

5-1-1961

A Proposed Program of Junior Church Camping with an Evangelistic Emphasis

Alfred Bohr

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A PROPOSED PROGRAM OF JUNIOR CHURCH CAMPING
WITH AN EVANGELISTIC EMPHASIS

A Thesis
Presented to
the Faculty of the
Western Evangelical Seminary

In Partial Fulfillment
of the Requirements for the Degree
Bachelor of Divinity

by
Alfred Bohr
May, 1961

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CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

The church carries on its program of Christian Education in many ways. Some of these ways have been used by the church for centuries, but many new and more effective ways are constantly being developed to help the church carry on its vital ministry. One of these relatively new movements upon the stage of church history is the organized camping movement. This agency is rapidly becoming one of the church's most effective means of Christian Education. Many church leaders are agreeing that "a few weeks spent in a well-organized summer camp might be of more value educationally than a whole year of formal school work,...."¹

I. THE PROBLEM

As camping continues to grow as a vital part of the Christian Education program in the church, camp leaders are constantly seeking new and better tools to perform a more effective job. The church has been quite active in developing the program of camping for young people but has seemingly ignored the children. It wasn't until the 1930's that any rapid advances were made in junior camping. Consequently, any development in the camping movement for juniors has been carried on by secular agencies. These programs are very excellent, but

¹John A. Leadlie and F. W. Holbein, Camp Counselor's Manual, (New York: Association Press, 1958), p. 5.

they do not fully meet the need of the church camp, since the primary emphasis of the church camp should be evangelism and the secular agency camps do not stress this area at all. Therefore, a need has developed for an effective program of junior camping that may be used by those churches wishing to have the evangelistic objective as their primary motive. Some good programs of junior camping have been developed by the church organizations, but the writer feels, that all of them do not emphasize the element of evangelism.

Statement of the Problem

The purpose of this study was to structure a church camping program for juniors with a genuine evangelistic emphasis and a real outdoor camping experience. In order that this purpose might be accomplished it was necessary to discover (1) why junior camping is an important part of the Christian Education program of the church, (2) what type of camping program would be necessary for churches endeavoring to win the camper to Christ, and (3) how would such a program be set up and executed.

Importance of the Study

The importance for the development of an effective program of junior camping for the evangelistically minded church is quite evident when one realizes that:

Camping provides a creative educational experience in co-operative group living in the out-of-doors. It utilizes the resources of the natural surroundings to contribute significantly to mental, physical, social, and spiritual growth.

¹Lewis C. Reimann, The Successful Camp, (Ann Arbor: The University of Michigan Press, 1958), p. 3.

The value of such a program to the church is immeasurable. Further proof for the importance of having a good program of church camping for juniors is exemplified by the following statement from the Camp Director's Handbook.

Take a crowd of normal young people. Plant them for six or seven days in an outdoor setting--by a lake, a river, or up in the mountains--close to the face of nature. Provide carefully planned things for them to do, see, and learn--and an unexcelled opportunity for evangelism and Christian life instruction is yours.¹

Another reason why this study is important is that most programs of church camping for juniors that have been developed have failed to emphasize the evangelistic element, so tremendously vital to the life of the church. Or, if evangelism has been emphasized, then it has been done so at the expense of robbing the child of a true outdoor camping experience and giving him something that he could just as well have received in the local church. The writer feels that a true camping experience of outdoor living can be carried on by the church for the junior and still have evangelism as the major emphasis of the program.

Limitations of the Study

It was impossible in this study to go into all the details involved in setting up a camp program for juniors. One cannot anticipate all the problems that will arise until the program is actually put into operation for a particular camp. An attempt has been made in this study to give just general statements that would apply to all churches

¹Camp Director's Handbook, (Wheaton: Scripture Press Foundation, 1959), p. 3.

in developing a junior camp. The study has also been limited mainly to the development of program content for the camp. The other areas such as the camp site and camp staff have been discussed somewhat for the purpose of establishing a basis for the program as advocated in this study. It was felt that the study be limited to the area of program development for a camp with an evangelistic emphasis since that is where it differs with the organization of the secular agency camp. Because the church camp is able to use the techniques of the secular camp in the areas of publicity, administration, etc., these subjects have not been covered in this study.

II. DEFINITION OF TERMS USED

The Junior

The program in this study has been set up for the junior age camper. This would include boys and girls who are in grades four to six in school or are nine to twelve years of age. Children of this age all seem to have about the same interests and needs and therefore would best fit together in a camping situation.

Organized Camping

A distinction needs to be made between organized camping and just camping out. Organized camping refers to "an educational venture which provides the participants with opportunities for work, recreation, and social living in an outdoor group setting."¹

A further classification of what is meant by organized camping

¹Revel A. Benson and Jacob A. Goldberg, The Camp Counselor, (New York: McGraw-Hill Book Company Inc., 1951), p. 1.

would be the definition given by the American Camping Association which states:

Organized Resident Camping is an experience in group living in a natural environment. It is a sustained experience under the supervision of trained leadership.

Camping provides a creative educational experience in co-operative group living in the out-of-doors. It utilizes the resources of the natural surroundings to contribute significantly to mental, physical, social and spiritual growth.

Church Camping

Church camping would differ only in its purpose from the definition of organized camping. Reiman states:

The central purpose of religious camps is to provide an atmosphere and condition in which every camper may have a vital religious experience, especially as he sees counselors² apply the teachings of their religion to everyday camp life.

Church camping would best be defined in the following manner.

To a young person, summer camping is a wonderful game, full of fun and learning new skills, full of fellowship and adventure, full of opportunities to gain the acquaintance of the God whose hand shaped the trees, the skies, the lakes--and to know better His Son, Jesus Christ.

To those who lead camping, it is a program to help the home and church build sound Biblical principles into the characters and minds of their young people.

Above all--and most wonderful--camp is the place where thousands have found the assurance of personal salvation and the reality of a deepening walk with the Saviour.

Evangelism

Evangelism, as used in this study refers to the endeavors of winning the campers to Christ and assisting them in making further

¹Standards, Report of Camping Practices for Resident Camps, (Martinville: American Camping Association, n.d.), p. 1.

²Reimann, op. cit., p. 100.

³Camp Director's Handbook, op. cit., p. 31.

advancements in the Christian life.

Camping Skills

In the broad sense, camping skills is defined as everything that the camper does at camp pertaining to camplife. A camping experience is a learning experience and involves developing many skills and techniques associated with camplife.

Camping skills can be grouped into several categories such as, campcraft, creative activities, recreation and sanitation.

Campcraft. Campcraft refers to those skills needed for living outdoors. This would include such activities as, outdoor cooking, firebuilding, sleepouts, etc..

Creative Activities. The creative activities at camp are those activities in which campers use their own creativity in developing personal achievement through such things as nature, craft, handicraft projects, music, dramatics, writing, sketching and painting.

Recreation. Recreation would also be a part of camping skills since campers learn through such activities as swimming, boating, hiking, archery, and the various sports and games.

Sanitation. Sanitation refers to the tasks involved in group living pertaining to health. This would include such activities as camp cleanup, and helping with the meals.

Camp Staff

The camp staff refers to all the members needed in operating the camp. It could be broken down into, business staff, program staff and kitchen staff, but in this study it is usually considered as one unit--the camp staff. Each member of the camp staff has specific

responsibilities pertaining to his particular job.

