by an awareness of the human relationships within the camp. He might become a human trouble shooter by discovering human atmospheric lows, dissatisfaction or friction, and by attempting to ferret out their causes. This presupposes both an understanding heart and a diplomatic turn of mind, coupled with training in dealing with people. The cruiser can do much toward raising the general mental level of the camp.

The best insurance for mental health in a camp is a happy director and a happy staff whom the children like. The traditional teacher does not always make a good counselor, and is often neither happy nor effective at it. The average teacher is accustomed to formalized school procedures and discipline, and experiences difficulty in achieving the flexibility and spontaneity necessary to a good camp leader. There are, however, exceptions to this general rule.

The responsibility for mental health in camp is jointly that of the camp director and counselors. Mental health is not a problem but a challenge. It is the oil that lubricates the machinery of human relationships and keeps it from squeaking.

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Chapter V

FEEDING THE CAMP

A CAMP IS as good as the food it serves. Any camper will vouch for that. Any camper will rate a camp in terms of food and meals rather than in terms of leadership, program, or equipment. If, in the camper's estimation, the food is good, nine times out of ten he thinks the rest of the camp is good, too. If, on the other hand, he thinks the food is *not* good, no amount of equipment, no amount of adventure, no quantity of superior leadership will appease his judgment. His attitude toward the camp is colored by the meals that are set before him.

Individual likes and dislikes for certain foods are inevitable, of course. One camper may loathe the sight of oatmeal while another may have a hearty dislike for cheese or tapioca pudding. Fortunately, however, meals in general are not judged by an occasional unwanted dish. A well-placed chocolate sundae will do much to make a camper forget the scrambled eggs that he did not care for.

The health as well as the tone of the camp is dependent upon the food to a considerable extent. Adequate meals are a safeguard against colds and other ailments that thrive on lowered resistance. Meal planning then assumes some of the aspects of a health problem, and may be divided into three interrelated parts: the nutrition requirements of the body, eye-appeal, and appetite appeal. Beets and tomatoes when served on the same plate may be dietetically sound but artistically offensive.

What are the nutrition requirements of the body, particularly as related to camp activity? What are the functions of food as related to these requirements? What does an active, growing child need by way of food? What effect does weather have on these requirements? Should

cold meals be substituted for hot ones when there are frying pan temperatures in all outdoors? What about soft drinks?

The physiological functions of food are two: to provide warmth and energy for the body, and to build tissue or repair waste. Food materials include protein, carbohydrates, and fat. Supplementary food elements are the vitamins, or nitrogenous substances essential to the diet. Of the food materials, the carbohydrates and fat provide warmth and energy. Protein, while capable of providing warmth and energy to the body, has, as its main function, the building of tissue and the repairing of worn-out tissue. Protein is a muscle-builder.

Active campers need energy; they burn it up. They tear down tissues in their play and exercise. They require a combination of all three food materials for an adequate diet. The cardinal sin committed by camp dietitians even in camps of recognized quality is a tendency to overload camp menus with carbohydrates at the expense of proteins. In other words, too many camps serve too much macaroni, spaghetti, and cornstarch pudding with too little meat, eggs, and fish. It is unfortunate but true that, on the whole, proteins are more expensive than carbohydrates. However, it is better to cut equipment costs, if necessary, rather than food costs. It is better to do without an extra rowboat than to do without a pot roast.

Foods rich in protein are lean meats, peas, beans, lentils, milk, and cheese. Other foods with high protein content are eggs, most vegetables, fresh fruits, gelatin, peanuts, and fish. Gelatin is 85 per cent protein.

Carbohydrates include starches and sugars: bread and breadstuffs such as doughnuts, cake, coffee cake, pancakes, noodles, muffins, biscuits, and crackers; cereals, both cold and cooked; bananas; cocoa; corn starch and tapioca pudding; rice; spaghetti; macaroni; corn; dried beans. Potatoes, too, are carbohydrates, although they contain less starch than is popularly supposed, and less by ten per cent than sweet potatoes. Carbohydrates also include the sweets, such as honey, candy, preserves, jelly, jam, marmalade, cakes, icings, cookies, stewed fruits, syrups, and sugary foods.

Fats or reserve-force foods are constituents of meats and fish, cream, butter, cream soups, cheese, olive oil, salad oils, ripe olives, nuts, rich pastry, fritters, bacon, suet puddings, chocolate, and all foods cooked in

fats or oils. While sugar and starch (the carbohydrates) furnish energy and heat quickly, fats produce two and a quarter times the heat produced by proteins or carbohydrates, weight for weight.

The combination of these food materials into balanced meals is important. Bulky, starchy foods should predominate in quantity, with proteins second and fats and sweets third. In addition, there should be enough liquid to act as a dissolving and distributing agent. The most important thing to watch is the inclusion of sufficient protein in meals, covering a twenty-four hour period, because active campers burn up tissue. If meals are well balanced, and include enough milk, eggs, fresh meats, fruits and vegetables, the question of vitamins—and of supplying the necessary vitamins—will automatically solve itself, for various foods contain the various vitamins that are essential for health.

The mechanics of menu planning may be simplified by planning a week's menus in advance as one unit, thus insuring variety and balance. This may be even further simplified by showing the entire week on one large sheet of paper, blocking it off into days of the week and the three meals of each day. Then a skeleton menu for each day may be filled in, including the necessary basic items such as milk, eggs, butter, fruits, meat or fish, and vegetables. Once this is accomplished, the rest of the menu may be filled in with due attention to the necessary proteins and sweets.

Basic foods include the following: an egg a day per person; a quart of milk [1] per day per camper (with less, perhaps, for adult staff members); meat, fish, or fowl once a day, or an adequate *protein* substitute; a pound of butter per person per week. This does not mean necessarily that boiled or poached eggs should be served for breakfast every morning, or that each camper should actually drink a quart of milk each day. Milk and eggs should somehow be *included* in the daily diet. The inclusion may be in the form of creamed soups or vegetables, puddings, fruit whips, or cake. The pound of butter per person per week includes the butter which is used in cooking and baking, as well as what is actually used on bread and vegetables.

While some foods are essential in camp, others are equally non-

[1] Milk should be pasteurized or evaporated to prevent any possibility of undulant fever. The milk supply should come from tuberculin-tested herds, to prevent the possibility of contracting bone and joint diseases from tuberculous cattle. These possibilities are remote but deadly.

essential. Included among those which are unnecessary in the campers' bill-of-fare are condiments and soft drinks. Camping is to promote wholesome, simple living. By the same token, camp food should be plain and wholesome. There is no need for horseradish, mustard, catsup, and the like, the food values of which are questionable. Camp should be one place where campers and counselors have the opportunity to experience the natural flavors of foods.

Soft drinks are in a class with condiments in being questionably wholesome. Fruits, fruit juices, lemonade, and orangeade are excellent. They may be served as a late afternoon pick-me-up, together with sweet crackers, or as a bedtime drink on a hot night. There are some powdered fruit drinks to which water is added that are wholesome enough, apparently, though not always as palatable as fresh fruit ades. However, they may be less expensive.

Balanced meals imply not only a balance between fats, proteins, and carbohydrates, but between leafy vegetables and root vegetables; between fresh foods and canned. If two vegetables are served at the same meal, one should be a leaf vegetable, such as spinach, turnip or beet greens, Swiss chard, or collards; the other should be a root vegetable, such as kohlrabi, turnips, carrots, or celery root.

A good rule to follow for the main meal of the day is to serve an entrée (fish or meat preferred) with rice or potatoes and a vegetable [1] with fresh salad, bread and butter, beverage, and dessert. If a salad, as such, is unobtainable, salad stuffs like celery and raw carrots may be substituted. Whenever possible, both fresh fruits and fresh vegetables should be served at some time during the day. If they are unobtainable, then canned or dried fruits and vegetables should be used. Canned vegetables are usually as wholesome as fresh vegetables, though not as appealing or as tasty. Canned and dried fruits, on the other hand, have a higher carbohydrate content than fresh fruits, with a correspondingly lower protein content.

Distance from markets and lack of refrigeration facilities sometimes make it difficult to secure and store fresh meats. In such instances, fresh fish may be available from near-by lake or stream. Smoked or dried meat, or smoked fish may be used. There is nothing quite like a

[1] Two cooked vegetables instead of rice or potato and one vegetable is an agreeable variation.

hot meat or fish dinner once a day to give the growing boy or girl the energy needed to pursue an active camp program.

In planning camp meals, *plan for variety.* Too frequent repeats even of favorite dishes will lessen the enthusiasm for them. Distribute the more popular among the less popular dishes, and try to please the minority as well as the majority. New dishes should not only be tried out occasionally, but tried two or three times before discontinuing their serving if the first reception of them is unenthusiastic.

It may be necessary to make adjustments in the best-planned meals: a sudden change in weather from hot to cold may make it desirable to serve a hot cereal or scrambled eggs for breakfast instead of a cold cereal as originally planned. A change from cool to hot weather may make lemonade more agreeable than hot cocoa for supper, or the near-by market gardener may have quantities of carrots but no beets the day that beets are on the menu. These are minor adjustments which may be made easily when there is a master menu plan to follow. Mid-morning lunches of chocolate milk and graham crackers, or mid-afternoon or evening snacks may be provided for and served in addition to the three regular meals a day.

The quickest way of feeding the camp is not necessarily the best way. There are prepared pudding powders and flavored gelatins along with powdered fruit juices. The best puddings, however, are usually those that are mixed in the camp kitchen. The best gelatin salads and desserts are those made with pure unsweetened gelatin to which pure fruit juices and sugar are added.

As for bread and bakery goods, whenever possible, all baked goods, including bread, should come from the camp kitchen. The average loaf of commercially baked white bread is soggy, even when toasted. If cakes, pies, bread, muffins, and noodles are made in the camp kitchen, there is some control over their ingredients and the quality of those ingredients. It may be necessary to employ an extra cook to take care of the baking, but the money saved through purchasing food materials instead of prepared foods may almost pay for the services of the extra employee.

Feeding a camp in extremely hot weather is a problem, but it is a problem mostly of a camp kitchen much too hot for comfort. Regardless of temperature, campers need one good substantial hot meal a day.

It has been our experience that campers consume more hot food during hot weather than at any other time.

Winter camping presents another type of food problem. This one may be solved, however, by serving more hot foods. Camping in late autumn and in early spring as well as in winter calls for hot drinks and hot cereals for breakfast, a hot dinner at either noon or night, and hot soup for lunch or supper. Hot chocolate or hot cocoa just before bed-time is a good addition to the day's food supply in cold winter weather. There is greater need for carbohydrates for supplying warmth in the winter than there is in the summer. Baked beans, komac stew, squaw corn, and chili are most acceptable on the winter camp menu. Hot fruit punches are particularly desirable for winter time meals prepared along the trail. To make up for the lack of sunshine, cod liver oil, haliver oil capsules, or A.B.D.G. tablets may be served to supplement the diet.

Some campers require special diets because of either allergies or illness. If a camp is not equipped or prepared to take care of special diets, campers requiring them should be refused admission to camp. There are special health camps for diabetics and for children with tuberculin tendencies. These health camps, of course, provide special diets for their campers.

Allergies should be detected by the examining physician, and reported on the camper's health blank. This procedure may eliminate behavior problems when the camper gets into camp. If he is allergic to eggs, he should not be required to eat them. If he just does not like eggs, the camp administrators are justified in encouraging him to eat a little egg each time it is served. In most camps it is assumed, and rightly so, that everyone will eat a little of everything that is served, whether he likes it or not. This builds up good eating habits.

Some things are conducive to good eating habits; others are not. A reasonably cool (if possible when outdoor temperatures have soared to 100° or more!) and reasonably quiet place to eat is preferable. Good eating habits imply eating slowly rather than bolting food. If the atmosphere of the dining room, whether indoors or outdoors, is conducive to leisure, if the dining room is a pleasant place, there will automatically be less hurrying about the matter of eating than if the surroundings are unattractive and uncomfortable.

Forty-five minutes should be scheduled for each meal, to prevent gulping of food, to permit good table manners and conversation. Meals should be unhurried even if the cook wants to "get through." The proper use of silverware and napkins should be fostered as well as the careful serving of food. Slovenly serving will foster careless eating.

Oilcloth covered tables breed dirt, especially when the overhanging edges catch the drippings of spilled food and wash water. A table with a varnished top is the best table for a camp dining room. Tables may be made attractive through having them set neatly and properly, and by having bouquets of *fresh* flowers or grasses on them.

Appetizing food, appetizingly served, with due regard for such seemingly insignificant things as color schemes and the consistency of the foods themselves, play a large part in eating habits. Few people really like having their salads mixed up with the cream from creamed potatoes, and why should they? Color added to food usually makes it more appealing, such as green pepper or cherries added to a salad; carrots added to cabbage; radishes or raw carrots added to a dish of celery.

A further aspect of the food problem is the matter of camp parties and of staff parties. Both have legitimate places in the camp program and administration. A camp party gives a lift to the general program, while a staff party increases the counselors' morale by providing an outlet for fun, for sociability, and for the creative effort involved in planning. Campers, too, enjoy planning their own parties. Ordinarily the refreshments are the highlight of the affair.

The kind of refreshments depends upon the sort of party and the time of day it is held. The food for a frontier day party might be quite different from that for a circus or a box social. A party that starts before supper may include the meal as "the eats," with the meal being suitable to the occasion. For a party that starts after supper, and takes the place of an evening campfire program, ice cream and cookies are suitable refreshments, or fruit punch with cookies or cake. Refreshments for these informal campers' parties need not be elaborate in order to be satisfying.

Staff parties present a slightly different problem from the food angle. A "real staff party" often as not is a steak fry with all of the trimmings: onions, tomatoes, rolls and butter, good coffee. As staff parties are

usually held after taps, they are prepared by members of the program staff rather than by the cooks.

There is but little agreement on the place of trail cookery in the camp program. All too often the question of whether to cook out or not to cook out depends upon the good nature of the head cook and the routine of the kitchen, or upon the counselors' liking for trail cooking and their ability or inability to do it. At such times one is tempted to wonder if camps are operated for the convenience of the staffs!

The great majority of summer camps in America still employ cooks who prepare, in central kitchens, food for the entire camp which is eaten in a central dining hall. This will continue to be the practice in most of those camps which are equipped for this type of service. While the tendency is away from the centralized kitchen, it will be a decade or more before the tendency is established as an ideal. In the meanwhile, what of trail cooking? What is its place? Who should do it, and when, and how?

Let us re-examine the definition of camping as simple out-of-door living. The definition itself implies the preparation of meals out-of-doors as one of the aspects of simple living. In most countries outside of the United States where camping is done, camper cooking is taken for granted and is an accepted part of camp living. Trail cooking need not be elaborate; it should not be elaborate or complicated for the new camper. But it can be fun, and it should be an integral part of the average camp program. Campers ought to have a minimum of two opportunities a week to cook out on the trail, for it is as much "program" as any handicraft, nature study, or baseball game. That means, then, that adequate time and preparation should be allotted to it. Also, trail cooking should be done by small groups of campers, and not undertaken as an "all camp" activity.

As with other things demanding skill, trail cooking should begin with the simple and proceed to the complex. The seven-year-old may be thrilled over toasting a marshmallow, while the seventeen-year-old who has had half a dozen or more seasons of camping experience may need an emu to satisfy his love for culinary adventure. By the time he is seventeen he should be ready for emus, steamed fish, planked steak, and a variety of other foods whose preparation is more or less complex.

Stick cooking is the simplest form of all trail cookery, although it does require skill. It presents one distinct advantage in a group that is not necessarily found in other types of outdoor cooking, and that is that everyone has something to do, and is definitely responsible for cooking his own food. Next in order of complexity is the one-pot meal, famous for stews. A simple type of cooking that nevertheless requires team-work is cooking on number 10 tin can stoves.[1] These require the almost constant attention of one camper to keep the fire going while his partner tends to the cooking. Anything that is fryable or toastable may be cooked on a tin can stove: bacon, eggs, chops, pancakes, toast, cube steak, hamburger.

With a little guidance and practice, the campers themselves can plan their own menus for cook-outs. The same principles apply as apply to meals served in the central dining hall: a mixture of carbohydrates, proteins, and fats; eye appeal, and appetite appeal. Celery and raw carrots may be substituted for salads, while eggs baked in orange peels add adventure to a trail breakfast. Bread twists made over the open fire, with jam or marmalade poured into the hole left by the stick, are a good substitute for a loaf of bread. Bags of gold (cheese dumplings boiled for twenty minutes in tomato soup) are a good supper dish on the trail, while "somemores" (graham cracker "sandwiches" with a filling of plain milk chocolate and toasted marshmallows) are an ever popular trail dessert.