Church Camp Committee

The term church camp committee, as used in this study, refers to the governing body that sets up the camp and determines its objectives. It is usually a part of the Christian Education board of the church or denomination operating the camp. Other responsibilities of this committee include, selecting the camp director and helping him select the staff, establishing the camp budget, and setting up the camp dates and enrollment.

Cabin Counselor

The term cabin counselor and counselor have been used interchangeably in this study. Both refer to the person in charge of a group of campers known as the cabin group. He lives with his cabin group and exercises supervision over them.

Camp Program

For the purpose of this study the definition of camp program as given by Rubin has been used, which states:

The camp program, in the larger sense, is the complete plan of daily life and activities whereby it is sought to achieve the general objectives of organized camping and also the ideals of a certain camp or organization. The whole process of life in camp--cabin and community duties as well as interests and recreation--is implied in the term 'camp program'.

In a special sense "program" may refer to the daily calendar of activities--skills, sports, games, hobbies--or to anyone of them; 'nature program', 'music program', 'evening program'.

III. PLAN OF PROCEDURE

¹Robert Rubin, The Book of Camping, (New York: Association Press, 1949), p. 51.

The study was divided into two parts. The first part covers the "why" of junior camping, showing what the objectives of junior camps are and how the needs of juniors are met in a camping program. This section also shows what has been done in the camping field and how junior camping was started. The second part of the study contains the "how" of junior camping. This covers such areas as the camp site, the camp staff and the camp program. The final chapter of the study presents the summary and conclusions arrived at by the writer.

IV. SOURCES OF INFORMATION

Much of the information in this study is based on the writer's experiences of working in junior camps both as a counselor and as a director. Camp manuals and papers on camping of the unpublished form proved to be the most valuable sources of information. Other sources of information included books on camping, camp programs, counselor training, and counseling; and camp periodicals.

PART I

THE "WHY" OF JUNIOR CAMPING

CHAPTER II

THE IMPORTANCE OF JUNIOR CAMPS

CHAPTER II

THE IMPORTANCE OF JUNIOR CAMPS

In every church across the land there usually can be found junior boys and girls. These boys and girls have now reached the age where they would receive many valuable benefits from a camping experience. In fact many of these benefits cannot be gained by the junior in any other way. The Ensigns state that:

The church-sponsored camp for boys and girls provides opportunities for Christian learning and guidance that cannot be achieved elsewhere in the church's program of Christian education.

The rapid growth and widespread acceptance of the camping movement within the last few years would indicate that camping is serving a purpose. An examination of these purposes or objectives of junior camping shows that there is importance for such a program. Considering the characteristics and needs of juniors and seeing how these are affected by a camping experience would be further proof of the importance of junior camps.

I. THE OBJECTIVES OF JUNIOR CAMPS

The basic objectives that the camp seeks to carry out through its camp program have a great influence upon the life of the junior boy and girl. The Standards of the American Camping Association has set up the following areas in which a camp should develop objectives.

1. Outdoor living.
2. Fun and adventure.

¹John and Ruth Ensign, Camping Together as Christians, (Richmond: John Knox Press, 1958), p. 7.

3. Social adjustment--for example, the development of independence and reliability, ability to get along with others and values in group living.
4. An understanding of individuals and groups of varied backgrounds.
5. Improvement of health.
6. Skills and appreciation, particularly as related to the out-of-doors.
7. Spiritual values.¹

The writer feels that the church camp for juniors would most certainly have objectives in the areas suggested by the American Camping Association. But the spiritual objectives should be the most important ones. The following analysis of objectives would be what the writer proposes for the junior church camp.

Winning the Camper to Christ

The primary objective of the junior church camp is that of evangelism. The camp program should be set up for the purpose of winning to Christ boys and girls who have never received Him as their personal Saviour. The setting of the camp in God's great out-of-doors would be a natural incentive for the camper to experience an awareness of God. But the camp should do even more than that. The entire program should be so filled with spiritual values that any camper who is not a Christian would feel drawn to make a decision for Christ and accept Him as Saviour and Lord. The Camp Director's Handbook contains the following statement about this primary camp objective:

The central objective of every camp, therefore, is to direct the camper to a saving knowledge of Jesus Christ and to assist in the fullest unfolding of his life--spiritually, emotionally, mentally, and socially. From this objective, as branches of a great

¹Standards, Report of Camping Practices for Resident Camps, (Martinsville: American Camping Association, n.d.), p. 3.

tree, all the activities of a total camp experience co-ordinate into a wholesome balanced program.

Also concerning this vital objective for the church camp, Lederman states:

For church camping, like any other church activity, should be related more or less directly to the purpose of a church--winning people to Jesus Christ as Saviour and Lord, and nurturing them in a growing, witnessing, and serving Christian fellowship.²

To further emphasize this point Lederman goes on to say:

When the rich historic resources of the Christian gospel are blended with these special opportunities of the camp situation, we have church camping at its best. It is more than another holiday from home or just another religious education class. It is an entirely unique medium of Christian education and evangelism,....³

Providing an Experience of Christian Living

Closely connected with the primary objective of evangelism is the objective of the camp providing an experience of Christian living through which campers come to a better understanding of Christian principles and teachings as revealed in the Bible. The Ensigns state that:

In camping, Christian principles are not just discussed--they are also lived and evaluated. Here Christian stewardship is not merely studied--it becomes a way of life. Campers grow in purpose and ability through such cumulative spiritual experiences.⁴

¹Camp Director's Handbook, (Wheaton: Scripture Press Foundation, 1959), p. 7.

²Robert S. Lederman, Camp Counselor's Book for "Living as Christians", (Dayton: The Otterbein Press, 1953), p. 7.

³Ibid.

⁴John and Ruth Ensign, loc. cit.

Lederman comments on this Christian living experience in the following manner.

The all-day group living experience of camp enables Christianity to be taught, not only in formal lessons, but also through living; not only in class periods, but in all the activities of the day; not only at special set times, but also in the total spirit and philosophy pervading camp discipline, program, and fellowship.

Thus, it can be seen that this experience of living with others helps the camper to make the proper social adjustments in accordance with the standards of true Christianity. At camp the junior is not only taught the Christian way of life, but he has an opportunity to put into practice these Christian principles of living twenty-four hours a day.

An Experience in Outdoor Living.

The objective of providing the camper with an experience of living out-of-doors and enjoying the things God has created, suggests further evidence of the value of the junior church camp. This experience of living close to nature is a means of drawing the camper to God. As the camper learns about the plan of God in nature it is evident that he would also begin to understand God's plan for mankind.

The Ensigns state:

The church camp should provide an experience in Christian living which makes full use of the natural resources of the environment; helping campers to encounter God at work in the processes of creation in the world about them, to realize their dependence upon God for life and its necessities, and to grow in their understanding of God's will and purpose for His world.²

¹Lederman, loc. cit..

²John and Ruth Ensign, op. cit., p. 8.

The Development of Camping Skills

Since camping is an experience of outdoor living it offers the camper the opportunity to do things in camp that are difficult to do in the church or at home. Thus, another objective of the camp is to develop outdoor activity skills within the camper. The camper learns by doing and the camp offers him many opportunities of learning when he participates in the various activities of the camp such as swimming, hiking, boating, campcraft, creative activities, and sports.

Building Good Health

The outdoor living experience also provides another objective for junior camps--the promotion of good health and safety. Through regular and proper nutrition, plenty of rest, regulated physical exercise and activities combined with the sunshine and fresh air of out-door living, the camper can receive many benefits of mental and physical health.