Apple sauce toast and cocoa make a good all-inclusive trail breakfast. Buttered toast is covered with hot apple sauce and two strips of crisply fried bacon. A dessert variation of apple sauce toast is apricot toast, with buttered toast spread with hot stewed apricots and a toasted marshmallow or two on top. It is colorful as well as palatable.

Cookout equipment need not be elaborate. Pack baskets for carrying food, with aluminum or granite milk pails for carrying water and beverages, are useful. Tin can stoves or hot rocks may be used for frying if frying pans are not available. Reflector ovens may be made of large tin cans. Ingenuity will often supply what the equipment cupboard lacks.

Some camps have "unit kitchens," particularly those in which units or groups of campers make a habit of cooking one or two meals a day

[1] See page 146 for instructions on making tin can stoves.

for themselves. These kitchens are usually equipped with outdoor stoves, kettles, pots, pans, dishes, and service for from sixteen to twenty-four people.

Food budgets for camp need to include not only the meals regularly served in the central dining hall, but meals prepared and served on the trail (which are usually slightly higher in price),[1] food for camp parties and for staff parties. The percentage of the camp fee to be used for food depends partly on the current costs of raw food and partly on the size of the camp fee. It is still possible to feed a camp adequately on fifty cents a day per person in most sections of the United States.

Savings can be effected, of course, by quantity purchases of staples and canned goods from wholesalers, although the good will of the neighborhood grocer in the nearest town may be secured by buying from him. Sugar, flour, honey, jams, preserves, dried fruits, cereals, as well as canned fruits, fruit juices, soups, and vegetables may all be purchased in quantity lots.

One of the most satisfactory purchasing agreements for camp food which we ever experienced was suggested to us by a country grocer who supplied our camp with its perishable food. He requested advance copies of the menus so that he would know what we wanted and try to have it when we wanted it. Then if the menus called for raspberries and he was unable to secure them, but could supply blueberries at a comparable price, he suggested and provided the subsitution. Frequently he bought up fresh vegetables a day or two in advance when a farmer happened by with them. He kept these in his own refrigerator for delivery on the specified day.

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Chapter VI

BUSINESS MANAGEMENT AND RECORD KEEPING

THE VARIOUS PHASES of camp business management may be roughly classified into personnel and personnel practices, financial transactions, and general business practices. All three phases should reflect the integrity of the camp, and be as simple and direct as possible.

Personnel as related to business management includes the matter of numbers of service staff employees and counselors the camp needs, the matter of staff salaries, staff contracts, job analyses, and the preparation of a staff book or counselors' manual. The staff requirements for individual camps will differ. The size of the service staff will depend in part upon the size and type of the camp, the camp enrollment, and the amount of maintenance required. An average and adequate guide to numbers of counselors for a recreational camp is one counselor to every five or six campers. Probably more camps are overstaffed than are understaffed.

From the point of view of good business management, there are two tendencies to be guarded against in staff selection. One is the selection of counselors (in name only!) who are big drawing cards for campers, but who by education and training are fundamentally unsuited to the demands of counselorships. (The burden of counseling and of program then falls on those of the staff who are qualified.) The other tendency is to overload the staff with junior counselors who, because of their youth and consequent immaturity, are unable really to be leaders. They are apt to end up by being a group apart—neither campers nor yet counselors. Unqualified counselors, whatever the reason they may be taken into the camp, are a liability. The dollars they may bring in through enrollments, or through being paid small

salaries (or none at all), are devaluated by their own lack of leadership ability. Their maintenance is an expense to the camp, as well as their salaries.

Staff salaries present an item to be considered when selecting staff. The proportion of the camp budget to go into leadership will vary with different camps and with the total amount of the camp fee. Short term camps frequently are able to secure excellent volunteer leadership, but good leadership for long term camps must almost always be paid for. It should be well paid to attract a high caliber of leadership and to reduce the high turnover in counselors.

Sound business practice designates the use of contracts or staff agreement blanks, and job analyses, even with volunteers. Staff contracts may be quite simple in form. They should list the names of the contracting parties (counselor and camp); length of employment term; remuneration, and when payable; length and interval of time-off; the job for which employed; cancellation clause with provision for pro rata payment of salary in case of unforeseen termination of the contract. Contracts should be dated and signed in duplicate by counselor and camp director, one copy being retained by each.

Job analyses for staff members may lessen the causes and occurrence of misunderstandings and possible friction. It is impossible, of course, to foresee all of the emergencies which may arise in the twenty-four-hour a day job of operating a camp, or to anticipate accurately what special duties a counselor may be called upon to fulfill. It is, nevertheless, helpful to both counselor and director to have a mutual understanding of the general spheres of the counselor's activities.

The preparation and issue of "staff books" to counselors before they come to camp in order to acquaint them with the camp, its policies and its philosophy, will eliminate much correspondence which would otherwise be necessary. Furthermore, it will do much toward giving counselors a feeling of security toward their jobs. For small camps with small numbers of counselors who know the camp and who are known personally to the camp director, staff books are unnecessary. When counselors number a dozen or more, and when they are recruited from widespread areas, a counselors' manual is decidedly helpful.

General information for the staff book may include the following: the name and address of the camp, and of the sponsoring agency if

there is one; the mailing address, express and telegraph addresses of the camp; the telephone exchange and telephone number of the camp if the camp has a telephone; a general description of the camp, including capacity, the approximate number of staff members, and program possibilities; the opening and closing dates of camp and of each camp session.

Information of more personal interest to the counselors will include the admission requirements of camp, including health certificates; the general provision for staff time-off; recreational facilities in the neighborhood; the transportation available to camp; necessary personal equipment and desirable additions; the period for pre-camp training; and suggested reading material. The inclusion of sketches, even in mimeographed copies, will make the manual more attractive. It need not be elaborate, although it should be comprehensive as to content.

The financial aspects of camp business management begin with the budget and end with the audit. In between comes a subdivision of capital and operating expense.

It is sound business enterprise to operate on a budget. Income may be from campers' fees alone, or it may include other sources such as trading post, guest meals, subsidies from Community Chests, or outright gifts. Whatever the sources, the income should be estimated, and probable expenses calculated accordingly. In agency camps, where camp fees are relatively small, the camp fees usually cover operating expense only. Capital expense is met from special funds which are raised in various ways.

Capital expense includes such things as the cost of the campsite; the initial design, equipment, layout, and construction of the campsite itself; major improvements and additions. Operating expense includes such items as minor repairs and replacements; staff salaries; employees' wages; promotion; office supplies, including postage and telephone; fuel and refrigeration; food; automobile and truck expense; medical and first aid supplies; household supplies such as soap, mops, and brooms; insurance; laundry for kitchen and infirmary; program supplies; taxes; and labor expenses incident to the opening and closing of camp.

Reserve or contingency funds are sometimes established by allocating

a certain proportion of each camp fee to such a fund. This practice will guarantee a certain sum for major repairs and replacements of such things as badly damaged boats, worn out tents, outworn or outmoded kitchen equipment or refrigeration.

The camp bookkeeping, whatever form it takes, should be the responsibility of *one* person, preferably the camp business manager, who should know something about keeping books. Auditing of books at the close of a camp season is good business procedure. For an agency camp, such as a Y.W.C.A. or a Boys' Club camp, it is essential for maintaining public confidence. For a private camp it is desirable from the standpoint of making out an income tax return.

The financial transactions of a camp may include the operation of a trading post either for the convenience of the campers and staff, or as a money making proposition, or both. It is entirely possible to operate a camp successfully *without* having a trading post. It will tend to simplify camping to eliminate it entirely. Campers may be requested to bring with them their own supplies of tooth paste, soap, kodak films, stationery, and postage stamps, or else to send home for them. This will place a little more reliance on the campers by making them responsible for having what they need. It will eliminate considerable purchasing and bookkeeping for the business manager.

The practice of selling ice cream, candy, and soft drinks at camp trading posts may be dispensed with. Whatever is necessary to the campers' diet, including ice cream and candy, should be served in the dining hall. If "drinks" are desirable, provision may be made for serving cold fruit ades on hot afternoons or humid evenings.

Camp trading posts, where an integral part of the camp, are usually operated in one of two ways: either the campers "bank" their money at the beginning of the camp session and draw on it as they wish to, or they pay cash for each purchase. The banking system prevents the dangers of loss, theft, and misunderstanding. The cash system tends to build up self-reliance and care of one's own property.

The general business practices of a camp include such things as insurance, inventories, promotion, records and record keeping. Coverage by insurance of both equipment and personnel is sound business practice. Fire insurance is generally essential, always advisable for both

buildings and equipment. In sections of the country subject to hurricanes and cyclones, some form of wind insurance is imperative. The advisability of theft insurance may depend upon the location of the camp, the availability of a caretaker, or adequate policing by state police or other law enforcement officers.

The appraisal of equipment and calculation of insurance costs may be simplified by taking annual inventory of all camp equipment, from tents and rowboats to teaspoons and sugar bowls. Replacement lists can be made simultaneously, to save the time needed for a double check.

As a protection to its employees, compensation insurance covering injury to employed personnel should be carried on the entire camp staff. The state laws of some states require camps to carry compensation insurance; it is expedient to have it whether or not required by law. Contingent insurance is advisable where campers or counselors are transported to and from camp in vehicles hired by the camp, to cover possible injury to campers or staff while being so transported. Automobile liability insurance should be carried on automobiles, station wagons or trucks owned by the camp and operated by its employees, to cover damages to personnel incurred in the operation of the motor vehicles. Public liability insurance is essential, covering injury to campers while at camp. The cost of public liability insurance is sometimes dependent upon the camp equipment—that is, upon the number of boats, canoes, and horses available for the use of campers.

While some phases of camp business management, such as writing staff contracts and taking inventory, need to be handled but once a year, enrollment promotion is a more or less continuous process. It includes the preparation of camp folders or catalogues, year books, prospect lists, interviews, camp movies, camper and counselor reunions. For private camps it means not only keeping prospect and patron lists up to date, but adding to them. For organizations operating camps, it means presenting the camp picture attractively and convincingly to the members of the organization and to their parents.

Enrollment is the life blood of the camp. Without it, camps would be forced to fold up. No definite averages can be set for the percentage of the camp fee that should go to promotion, for that will vary with the camp, its prospective personnel, and the size of the camp fee. The types of promotion media that seem, through experience, to be the most

successful are logically the ones upon which to concentrate. The personal interview of camp director and parent may clinch a registration for one camp while the appeal of camp movies may motivate registration for another.

Camp reunions are usually held for the purpose of renewing and stimulating interest in the camp on the part of former campers. Reunions are usually a lot of fun in themselves, and perhaps they have a stimulating sales value. The very best promotion for any camp, however, is a happy camper or a happy group of campers.

Adequate records are an asset to a camp. They may be used for an analysis of camp program, personnel, business management, enrollment, staff training, and health. They may also be used as a basis for the better understanding of individual campers, as a basis for business operation, menu planning, program development, critical evaluation, and progress. They need not be elaborate in order to be useful.

There are four general classifications of camp records: health records, business records, personnel records, and program records. Health records are absolutely essential for any camp, regardless of its size. Three health forms are basic: the health certificate, health history, and treatment record.[1] A fourth form, the confidential information blank, is sometimes useful. Most important of these are the records of the health examinations of the individual campers, counselors, and employees, together with health histories of each. These should either be on opposite sides of the same record card or sheet, or should be attached.

Records of any and all treatments while in camp, for even slight illnesses or injuries, should be kept on individual record cards or attached to the health certificates. The treatment records should be signed at the end of the camp session by the camp health supervisor. All health records should be filed and kept for a minimum of one year following the individual's departure from camp, as a protection against any litigation which may be entered into as a result, real or assumed, of any illness or injury purportedly sustained at camp.

Business records include not only records of all financial transactions, but records of bids on food and equipment, estimates on repairs, con-

[1] See Chapter III on *Health and Safety*, pages 31-46, for details of health records; pages 140-141, for health blanks.

tracts for repairs and replacements, rental agreements, insurance policies, inventories, food records, publicity and promotion. Capital and operating expense may be separated on financial records, with a further computation of the percentage of operating expense devoted to leadership and food. Private camps will want to prepare annual statements to give concise data that would be necessary in case of an emergency such as fire, death or incapacity of the owner, or sale.

Food records should include a record of bids on quantities of food [1] as well as on food purchases, food costs per person per day, the numbers of meals served, and the cost of trail cooking. Copies of the menus should be kept with a notation of those menus or individual dishes especially popular, and those which were not well liked. Records such as these may form the basis for other food orders and future meal planning.

Record cards will simplify the matter of taking inventory. Cards for this purpose should provide space for recording the articles inventoried, the date and place of their purchase, as well as the price paid for them.

Publicity and promotion records should list the media used for publicity, together with costs, and an estimate of the effectiveness of each medium. The camp catalogue or camp folder is usually one of the most important pieces of promotion or publicity which a camp puts out. It usually includes information concerning the camp, its location, admission requirements (including health examination), camp fee, general program, desirable or necessary equipment, and camp staff personnel insofar as determined at the time it goes to press. Copies of catalogue or folder should be kept in the camp files for reference and comparison.

Personnel records include those for both staff and campers. Camps employing more than a dozen staff members generally use some form of counselor application blank. These blanks should call for information which will give the camp director an idea of the applicant's education, training, experience, skills, and aptitudes for his job, together with a statement of his age, address, and religious preference.

Counselor application blanks need to be carefully worded to secure basic information and in order not to exclude pertinent information which may indicate the extent of an applicant's fitness and training

[1] The bids on food should list prices for individual items as well as total orders.

for his job. Care should be taken to be objective in questioning, to avoid infringing upon personal and private matters.

Camper personnel records will include prospect lists, enrollment lists, registration and enrollment cards, together with each camper's financial record. Personnel records may include such things as interest finders, activities check lists, rating scales, and progress or proficiency reports. Some of these are of questionable value. Personnel rating scales, for example, usually require trained psychologists to administer them rather than counselors who may be immature.

A simple registration or enrollment card may include the camper's name, address, and telephone number; his age and grade in school; the periods for which he wishes to enroll; and his financial record of fees paid and payable.

Individual camper activities records have been emphasized, as though the aim and object of any child's coming to camp was to indulge in a string of activities! The camper who learns the fine art of relaxation, provided he is given that opportunity, may have achieved infinitely more of lasting benefit than the one who wears himself out swimming, boating, hiking, fishing, and folk dancing. The benefits of camp to any individual child cannot be measured adequately by the number and type of activities in which he engages during his camping period. The activities records may be used collectively rather than individually, however, to determine the relative interest in various activities, or to correlate a study of activities with the general level of camp health.

Progress reports are of interest to parents, although the time that counselors spend in making them out sometimes might be better spent in working with the campers rather than in writing about them. The best type of report to prepare, and one which is of most value to the parents, is a simple informal letter concerning the camper. This letter may include information concerning the camper's general health, his progress (if any) in learning skills, his ability to fit into the camp group. Letters indicating a personal interest in campers do much toward giving parents a sense of security regarding the camp. Such letters are impractical for short-term camps, but may be valuable for long-term ones.

For the ultimate benefit of the camper, the tendency to write only *favorable* comment about him must be curbed. While some parents may resent any criticism of their children, either expressed or implied, many of them will welcome the opportunity of co-operating with the camp on the matter of behavior difficulties and problems such as shyness or homesickness.

Large camps which include a public relations director on the staff, or camps which specifically emphasize public relations activities, sometimes provide a news service for the campers' home town newspapers. This service supplies home town papers with news of the activities and achievements of the campers. This type of service has more publicity value for the camp than for the camper.

Achievement records for such things as swimming and life saving, and for proficiency badge activities which are a part of the Boy Scout and Girl Scout programs, are of value to the individual camper. It is the responsibility of the waterfront director to send reports on life saving instruction and tests to the American Red Cross.

Program records are probably the most interesting records of all, and certainly the most colorful and most easily interpreted of all camp records. Program records may take various forms: the camp log, made up by campers and counselors as the summer goes along; a camp diary of special camp events such as opening of camp, formal color ceremonies, cookouts, canoe trips, adoption of a camp mascot, and special guests and visitors. A camp newspaper may give a pretty good program record in camps where campers feel the urge to do creative writing. Photographic records are usually of great interest. Unit or section leaders sometimes keep diaries of activities in individual units, just as the waterfront director keeps a record of instruction, progress, and activities on the camp waterfront. Counselors in charge of trips will do well to write up reports of their trips (or help the campers do so), including prerequisites, preparations, route, destination, purpose, weather conditions, and interesting side-lights. These records often are of help to other counselors and campers who may be planning trips, and are interesting for purposes of comparison.

An all-inclusive type of camp record, covering aspects of campsite, leadership, equipment, health and safety, personnel practices, and pro-

gram in general is the general evaluation scale.[1] Its usefulness depends upon its comprehensiveness and the impartiality of judgment with which it is used. Such scales are set up on the assumption of certain standards and desirable practices against which actual camp conditions are to be measured.

The essentials of record keeping are few: use simple forms, fill them in accurately and completely, file them where they can be found, use them constructively, or do not have them at all. Unless they can serve some specific purpose, it is a waste of time and of effort to keep them. The health records are most important: health examination, health history, and treatment records. Next in importance are financial and business records: the budget, inventories, campers' enrollment cards, staff contracts, rosters of counselors and employees. Beyond that, every camp will have to determine its own needs for records and check the need against the time available for filling them in.

The responsibility for camp records rests ultimately with the camp director. Foods records, however, are in the province of the dietitian; financial records are in the province of the business manager; health records are the responsibility of the camp nurse. Personnel records and program records may be divided up among the program staff, with the campers themselves participating in keeping the program records. Rating scales may be used by the director, though they are more effective if used by more than one person on the staff. They may be used at staff meetings during the course of the camp season, or at the close of camp for evaluating the camp and making plans for the future.

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[1] Evaluation scales are discussed more fully in Chapter X. See pages 119-130 for sample scale.

Chapter VII

COUNSELOR TRAINING

LEADERSHIP IS ONE of the most important single factors in camping. Good camping is more dependent upon good leadership than it is upon equipment. The best leadership is usually that which has been trained for the job. While there are several methods of camp counselor training, the broad objectives and purposes of such training are basic and similar regardless of method.

The broad objectives for counselor training include an understanding of camping philosophy, of why we camp. They include an understanding of leadership, leadership qualifications and responsibilities; an understanding of the principles of group work; an understanding of camp health problems and more particularly of the guiding principles of mental health. They include the development of a professional attitude toward the camp counselor's job. These objectives apply generally to practically any type or method of counselor training.

Specific objectives for camp leadership training, as related to a particular camp, include such things as building up in the counselor a sense of security toward his job; of giving him the opportunity to explore the program possibilities (including rainy day possibilities) of the campsite; of providing the opportunity for qualifying for the use of equipment, such as canoes, boats, and craft tools; of providing instruction in and practice of campcraft skills, such as organizing cookouts and seeing them through. Further objectives include working out a relationship between the camp program and camp objectives; understanding camp regulations *and* their reasons for being; an understanding of camp schedules, camp organization and administration. Most

important of all, perhaps, is the development of *rapport,* of an *esprit de corps* among the counselors themselves.

The broad objectives may be achieved individually through various pre-camp training methods wherever the counselors may happen to be. The specific objectives can be achieved to best advantage by the whole counselor group in a few days at the camp itself before the campers arrive. Individual methods of counselor training (that is, training of a counselor as an individual without reference to his specific camp group) include such things as attendance at counselors' institutes that are sponsored in cities by organizations like the Y.M.C.A. and the American Camping Association; attendance at sectional American Camping Association meetings; participation in college and university courses in camp counseling, the number of such courses being increasingly numerous; reading selected books on such subjects as child psychology, group work, the history of camping, mental health, and general books on camping; participation in intensive camp counselors' courses given in camps, such as those provided by Girl Scouts, Inc. Some sections of the American Camping Association have meetings especially for counselors. Contacts with children through the year, in such things as boys' clubs and scout troops, is good training for counselorship likewise.

Counselors and prospective counselors should be encouraged to take advantage of whatever training may come their way, whether it be in the form of counselors' institutes or college courses. Providing counselors with reading lists, made to fit the individual counselor, may prove to be time well spent. Counselors should be encouraged to build up their own libraries of camping literature, particularly in the field of their greatest interest. Reading provides not only a background of information, but a background against which to project, and with which to build up, attitudes toward camping. It should help, further, in developing a professional attitude toward the job of camp counseling, an appreciation of the fact that camp counseling is a responsible job and not a vacation, an appreciation of the many-sidedness of camping.

There are three general types of training that can be given on the campsite itself. One is having counselors-in-training or counselor apprentices in camp along with the campers; a second is training on

the job through supervision and staff meetings; and a third is the pre-camp training period of three days to a week immediately preceding camp.

Counselors-in-training are neither counselors nor campers. They are a group in between, having been campers and aspiring to become counselors. Usually they pay no camp fee, but are given their maintenance without salary. This, naturally, increases the camp overhead.

Apprentice counselors should be given some training in the theory and philosophy of camping, in methods of group work and leadership techniques, perhaps in camping and program skills. They should have the opportunity of some actual leadership experience under the supervision of mature counselors. The camp director himself should be the guiding spirit for the apprentice group.

Not every camp is equipped to have counselors-in-training, nor does every camp need them. Some camps may not have the physical equipment, including housing, necessary to care for the additional load that counselors-in-training put upon the camp facilities. Not every camp has enough campers to warrant the expense of this method of training, nor do all camps have the leadership available to give it.

There are a few definite advantages to having apprentice counselors. One is that they will be what Dimock and Hendry call "camp-grown" counselors, who possess campcraft abilities, camp ideals, and some educational skills. They will provide the camp with indigenous leaders. They learn the techniques of leadership under supervision. "An outstanding advantage of the counselor-in-training plan is that it makes possible a thorough testing of abilities and attitudes before counselor responsibility is given." [1]

Disadvantages to the counselor apprentice plan are the expense involved; the frequent tendency of the apprentices to become drudges who do the manual work about camp; and the tendency for one or more apprentices to become copy-cat understudies to counselors on the staff instead of developing their own resourcefulness and personalities. The demands upon counselors in their twenty-four-hour a day responsibility are many and varied. It is only natural that the pressure

[1] *Camping and Character*—H. S. Dimock and C. E. Hendry, Association Press, New York.

of activities and of responsibilities may lead to having the apprentices take over routine responsibilities or do the manual labor that there seems never to be an end to. That, perhaps, is the greatest inherent weakness in the counselor-in-training plan.

Training individual counselors by supervision on the job may be an effective means of training. That again is primarily the responsibility of the camp director, although part of it may be delegated. The waterfront director may, through observation followed by conference, give training to those waterfront counselors under his jurisdiction. In the same way a unit or section leader can guide his own assistants. Supervisory techniques are numerous and varied, but, in general, in a camp situation they may evolve around observation of the counselor's performance and attitudes on the job, followed by either individual conference with him or by group discussion.

There is seldom time while camp is in session for much group training of counselors. It is usually difficult to get all of the staff together at one time, or even certain counselor groups. However, staff meeting is usually the logical time and place for such in-camp training as is undertaken. It can be done if routine matters are disposed of expeditiously. In-camp training of whatever sort is usually related to specific camp situations. It might mean learning a new group of songs that are to be taught to the campers, or it might mean a discussion of the problems of mental health as they relate to the camp, or to working out a more effective means of promoting personal cleanliness and camp tidiness, or more effective methods of some aspect of camp administration.

The pre-camp, in-camp training period immediately preceding the opening of camp is probably the most effective method of counselor training, and assuredly the most concentrated one. Its length may depend upon the length of the camp season itself or upon the availability of the camp for pre-camp training by the group that is going to use it. Privately-owned, long-term camps usually have the advantage in pre-camp training, for they may arrange dates to suit themselves. The overhead expense of counselors' salaries and maintenance for the pre-camp training period can be spread out over a longer period of time. The short-term camp, with its camp facilities rented from another group,

may be definitely limited in its pre-camp training period either by the group from which it is renting or by the overhead cost of counselor maintenance. Ideally the training period should be not less than three full days. Four or five days may be preferable.

The responsibility for planning the framework for the pre-camp training, and for seeing to it that the training program is carried out, lies with the camp director. If he is wise, and has a due regard for democratic practices, he will consult some of his key staff members concerning the course content, and he will motivate but not dominate the training itself. Specific parts of the training may be delegated to various staff members, or sometimes outsiders may be recruited to contribute knowledge of their specialties, be they mental health, music, or boat building.

Pre-camp training should provide a balance between discussions and activity, between theorizing and doing, between hard work and recreation. Likewise it should provide rest, for rest, physical fitness, and mental alertness are essential to any counselor undertaking the strenuous job of counseling in a summer camp. Staff members frequently are tired, or even tired out, when they arrive at camp, especially if they have just finished a year of school either as students or teachers. If such is the case, it is imperative for the good of the camp that at least the first day's training schedule be leisurely, and that rest periods be included in the other days of training.

The specific turn that discussions and activities will take in any one camp will depend upon the camp itself. A subject guide for pre-camp discussions is as follows: a history and background of camp, together with the philosophy of camping; leadership, its qualifications and responsibilities; developing a professional attitude toward the job of counseling; camp schedules, organization, and administration; camp, camper, and staff regulations (including any policies concerning smoking and time-off); health, safety, and first aid in camp; the need for adequate rest for campers *and counselors;* principles of mental health as applied to camp and campers; rainy day programs; major camp activities and their possibilities; the place of more occasional activities in the camp program, such as folk dancing, discussions, and gardening; camper government and camper participation therein; pro-

gram planning and camper participation therein; instructions for the routine to be followed on opening day.

Other discussions might be on what makes for good and poor camping or good and poor campers; how to treat homesickness; the responsibility of the camp staff concerning matters of personal cleanliness, good grooming, and promptness; the power of example. Not every pre-camp training course will include all of these discussions, and the list of subjects is by no means exhausted. However, those most important to, and most applicable to the camp and to the counselors in question need to come up for discussion.

Activities for logical inclusion in the pre-camp training period are an exploration of the campsite, so that its program possibilities and limitations may be appraised; nature lore rambles; swimming, canoeing, and sailing tests to determine swimming and boating competence and ability; training *and practice* in campcraft, including fire building, outdoor cooking, whittling, axmanship, and lashing. Perhaps the single greatest indictment of the average camp counselor in the United States today is that he doesn't know how to camp, how to take care of himself in the woods. The pre-camp training course is an excellent place to learn the fundamental techniques of campcraft.

Those who are experienced in campcraft should teach their skills to others. Those in charge of camp health should lead the discussions of health and first aid. The waterfront director should explain all waterfront regulations, and delegate specific waterfront jobs to his assistants. The camp director should lead the discussions of staff regulations and camp administration. The staff together may discuss camp policies and perhaps help to formulate some of them. The counselors, or a small group of them so delegated, may work out suggestions for rainy day programs. One camp of our acquaintance has a "rainy day cupboard" full of suggestions for rainy day activities for both individuals and groups. The only stipulation for use of the cupboard is that it shall not be opened until the end of the third consecutive day of rain.

Throughout all of the pre-camp training, the aim and purpose of it must be kept in mind, at least by the camp director, so that the intangibles necessary for good camping are developed—a feeling for democratic practices and processes through living experiences; the

development of an *esprit de corps;* achievement of habits of orderliness and good grooming; practice in group living which will include such routine matters as policing the grounds and perhaps washing the dishes, for the art of group living and the processes of group experience are more important than the teaching of skills. A training plan needs to cover certain fundamentals, such as matters of camper health and safety, but it should be flexible enough to permit a shift of emphasis from one subject to another, or from one activity to another, should it seem advisable.

Whether or not the camp staff spends part of its pre-camp training period washing windows, heaving mattresses, sweeping out the winter's accumulation of cobwebs, cleaning latrines, and setting up cots depends in part upon to what extent these things will make the counselors better staff members, better qualified to guide the campers through the summer. It depends also upon whether doing these things will cause them to be more rested physically and more alert mentally to cope with the many problems that come up when dealing with human nature in a living situation that requires duty twenty-four hours a day.

There are intrinsic values in hard labor. However, devoting the few days for pre-camp staff training to such labor is a questionable practice, although common in many camps. Undoubtedly it is good for the camp budget, but the budget reckons dollars and cents rather than human values.

Concerning the individual counselor and his training for effective leadership, a job analysis will help him. Preferably he should have a fairly definite idea of the scope of his camp job before he signs his contract. Practically he should discuss the details of his job and job analysis with the camp director during the period of pre-camp training. Knowing specifically of what his job consists and what his collateral responsibilities may be, will help give him a feeling of security toward his job, without which his work is apt to be ineffectual and he himself unconvincing and without self-confidence.

By the end of the pre-camp training period, if not by the end of the first day in camp, the camp director should know who his most responsible counselors are, and those who will need a watchful eye and a guiding hand continually. The ear-marks of a good counselor are

evident the moment he sets foot on the campsite. With forthright dispatch a good counselor reports to his camp director for duty, even before he unpacks his duffel bag.

The counselor who spends the first hours of his time wandering over the campsite, perhaps showing it to members of his family who have brought him to camp, without thought of checking in with his director, is very apt to be the counselor who asks the next day, when he gets around to it, "What are my hours, nine to five?" Such actions and attitudes are indicative of a woeful lack of a sense of responsibility, a thoroughly unprofessional attitude. A counselor who is thus preoccupied with other things than his responsibility to his camp director and to the camp requires more training, more guidance, and more supervision than one who understands his responsibilities and goes right ahead with his job. Counselor training is a challenge, the fulfillment of which is important to the success of the camp.

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Chapter VIII

PROGRAM

PROGRAM IS THE essence of camp from the campers' point of view. It is what they come to camp for. They want it to be fun, and above all, to be adventurous.

What is program? Who and what decides what it shall be? What determines or limits it for an individual camp? What may be accomplished through it? How are these ends realized, or defeated? How is staff selection related to program? What relationship is there between pre-camp staff training and program? What are some of the guide posts to program planning? To what extent is the camp program "organized" and rigid? What are some of the indications that there is something wrong with the program? The children's reactions to camp as well as much of the value of their camping experience lie in the answers to these questions.

In her delightful book, THE GIRLS' CAMP,[1] Abbie Graham says that "the program charter of a girls' camp is in its fullest sense this field of *what girls had rather be doing.*" The same sort of thing might be said of a boys' camp, the program for the boys being what boys had rather be doing. In either girls' camp or boys', the campers should not only be the point of departure in planning program, but they should have something to say about what shall be planned and how it shall be planned.

Camper participation in program planning insures an expression of the campers' point of view. It gives the campers a proprietary feeling toward the camp, making it "our camp" rather than just camp. The seeds of self-assertion and self-reliance that are fundamental to the

[1] *The Girls' Camp* by Abbie Graham, Womans Press, 1933.

perpetuation of democracy lie in camper participation in program planning. From the campers' point of view, camp belongs to them. They want to build it up, and it is not fair to them for the staff and camp committee to paint all of the canoes or to build all of the benches.

Factors which tend to militate against camper participation in program planning in large camps and often in small ones are camp tradition; preconceived ideas of parent, child, and counselor; specialists on the staff who compartmentalize their knowledge in neat little packages, and who lose sight of the general program for their interest in their own specialties; the counselors' unwillingness or inability to accept the campers' ideas, or to credit the campers with ideas worthy of pursuit; immaturity of staff members; and lack of experience of the campers in expressing their own program desires, thus reflecting their public school training wherein schedules and programs are made for them.

A staff-planned program handed out to the campers may be interesting and amusing, but it may be stultifying to the imagination of the campers. It deprives them of the opportunity for democratic participation in their own community. The campers' ideas are sometimes better than those of the staff, and often they have more spontaneity and enthusiasm behind them.

Not all camps can be all things to all campers. Not all camps should try to offer horseback riding, sailing, canoeing, and handcrafts to their campers, for not all camps are equipped to do so. There needs to be a correlation of program with the facilities of the campsite. A camp high in the Wasatch Mountains in Utah, where lakes are few and waters are cold, may logically emphasize horseback riding and mountain climbing rather than swimming. A camp in the Greenbrier River Valley in West Virginia might put the emphasis on canoe trips on the river, and on exploring mines in the vicinity.

Program, correlated with the camp objectives, should fit the site; the site should never be made to fit a pre-conceived program. The camp objectives will determine to some extent what things are first in importance, and will serve as a guide in putting "first things first." In a tutoring camp, the tutoring will be first; in a health camp, the health requisites will largely pre-determine the type, though not the

details, of program; in a farm camp, haying and harvesting may be the major activities.

The campsite and the camp objectives, then, indicate the general trend of the camp program. Leadership must be provided to put these program possibilities to good account, but the campers themselves should have the opportunity of deciding "what they'd rather." There are factors which encourage camper participation in program planning, just as there are factors which operate against it.

A large campsite offering many program possibilities will stimulate campers in planning what they would like to do. That priceless experience that comes but once, if at all, to most campers, of camping on a new site that has not been fettered with "what we did last year," is a real challenge to campers to plan their own activities. Comparatively small numbers of campers—half a hundred instead of a hundred and a half—make the planning easier, but even a larger number of campers may be separated into small groups for the purpose of deciding upon their activities.