Providing Fun and Adventure

Not to be neglected in the church camp for juniors should be the idea that a camping experience is filled with fun and adventure. Mitchell and Crawford state:

To the camper, the main reason for coming to camp is to have fun, the fun which comes from adventure, learning new things, being with old friends and acquiring new ones, and cramming time with a glorious assortment of new accomplishments, friendships, and memories to last his life through.

Through all the many experiences the camper has at camp, he

¹A. Viola Mitchell and Ida B. Crawford, Camp Counseling, (Philadelphia: W. B. Saunders Company, 1955), p. 26.

will have received enjoyment from them because they were new, and exciting. Even the experience of the New Birth or Conversion is a new adventure for the camper since it opens up a whole new avenue of Christian living to him.

II. THE CHARACTERISTICS OF JUNIORS

A study of the characteristics of juniors is necessary in order to formulate a satisfactory program to meet the objectives for junior camps. Further evidence of the importance of a camping program is seen in the role a camp can play in developing desirable characteristics and behavior patterns in juniors. The following statements concerning the physical, mental, social and spiritual characteristics of juniors was compiled by the writer from information contained in unpublished Counselors' Manuals and mimeographed lecture notes of counselors' training conferences. A complete listing of such materials is noted in the bibliography.

Physical Characteristics

During the junior years the child's smaller muscles are developing, giving him a greater increase in co-ordination. His growth is relatively slow at this time but this gives him much strength. Therefore, the junior child is very active and noisy. The health of the junior child is very good, making him relatively free from disease. With proper rest and food these are happy, healthy years.

Mental Characteristics

Rapid advances are made mentally during the junior period. The child is discriminative, investigative and curious. This is the

golden age of memory, for the child memorizes very easily at this time. A shift is made from the make believe to real life situations. This is also a period of collecting facts and the developing of a sense of chronology. Many life habits are formed in the junior period.

Social Characteristics

The junior age is the time when the "gang" spirit is prevalent. Yet the child is still individualistic and many times wants his own way. This is the time when the child is eager to be prominent and likes recognition. He wants to be useful and necessary.

Spiritual Characteristics

The junior is an ardent hero worshipper. He wishes to identify himself with some great person. He is aware of God and can sense responsibility with God. Growth in moral judgement is also evident. The junior still has a simple faith and will readily believe things he is told.

III. THE NEEDS OF JUNIORS

The knowledge of the characteristics of juniors serves as a valuable guide for the camp in later selecting the program activities that will best meet the many needs of the campers. It is necessary to think of the physical skills and capacities and the psychological readiness of the child for an activity before it is used to satisfy any of his needs. Berg quotes Dimock and Trecker, Supervision of Group Work and Recreation, in listing some of the basic needs common to all juniors. They are:

- a. The need for a sense of security and belonging

- b. The need for acceptance
- c. The need for understanding
- d. The need for recognition
- e. The need for a sense of accomplishment or achievement
- f. The need for self-expression
- g. The need for a sense of worth
- h. The need for opportunity for personal growth and development
- i. The need for companionship and affection.

The writer believes that all of these needs could be met by a program of junior church camping. This would make such a program very valuable to the total Christian Education program of the church. The following summary from the manual, Camping with Juniors, which very satisfactorily describes some of the needs of the junior and then states how the church camp can meet these needs, would substantiate this fact.

The junior needs friends. He should have social experiences which help him get along with people his own age. It is important, too, for him to know adults he can respect and trust. Camp is a wonderful place to make friends.

The junior needs time and opportunity to relate Christian teaching to his own living. A camping program is not surrounded by the limitations of the short periods in the Sunday church school.... The junior years are a golden age of development when camp experiences provide real growth in Christian relationships....

Juniors need help in learning to face trouble and to solve problems in a Christian way. Community living brings crises and problems. Leaders can help campers discover how the Christian handles difficulties. The frequent need to practice genuine forgiveness is typical of these opportunities. Christian concern for others is so necessary it becomes a part of camp vocabulary. What child does not need to learn and practice his responsibility for other people.

Boys and girls need to learn to appreciate their families and friends. For some juniors this appreciation can develop through the camping experience away from home....

Camping provides opportunities for the junior to learn indepen-

¹B. Robert Berg, Psychology in Children's Camping, (New York: Vantage Press, 1958), p. 44.

dence from home. Children learn in camp how to care for their needs independent of the gadgets and trappings of civilization.

The junior is curious and outdoor living can help him discover for himself evidences of a plan for the world. Adults may help the junior interpret his discoveries in relationship to God....

Camping answers the junior's need for adventure. He is introduced to strange situations and whole new areas are available for his exploration. It must be remembered, however, that he needs the security of dependable and understanding leaders.

Juniors need the chance to relax and live leisurely. The amount of rest and relaxation determines whether camp helps the child's physical well-being....Parents and leaders must make sure that programs for juniors are not too strenuous. Then the physical values of outdoor living may be realized.¹

IV. SUMMARY AND CONCLUSIONS

The purpose of this chapter has been to show that the junior camp plays a very important part in the life of the junior boy or girl. It offers to the junior many things that he is unable to receive in the Christian education program of the local church. Therefore, the junior camp should actually be a part of the year-round program of Christian education in the church. Through the objectives of junior camps, as set forth in this chapter, it is evident that the camping program is actually broadening the outreach of the local church. With the primary objective of the camp being evangelistic, it is winning boys and girls to Christ for the church. The junior camp also makes significant contributions toward the development of the physical, mental, social and spiritual characteristics of the child. A knowledge of these characteristics helps one to select the right program

¹Camping with Juniors, (Chicago: National Council of the Churches of Christ, 1951), p. 5-6.

activities for the needs of the junior. All of his needs can be met by the camping program. Therefore, such a program would be very important to the church.

CHAPTER III

A BRIEF HISTORY OF THE DEVELOPMENT OF JUNIOR CHURCH CAMPS

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A BRIEF HISTORY OF THE DEVELOPMENT OF JUNIOR CHURCH CAMPS

In order to further understand the "Why" of junior camping, it is advantageous to be acquainted with the process of how church camps were started. This will help the reader to realize what has been done for juniors in the field of camping and also what remains to be accomplished. By discovering the rich spiritual heritage of the camping movement, its value to the church is apparent. The writer discovered, in completing research for this chapter, that printed materials on this subject are limited. Therefore, information in this chapter is very brief and should not be considered entirely conclusive.

I. CAMPING: AS OLD AS MAN

Camping is as old as man. Man's original home was in a garden, not in the crowded city. Camping but was once the only mode of existence; for man through many centuries lived in close association with the forces of nature. This memory of living in the open, anthropologists say, has been etched into man's being. So, today the growing interest in summer camps and conferences indicates the human urge to get outside the confinement of the cities and towns, to get closer to the earth and to find adventure in the open spaces.

II. THE JEWISH FEAST OF TABERNACLES

Perhaps, it could be said that the present day church camp had its beginning in the Jewish Feast of Tabernacles. It was a phase of

religious education camping, and many similarities to present day camping can be seen in it. Person states that:

This was an annual family-camping experience dramatizing an important era of Hebrew history, the Wilderness wanderings. For a whole week, seven days in the late summer, the Hebrew family moved out of doors and lived in tabernacles, booths constructed from the branches and twigs of trees (Lev. 23:33-44; John 7:2,37). These booths were erected in the streets, outside the walls of Jerusalem, and on the flat roofs of the houses.