Simple outdoor living is often overlooked as a program possibility in itself, while counselors propose a string of activities guaranteed to exhaust the most hardy. One reason for this is that counselors do not know how to camp and consequently do not like to camp. Activities are their stock in trade. The average American counselor has not been trained in real camping. The camper cannot be so trained until his or her counselors have experienced the thrill and enthusiasm that come from knowing how to live in the open and liking it. Throughout the length and breadth of America there are camps whose campers and counselors play baseball and tennis, ping pong and volley ball until they are weary, but who never know the weariness of pitching camp or of paddling a canoe upstream; who never know the smell of frying bacon over an open fire, or the fun of frying pancakes on a tin can stove that they have made themselves. The city playground has been transported to the country, while the precious opportunity of offering a real camping experience to boys and girls has not been realized.

In pre-war II democratic countries of Europe, young people, and older ones, too, camped a great deal, particularly the Girl Guide and Boy Scout groups. There were no established camps on the European

continent, such as we have, with the exception of a few public school camps in England.[1]

On the whole, these European camps were simple, being made up of essentials only. Their camping programs consisted not of classes in handicrafts and dramatics, but in simple camp living itself, with either swimming or mountain climbing for sport. The campers pitched their own tents, gathered their own fagots, made up their own beds, often on the dirt floor of a chalet if they were in the highlands of Switzerland, on the ground if in the lowlands of Belgium or in England. They made all of their own facilities, cooked their own meals, improvised their own equipment, determined for themselves their own programs.

In Sweden, during the summer of 1940, the Girl Guides of the large cities voluntarily established agricultural camps. These were away from the cities in the heart of the farming country. The men had been mobilized, leaving the women and the young and old people to work the farms. Because gasoline was rationed, private motor cars were inoperable and motor lorries were unavailable. In consequence, all of the camp equipment and supplies had to be transported by bicycle.

Throughout the summer the Girl Guides in these camps worked five hours a day on the farms, cleaning cow sheds and pig sties, mowing, hanging hay, chopping wood. They worked in shifts, half of those in any one camp going on duty early in the morning, the other half early in the afternoon. Volunteer Guide leaders directed them at their work and play. The campers had no means of communication with the outside world. At one camp, out from Stockholm, the campers traveled three miles every other day to listen to the nearest radio to find out whether Sweden was at war or not! Agricultural camps were conducted again in 1941, when the Guides, from 12 to 17 years of age, cut reed in the Swedish lakes to supplement the hay crop, which was short.

During the summer of 1940, a Girl Guide training camp was established high in the Swiss Alps. All camp equipment had to be transported by mule, or in rucksacks on the campers' backs. Miss Ide de Herrenschwand, the director in charge, who is known the world over to Girl Scouts and Girl Guides, said of it, "It is good experience, for we must learn that our easy living is over."

[1] English public schools correspond to American private schools.

Through the channels of "real camping," of simple outdoor living, can be built that fiber of resourcefulness and initiative which will make for sterling youth. The possibilities inherent in "real camping," in campcraft and woodcraft, are at once an opportunity and a responsibility.

It is true that simple living in the out-of-doors may be most easily achieved in a small camp, but it is possible nevertheless to achieve it in a larger "organized" or established camp. It may be done by substituting overnight hikes or canoe trips for basketball and baseball tournaments; by substituting hammers, nails, saws, and hand axes for the leather tooling, the pewter, and the bead looms of the craft shop. It is camp equipment that defeats simple camp living more often than not, combined with counselors and camp directors who have not learned how to build a fire or pitch a pup tent.

The usual ingredients of the American summer camp program include arts and crafts, dramatics, singing, nature study, and swimming. The arts and crafts may be stereotyped, the nature study perfunctory, or both may be an integral part of the experience of group living. Knowing what kind of wood to use for long, slow cooking, and being able to identify it, is as much a part of nature study as identifying flowers or birds, and it may be more useful. Building a rack out of sticks and twine for drying wet bathing suits may require as much skill from clumsy fingers as sewing together pieces of custom-cut leather for a pair of gloves, and may be more immediately practical.

The purpose of a nature program—the development of an appreciation of the out-of-doors through knowledge of its component parts—is too often defeated before the program gets started. The trouble is that generations of unwilling campers have been "doing" nature until nature itself rebels. Nature should be as much a part of the camp program, and as much taken for granted, as three meals a day and darkness at night. In fact, either the darkness of night or the light of day breaking through in the breath-taking glory of a sunrise may be the point of departure for the nature program.

A moonlight ride by horseback is suggested. When will the moon be full? What are the weather signs? Will there be fair weather or foul? What did the ring around the moon last night mean? What were

those lights flashing through the sky? Is the aurora borealis like a sundog? With that, the campers are off to nature study.

Perhaps a breakfast hike is suggested. The campers need to learn to bring their wood in before nightfall, else it will be wet with dew early in the morning when they need it. Or if it is wet, they may learn to break dead twigs from standing timber. That, too, is nature study, but it isn't "doing" nature because it happens to be ten o'clock on Friday morning when the nature class is scheduled! It is learning the ways of the woodsman and of the woods because satisfying hunger and having a good time depend upon it. A fishing expedition may have just as much nature study in it as classifying herbarium specimens for the camp museum.

It is not enough to offer arts and crafts, or dramatics, or any other aspect of program. The philosophy and the intrinsic value of the activity need thinking through. What so often defeats the purpose of arts and crafts and of dramatics is the acquisitive spirit in the one and the exhibitive spirit in the other. Campers become obsessed with the idea of making such things as pewter ash trays and plaster plaques to take home with them. This is done at the expense of the challenge of campcraft, which usually requires more ingenuity. Many forms of arts and crafts, such as silversmithing and leather tooling, are more adapted to the schools, social centers or recreation centers in the cities than they are to camp. They have no fundamental relationship to camp life.

Pottery, weaving, whittling, and wood carving are crafts which are well adapted to a camping program. It is possible to secure native clay in some sections of the country. Here, indeed, pottery making is a creative experience, made more creative by the construction of a kiln in which to bake the final products. Weaving is a craft centuries old, flourishing still among the Indians of the southwest, and among the mountaineers of Kentucky and Tennessee. It is an indigenous craft of indigenous people, creative and colorful. Its recrudescence in some of our camps, with the actual making of the looms themselves, would not be amiss.

Wood carving is to be encouraged because wood is a material at hand in most sections of the country. Perhaps the wood carving will take the form of button making. Perhaps an epidemic of paper weights

or of letter openers will sweep the camp. Perhaps a carved design will emerge from the edge of the camp bulletin board. The urge to beauty and the desire for creative aesthetic experience are fundamental. They need an outlet which camp experience can provide.

The approach to dramatics in the camp program has changed for the better in many camps, in that it has changed from a superimposed activity to a simple experience which is a natural part of the camp setting. Simple and spontaneous acting out of songs, ballads, or stories, with improvised costumes are, under ordinary circumstances, preferable to elaborate dramatic productions complete with scenery and costumes, and staged on exhibition days or visitors' days.

Music should permeate the camp in as informal and complete a way as nature study. Neither should be classified as an "activity," but should be considered natural and normal parts of living in camp. It will be necessary, of course, to take time to teach songs to the whole group, or to small groups, and there will be times when the entire camp will sing together. But music should be so much a part of the communal life that it will burst forth over the dish washing, and hiking along the trail.

Good music is to be encouraged: folk songs that have come down through the ages, art songs, sea chanteys, canons, rounds, our own rich heritage of negro spirituals that have in them all the philosophy of a Godfearing race, the cowboy songs that are still sung on the western ranges. Teaching a variety of good songs, and a variety of types of songs, will tend to prevent any of them being sung so often that campers as well as counselors tire of them. Rounds are usually simple to teach as well as to learn. Boys become enthusiastic over rollicking sea chanteys. They will respond to good music if given the opportunity to hear it. A real musician on the camp staff can do much to raise the level of artistic appreciation. A musically inclined craftsman, through the contagion of his own interest and enthusiasm, may get some of the campers to make their own musical instruments.

Sing-songs were a favorite campfire program in many of the pre-war camps of Europe. In camps in which more than one group or one nationality was represented, each group or nationality in turn sang songs characteristic of its own country. All joined in singing songs which all of them knew. Entire evenings were spent in this way, the

campers and chance visitors united in spirit by the fellowship of the campfire and of song. In Switzerland, sometimes the clear, resonant sounds of an Alpine horn came out of the darkness and mist on a mountainside. Camp activity then ceased while the campers listened. Invariably it was a deeply moving experience.

Folk dancing that has come down through the ages is of lasting value, just as group singing is. We have our own Kentucky mountain dancing and square dancing, as well as the many folk dances of other nations from which to draw. Dancing is a release to the emotions; folk dancing, well done, is an art.

Swimming is almost always one of the most popular of all camp activities, yet there is no need for it to overshadow the rest of the program, nor to dominate it. Swimming periods frequently are of two sorts: a morning period with emphasis on instruction in swimming, diving, and life-saving; and an afternoon period for recreational swimming. Swimming meets may be planned for the end of an encampment if the campers express an interest in so doing, as it gives point to a program to be working *for* something. Any special event, whether aquatic or otherwise, should be so planned that *all* campers may participate in it.

Evening campfire programs may be of two sorts: small group campfires, or general campfires for the entire camp. A combination of both types of campfires in the course of a camp session is desirable, rather than all of one or all of another. Unit campfires are usually advisable for the first night so that small groups may become better acquainted. It is easier to adjust to a small group than to a large one, easier to feel secure in a small group than in a large one, particularly if most of the people in the group are strangers. General campfires, on the other hand, tend to build up a feeling of unity among campers and staff that is lacking in the small group or unit campfires. All-camp events need to be considered when planning campfires for the entire camp, so that too many all-camp events will not submerge the activities of the smaller groups.

Campfire programs should not be planned by the staff. The campers should have something to say about them. Neither should all campfire programs be administered by counselors, for here is a place that

camper leadership may be developed. What matter if a campfire program does not go as smoothly as it might?

There is no need for sameness in campfire programs. There may be games, stories, songs, music, folk dancing, poetry, or simple dramatics as the mood, the weather, and the tempo of the camp prescribe. A chance guest or a well-traveled staff member may tell stories of his travels, or of camping in other places. There may be a making of popcorn, or of fudge, or a toasting of marshmallows.

Highlights to a camp program may take many forms: there are rodeos, chuck wagon dinners, clam bakes, corn roasts, trips,[1] or captain's dinners. There may be a camp circus, a county fair, or a waterfront pageant. There may be a masquerade party, a studio party, or consummate foolishness. The fun of these things lies, at least in half measure, in the plans and preparations for them. It is but logical, then, that plans and preparations should be of the campers' doing. Let the staff be the guests, and the campers the hosts.

Five days of rain at one camp inspired a dog show. Every camper and half of the counselors produced both known and unknown breeds of dogs. They were made of candy wrappings, cotton batting, twigs, cardboard, wash cloths, chewing gum, and a variety of other uncanine like materials. A committee of judges recruited from the staff awarded blue and red ribbons to the winning entries.

Camps sometimes have "backwards days" or "staff days." On backwards days, taps gets the camp up in the morning, and campers go to bed at the sound of reveille. At breakfast, buttered toast and eggs are served first, with fruit last. If one does not think to wear his tie backwards, he will be reminded to do so.

On staff days, the campers take over staff duties insofar as that is possible. One camper is chosen to be waterfront director for the day, another may be selected as archery instructor, and so on. The camp director may find himself dispossessed for the day, but some of the campers may have an opportunity of finding out a little about the machinery of camp administration. Once a season is enough of either a backwards day or a staff day. Staff members may not be very enthusiastic about them, but they are harmless fun for the campers. They

[1] See Chapter IX, *Trips Out of Camp,* for details on trips.

may serve as releases for pent up energy or emotion, and there is sometimes value in seeing ourselves as others see us.

Occasional ceremonies add romance to camp life, just as ceremonies anywhere stimulate the imagination and quicken the emotions. Imagination is a gift of the gods. Too often the dead level of mediocrity wears it down. It needs expression and stimulation.

The first ceremony which any new camp will have will probably be a dedication ceremony. While there can be but one dedication for any one camp, there are other occasions for ceremonies. The camp birthday, or anniversary of its dedication, or a national holiday may give point to a ceremony. At the international Girl Guide and Girl Scout Chalet in the Swiss Alps, July 31st is observed as the Chalet birthday, for the Chalet was formally dedicated on July 31, 1932. When Americans are visiting the Chalet on the thirty-first of July, they are asked to take charge of the flag raising, symbolic of a special sort of "thank you" to Mrs. James J. Storrow of Lincoln, Massachusetts, who gave the Chalet to the World Association of Girl Guides and Girl Scouts. All of the Guides at the Chalet wear their dress uniforms that day, not only as a tribute to Mrs. Storrow, but in recognition of the splendid privilege of having the Chalet. At campfire that evening, gifts are given to the Chalet by the campers, things from their own native lands.

Sundays in camp provide a time for simple services, though unfortunately, sometimes, the inspiration for them is lacking. Abbie Graham says that "the tone of a camp determines the quality of Sunday and the quality of Sunday in turn sets the tone of the camp." Camps which are non-sectarian may find that music, or perhaps poetry, will satisfy the campers' needs for spiritual expression. Choral readings, well done, may be most effective.

Aside from regular camp activities, such as swimming and boating, there are many little things, seemingly insignificant, that make the program more interesting, more instructive, and more adventurous. Adventure is where one looks for it, in short term camp or long. It must be sought, for it will not always just happen. Doing the unusual by varying the routine is adventure. Why not wake up a whole camp to see the glory of northern lights at midnight? Such an experience will never be forgotten. (One night's broken rest can be made up by sleeping late the next morning, or by a few days of mostly loafing.)

Sleeping late on Sunday morning may appeal to one group of campers, while an early morning before-breakfast fishing expedition may appeal to another. Exploring the unknown trails, caves, mines, streams, rock formations, woods, and mountains may provide adventure, or arouse new interests. Making such things as tepees, shelters, or boats may develop skill, and be fun, too. Counselor interests are contagious, and should be canvassed. There may be a good photographer on the staff who can give point and meaning to the dozens of rolls of film that are snapped on the campsite each summer. Or there may be an artist who likes to paint with watercolors, who could not only arouse enthusiasm for it but could direct it as well.

In summary, program activities of a more or less routine nature may include some of the following: arts and crafts, carpentry, swimming, sailing, canoeing, boating, fishing, archery or other land sports, horseback riding, dramatics, photography, nature lore, hiking or exploring, campcraft, folk dancing, and singing.[1] Included in the day's schedule of activities should be whatever chores need to be done by the campers, such as policing the grounds, sweeping the dining hall, and cleaning up tents or cabins. Camp duties or kapers, as chores are sometimes called, are as much a part of camp activities and camp living as swimming. Activities listed as routine require no special preparation on the part of the camper. They are usually ready to be entered into. Special events generally require some advance preparation or planning by both campers and counselors.

Special events to highlight the camp program might include some of the following activities: a canoe trip or pack trip, overnight hikes, breakfast hikes, cookouts, a picnic or a box social, moonlight hikes or rainy day tramps, a swimming meet or water pageant, a campcraft tournament, a bait casting tournament, mountain climbing, a camp birthday party or founder's day party, a rodeo or a campers' fair to which the neighbors might be invited, or some special sort of cookout like a corn roast, an emu, a clambake, a chuck wagon dinner, or a barbecue. Geographical location may limit some of these activities, such as mountain climbing or clambaking; camp equipment, such as canoes, may make others entirely possible. The imaginations of campers and counselors may suggest other special events as well.

[1] For sample daily schedule of camp activities, see page 159.

Color ceremonies, for either raising or lowering the flag, although they may occur daily, should neverthless be significant. Sunday devotional services should certainly be included among the program highlights. Both should be outstanding because of their intrinsically inspirational and spiritual character.

Setting standards for program and program building is a matter of selecting things that are worthwhile, that have fundamental and lasting value: group singing, folk dancing, swimming, teaching the elements of artistic composition in photography, setting the stage for amicable group living. "Just living and looking" will do much toward implanting a sense of perspective in the minds of campers. Creative loafing has its place, especially with the short-term camp wherein there is a tendency to crowd the program, often-times because of a too ambitious staff.

Whether a camp offers vital experiences in life and living, or a string of activities, depends upon the vision and the imagination of those directing the camp and guiding the counselors and campers. Let it not be said that the campers could not "do photography" because it rained every Wednesday afternoon at three o'clock, the time the photography class was scheduled!

Program can be a forthright and natural experience, growing out of the environment. When "something is wrong with the program," the "something" asserts itself with homesickness, rebellion, irritability, pie-beds, a desire to "go to town," a lack of co-operation on the part of campers and the invocation of discipline on the part of counselors. Perhaps a slowing down of the tempo of the camp, a day or two of added rest for staff and campers, will restore the camp to the even tenor of its ways. Perhaps it needs toning up rather than toning down, with a corporate enterprise like a turtle race or a circus.

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Chapter IX

TRIPS OUT OF CAMP

TRIPS OF VARIOUS types have become an accepted part of many camp programs, although their origin as camp program factors is a bit obscure. They may have come about as the lure of adventure beckoned the adventurous, or, in some instances, they may have been the answer to an unadventurous and inadequate campsite. They may have been awards, or tests of skill or achievement. More recently they may have been a reflection of the lure of the open road, that, each year, causes more people to travel the highways and to wander the by-ways of the land. Regardless of cause, the tendency to "do tripping" in summer camps has been on the increase.

Trips out of camp offer romance and adventure—the lure of the unexpected and the challenge of the unexplored. They offer new frontiers, sometimes in the deep woods, sometimes on the broad prairies, sometimes on waterways, to youth all too often warped in mind and spirit by the confining influences of the city. They offer an opportunity for the development of initiative and resourcefulness. They command team-work; they foster the *esprit de corps* of shared physical effort. Camp itself offers some of these attributes. On trips out of camp they are intensified, as the camper is more nearly on his own and dependent upon his own efforts for his well-being.

There are, of course, many kinds of trips which may be taken with camp as a base. Among the more popular are canoe trips and mountain climbing in those sections of the country where these are geographically possible. Other types of trips are walking or hiking, which is increasing in popularity; horseback trips; bicycle trips; overnight hiking or overnight camping, as it is sometimes called; and last and cul-

minating experience, gypsy trips. The term gypsy trip is applied to specialized itinerant camping by (we hope!) experienced campers under expert leadership and guidance. Gypsy trips may be by truck, automobile, canoe, horseback, bicycle, or wagon. Perhaps within a decade they will also be by airplane. Whether the emphasis of a gypsy trip is on the tripping itself (the going places and seeing things) or whether it is on the concomitant "real camping" that should be a part of it, depends to some extent upon the motivation for the trip and the method of transportation.

While trips out of camp are usually considered a regular part of camp program, not all campers need to participate in them, nor are all campers qualified to do so. The young or inexperienced camper may get the most pleasure and benefit from participating in activities on the campsite, or in going on a day hike or an occasional afternoon fishing trip. His skills as a woodsman, or his ability to swim or to handle a canoe, may be built up through the activities he engages in right in camp, and contribute to the experience that he needs for trips away from camp.

Younger campers who "want to go on an overnight" may learn to make and roll klondikes, then hike either to a far corner of the campsite, or to adjacent property, and experience the fun and thrill of sleeping out. It may make the expedition more interesting to cook a simple breakfast the next morning, before returning to the main camp. Trips away from camp, however, are for those campers and counselors who have had some experience as woodsmen. The enjoyment they experience in camping out increases as their skill in campcraft and woodcraft increases.

The argument is sometimes put forth that, while a camper may be technically skilled enough at the age of 12 or 13 years for overnight camping or gypsy trips, he is psychologically unprepared for them. It is argued further that such trips should be the culmination of his camping experience, to be deferred until a later day. The implication of the premise is that once a camper has experienced a canoe trip or other sort of gypsy trip, he has done all that camp has to offer, and that the day he then writes *fini* to his camping career ought to be postponed as long as possible.

This is scarcely a sound argument, for a real camper will have his

appetite for more camping whetted with each successive experience. He will want to camp out overnight on slight provocation, provided he has mastered the skills of doing so to the point of really enjoying it. One's pleasure in swimming or in paddling a canoe is seldom diminished by a repetition of the activity. Neither should one's pleasure in camping out be destroyed through successive repetitions. Let camping out be done as soon as the camper has learned to make up a bed roll, build a fire, and cook a simple meal.

Camper groups of comparable age, strength, and skill usually insure a homogeneous trip unit. Trips, then, may be geared easily to the level of experience and the endurance of the group. The counselor-camper ratio may vary somewhat, depending upon the age and skill of the campers and the type of trip, but ordinarily two staff members for the first eight to ten campers, with three for fifteen campers, insure adequate supervision and handling of emergencies.

Unless it is necessary to have a regular guide to conduct trips, it is usually better to have a trip group take to the trail with its own regular counselors than with a special trips counselor who may be unacquainted with the group. A unit or section leader will know which ones of the group may be relied upon, which ones have the most or the least endurance, which ones may shirk unless a watchful eye is kept upon them, which may try to "do it all" unless restrained. Through his knowledge of the individual campers within the group, he will be able to guide them more skilfully than one who is but superficially acquainted with them.

Prerequisites for trips away from camp come under two general classifications: skills and health. Some knowledge of campcraft and woodcraft is essential for all participants. There should be at least one or two experienced woodsmen in the group who can teach the others some of the techniques of camping out, such as how to select a good camping spot, how to care for food, how to keep supplies dry, how to build shelters should they be necessary, how to construct a latrine, how best to manage the dish washing. Depending upon the type of transportation to be used, there should be prerequisite experience for all participants in canoeing and swimming, hiking, bicycle riding, or horsemanship.

Preparations for trip eligibility may be quite a logical part of the general camp program, for it is perfectly possible to build up to trip experience without emphasis upon it as such. Fire building and cooking skills can be learned and practiced on cookouts. Swimming and canoeing may be learned and improved upon with regular practice, while skill in horsemanship may be built up through practice in riding and in caring for horses.

Special trips, such as canoe or pack trips, naturally require special skills. A canoeist ought to know how to swim, for, no matter how expert the handling of a canoe, there is nevertheless the possibility of a spill should an unpredictable squall come up on a lake, or an unseen rapids appear suddenly on a river. A canoeist ought to be able to swim 100 yards, tread water, and float.

A canoe test for trip participation may well include the following fundamentals:

1. Fall out of a canoe in deep water, and climb back into it without tipping it over.
2. Swamp a canoe in deep water, right it, and climb in.
3. Demonstrate the following strokes [1] and know their use in either stern or bow paddling: bow stroke, backwater stroke, J-stroke, full sweep, push-over, draw, and bow rudder.
4. Demonstrate the correct way to launch and beach a canoe, and know how to make emergency repairs.

Qualifications such as these will minimize the hazards of a canoe trip. Instruction in waterfront safety may be a co-ordinated part of the regular camp program. The practice of teaching safety through skill is fundamentally sound.

Other types of skills are necessary, of course, for other types of trips. Bicyclists need to have skill in handling bicycles. They should know how to care for a bicycle and how to make emergency repairs. They should know and understand safety precautions as well as all traffic and signaling regulations for the locality in which they are traveling. Their bicycles need to be safely equipped and in good condition.

Prerequisite skills for pack trips include, of course, skill in caring for and in handling horses, a knowledge of how to ride horseback, how to saddle, bridle, and hitch a horse correctly, and safety and

[1] This stroke nomenclature has been adopted by the American Canoe Association.

courtesy in riding. At least one or two members of the group should know how to pack a horse.

In addition to the skills necessary for taking part in trips out of camp, physical fitness and endurance are essential. This likewise may be built up during and through the regular camp program. If a three- or a four-day walking trip is the campers' objective, the campers' and leaders' endurance may be built up by a series of walks, progressively longer, or by a series of short climbs, each one, however, longer than its immediate predecessor. Several short trips may precede a long one. It is a mistake to assume that a transplanted city child, even one athletically inclined, can automatically take to long hikes, extensive hill climbing, or long bicycle trips as soon as he gets to camp. He needs time to adjust to his new surroundings and new way of living.

It is a good practice to have campers checked by the camp health officer just before starting out on a trip to determine their physical fitness for it. Campers with colds, sore throats, or upset stomachs, or those whose fatigue point is quickly reached, should remain at camp. It is the responsibility of the camp health supervisor to determine a camper's fitness for any trip away from camp. His decision should be final.

Trip procedure, to insure the maximum of fun, includes more than prerequisite skills and health. Important likewise is enthusiasm for the trip, together with adequate planning of personnel, destination, distance to be covered per day, menus, food, equipment, and methods of packing duffel and equipment. Sound procedure implies knowing the route and the hazards of the route, in advance; an early start in the morning; pitching camp soon after mid-afternoon in order to capitalize on the hours of daylight.

There are two types of equipment to be considered in planning a trip—the personal equipment for each camper, and group equipment such as cooking utensils, food, and a first aid kit. Too much equipment is as bad as not enough. Taking something because "it might come in handy," but probably will not, is merely adding unnecessary impedimenta whose chief function may prove to be the ruination of dispositions because it has to be handled, re-handled, packed, and repacked, but not really used. Good dispositions are indispensable to the

pursuit and enjoyment of group activity, and are not to be lightly tossed aside.

Personal equipment will vary with the type of trip as well as with the weather. Good hiking shoes are important for hiking or mountain climbing—shoes that are well broken in and have flat heels and square toes. Rubber soled sneakers are not usually good for hiking, as they are not strong enough and do not provide enough support for the feet. Stout boots, not necessarily or even advisably high topped ones, may be good for mountain climbing. If they have cleats or hob-nails in soles and heels, so much the better. Rubber-soled or composition-soled oxfords are likewise good mountain climbing shoes. Woolen socks are usually better than cotton ones for hiking, as they absorb the perspiration. Sweaters or jackets are desirable hiking equipment, ordinarily, and are indispensable for mountain climbing except in the hot, arid regions of the southwest, where a canteen of water becomes essential instead.

The Swiss, who are born and bred to the mountains and who have perfected mountain climbing techniques as perhaps no other people have, take nothing on their mountain climbing trips for which they will have no use. Their equipment is strictly limited to what they can carry in rucksacks or strap to their backs: food, first aid kit, extra sweater or jacket, sometimes a blanket or two if they are to be out overnight. Then they hike and climb either a given length of time or to a natural resting place, where they relax completely for a ten or fifteen minute period, sitting on the ground, sometimes removing their rucksacks. It is difficult for the uninitiated to realize that it is, in reality, far less tiring to climb steadily for perhaps an hour, and then to rest for ten minutes, than it is to make short, more frequent stops. The mountain climbing techniques and equipment of the Swiss may be adapted to both climbing and hiking in our summer camps.

For a canoe trip, a long-sleeved shirt or sweat shirt, slacks, and a broad-brimmed hat provide protection against the severe sunburn that results from sunlight reflected on water. Smoked glasses to break the glare of sunlight are helpful, provided the lenses are ground. Unground lenses are hard on the eyes. Blue jeans, levis, or riding breeches are both comfortable and appropriate for wearing on pack trips. The

clothing for any trip should be comfortable, durable, suited to its purpose.

Group equipment as well as personal equipment will depend upon the weather and the type of trip. It will depend also upon the destination, the means of transportation, and the length of time a trip will take. A hiking or a bicycling group planning to make overnight stops at youth hostels will have no need for blanket rolls.

Youth hostels, developed in Europe before the second world war, have been established in several sections of the United States. Usually they are developed in groups or "chains," approximately one day's hiking or bicycling distance apart. They provide simple, low cost lodging for coeducational groups under the careful supervision of specially selected house parents. Hostels are open only to those who travel by foot, by bicycle, canoe, rowboat, or horseback. They are not open to motorists. Cooking facilities, beds and blankets are available to the itinerants at a cost of twenty-five cents per person per night.

Those who wish to use the hostels secure membership in the youth hostel association [1] for one dollar a year, if they are under 21 years of age, or for two dollars a year if they are over 21. A group membership is also available. The equipment necessary for a group stopping at youth hostels is limited to food, first aid kit, and personal equipment including an unbleached muslin sleeping sack which is used in place of sheets, and which is issued with membership in the association.

The equipment needed on a canoe trip, for instance, will differ. Group equipment for such a trip includes, usually, an ax, a shovel, lantern, canoe repair kit, first aid kit (including plenty of amertan or other sunburn remedy), pup tents, extra ponchos to cover food, matches and waterproof matchbox, rope and twine for lashing, pail or bucket, such dishes and utensils as the menus prescribe, water carriers and halazone tablets for water purification, if such are necessary.

Menus for overnight trips or for extended trips away from camp will depend upon the group, upon the type of trip, the degree of experience of the campers, and upon the season of the year. In general, breakfast should provide at least one hot dish or hot drink; the mid-day meal should be light and easy to prepare, with a heavier meal at night. However, for any trip, the *weight* of food needs to be considered.

[1] American Youth Hostels Inc., Northfield, Massachusetts.

It may be simplicity itself to open up can after can, yet too much canned food adds unnecessary weight to the equipment. Hence, powdered, dried, or concentrated foods are best: dried apricots in place of canned apricots; powdered milk in place of canned milk, as fresh milk will not keep long without refrigeration.

Planned and assembled, the food for any trip needs to be packed—in the least amount of space possible. Staples like sugar, flour, and cocoa travel best in bags that have been soaked in paraffin to make them waterproof. For a canoe trip, orange crates fitted out with half-inch manilla rope handles are thoroughly satisfactory containers. Being lower than pack-baskets, they keep the weight below the gunwales of the canoe. The orange crate carriers fit either just behind the bow thwart, or in front of the stern thwart. Both sides of the crate need to be of about equal weight so that the canoe is well-balanced. Either a 16- or an 18-foot guide model canoe should carry one food box, three blanket rolls, and three campers (or two campers and a counselor.) The third person is a passenger rather than a paddler; this makes it possible to change paddlers occasionally.

Some trips, especially those requiring special or not readily available equipment, such as a horse and wagon, have to be planned well in advance. Some have to meet the limited time schedules of short term camps. Others may be entirely spontaneous, growing out of the campers' own immediate expressions and desires. These are usually the most fun as well as the most beneficial to the campers. For if it is their idea, it automatically becomes their responsibility. After all, who can schedule a moonlight mountain climb a month in advance? There might be a storm instead of a moon, or the mood for it might be lacking, come time for the trip to start.

The planning for and the techniques of taking trips away from camp may, with practice, become as much routine as the daily schedule of meals and rest. The planning simmers down to who shall go, when shall the trip start off, where and how shall it go, how long will it take, and what equipment and provisions will be needed.

After two summers of camping in the Swiss Alps with European, Asiatic, African, and South American Girl Guides, and a few North American Girl Scouts, we are convinced that American camps, on the whole, do too much coddling and make too much ado about trips

out of camp. The question in Switzerland was, not shall we go mountain climbing, but on which of two days shall we go, or may we go on both days? Mountain climbing there is taken for granted, it is true, because the Swiss are a mountain people who climb from infancy. Egyptians, however, are not mountain people, and neither are Brazilians or English or Dutch or Belgians. Yet they climbed, too, as a matter of course, getting used to all day climbs by taking a series of shorter ones.

The short hikes were interesting, too. As afternoon tea is an established custom in Switzerland, we sometimes had "tea hikes"—in reality, afternoon mountain climbing expeditions lasting three or four hours. On such occasions, preparations included "taking our tea" with us: black bread and butter sandwiches packed in paper sacks and then put into rucksacks; tea, sugar, milk, and composition cups, all packed in knapsacks. The kettles for boiling the water for tea were carried separately. Sometimes we hiked to a glacial stream where we built our fires, secured and boiled our water, made our tea, and sat on the rocks of a glacial wash having our late afternoon refreshment. This was "program" for the afternoon—logical, natural, inherent, designated by the surroundings and customs of the country. Yet it was practice, too, and building for the hardihood of longer climbs to come.

What are the risks involved in trips? Can the intrinsic values of trip experience compensate for the risks? The responsibility for that decision rests ultimately with the camp director himself.

The risks involved are accident and injury, fatigue and exposure. A canoe may be swamped; a horse may get frisky and throw its rider; a camper may return from a trip quite tired or badly sunburned. The same things may happen at camp as well. With proper preparation for the trip, with intelligent safeguards against the hazards involved, trips are well worth the risk. The challenge of the unexpected builds up resourcefulness, while physical hardihood, courage, and strong moral fiber may be the end result of trips taken out of camp.

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Chapter X

MEETING THE CHALLENGE

IT TAKES ALL sorts of ingredients to make a good camp, and there are various criteria by which a camp may be judged. Chief among the ingredients are a fundamentally sound camping philosophy, and intelligent leadership. Chief among the criteria are the general atmosphere of the camp, and the degree to which the campers are happy and contented.

A camping philosophy develops with one's experience in camping, experience with campers, experiences in life and living. One must know the ways of the city in order to know what the possibilities of the country, and of camping, are. Our cities with their hurry and tension, their noise and traffic tend to develop a restricted philosophy from which the open country and camp offer release.

Sunrise over the prairie instead of sunrise over the roof-tops, sunshine unadulterated by the smoke and soot of the cities' factories and railroads, quiet instead of the roar of traffic, a leisurely pace instead of the hustle of city streets, moonlight in place of street lamps—these are a few of the things that camp can offer the city child. But one's belief in simplicity must be strong enough to counteract the ease of overstuffed davenports for the length of the camp season. It must be strong enough to meet with a singing heart the challenge of adventure of mountains and hills, seaside and lakes, woods and fields. One must thrill to the song of the lark in the open meadow and the bloom of a rhododendron in a secluded rocky cove if one wants real spiritual re-creation, and would open the way to that experience for others.