This feast was also a time of thanksgiving for material blessings and bringing the people to a remembrance of God. The last day was considered the great day of the feast with special ceremonies.

III. ORGANIZED CAMPING DISTINCTLY AMERICAN

Yet, even though since Biblical times people have camped out along the banks of streams, by the shore of lakes and in mountains. "Camping as an organized co-operative way of living is a comparatively recent movement and is distinctly American in its origin."²

IV. THE CAMP MEETING

The organized camping movement of America had its antecedent in the traditional camp meetings common during the latter part of the nineteenth century. Rubin states:

One type of camp which antedates the genesis of organized

¹Peter P. Person, An Introduction to Christian Education, (Grand Rapids: Baker Book House, 1958), p. 166.

²Elizabeth Brown, "Camps and Summer Conferences", Orientation in Religious Education, ed. by Philip H. Lotz, (New York: Abingdon-Cokesbury Press, 1950), p. 339.

camping as generally accepted, is the religious camp meeting. These gatherings were not always of the "revival type"; quite often their purpose was recreational--a desire to escape the everyday routine for a time and enjoy a simple life out-of-doors. There was a "boarding tent" for those who wished to share a community table, and a tent or "tabernacle" where the religious programs were carried on. This is folk history, rich in color and interest and it is also a legitimate part of the "history of organized camping."¹

Brown also mentions that:

The traditional camp meeting was not only a significant forerunner of our present church camp and conference program, but it is recognized as an antecedent of the organized camping movement of America.²

These early camp meetings were mainly sponsored by the Methodists. The entire family, together with food provisions and a tent, were loaded into the wagon, drawn by horses or oxen, and transported sometimes a distance of many miles to the campground. At first the main purpose of these camp meetings was for revival, and to keep them as such, many times the lease of the campgrounds stated that "no games or other recreational features shall be permitted."³ However, a way was usually found by the youth to get around this clause, such as securing an adjoining farmer's field as a play field. Gradually, this regulation disappeared and recreation became a part of the camp meeting program.

V. THE CHAUTAUQUAS

Another forerunner of organized camping was the Chautauqua Youth

¹Robert Rubin, The Book of Camping, (New York: Association Press, 1949), p. 2.

²Brown, loc. cit.

³Person, op. cit., p. 167.

Movement. This movement originated in a Methodist Camp meeting at Lake Chataqua in New York in August, 1873 by Bishop Vincent and Lewis Miller. The Chautauqua camps were not basically a project in camping but an out-of-doors conference type program of religious education. The movement grew by leaps and bounds but, as it expanded, it took on a cultural rather than a spiritual tone.

VI. THE BEGINNINGS OF ORGANIZED CAMPING

Even though the idea of camping had its genesis in these early revival camp meetings and youth movements, the church has been relatively slow in entering the field of camping on any broad scale. Therefore the development of organized camping in America has been largely carried on by other youth-serving agencies and individuals.

The First School Camp

For example, the first school camp was started in 1861 by Frederick William Gunn, who is generally accorded to be the "Father of Organized Camping". He was the founder and head of the Gunnery School for Boys in Washington, Connecticut. In the summer of 1861 he took the whole school on a two-week encampment to Milford, Connecticut. This happy experiment proved so successful that it was repeated at two-year intervals.

The First Private Camp

Then, in 1876, Dr. Joseph Trimble Rothrock, a physician of Wilkes-Barre, Pennsylvania, established a "School of Physical Culture", where frail boys could improve their health by living out-of-doors, while continuing their education. This was the beginning of private

camps.

The First Church Camp

By 1880, the Reverend George W. Hinckley, of West Hartford, Connecticut, established the first Church Youth Camp. He saw in camping an opportunity to know his boys better and have more lasting influence upon them. In 1880, he took seven members of his parish on a camping trip to a site established on Gardners Island, Wakefield, Rhode Island. "His schedule called for a sane and sensible religious and educational morning program with afternoons spent in such activities as swimming, baseball and tennis, and evenings devoted to singing, talks and various other forms of entertainment."¹ Even though this was the beginning of Church Youth Camping, it wasn't until after the First World War that youth camps became prominent.

VII. THE BEGINNING OF JUNIOR CAMPING

As has already been pointed out, the church was rather slow in entering the camping field on a large scale. Then too, the camps that were established were primarily for older youth and adults. As the need was seen for age group camps, junior high camps were first started somewhere during the 1920's and it wasn't until the 1930's that Junior camps were started. Of this significant change in camping procedures, Brown writes:

...although the summer conference program was started largely for youth of middle and later teens and often included adults as well, intermediates were gradually included. It soon became apparent that the program was unsuited to these younger boys and girls.

¹A. Viola Mitchell, and Ida B. Crawford, Camp Counseling, (Philadelphia: W. B. Saunders Company, 1955), p. 7.

The result was the development, by various denominations, of a program specifically for early adolescents. For example: The period from 1920 to 1930 was a continued growth of the camping movement within the church of the Brethren....During the period of expansion age-group camping came to have a significant place. Intermediate boys' camps were started in the late twenties with intermediate girls's camps soon following.¹

Although Brown mentions only the changes which brought about intermediate camps, a similar pattern of change resulted in the starting of junior camping approximately ten years later. This is shown in the following excerpt from the manual, When Juniors Go Camping:

In 1938, the Committee on Religious Education of Children of the International Council of Religious Education appointed a sub-committee to study the situation regarding children's attendance in camps. The committee discovered a growing tendency to lower the age among campers and decided that it was necessary to prepare some guidance material for the junior camp movement as it related to church sponsored camps....²

Rapid Expansion

Once the idea of camps for juniors was started, the movement spread like wold-fire. The camps were conducted on sites rented from parks and various other agencies and on church owned camp and conference grounds. The pattern usually followed in these camps was that used by the secular agencies. There was the small cabin group living basis with a trained staff of counselors and relatively small total attendance.

Problems of Expansion

With such a rapid expansion in Junior Camping taking place, many problems also arose. The Manual previously mentioned, states:

¹Brown, op. cit., p. 340.

²When Juniors Go Camping, (Chicago: International Council of Religious Education, 1948), p. 3.

In the years since 1939, however, the trend toward junior camping has grown by leaps and bounds. Many denominations report thousands of junior children attending church-sponsored camps for their age group. The movement has increased more rapidly than adequate leadership and program have been developed. As a result many junior camps are mere downward extensions of youth conferences and fail to meet the basic needs of junior children.

VIII. CO-EDUCATIONAL CAMPING

Perhaps the most recent trend in junior camping is that of co-educational camping. In the early beginnings of junior camping most of the camps that were established were with the sexes separated, but the church-sponsored camps are becoming predominately co-educational in nature. Brown quotes Clifford Dahlin who wrote: "Although a relative newcomer in the field of camping, there is one phase in which the church sponsored camp is pioneering: that of co-ed camping."²

IX. SUMMARY AND CONCLUSIONS

Thus it can be seen, although the idea of camping is as old as man, organized camping had a rather slow start. At first the church was rather hesitant to enter the camping field on a large scale and consequently the development of the organized camping movement was carried on by secular groups. When the church did enter the camping field on a large scale, after the First World War, it was primarily interested in youth camps. But soon the need for age-group camping arose and junior camps were established during the 1930's.

¹Ibid.