Good camping requires an appreciation not only of nature but of human nature. It requires faith in both, despite hurricanes of the one and

temperaments of the other. Unless nature and human nature are looked upon in tempestuous as well as in quiescent mood, they are not seen in proper perspective. One view alone leads to pessimism, the other to sentimentality.

Intelligent leadership is more important than camp equipment. Other things being equal (which sometimes they are not!) counselors who have had previous experience in camping are better prepared for the job of camp leadership than those who have not had it. For camping experience implies experience in group living in the out-of-doors, which is fundamentally more important in a camp situation than assorted skills or elaborate equipment.

There are many criteria by which an individual camp may be judged, but infallible indicators of the state of the camp are the first impressions it creates. A pervading feeling of hospitality and of welcome, and groups of happy, contented campers who appear to be well fed, rested, healthy, and reasonably clean, indicate a camp in a state of general well-being. Tension, untidiness of campers or of campsite, and evident friction among campers or staff indicate that all is not well.

The general appearance of the camp itself, of the director, staff, and campers, indicate the degree to which the camp is self-respecting, and the degree to which the self-confidence of self-respect is fostered. Tin cans strewn around the kitchen area, candy wrappers all over the grounds, a lost-and-found collection of bathing suits, underwear, ties, socks, and butterfly nets on one of the main trails or thoroughfares creates an "I don't care" impression, indicating slovenliness. These are factors of personality exhibited to the public.

Human relationships within the camp, evident to the casual visitor, may indicate not only the extent to which group living has become an art, the extent to which the principles of mental health are practiced, but the tempo of the camp. Campers who are "out of sorts," counselors who are short tempered, a director who is harassed and worried, may indicate too many activities, too fast a pace, too many visitors, fatigue, or hunger. Courtesy of campers and counselors toward one another, good sportsmanship, and co-operativeness of spirit are characteristics of physical and mental well-being. The personality of a camp and the human relationships within it need to be judged objectively to furnish sound criteria for evaluating the camp.

There may be camp practices subject to question, especially in matters of organization, personnel, routine and red tape. Perhaps the camp is too highly organized, both as to personnel and program. Perhaps each counselor is too wrapped up in his own speciality to comprehend or appreciate the rest of the camp program, or to understand as he should the objectives of the camp itself. There may be friction on the staff because of an unequal sharing of responsibility, or the campers may not have enough opportunity to plan their own programs. Perhaps the camp offers, by way of program, a rigid string of activities, inflexibly scheduled, in which all campers are expected to participate at stated hours. There may be too much red tape to qualifying for the use of boats and canoes, or for planning a moonlight ride by horseback. The value and fun of spontaneity can be lost so easily in routine and regulation. The camp cruiser or trouble shooter may look to matters of routine, organization, red tape, and human relationships for indications of a ruffled surface bespeaking trouble ahead.

On the other hand, there are a number of aids to good camping, the existence of which may indicate healthful and happy living in the camp. These include such things as a campsite large enough for the number of campers it is called upon to accommodate, varied in topography, away from resorts, towns, and villages, satisfactory from a health standpoint; simple equipment adapted to the site; intelligent leadership; good wholesome food; good business management; the incorporation of health and safety principles in design, layout, construction, equipment, and program; the constant practice of the principles of mental health; and adventure in the camp program.

The following rating scale has been devised for the use preferably of groups, such as camp staffs or camp committees, in evaluating the various aspects of a camp. Group judgment is probably more sound than individual judgment in matters of this kind. A camp director and staff might use the scale together in staff meetings, or in in-camp training sessions, as a check upon themselves, their methods, program, and practices. The value of such a scale will depend in large part upon the objectivity with which it is administered.

Any evaluation scale presupposes certain standards and practices against which actual conditions and performance may be measured.

Evaluation must be checked, too, against objectives and philosophy. This is not easily done by means of a general rating scale, for the objectives of individual camps may vary, just as individual camping philosophies vary according to the purposes for which camps are operated. A music camp conceivably has different objectives than a farm camp, just as a tutoring camp with emphasis on tutoring and study differs from a Boy Scout camp which follows a national program.

In using this scale, each item should be checked in the proper column, whether unsatisfactory, good, room for improvement, or excellent. The strong points of the camp may be noted by summarizing the "excellents." Those areas in most need of improvement may be concentrated upon by noting the "unsatisfactories" and those checked "room for improvement." It is not enough to mark the scale: the scoring needs to be interpreted constructively.

Good, mediocre, or poor, camps attract campers each year by the tens of thousands. The challenge to the camps to which they come is to make their camping experience significant, worth the camp's and the camper's while—adventurous, enriching, and inspiring.

CAMP RATING SCALE

FACTORS IN CAMP EVALUATION

(Check each item in the proper column.)

	Unsatisfactory	Good	Room for improvement	Excellent
I. PERSONALITY FACTORS:				
First impressions of camp				
1) The "atmosphere" of camp—				
Is it friendly? Does the doormat say "welcome"?				
Is it leisurely, or is there evidence of hurry and tension?				
2) The appearance of camp—				
Is it tidy, well cared for, in good repair?				

CAMP RATING SCALE—*Continued*

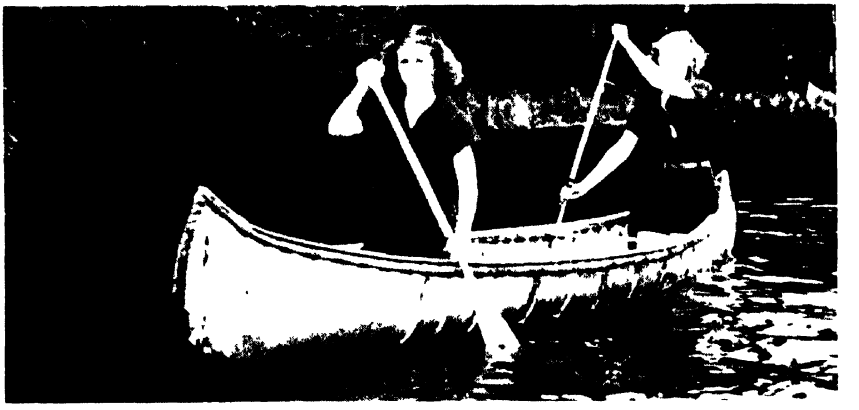
FACTORS IN CAMP EVALUATION

(Check each item in the proper column.)

	Unsatisfactory	Good	Room for improvement	Excellent
I. PERSONALITY FACTORS—*Continued*				
3) The attitude of the campers—				
Are they happy and contented?				
II. HUMAN RELATIONSHIPS:				
1) Camper-counselor relationship—				
Is the counselor respected, fair, a good sport?				
Is the counselor a guide or a dictator?				
Is the counselor truly interested in the campers, or more interested in his own specialty?				
Is the camper respected by his counselors, by his fellow-campers?				
2) Counselor-director relationship—				
Does the director have the respect of his staff?				
Are the counselors respected by the director?				
Is the director friendly, courteous, approachable, willing to accept suggestions, or is he remote, austere, reserved, dictatorial?				
Is the staff as a whole willing to accept responsibility and capable of accepting it?				
Have the counselors sufficient maturity to serve as *leaders* of boys and girls?				

Mountain climbing interlude—Swiss Alps

Alpine transportation—Swiss, French, and Belgian campers taking their luggage down the mountain



Courtesy The Joy Camps

On Wisconsin's Indian waters

Canoe racing—a popular aquatic sport

Courtesy The Joy Camps

Fishing is fun

CAMP RATING SCALE—*Continued*

FACTORS IN CAMP EVALUATION

(Check each item in the proper column.)

	Unsatisfactory	Good	Room for improvement	Excellent
II. HUMAN RELATIONSHIPS—*Continued*				
Does each staff member understand what his specific job is? Has he had a job analysis?				
3) Director-service staff relationship— Is the attitude between director and service staff friendly and understanding, or critical?				
4) Director-staff (group) relationship— Is there a general attitude of cooperation, friendliness, courtesy, fairness . . . or is there jealousy, favoritism, friction, discontent?				
5) "Time off"— Is there adequate provision for staff members to be off duty, at least one-half day each week?				
III. LEADERSHIP AND TRAINING:				
(See also section II on human relationships.)				
1) Number of counselors— Are there enough counselors for the number of campers? (minimum of one to eight.)				
2) Qualifications and training— To what extent are leaders prepared for their camp jobs, by formal edu-				

CAMP RATING SCALE—*Continued*

FACTORS IN CAMP EVALUATION

(Check each item in the proper column.)

	Unsatisfactory	Good	Room for improvement	Excellent
III. LEADERSHIP AND TRAINING—*Continued*				
cation, by group work experience, *by previous camping experience?*				
Is pre-camp training provided? outside of camp? in camp?				
Is there any follow-up training during the camp session?				
To what extent is supervision of counselors-on-the-job provided?				
To what extent is the staff informed on the philosophy of camping, . . . on "why we camp"?				
IV. HEALTH AND SAFETY:				
1) Health examinations and health supervision—				
Is each camper required to present a health certificate signed by a doctor of medicine, and a health history signed by his parents, on his arrival at camp?				
2) Is each staff member required to present a health certificate signed by a doctor of medicine, and a health history?				
Are all food handlers required by the camp to take the health examinations prescribed for food handlers by the state board of health? (examinations to include tests for				

CAMP RATING SCALE—*Continued*

FACTORS IN CAMP EVALUATION

(Check each item in the proper column.)

	Unsatisfactory	Good	Room for improvement	Excellent
IV. HEALTH AND SAFETY—*Continued*				
venereal disease, typhoid carriers, tuberculosis, amoebic dysentery.)				
Is there a registered nurse or a licensed doctor of medicine on the staff full time? or a first aider?				
Is there an infirmary or an isolation tent available for quarantine, illness, or serious injury?				
Is the infirmary located away from the center of camp activities to provide quiet and rest?				
Does the camp have adequate first aid equipment? Is there a first aid kit on the waterfront? Are first aid kits available for trips away from camp? For cook-outs?				
Are records kept of treatments for illness and injury?				
Are tent platforms provided where tents are used?				
Is the drinking and swimming water tested at regular intervals during the camping season, and any necessary purification attended to *at once?*				
2) Natural hazards—				
Is the campsite free from natural hazards (such as cliffs, poisonous				

CAMP RATING SCALE—*Continued*

FACTORS IN CAMP EVALUATION

(Check each item in the proper column.)

	Unsatisfactory	Good	Room for improvement	Excellent
IV. HEALTH AND SAFETY—*Continued*				
snakes, poison ivy, sudden increases in the depth of water in the swimming area), or are the campers safeguarded against these hazards by instruction or other methods?				
3) Sanitation—				
Are latrines adequate in number? (one unit for each ten persons.)				
Are latrine pits fly-tight?				
Are latrines located away from the water supply?				
Is garbage disposed of daily, burned, buried, or taken away?				
Are tin cans inoffensively disposed of? Or are they left to accumulate and breed flies?				
Are garbage can lids tight?				
Are the kitchen and dining hall screened?				
Is there an undrained mosquito-breeding swamp on the campsite?				
4) Waterfront safety—				
Is the swimming area roped off for the beginning swimmers and non-swimmers, and intermediates?				
Are the boundaries of areas for the advanced swimmers definite, and definitely understood?				

CAMP RATING SCALE—*Continued*

FACTORS IN CAMP EVALUATION

(Check each item in the proper column.)

	Unsatisfactory	Good	Room for improvement	Excellent
IV. HEALTH AND SAFETY—*Continued*				
Is there adequate supervision of the swimming area? (one senior American Red Cross life saver, 21 years of age or older, in charge of the waterfront? one life saver for each ten swimmers?)				
Is the waterfront equipped with life buoys, long fish poles (bamboo), first aid kit?				
Is the check system used?				
Is the buddy system used?				
Is the cap system used?				
Is there adequate supervision of, and instruction in, use of boats and canoes? Are boat and canoe tests required?				
5) Food: "Good food promotes good health."				
Is there an adequate supply of plain, wholesome food?				
Are fresh fruits and fresh vegetables served daily?				
Is there an allowance of one quart of milk per camper per day?				
Is the milk pasteurized?				
Is the food well cooked, attractively served? Served hot, if it should be				

CAMP RATING SCALE—*Continued*

FACTORS IN CAMP EVALUATION

(Check each item in the proper column.)

	Unsatisfactory	Good	Room for improvement	Excellent
IV. HEALTH AND SAFETY—*Continued*				
hot? Served cold, if it should be cold?				
Is there sufficient protein included in the meals, or are the meals overbalanced (and overpowered!) with starch?				
Is there an equal and prompt distribution of food?				
Are meals served on scheduled time (with occasional intelligent exceptions?)				
Is provision made for outdoor cooking on the trail?				
Is trail cooking equipment available?				
V. PROGRAM:				
1) The program and the campers—				
Does the program fit the campers, or do the campers conform to program?				
Is the program flexible?				
Does the program allow time for adequate rest and leisure, or is the program crowded?				
Does the program bring out the best in each individual camper?				
Does the program foster social adjustment and amicable group living?				

CAMP RATING SCALE—*Continued*

FACTORS IN CAMP EVALUATION

(Check each item in the proper column.)

	Unsatisfactory	Good	Room for improvement	Excellent
V. PROGRAM—*Continued*				
Do "all camp" events take in *all* campers *as participants?*				
Does the program offer opportunity for the development of a new skill? for improvement in one already acquired?				
Does the camper have a share in planning the camp program? in the government of the camp?				
Does the program develop the campers' initiative, self-confidence, resourcefulness?				
Does the program offer adventure challenge?				
2) The program and the site—				
Does the program fit the site?				
Are all of the natural facilities of the site used, or are there unexplored and unused areas of the site?				
Does the program offer enough opportunities for campcraft and woodcraft, tracking and trailing, outdoor cooking, the type of activity that cannot be pursued on a city playground?				
Is there provision for trips out of camp for experienced campers? By canoe, horseback, bicycle, wagon, or on foot?				

CAMP RATING SCALE—*Continued*

FACTORS IN CAMP EVALUATION

(Check each item in the proper column.)

	Unsatisfactory	Good	Room for improvement	Excellent
VI. SITE AND EQUIPMENT:				
1) Site—				
Is the campsite adequate for a good camping program? large enough? varied in topography? away from resorts, towns, and villages?				
Could the site be improved by reforestation, acquisition of adjacent land, clearing, draining, changes in layout, addition of more camping equipment (tents, etc.)?				
Is the site laid out on the unit plan? (small groups of tents or cabins spread over much of the camp area.)				
Is there an intelligent plan for the future development of the camp and campsite?				
2) Equipment—				
Does the program equipment fit the site?				
Is the program equipment simple, or is it country-clubbish?				
Does the existing equipment challenge the imagination and the ingenuity of the campers, or does it tend to stifle initiative?				
Is the kitchen equipment adequate?				
Is there adequate shelter for rainy days and rainy day activities?				

CAMP RATING SCALE—*Continued*

FACTORS IN CAMP EVALUATION

(Check each item in the proper column.)

	Unsatisfactory	Good	Room for improvement	Excellent
VII. BUSINESS MANAGEMENT:				
1) Business practices—				
Does the business management reflect the integrity of the camp?				
Do all counselors (including volunteers) and employees have contracts?				
Are there written agreements for campsite rental or purchase?				
Does the camp carry workmen's compensation insurance, public liability, automobile liability, contingency, and fire insurance?				
2) Finance—				
Does camp operate on a budge?				
Are complete records kept of all income and of all expenditures?				
Is camp able to "pay its way"?, i.e., does the camp fee cover all *operating* expenses? (organization camps.)				
Is there a contingent fund to meet major repairs and capital investment?				
Are supplies purchased in wholesale quantities (soap, food, paper cups and towels, etc.)?				
Are purchasing records and receipts kept, and inventories and replacement lists made annually?				

CAMP RATING SCALE—*Continued*

FACTORS IN CAMP EVALUATION

(Check each item in the proper column.)

	Unsatisfactory	Good	Room for improvement	Excellent
VII. Business Mangement—*Continued*				
Is the staff paid or volunteer? Is this satisfactory?				
3) Records—				
Do the camp records supply adequate (but not superfluous) data for reports (i.e., reports to sponsoring groups, Community Chest, etc.)?				
Do counselors spend time making out reports that might better be spent on campers or on program? or sleeping?				
Are the camp records used after they are made out?				
Are adequate records kept of food and food costs?				
Are rosters kept of campers and counselors?				
Are prospect lists kept up to date?				
Are there records of the camp program, general camp schedule, precamp training?				