²Brown, op. cit., p. 341.

With the start of age-group camping in the church, rapid expansion took place. But the church is only in its infancy in the camping program. A great future lies ahead for it in the field of Christian education through its camp program. It is possible that the camping program will prove to be one of the most effective agencies of Christian education for the church.

PART II

THE "HOW" OF JUNIOR CAMPING

CHAPTER IV

ESTABLISHING THE CAMP SITE AND FACILITIES

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ESTABLISHING THE CAMP SITE AND FACILITIES

After discovering the importance of junior camps, it is necessary to turn to the problem of how to establish a camp. Perhaps the first requirement would be to establish a proper camp site with adequate facilities before the camp program can be put into action.

I. THE CAMP SITE AND LOCATION

The selection of the camp site depends on a number of factors. Among them are the geographical location, the type of program to be conducted and the number of campers to be served. A camp should be in a setting of natural beauty and interest. Reimann sets forth the following criteria for a camp site; "Rolling terrain with some level ground for a recreation area, a safe lake bottom, and a wooded tract make a desirable site."¹ The camp should be located away from densely populated areas and public thoroughfares to provide maximum privacy. Yet the camp must be accessible for delivery of food, milk and mail, and not prove a handicap in getting campers in and out of camp. Telephone service should also be available at the camp site for business calls and emergency purposes. The site should be as free as possible of hazards such as dangerous cliffs, swampy areas, poisonous plants and reptiles. These hazards could make the camping experience of the

¹Lewis C. Reimann, The Successful Camp, (Ann Arbor: The University of Michigan Press, 1958), p. 9.

camper a very unpleasant memory.

Program effects Camp Site

The type of program conducted sometimes determines the kind of camp site needed. For example a ranch camp program would require a ranch site. However, for the type of program proposed in this study the writer would suggest a lake shore or river site setting with a wooded tract as a desirable camp site.

Size of Camp Site

The size of the camp site depends on the number of campers to be served. The American Camping Association suggests that one acre of land should be available per camper.¹ This is the ideal, but a satisfactory program can usually be carried on with less than this amount of land. However, in purchasing camp property, long range planning should be done to have enough land available for future expansion and to protect the camp from intrusion by the public or the inhabitants of nearby cottages.

II. CAMP BUILDINGS AND LAYOUT

After securing the proper location and site for the camp, the buildings and camp layout must be considered. The camp buildings should be kept as simple as possible so that they blend in with the natural surroundings of the grounds. The camp should have a rustic or pioneer type look about it and not give the effect of moving the

¹Standards, Report of Camping Practices for Resident Camps, (Martinsville: American Camping Association, n.d.), p. 5.

city out into the country. In doing this, care should be taken not to sacrifice durability and safety of the buildings to achieve this "pioneer look". The American Camping Association Standards report that: "Buildings or other structures should be constructed safely and in accordance with building codes applicable to a given locality and maintained in safe condition".¹

The camp layout which is most desirable for juniors is a central area for administration, eating, recreation and worship and outlying areas for living units. Illustrations of a camp layout and buildings, as proposed by the writer, are given in Appendix A of this study.

The Administration Building

The administration building or camp headquarters would be located in the central area of the camp. It should be situated near the camp entrance to make it easily accessible to everyone. This building should house the offices of administration, counselors' library, and lounge, and possibly the director's and staffs' quarters. A separate building for these quarters would be more advantageous. The camp store could also be a part of this building.

The Kitchen and Dining Hall

The camp kitchen and dining hall, also located in this central area, should be near the administration building. This is perhaps the most important structure in the central area. Concerning this building, Reimann suggests that;

A t-shaped building--the top crossbar being a long dining hall,

¹Ibid., p. 4.

with the stem from the center containing kitchen, food storage, and dishwashing facility--provides for convenience in food handling and serving.¹

The dining room should be large enough to accommodate all the campers at one time. It presents more of a "home" atmosphere if the campers are all able to eat at the same time. The group spirit of unity is also enhanced through this means. If a recreation lodge is not available, the dining room area could be used for such purposes. However, this does not prove to be the most satisfactory arrangement and if the dining hall must be used to accommodate indoor recreation, it should only be done so during inclement weather. The cooks' living quarters should not be a part of the kitchen and dining hall building. This usually causes a conflict especially if the dining hall is used for other purposes besides eating.

The Camp Chapel

For the church camp the most important building would be the camp chapel. It would also be located in the central area. This building should be simply constructed yet it should should present a worshipful atmosphere to the camper. The writer feels that camp chapels seem to induce a greater spirit of worship when they are surrounded by trees, a part of God's creation. This sets the chapel off from the other camp buildings and activities. Classrooms for instruction purposes could be a part of the chapel building. The advantages of having a separate building for classroom instruction would seem evident. As much as possible, class instruction in a camping situation should be

¹Reimann, op. cit., p. 26.

done in the out-of-doors.

Campers' Living Units

The campers' living units would be located in the outlying area, a short distance from the central area. The boys quarters could be on one side of the central area and the girls' quarters on the other side. Cabins or tents are preferable to dormitory living quarters since they allow a small group of campers and a counselor to live together in the intimacy of a family-like group. Concerning this Reimann states: "Large dormitories are obsolete. Small cabins make possible closer supervision, intimate family life, and a feeling of unity within the small group."¹ Also commenting on the small group arrangement, Bogardus quotes:

This arrangement encourages the group to feel responsible for its own behavior and for keeping the living quarters clean and in order. Obviously, fellowship may grow more easily in a small group which is housed by itself than in a large group. Larger numbers foster hilarity and excitement and make it difficult² for campers and their counselor to develop a sense of groupness.

Other Camp Buildings

Some of the other camp buildings that should be a part of the central camp area would be: a camp infirmary and hospital, with the nurse's quarters as part of this building; a recreation lodge with a fireplace and large enough for assembly purpose; a handicraft shop for craft instruction; a garage and tool shop for camp maintenance; bath houses for swimming purposes; and a boat house if boating is a part of the camp program. Proper and sufficient sanitary facilities

¹ Ibid., p. 28.

² LaDonna Bogardus, Planning the Church Camp for Juniors, (Chicago: National Council of the Churches of Christ, 1955), p. 13.

for boys and girls should also be available.

III. CAMP FACILITIES AND EQUIPMENT

Besides the camp buildings, a certain amount of facilities and equipment is needed to operate a junior camp. The amount and type would depend on the size of the camp and the kind of program offered. The Standards of the American Camping Association states: "There should be sufficient equipment and facilities, kept safe and in operating condition to carry out stated objectives and program".¹

Swimming Facilities

It seems that for a junior camp swimming facilities are a must. Few junior age youngsters would want to go to a camp where they do not have swimming. If the camp is situated on a lake shore swimming facilities are readily available. Care should be taken, however, that the lake bottom is safe and that the swimming areas are well marked off. Rivers sometimes provide good swimming areas but usually they need to be dammed off to insure an adequate water supply. Where no natural swimming facilities are available, a pool should be built and maintained in accordance with all health laws of the area to insure the safety of the campers.

Boating Facilities

If the camp is located on a lake shore, boating would be a natural part of the camp program. This type of program can be very enjoyable and educational for the camper. The equipment for this

¹Standards, op. cit., p. 5.

activity must be kept in safe condition at all times.

Handicraft Facilities

Junior children learn easily and a good handicraft program can teach them how to construct many useful items. Elaborate and expensive craft equipment and supplies are not necessary for Bogardus is quite right when she states:

A camp program which discourages reliance upon many gadgets but prompts, instead, initiative and ingenuity on the part of campers, will not need an expensive outlay of tools and other equipment. Nor will craft materials such as gimp, shells, kits of leather and wood articles or similar craft materials need to be imported and sold to campers. For the most part the camp site itself will supply native materials which may be used to make lovely and useful things for campers to take home as souvenirs or gifts for friends.

Recreation Facilities

Recreation facilities and equipment are also a vital part of the junior camp. Again, elaborate and expensive equipment is not necessary. Both indoor and outdoor recreation facilities and equipment should be available.

Other Necessary Equipment

Other necessary equipment for successful operation of the camp would be: First aid equipment and supplies to be dispensed by the camp nurse; fire-fighting equipment for proper fire protection; and maintenance tools and supplies for good camp maintenance.

IV. SUMMARY AND CONCLUSIONS

Although the information in this chapter is rather brief, it

¹Bogardus, op. cit., p. 16.

nevertheless shows some of the factors involved in establishing a camp. Since most junior camps will be operated on already established church camp grounds, the writer felt that this chapter should only serve as a guide for suggested improvement to the camp site. The information in the chapter should not be considered as entirely conclusive, for many other factors would effect the establishment of new camp sites.

Some concluding statements that can be made on this subject are: The camp site should have a natural setting of beauty and interest, preferably near a lake or river. The size of the camp property would be determined by the number of campers being served. Small group living units are more desirable than dormitories. Also sufficient facilities and equipment are necessary to carry out a satisfactory program.

CHAPTER V

CHOOSING THE CAMP STAFF

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CHOOSING THE CAMP STAFF

A junior camp consists of more than just a camp site with buildings and equipment. A competent staff is necessary to operate a successful camp. Even though a church may have the most ideal camp site and the best possible facilities, it can still fail in its camping program if it does not have a qualified camp staff. The following statements from writers in the camping field would verify this fact.

The quality of the camp staff is the ¹greatest importance in the successful operation of a camp program.

Leadership is the most important single factor contributing to the success of a camp. Too much importance cannot be placed upon the person who will be a counselor and friend to a group of boys and girls in camp. Every effort necessary should be expended to secure an adequate number of the right kind of leaders.²

The quality of leadership in a camp greatly outweighs every other element in determining its value to campers, to the operation of the organization, and to the community.³

Appendix B lists several organizational charts of the camp staff, showing their relationships to one another.

I. BASIC QUALIFICATIONS OF ALL STAFF MEMBERS

No doubt, for the church camp, it is not always possible to

¹Revel A. Benson, and Jacob A. Goldberg, The Camp Counselor, (New York: McGraw-Hill Company, Inc., 1951), p. 41.

²LaDonna Bogardus, Planning the Church Camp for Juniors, (Chicago: National Council of Churches of Christ, 1955), p. 52.

³Marie Lafferty Cortell, Camping With Purpose, (New York: Woman's Press, 1950), p. 48.

obtain the best leadership. Since the staff is usually secured on a volunteer basis and pre-camp training is not always possible, the church sponsored camp usually has insufficient and untrained leadership. However, certain standards and qualifications are common to all staff members. Each member should at least meet these standards no matter what his responsibilities may be at camp.

A Genuine Christian Experience

Perhaps it ought to go without saying that the first and most important qualification of any person working at a church camp is that he have a genuine Christian experience with the Lord. In fact it should even go further than that for every staff member ought to be a Spirit-filled, dedicated believer with the love of God overflowing his heart. This is so very important because at camp the leader not only "tells", but he also "shows" others what Christianity really is. He must also depend completely on the wisdom and guidance of the Holy Spirit.

A Knowledge of the Word of God

Besides being a genuine Christian one must also have a love for, and understanding of the Word of God. Each camp leader ought to know enough about the Word, the Bible, to be able to tell others about Christ and the Christian way of life.

A Love for Children

Another major qualification of all staff members is that they have a love for, interest in, and understanding of children. This must be a genuine love and interest, for junior campers have an uncanny sense for detecting sham at this point.

Other General Qualifications

Besides the above qualifications each staff member should also have; an ability to work with others, a love of the out-of-doors, a basic knowledge of camping skills, a good sense of humor, and a healthy body and mind to carry out the many responsibilities that a camp program demands.

II. SPECIFIC QUALIFICATIONS AND DUTIES FOR A MINIMUM CAMP STAFF

As has already been stated, a proper camp staff is very vital in the operation of the camp program. Each camp needs a certain number of people on its staff to maintain a successful camp. Besides the afore mentioned basic qualifications, these people should have special qualifications that will enable them to satisfactorily perform their specific responsibilities. The following analysis of qualifications and duties shows what is required of each staff member. This list of staff members would also constitute a minimum camp staff for the successful operation of the camp, whether the camp enrollment is large or small.

The Camp Director

Qualifications. Besides the basic qualifications, the camp director needs to understand people, children as well as adults, and have the ability to work well with them under all circumstances and conditions. Reimann states that the director should have: "Previous success and skill in group work, a keen sense of responsibility, resourcefulness, and individual initiative...."¹

¹Lewis C. Reimann, The Successful Camp, (Ann Arbor: The University of Michigan Press, 1958), p. 108.

He further goes on to say that:

The successful director is neither the "boss", the dominating type, the "driver", the "detective" or snoopervisor" who finds fault, nor should he be the show-off and the center of attention within the camp. He must know how to deal democratically with the members of his staff and the children in the camp....He leads rather than dominates and draws out of his staff their best suggestions and plans. He is able to impart to the counselors the best interpretation of camping, and to inspire them to bring about the desired results in the children.

However, the writer feels that for a church camp the director not only "needs to impart the best interpretation of camping", but also the best example of Christian living.

The Standards of the American Camping Association lists the following personal qualifications for the camp director.

- a. Twenty-five years of age or over.
- b. Maturity of judgement.
- c. Skill in supervision of staff and knowledge of the group process.
- d. Initiative, resourcefulness and sense of responsibility.
- e. Ability to work co-operatively with staff and campers.
- f. Ability to administer the camp effectively in accordance with the objectives and standards of the American Camping Association.²

Duties. The duties and responsibilities of the camp director are many and varied. He actually is the most important person on the camp staff. He implements the policy and philosophy of the camp, sets the tone of the camp and carries out the major decisions. In other words, he is the person responsible for the success of the camp.

A word should be said here, however, that even though the camp director is the administrative head of the camp and its activities,

¹Ibid

²Standards, Report of Camping Practices for Resident Camps, (Martinsville: American Camping Association, n.d.), p. 2.

he is directly responsible to the church camp committee,¹ that appoints him to his position, for the faithful conduct of the camp in harmony with its actions.

The itemized list below would constitute a satisfactory description of the camp director's various duties. This list of duties was compiled by the writer from the study of a number of different camp manuals. A full listing of such manuals is noted in the bibliography.

1. The director is a member of the church camp committee and, in co-operation with it, selects the camp staff.
2. He promotes the junior camp by means of folders and letters to pastors, parents, and campers.
3. He develops, supervises and directs the camp program.
4. He plans and conducts the pre-camp staff training session; also suggests and provides desirable pre-camp reading and other preparatory information for the staff.
5. He presides over the all-camp activities and staff meetings during camp.
6. He confers with and directs the staff members during camp concerning program, problems, duties, or any other items that need attention: Also helps them organize their work but then lets them be responsible for getting it done.
7. He takes a personal interest in the campers and staff and makes himself available to them as counselor and friend.
8. He is responsible for maintaining standards of safety, sanitation and health in camp, thus making periodical inspections of grounds, buildings, etc.