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Digest of Laws Affecting Organized Camping (1939), National Park Service, U. S. Dept. of the Interior, Washington.

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Minimum Standards for Camp Fire Girls Camps, New York: National Council of Camp Fire Girls.

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Standards for Camping, New York: Boy Scouts of America.

TAPS

Taps is sounding through the starlight,
Peace is in its call;
Silver arrows of its music
Bring good night to all.
One more camp day now is ended
Fraught with memories.
With the notes are softly blended
Evening reveries.
Camp has brought me precious treasures,
Gifts that I may hold;
Lessons taught by trees and grasses;
Friendships new and old;
Quiet of the wood at twilight;
Pride in work well done;
Strength, and joy in strength of body;
New skills sought and won.
Taps is sounding through the starlight,
Echoes die away.
New found hopes to live more fully
Wait another day.

—Marjorie Swafford Drought

APPENDIX

Chapter II

Campsite Selection and Development

Waterfronts

Material on the design and development of waterfronts for recreational camps is available through the National Park Service, U. S. Department of the Interior, Washington, D. C. The American Red Cross national life saving staff co-operated with the National Park Service in developing plans and designs for the development of waterfronts for recreational camp areas. The material has been turned over to the National Park Service.

Waterfront safety equipment and methods recommended by the American Red Cross for the promotion of safety in camp aquatic activities is contained in the Red Cross textbook *Life Saving and Water Safety.*

Swimming Pools

The design of any swimming pool will be controlled largely by the requirements of safety and sanitation. In many states, permits are required from state or local departments of health for the construction and operation of swimming pools; in other states, the approval of plans and specifications by state boards of health is required.

Insofar as possible, the design and shape of the pool should be consistent with its setting. It is entirely possible to build pools which are not of the standard rectangular pattern, but which conform more nearly to natural contours. The size of a pool should be determined by the probable eventual enrollment of the camp. Other factors of importance in determining size are the cost involved, and the fact that a small pool is an aggravation to a good swimmer.

The specifications of the Illinois Department of Public Health provide that construction should be of an impervious material, with a non-slip finish on the bottom surface above a depth of five feet, and a smooth finish below a five foot depth to facilitate cleaning. Dark bottoms are not permitted; overflow (scum gutters) and footbaths are required. The rate of turnover for the entire contents of the pool may vary from once in six hours to once in 18 or 24 hours. Campers should be encouraged to wear cotton bathing suits in swimming pools, as woolen ones are linty.

Whether or not provision is made for dressing at the pool will depend upon the distance between the living units in camp and the pool. It may be unde-

sirable to make the campers return to their units in order to change clothes before and after swimming.

Adequate toilet and shower facilities located in connection with the pool are essential. A minimum of one shower for each eight bathers is recommended, inasmuch as camp swimming pools are used by groups on a time schedule. Warm showers are preferable to cold. Bathers should be required to shower not only before entering the pool, but after using toilets before reentering the pool. No one except the bathers should be permitted the use of toilets in connection with shower rooms. Latrines for spectators may be provided a short distance away from the pool.

Tents

A wall tent with openings both back and front, split at the four corners (and equipped with eyelets) so that the side walls may be rolled up during warm weather is generally a satisfactory type of tent for use in a recreational summer camp. Its comfort is increased (by making it cooler in hot weather) and its usefulness prolonged by the addition of a tent fly.

For two persons, a 9½′ x 12′ tent, with a 4′ wall and 8′ 6″ center is satisfactory.[1] For four persons, a 12′ x 14′ tent with a 4′ 6″ wall and a 9′ center is satisfactory. A 14′ x 16′ tent, with a 5′ wall and a 10′ center will accommodate five persons comfortably.

The standard weight of tent fabric is based upon the weight of a square yard of gray goods. In general, the larger the tent, the heavier the grade of canvas should be. Rigid government specifications for canvas have been set up, and the quality of canvas can be most readily determined if the manufacturer has followed the government standard terminology for grades which is described in government specifications. These specifications have established standards for breaking strength, ply, and thread count. It is often difficult to determine the manufacturing standards of tent canvas that is sold under a private brand name.

White or khaki Army duck has proved satisfactory for tents for recreational summer camps. White tents are slightly cooler in summer than khaki tents, although they soil more readily. Khaki duck is mildew resistant.

A good tent, properly taken care of, should last about ten years. Tents must be *thoroughly* dry, even unto seams, when taken down and stored for the winter. They should be stored in tin-lined boxes or other place that is safe from rodents.

[1] Tent sizes recommended by the Camp Bureau and National Equipment Service, Girl Scouts, Inc.

Tent Platforms

The widths of material used in tent manufacture may vary as much as an inch from the standard, thus making the finished size of the tent different from the dimensions to which it is laid out. Therefore tent platforms should not be built until *after* the tents have been received and their exact dimensions determined. The tent floor should be built four inches *less* in width than the size of the tent.

The selection of wood for tent platforms depends somewhat upon availability in a particular locality. Fir is probably the best suited, although white pine or ponderosa pine are excellent. Southern yellow pine or western yellow pine seem not so satisfactory, as they are coarser, heavier woods having a high resinous content which tends to bleed.

For waterproofing and weatherproofing tent platforms, paint may be used, but there are cheaper and more permanent treatments. Creosote is best provided the color is not objectionable. Coal tar creosote is the least expensive material for waterproofing, and will certainly reduce maintenance costs. Where termites are a factor, it is practically the only satisfactory treatment there is. Lumber which has been dipped in a chlorophenol solution is highly weather resistant.

Copper screening is recommended whenever tents are to be screened.

Riding Stables

Riding stables [1] should be so constructed that the horses will be protected from wind and rain, but will have plenty of air on hot days, with adequate cross draft. A slanting roof should project over the stall heads. The top half of the walls should be screened with shutters. The stalls should allow a six foot width per stall per horse, with partitions between horses that will withstand kicking, and prevent legs from being caught or broken. An oblong barn, with horses on either side, back to back ten feet apart, facilitates cleaning the barn, and likewise facilitates saddling, bridling and feeding.

A small room for hanging saddles and bridles is desirable, and next to that a large one for storing grain, hay, and straw. The space need be large enough for a week's supply of feed: for ten horses, this would be a ton of baled straw and hay, and about fifty bushels of grain. Straw is necessary for bedding. There should be an outside entrance to the grain, hay, and straw storage space.

The water supply should be accessible and liberal, for horses are liable to sunstroke with insufficient water.

[1] These recommendations on stable construction consider summer weather only, as riding horses are usually maintained at camp only through the summer months.

Fire Protection Equipment

The following recommendations for fire protection equipment for organized camps have been made by the safety committee of the National Park Service.

For installation in buildings on campsites located in sections of the country where freezing temperatures are encountered:

Kitchen.—One 1-gallon pressure type carbon tetrachloride extinguisher.

Mess hall.—One 2½-gallon non-freezing type, such as calcium chloride, extinguisher.

Each infirmary, administration building, recreation building, or other important structure.—One 2½-gallon non-freezing type extinguisher, such as calcium chloride. One water barrel, with cover, and three buckets with conical bottoms for each water barrel, to be placed outside of building.

For installation in buildings on campsites located in sections of the country where freezing temperatures are *not* encountered:

Kitchen.—One 2½-gallon foam type extinguisher.

Mess hall.—One 2½-gallon soda-acid extinguisher or equivalent.

Each administration building, infirmary, recreation building, or other important structure.—One 2½-gallon soda-acid extinguisher or equivalent to be placed inside of buildings. One water barrel, with cover, and three buckets with conical bottoms for each barrel, to be placed outside of buildings.

Garage.—One 1-gallon pressure type carbon tetrachloride extinguisher.

Cabins (sleeping).—For each group of five or six cabins with unit lodge, three water barrels, with covers, and three buckets with conical bottoms for each water barrel. Barrels are to be placed at strategic points based upon the layout.

In addition to this equipment, a fire ladder long enough to reach the top of any of the buildings, and two fire axes fastened to the outside of the main building are recommended.

Mosquito Control

Mosquito control is an important factor in camp health because mosquitoes transmit disease. One method of combating the mosquito menace is to provide screening for all camp buildings, including tents and cabins.

A more effective method of control is the treatment of breeding places. All cans and fire buckets should be covered. Marshes and pools of standing water may be drained by open ditches or subsurface tiling.

Where it is impracticable to drain standing water, the surface of the water

may be oiled. The oil treatment consists of spraying or pouring onto the surface of the water one part kerosene and one part crude oil, so that larvae cannot survive. The treatment should be repeated every few days, or at least once a week during the mosquito season.

Chapter III

Health and Safety

Girls' Health Certificate

(Form used in National Park Service recreational demonstration area organized group camp.)

Camp Pottawattomie

Physical examination by a registered Doctor of Medicine to be made out not earlier than one week before the applicant enters camp.

State condition of (name of applicant):

Heart	Lungs
Skin	Throat
Eyes	Ears
Sinuses	Teeth

State the following:

Blood pressure: Systolic	Diastolic
Pulse rate	Temperature
Has girl a hernia?	Athlete's foot

What special precautions do you recommend for this girl while she is in camp?

Signature of Doctor of Medicine

Address City State

Telephone number Date of examination

The following part of the form is to be filled out by the Camp Nurse.

State the following:

On arrival in camp: Weight Height Date

On leaving camp: Weight Height Date

Treatments while in camp:

Comments:

Signature of Nurse Date

Health History

(To be filled out by parent or guardian.)

Name of applicant Date of birth

Address City State

Person to notify in emergency

Address City State Tel. No.

Is your daughter subject to: Headaches Frequent colds Tonsillitis Asthma Hay Fever Indigestion Fainting spells Hysteria Sleep walking Cramps Epileptic seizures

Has she matured? If so, what is the date of her next menstrual period? If your daughter is 12 years old and has not yet matured, is she prepared mentally for this change?

Is she subject to constipation? If so, what treatment do you usually give her?

Has she had typhoid inoculations? Give date

Has she had diphtheria inoculations? Give date

Has she had smallpox vaccination? Give date

Does your daughter have any physical disorders that would prevent her from taking a full part in the camping and swimming program?

If so, describe.

Has she been exposed to any contagious disease within the past three weeks?

List illness that your daughter has had in the past two months:

Signature of parent or guardian Date

Address City State

SUGGESTED BASIC FIRST AID SUPPLY AND EQUIPMENT LIST
(two-week camp with fifty campers)

SUPPLIES

absorbent cotton—½ lb. package

adhesive tape
- 1 roll 1 inch
- 1 roll 2 inch

alcohol—1 quart rubbing

amertan—2 small tubes

applicators—1 box

argyrol—1 oz. 10%

aromatic spirits of ammonia—4 oz.

aspirin—100

bandages—
- 1 inch gauze—3
- 2 inch gauze—2
- 4 inch gauze—1
- bandaids—200
- 3 inch sterile gauze squares—100
- triangular bandages—2

bicarbonate of soda—½ lb.

boric acid crystals—1 lb.

calomine lotion—8 oz.

cleaning fluid—8 oz.

epsom salts—1 lb.

iodine—4 oz.

mentholatum—small jar or tube

merthiolate—4 oz.

milk of magnesia—16 oz.

soap—yellow laundry, 2 bars

sweet oil—2 oz.

tannic acid—1 gallon 5%

tongue depressors—100

vaseline—small jar

zinc oxide—small tube

EQUIPMENT

clinical thermometer

eye cup

eye dropper

scissors

for snake country add razor blades and rubber tourniquet

Chapter V

Feeding the Camp

Camp Menus

Following are a few basic camp menus for a ten-day period, embodying the principles discussed in the chapter on foods. These are for a summer recreational camp making use of a central kitchen.

	MORNING	NOON	EVENING
Sunday	cantaloup bacon toast cocoa	roast loin of pork apple sauce browned potatoes buttered beets lettuce salad graham cracker pie milk	sandwiches: egg cheese sliced cold pork combination salad milk chocolate sundae
Monday	apple sauce rice krispies toast jam cocoa	chop suey natural brown rice combination salad bread and butter gingerbread with whipped cream milk	noodle omelet fruit salad bread and butter cake milk
Tuesday	stewed prunes hot cereal sweet rolls milk	meat loaf, gravy boiled potatoes wax beans lettuce bread and butter tapioca pudding milk	deviled eggs cold cut sliced tomatoes bread and butter spice cake milk
Wednesday	oranges French toast with syrup cocoa	liver and onions mashed potatoes buttered carrots apple and celery salad bread and butter chocolate pudding milk	Spanish rice carrot sticks bran muffins sliced fresh peaches cookies milk
Thursday	stewed apricots soft boiled eggs toast, jam cocoa or milk	pot roast of beef browned potatoes carrots, onions combination salad bread and butter fruit jello milk	cream of pea soup salted wafers sliced tomatoes bread and butter cherry pie milk

	MORNING	NOON	EVENING
Friday	grapefruit juice pancakes with syrup cocoa	salmon loaf mashed potatoes peas lettuce salad bread and butter canned pears milk	spaghetti with hard boiled eggs and tomato sauce celery and carrot sticks fruit ade cookies
Saturday	canned figs hot cereal toast, jam milk	beef stew with potatoes, turnips and carrots radishes and celery bread and butter apple cobbler milk	escalloped noodles with cottage cheese tomato salad bread and butter milk devil's food cake
Sunday	pineapple juice cereal coffee cake cocoa or milk	baked ham mashed potatoes apple-celery salad buttered carrots fresh raspberries cookies milk	potato and egg salad cold cut sliced tomatoes bread and butter ice cream cookies milk
Monday	fresh peaches cold cereal toast bacon cocoa	hamburger kohlrabi or turnips corn on cob lettuce and tomato salad bread and butter cottage pudding milk	cream of tomato soup salted wafers egg salad blueberry muffins canned pears milk
Tuesday	cantaloup scrambled eggs toast strawberry jam milk	roast shoulder of lamb browned potatoes green beans sliced tomatoes bread and butter peach shortcake milk	baked lima beans and bacon cabbage salad brown bread, butter fresh berries cookies milk

Meatless Day Menus

BREAKFAST	DINNER	SUPPER
orange juice cream of wheat buttered toast honey milk	baked macaroni with cheese vegetable salad bread and butter milk watermelon	scrambled eggs strawberry jam bran muffins celery milk ice cream cookies
cantaloup French toast with syrup milk	Spanish rice (with tomato and onion) combination salad milk graham bread, butter apricot upside down cake	sandwiches— date nut cheese fruit salad milk cookies
stewed prunes soft boiled eggs buttered toast cocoa	noodle ring with vegetable plate celery, carrot sticks bread and butter milk chocolate pudding	cheese soufflé green peas bread and butter sliced peaches milk cookies
grapefruit juice scrambled eggs strawberry jam toast milk	baked beans cabbage salad brown bread, butter milk canned pears cookies	cream of tomato soup salted wafers fresh fruit salad bread and butter milk chocolate fudge cake
oranges soft boiled eggs buttered toast cocoa	carrot-walnut loaf tomato sauce wax beans combination salad bread, butter milk apple pie and cheese	cream of pea soup salted wafers pear and cottage cheese salad bread and butter milk ice cream
stewed prunes fried corn meal mush with syrup milk	baked spaghetti with tomato sauce green beans head lettuce salad bread, butter milk fresh raspberries cookies	deviled eggs combination salad bread and butter milk spice cake

Food Combinations

Following are a few good food combinations.

For breakfast:

apple sauce with rice krispies and cream
cereals—hot or cold—served with brown sugar instead of white sugar
grape-nuts and bananas with brown sugar (also a good Sunday night supper combination)
scrambled eggs with strawberry jam and bran muffins (also a good supper combination)

For dinner:

baked ham with sweet potatoes
liver with broiled bacon
pot roast with spoon bread (avoid in hot weather, as corn meal is heating)

For supper:

baked beans with brown bread and cabbage salad
cold cuts and potato salad

For Sunday night suppers:

pop corn and milk (served as a cereal)
peanut butter and onion sandwiches
honey-butter sandwiches
fresh diced fruits with honey

Dessert combinations:

fresh fruit and nuts
canned fruit with frosted graham crackers
apricot or prune whip with a lemon or vanilla custard sauce
gingerbread with apple sauce, or with hard sauce, or with whipped cream
sliced bananas with brown sugar and cream

For trail cooking:

bread twists filled with diced fruit and brown sugar

Tin Can Stoves

Small stoves may be made out of number 10 tin cans. Two openings are necessary—one, a two to two-and-a-half inch square opening at the bottom of the inverted can for a fuel hole, and a smaller hole at the top, on the

opposite side of the can, for a chimney. These holes may be cut out with a pair of tin shears. The top of the can should be thoroughly wiped off when it is heated. These tin can stoves may be used for cooking such things as bacon, sausage, cubed steak, smoked ham, hamburgers, pancakes, and eggs.