The Business Manager

Working with the camp director in the administrative area is the business manager. He would act as the assistant to the director.

Qualifications. Some special qualifications for the business

¹Supra, p. 8.

manager to have would be those that would satisfactorily fit him for "handling the monies of the camp, its correspondence, bookkeeping records, files, and the procedures of camp registration."¹

Duties. The duties of the business manager would include mainly responsibilities connected with the administrative and business details of the camp. The following list of duties, compiled by the writer, was primarily based on information given by Bogardus.¹

1. The business manager assists the director with camp promotion.
2. He receives the campers registrations and fees and has charge of registration on the opening day.
3. He purchases the needed supplies for the camp.
4. He has charge of the camp store or canteen.
5. He keeps accurate records and files of all the camp business, such as records of receipts, expenditures etc., for the church camp committee.
6. He makes inventory of all camp tools and equipment and has charge of their use by campers and staff.

The Camp Counselor

Perhaps the staff member that has the most influence on the campers would be the camp counselor. The director and business manager supervise the camp program but the counselor carries out the program. He is working directly with the camper and is closest to him.

Rubin states that:

The effective operation of camp policy and program is largely dependent upon the counselors, who are in direct and constant contact with the campers. Their characters, personalities, and habits are therefore of great importance, for the sum total will express the quality of the camp as a whole.²

¹Bogardus, op. cit., p. 55.

²Robert Rubin, The Book of Camping, (New York: Association Press, 1949), p. 9.

Reimann also comments on the importance of the counselor:

The cabin counselor is the key person in relation to the camper. He will act as advisor, friend, guide, parent, and big brother to his group.

Qualifications. The counselor must certainly have all the basic qualifications, that have been mentioned earlier, in order to be a successful counselor. Some special qualifications that he would need are to have some knowledge and ability to teach campers in areas such as, christian education, craft, swimming, boating, and various out-door camping skills. The counselor need not be highly skilled in all of these areas but he should have some knowledge of them. In selecting the staff, the director should, however, endeavor to employ at least one skilled staff member for each of the various areas of the camp program. It is essential that all counselors should have the ability for Bible teaching. This is a very important area of the church camp program. The counselor should also have a knowledge of the characteristics and needs of junior age children.

Duties. The duties of the camp counselor are many and exacting. "As a cabin counselor you will be responsible for the health, happiness and welfare of your little cabin group and must be on the job twenty-four hours a day,..."²

A proposed analysis of duties for the counselor would be as follows:

¹Reimann, op. cit., p. 127.

²A. Viola Mitchell, and Ida B. Crawford, Camp Counseling, (Philadelphia: W.B. Saunders Company, 1955), p. 47.

1. The counselor would have charge of a group (cabin) of eight or ten campers. He sleeps in the tent or cabin with his group and exercises constant supervision of it. A valuable rule for the counselor to follow is to know where his campers are at all times.
2. He has charge of the study session for his cabin group. Instruction in Christian Education is given in this study period.
3. He has charge of all the activities of his cabin group that are not all-camp activities.
4. He makes adequate preparation for his responsibilities before coming to camp and attends the pre-camp training period.
5. He attends the staff meetings and helps plan and carry out the camp program.
6. He makes a report on each camper in his group at the close of camp. He also makes an evaluation of the whole camp program.
7. He supervises one of the all-camp activities such as, swimming, boating, craft, archery, etc. It should be noted that the person in charge of the waterfront must have a "Life-saving" certificate.

The Camp Nurse

The services of a camp nurse should also be employed. This would ensure the proper health and safety of the campers. The writer agrees with Rubin when he states:

The health and safety of the children become the responsibility of the camp from the time they are left by the parents at the point of departure. All parents expect their children to have every possible safeguard and to come back healthier and happier for their experience.

Qualifications. The main qualification of the camp nurse would be that she is a graduate registered nurse and is able to guide the entire health and safety program of the camp. She should also be able to deal with the health problems of the staff as well and with those of the campers.

¹Rubin, op. cit., p. 127.

Duties. A list of duties for the camp nurse would include the following items:

1. She has complete charge of the camp dispensary and hospital, dispensing all needed medications and administering all treatment to the campers and staff.
2. She checks all campers and staff upon arrival at the camp for medications prescribed, treatments, special diets, and symptoms of communicable diseases or any other health problems.
3. She purchases or authorizes the purchase of all medical and first aid supplies needed in the camp.
4. She records and keeps individual health records of all campers and staff. She also keeps records of all treatments.
5. She has contact with a nearby doctor for reference of emergency cases.
6. She sees that the grounds of the camp, buildings and facilities are kept safe and sanitary; checks that the food and dietary facilities meet the required health standards.
7. She is available for service at all times, notifying the director of her whereabouts when she must be absent from the dispensary.

The Camp Dietitian or Cook

Every camp needs a dietitian or cook. Food is one of the most important factors in the operation of a successful camp. It is important that campers receive nutritious and well balanced meals so that they may participate in the whole camp program without any ill effects. Reimann states that: "Plentiful, well-prepared, and attractively served meals make for a happy and contented camp."¹ To accomplish this, a well qualified cook and kitchen staff is necessary.

Qualifications. The main qualification for the cook would be

¹Reimann, op. cit., p. 88.

that he has training in nutrition and experience in quantity cooking. He should have leadership abilities to be able to supervise the kitchen staff. The ability to rise to emergencies and be able to utilize left-overs is also desirable.

Duties. Some of the duties of the camp cook would be as follows:

1. He plans the menus with the director and business manager.
2. He has charge of the kitchen and dining hall. (This would include supervising the work of the kitchen staff.)
3. He informs the business manager of food supplies needed.
4. He prepares or sees that all meals are prepared properly and on time.
5. He supervises and checks that all public health rules and regulations are carried out in regards to the storage, preparation and serving of food.

The Handy Man or Caretaker

It is a good policy to employ a handy man or caretaker in a camp for maintenance purposes. There is usually always something that needs to be fixed in the camp. Also the grounds and buildings should be kept safe and attractive at all times.

Qualifications. There are no special qualifications for the handy man, except that he has the ability to do odd jobs around the camp. Some knowledge of carpentry, plumbing, and electricity is very beneficial. It is very advantageous if he is able to drive a car.

Duties. The duties of the handy man would be that he makes repairs and keeps the grounds, buildings, and equipment in good condition. He would also drive the camp car and truck for camp deliveries and other errands. Important, though not pleasant, is his responsibility-

lity to see that all camp wastes and garbage are disposed of properly.

III. STAFF RECRUITMENT

After having reviewed the qualifications and responsibilities of a camp staff, the problem arises as to how and where to find such qualified leaders. This problem is especially grave for the church camp, since it must depend almost entirely on volunteer help. Many qualified leaders are unable to donate their time to the camp, causing another problem for the church in obtaining good leadership.

Larger Staff Advantageous if Available

As has already been stated, the camp staff as described in this chapter, constitutes the minimum number of leaders needed for the operation of a successful camp program, small or large. If possible, even more leaders should be employed to lighten the load of each staff member, thus increasing his or her efficiency. For example, a craft director should be employed to have charge of all craft activities. A qualified waterfront director to supervise the swimming and boating is an asset to the camp also. Another staff member that would be beneficial to the camp is a program director or a music director.