Dishwashing

Allied with the preparation and serving of meals in camp is the dishwashing bugaboo. Tried, tested, and proved efficient by camps whose campers have the dishwashing responsibility is the following method which insures an equitable distribution of labor for campers and counselors alike.

The campers and counselors at each table take care of their own dishes. The following specific responsibilities are selected by, or assigned to, the campers, and are supervised by the counselors: taking left-over food, salt shakers, etc., back to the kitchen; scraping the dishes with a rubber scraper; wiping them off with paper napkins after they have been scraped; stacking them; washing them; drying them; putting them away; cleaning the table top; sweeping up around the table after the dishes have been put away. Usually the camper who set the table is responsible for taking the left-over food back to the kitchen, and is then excused. Ordinarily it takes two dish wipers to keep up with one dish washer. Duties may be rotated so that no camper repeats the same task continually.

The equipment recommended for each table for this method of dishwashing consists of a rubber scraper for scraping dishes; two ten-quart galvanized pails—one with hot soapy water and one with piping hot rinse water; mat or cardboard on which to place the pails; rinse water; a dish cloth; and two clean dish towels. Pails of water are easier for campers to handle than dish pans of water. Dish towels may be dispensed with if the dishes are stacked in racks, scalded after being rinsed, and air dried.

By using this dishwashing system, it is possible to clear up the dining room or mess hall within 15 minutes of the conclusion of a meal, even with a group of 75 to 100 campers. The drudgery is taken out of the job by having everyone share in it.

COOK-OUT REQUISITION

CAMP HARTFORD

Unit Leader in charge

Number of campers No. counselors Total

Meal Day Date

Time of departure Expected time of return

Probable destination

MENU SUPPLIES AND QUANTITIES

EQUIPMENT

Checked by

Approved by

Chapter VI

Business Management and Record Keeping

Sample Job Analyses

CAMP NURSE

Desirable qualifications: graduate, registered nurse; understanding of and liking for children; public health preparation and experience; accurate knowledge of communicable diseases; knowledge of first aid; knowledge of state sanitation standards; previous camping experience.

Job analysis: examine incoming campers, staff, and employees, especially for sore throats, athlete's foot, and skin irritations; insist upon presentation of a health certificate signed by a doctor of medicine, from each camper, staff member, and employee; check all health certificates, and note special recommendations of examining physicians; maintain office hours for first aid treatments—emergencies to be cared for as they arise; take care of all injuries and illness within the camp; keep health records of all treatment and medication; take care of infirmary; maintain an adequate supply of material for first aid; examine campers before they go on out-of-camp trips or overnight hikes to assure their physical fitness for such trips; report all serious accidents and illnesses to parents, by telephone if possible; report to the camp director any serious accident, and any patient having a temperature of 100° or more; make up first aid kits for hikes, cookouts, and trips out of camp; keep them replenished; present a program of health education; supervise the sanitation, including water supply, food storage, food preparation and disposal, dishwashing facilities and practices, care of wash-houses, showers, and latrines; participate in camp activities such as campfires, swimming, special all-camp events, Sunday devotional services, occasional hikes and cookouts.

DIETITIAN

Desirable qualifications: training in foods, nutrition, and dietetics; training and experience in quantity cooking; understanding of and liking for children; knowledge of state sanitation code as it relates to food handlers, refrigeration and preparation of foods in public places, and garbage disposal; understanding of the elementary principles of bookkeeping; experience in trail cookery; previous camping experience.

Job analysis (for a camp maintaining a central kitchen and dining hall):

make out camp menus; secure bids on quantity supplies of food; place food orders in consultation with business manager or camp director; keep accurate records of bids, purchases, returns, quantities of supplies used, menus, numbers of persons served per day and per week; figure out cost of meals per person per day; supervise storage and refrigeration of food; check incoming food supplies against the orders or invoices; include cookouts and staff parties in the food budget; prepare cookout requisition blanks for counselors; assist campers in planning cookouts—check out food to them for cookouts and trips; assist campers and counselors in planning camp parties; consult with the cooks on the use of left-overs; supervise the camp dining room: table setting, waiting on table, food service; participate in cookouts, and other camp activities such as campfires, swimming, handicraft, etc.

WATERFRONT DIRECTOR

Necessary qualifications: American Red Cross water safety instructor, in good standing, at least 21 years of age; excellent physical condition.

Desirable qualifications: understanding of and liking for children; experience in aquatic sports, and knowledge of water games; previous camping experience in an organized summer camp.

Job analysis: be completely familiar with all American Red Cross recommendations for water safety; assume complete supervision of, and responsibility for, *all* aquatic activities and equipment; assume complete and absolute authority on the waterfront, as a safety precaution; delegate responsibility to waterfront staff, for life guarding, teaching and supervising swimming, diving, boating, canoeing, and sailing; post and strictly enforce adequate safety regulations for all aquatic activities—regulations to apply to employees, staff, *and visitors* as well as to campers; maintain adequate safety equipment on the waterfront, including ring buoys, long bamboo poles, first aid kit, and life boat for patrolling the swimming area; check all health certificates with the camp health supervisor *before* permitting any swimming; report any waterfront accident immediately to the camp director; keep such progress and achievement records of campers' swimming (including Red Cross swimmer skill tests, Boy Scout and Girl Scout swimmers proficiency badge tests, and Red Cross life saving tests) as are required by the camp or the American Red Cross, or both; submit Red Cross swimmer skill sheets and records of life saving tests to the local chapter of the American Red Cross; co-ordinate the swimming and aquatic program with the rest of camp activities; participate in camp activities such as campfires and Sunday devotional services.

BUSINESS MANAGER

Desirable qualifications: interest in, and aptitude for, business management; knowledge of bookkeeping, typing, and shorthand; interest in campers and in camping; previous camping experience.

Job analysis (only in-camp activities are listed, as pre-camp and post-camp business arrangements may be made by the camp director, camp committee, or business manager): maintain the integrity of the camp in all of its business relations; keep records of all income and all expense, including petty cash; keep enrollment records, together with records of fees paid and fees payable; place orders for necessary supplies and equipment upon authorization of orders by the camp director; check incoming supplies and equipment against the orders or invoices; pay bills as authorized by the camp director; attend to the camp's business correspondence as authorized by the camp director; take care of office routine—filing, typing, outgoing mail; sort the incoming mail for distribution; supervise trading post; keep accurate records of trading post expenses and receipts; keep for ready reference an up-to-date roster of campers, counselors, and employees, with designation of their living quarters in camp, and name and address of person to notify in case of emergency; participate in camp activities such as campfires, Sunday devotional services, occasional hikes or cookouts, swimming, and special all-camp events.

CAMP CRUISER

Desirable qualifications: common sense; emotional maturity; liking and respect for, and understanding of children; camping skills; previous camp experience as a counselor; training in the principles of mental health; imagination, initiative, resourcefulness, and ingenuity; creative ability; a complete understanding of the purpose of the camp and of its program possibilities.

Job analysis: know the staff, what their respective jobs are, and their special abilities; cruise through the camp, and know what plans are being made by the various units or groups of campers; co-ordinate group or unit plans if or when it seems desirable; act in the capacity of trouble shooter:

(a) spot the weak points in program, and assist in strengthening them by consulting with campers and counselors, or by instruction in camp techniques and skills; (b) spot the campers who need special attention by reason of shyness, diffidence, homesickness, insecurity, bullying, intimidation, or extreme self-assertiveness; help them to overcome their difficulties through building up their confidence in themselves, giving them added responsibili-

ties, listening to their troubles, or engaging in activities with them; (c) spot any "crabbing" or fatigue on the part of campers or staff; attempt to determine its cause, and, in conference with the camp director, representative campers, or staff, suggest and try out remedies; (d) be prepared to produce occasional "surprise packages" to give the camp a lift—a half hour of folk dancing between the afternoon swim and supper; a new concoction for a cookout; an unexpected story, or popcorn, at campfire; suggestions for a hike to watch the sunrise, or for a horseshoe tournament; (e) be on call for help with special unit activities or special all-camp events.

Sample Camp Counselor Application Blank

CAMP SANTA ROSA

GULF BREEZE, FLORIDA

Date

Name Age

Permanent address Telephone

School or business address Telephone

Date of birth Height Weight

Occupation Church preference

Schools attended: high school years

college or university years

degrees major subject

Previous camping experience: as camper number of seasons

as counselor number of seasons

where?

What specific job and what responsibilities have you had as a counselor?

With what age group have you worked in camp?

Do you prefer to work with that age group? If not, what age group do you prefer?

Have you had experience in campcraft? Primitive camping?

Are you an American Red Cross senior life saver? Water safety instructor? First aider?

Have you done any group work with children aside from camping?

Nature of work done?

Additional training and experience which would fit you for a camp counselorship

For what definite position in camp are you applying?

What are your hobbies?

Do you play a musical instrument? What?

Please give three references (not relatives), these to be people who have been able to observe your work either in preparation for, or in actual experience as a leader.

Name	Address
Name	Address
Name	Address

Camp activities: check once those with which you feel you could assist; check twice those you feel qualified to lead.

water sports	*land sports*	*nature lore*
swimming	archery	woodcraft
diving	riding	stars
life saving	group games	trees
canoeing	baseball	flowers
boating	other	birds
other		other

handcraft	*campcraft*	*special activities*
carpentry	fire building	folk dancing
basketry	trail cookery	square dancing
pottery	axmanship	photography
weaving	whittling	discussion leading
wood carving	lashing	creative writing
sketching	planning cookouts	Sunday services
other	overnight hikes	other
	out-of-camp trips	

dramatics

- impromptu programs
- pageantry and ceremonials
- plays
- story telling

music

- group singing
- original song writing
- instruments
- creative music
- other

office

- typing
- shorthand
- bookkeeping
- record keeping
- Trading Post
- business management

dietetics

- quantity meal planning
- food purchasing
- trail cookery meal planning
- food cost analysis

Signature of applicant

Sample Form of Camp Contract

CAMP KENILWORTH

WINAMAC, INDIANA

(Inclusive dates)

This agreement is between Camp Kenilworth at Winamac, Indiana, and

(Name) , (Address) ,

who agrees to comply with Camp Kenilworth requirements, and to fulfill the duties and responsibilities of

It is agreed:

1. That the person named herein shall receive as compensation for services the following:

a. Living expenses at Camp, excluding laundry.

b. Salary of $, payable

c. Transportation from Chicago and return.

2. That the person named herein shall have one twenty-four-hour free period a week, time to be arranged with the camp director.

3. That in the event of cancellation of this agreement by the employer, payment of the salary shall be pro-rated to the date that such cancellation becomes effective.

4. That this agreement is void unless the person named herein has a health examination within three days before camp, and that his physical condition is satisfactory to the camp director.

Signatures:

Camp Director Date

Person named in agreement Date

Sample Form of Camp Contract

This agreement made and entered into at , this day of , A.D., 19 , by and between the Council, hereinafter called the "Council," and , hereinafter called the "Director,"

WITNESSETH:

— 1 —

The said Council agrees to employ for the period from to , both inclusive, the said , to serve as Director of Camp , to be held within that period, and the said agrees to serve as Director of said camp, and to fulfill all duties as such Director prescribed by the said Council, and to comply with all of the camp requirements, rules and regulations heretofore promulgated by said Council.

— 2 —

As compensation for such services, the Director shall receive from the Council:

(a) Board and lodging at said camp, and during the pre-camp period to be held commencing .

(b) Transportation expenses to and from the camp site, not to exceed the sum of , payable .

(c) The total sum of , Salary, payable as follows:

— 3 — .

The said Director shall be allowed one-half day of free time in each week; that is to say, one period from 8:00 A.M. to 3:00 P.M., or from 2:00 P.M. to the end of the campfire in the evening.

—4—

The said Council reserves the right to cancel this agreement for all or any of the camp season, upon giving weeks' notice to the said Director, if given before the commencement of the term hereof, or on notice given after the commencement of the term hereof. A telegram shall be construed as written notice.

—5—

In event of cancellation after the commencement of service hereunder, the payment of salary shall be pro-rated to the date such cancellation becomes effective, but if such cancellation shall take place before the commencement of service hereunder, the Council shall pay the sum of as liquidated damages to the Director.

—6—

This agreement shall become void if the said Director shall be unable to meet within days of the commencement of the term hereof, such reasonable physical standards as may be prescribed by the said Council.

—7—

The Council shall not be responsible for any loss of valuables or other property sustained by the said Director by fire, theft, or otherwise.

IN TESTIMONY WHEREOF, the parties have hereunto set their hands and seals the day and year first above written and the undersigned officers of the Council in executing this agreement represent and warrant that they are duly authorized so to do.

THE COUNCIL

In presence of

BY:

Its President

Countersigned by:

Its

(Director)

(SEAL)

Chapter VII

Counselor Training

Sample Outline for Pre-camp Counselor Training (Three day period)

Evening—staff arrival at camp; informal introductions; refreshments.

First day of training:

Morning—leisurely breakfast; settling in; discussion: camping philosophy and objectives; short recreational swim.

Afternoon—rest period; discussion: waterfront regulations and minimum standards for waterfront activities; swimming classification tests.

Evening—exploration of the campsite; singing—new songs and old.

Second day of training:

Morning—color ceremony; discussions: (1) health, safety, and first aid in camp; (2) mental health in camp; equipment inventory by staff members in charge: waterfront, units, infirmary, craft supplies, game equipment for archery, etc.

Afternoon—rest period; discussions: (1) program possibilities; (2) camper participation in program planning; swimming; qualification tests for canoeing and sailing.

Evening—canoeing, boating, or fishing—optional; discussion: campfire program possibilities; songs and games.

Third day of training:

Morning—practice of campcraft skills; plans for evening cookout; swimming.

Afternoon—rest period; discussions: (1) camp schedule and opening day routine; (2) staff regulations and responsibilities; swimming; dinner cookout.

Evening—free.

Chapter VIII

Program

Sample Daily Schedule

7:15 A.M.	Reveille
7:50	Colors
8:00	Breakfast
8:45- 9:30	Camp kapers or duties: tent or cabin clean-up, policing the grounds, kitchen police, laying fires in fireplaces and campfire circles
9:30	Inspection of cabins or tents, and grounds
9:30-11:00	Campcraft: whittling, axmanship, building wash racks, lean-to's, etc.; arts and crafts; canoeing or boating instruction; exploring or nature lore
11:00-11:45	Swimming—instruction period
12:15 P.M.	Dinner
1:30-2:30	Rest hour
2:30-4:00	Archery or rifle practice; photography; arts and crafts
4:00-4:45	Swimming—recreational
4:45-6:00	Free time for campers; staff swim
6:00	Supper
6:45-7:45	Free time, *or* canoeing, boating, fishing
7:45-8:30	Campfire
9:00	Taps

A daily schedule should be regarded as "fixed" only insofar as hours for rest, meals, and swimming are concerned, as these are factors of health and safety. Beyond that the schedule should be flexible enough to capitalize on current interests of the campers and to permit special activities or special events without upsetting the camp administration.

Special Events for Highlighting Program Activities

Trips Out of Camp: canoe trip, pack trip, overnight camping trip, mountain climbing—at sunrise or by moonlight, walking tour, hayride.

In-camp Events: swimming meet, water pageant, campcraft tournament, bait casting tournament, rodeo, fair, staff day, backwards day, circus.

Rainy Day Activities: rainy day tramp (appropriately clothed and adequately dried at the termination), sketching show, arts and crafts exhibit, dog show or animal show, indoor track meet, story telling hour, camp concert, square dancing, sing-song.

Ceremonies: dedication—of camp itself, or of some new building or addition, flag day ceremony, Fourth of July ceremony, colors—flag raising and retreat, Sunday vespers or devotional service, founder's day ceremonial.

Special Meals: picnic, box social, birthday party, clambake, chuck wagon dinner, barbecue, emu, corn roast, progressive outdoor supper, camp banquet, nosebag supper.

Reference on special activities: Charting the Counselor's Course, edited by Mary L. Northway, Longmans, Green & Co., Toronto.

Sample Kaper Schedule

	MON.	TUES.	WED.	THUR.	FRI.	SAT.	SUN
Woodsmen							
gather wood and and lay campfires in campfire circle and recreation hall	CABIN 1	2	3	4	5	1	2
Beach combers							
police the beach, keep the boats clean and in order	2	3	4	5	1	2	3
Grounds keepers							
police the grounds, keep grounds clean all day	3	4	5	1	2	3	4
Table setters							
set tables before meals, wait on tables	4	5	1	2	3	4	5
Kitchen police							
prepare vegetables for dinner	5	1	2	3	4	5	1

A well-planned duty schedule or kaper chart, providing for an equitable division of responsibility among the campers, is a help in program building and in camp administration.

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