Areas of Recruitment

Many possible areas of recruitment are available to the church to select its camp staff. The following list, compiled by Bogardus, would provide satisfactory resources from which the church camp is able to recruit qualified leadership.

Church school teachers, preferably of juniors
Directors of Christian education in local churches

Persons carrying regional responsibility in children's work
 Parents of junior boys and girls
 Young adults
 Pastors
 Pastors wives
 Leaders with camp experience with other agencies
 Missionaries
 Public school teachers
 College students (above sophomore year) preparing for public
 school teaching, social work, religious education
 Students from other countries.

Staff Application Forms

The prospective camp leader should be requested to fill out a camp application form, indicating his qualifications and the position desired on the camp staff. This would help the church camp committee and the Director to make the best possible selections for each position on the staff. Sample application forms are listed in Appendix E of this study.

IV. SUMMARY AND CONCLUSIONS

This chapter has shown the importance of securing the right kind of leadership for the junior camp. The qualifications and duties of the staff have been discussed, showing exactly what is expected of each staff member. This information proves that the staff member needs many qualifications to perform his duties. It would seem that the three most important qualifications for the staff member to have are: (1) a vital Christian Experience in the Lord, (2) a basic knowledge of the Word of God, and (3) a genuine love for children.

The writer has also attempted to list, what he thinks, consti-

¹Bogardus, op. cit., p. 59.

tutes a minimum camp staff. This would mean that the camp needs to employ at least the following people to operate a successful camp:

(1) a camp director, (2) a business manager, (3) enough cabin counselors so that each counselor has charge of only eight to ten campers, (4) a camp nurse, (5) a camp dietitian or cook, and (6) a handy man or caretaker.

A list of the possible groups from which these camp leaders may be chosen has also been included in this chapter. This list should prove to be a very valuable resource for staff selection.

CHAPTER VI

DEVELOPING THE CAMP PROGRAM

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After the camp staff has been selected, the next logical step is to develop the camp program. This is, perhaps, the most important element of the camp. The reason for the existence of the camp is the camper and the program for him. Without a camp program the grounds, facilities and staff would serve no purpose.

I. THE DEFINITION OF "PROGRAM"

Before the camp program is planned there has to be a clear definition of what is meant by "camp program". Hammett and Musselman define program in the following way.

In the camp, program is everything--everything, that is, that affects the lives of campers in the course of the camp day and the camp season.

Bogardus describes the camp program in a similar way when she says:

Program is everything that happens in camp throughout the twenty-four hour day. It is swimming, but it is also what happens on the way to swimming. It is worship, but it is also the conversation at the wash house, the way that decisions and plans are made the things that take place in the cabin at bedtime.²

However, the writer feels that the definition by Rubin would best describe "program" as it is set forth in this study. Rubin states:

The camp program in the larger sense, is the complete plan of daily life and activities whereby it is sought to achieve the general objectives of organized camping and also the ideals of a certain camp or organization. The whole process of life in camp

¹Catherine T. Hammett, and Virginia Musselman, The Camp Program Book, (New York: Association Press, 1951), p. 3.

²LaDonna Bogardus, Planning the Church Camp for Juniors, (Chicago: National Council of the Churches of Christ, 1955), p. 21.

--cabin and community duties as well as interests and recreation
 --is implied in the term "camp program".

In a special sense "program" may refer to the daily calendar of activities--skills, sports, games, hobbies--or to any one of them; "nature program", "music program", "evening program".¹

II. THE LENGTH AND DATES OF THE CAMP PERIOD

Perhaps one of the first things that needs to be established, before anything else about the camp program is planned, is the duration and time of the camp period. This information needs to be decided upon early so that it can appear in the camp promotional material. This task should be the responsibility of the church camp committee.

Factors Determining Length

Budget. In determining the dates and length of the camp period, one of the main factors that needs to be considered is the camp budget. The amount of money available for the operation of the camp usually determines the length of the camp period.

Staff. The availability of the camp staff sometimes affects the camp dates. For example, some good staff members may only be available at a certain time or for a certain duration of time.

Camp objectives. Whether the objectives of the camp will be met during a specified length of time should also be considered in setting up camp dates. Too short a camp period may have little value for the camper.

Needs of Camper. Another determining factor would be to meet the needs of the camper. A period that is too long, could be detri-

¹Robert Rubin, The Book of Camping, (New York: Association Press, 1949), p. 51.

mental to the health and safety of the camper, whereas, a real short period would barely give the camper time to become accustomed to his new surroundings and the camp program to have any desirable effect on him.

The Best Desired Length

Most writers in the camping field say very little about what would be the best desired length for the junior camp. Some suggest five days, while others mention as many as fourteen days. Even though the following statement appears in a manual for intermediate camps, the writer feels that it would apply equally well to the junior camp.

Experience has thus far shown that a minimum of seven days is necessary for a good camp....Many directors and counselors share the opinion of a leader of a boys' camp, who testifies as follows: 'Having worked in fourteen, ten, and seven-day camps, I believe the Intermediate will get most good from a seven-day camp and that the longer camp is best for the older group.'

For this reason the writer suggests that the junior camp should last seven days, starting on Monday and closing on Sunday night, and should be held sometime during July or August. These months are most appropriate climatically for juniors to spend in the out-of-doors.

III. THE ENROLLMENT AND GROUPINGS OF THE CAMPERS

Another item that needs to be decided upon early, before camp begins, is the question of how many campers are to be enrolled and how shall they be grouped. The answers to these questions affect the planning of the program activities.

¹Intermediate Camps in the Evangelical United Brethren Church, (Dayton: The Board of Christian Education, n.d.), p. 26.

Enrollment

The problem of church camps is that they often required to enroll more campers than is desirable. The following statement by Cortell is often the predicament of the church camp.

Because of the needs of the community, large agency membership, budget requirements, or the size of the facilities, agency camps are often compelled to serve larger numbers than is really desirable.

Need for a smaller camp enrollment. The need for a smaller camp enrollment is quite evident for juniors. Juniors need much individual attention and this cannot be given them in a large camp. The manual, Camping with Juniors, gives several good arguments for having smaller enrollment.

For many children camping is their first experience away from their parents or in group living outside of their homes. A large camp makes the child's adjustment too difficult.

Boys and girls of this age need the security which comes from personal acquaintance with the leaders as well as with the other campers. The adults should know all of the children individually. This is very difficult in a large camp.

Certainly a church camp for juniors can best achieve its purposes in terms of Christian living when it is kept small.²

Recommended number of enrollment. The recommended number of campers to be enrolled varies with the different authorities in the camping field. Bogardus recommends that sixty is the maximum enrollment for a junior camp.³ The Camp Director's Handbook makes the

¹Marie Lafferty Cortell, Camping with Purpose, (New York: Woman's Press, 1950), p. 129.

²Camping with Juniors, (Chicago: National Council of the Churches of Christ, 1951), p. 14.

³Bogardus, op. cit., p. 50.

following statement concerning enrollment.

As to camp enrollment, the day of mass camping for church operated camps seems to be over. A maximum of 90, most authorities agree, is best¹ for insuring personal attention to each camper in a church camp.

For the program set forth in this study, the writer would suggest that the ideal number of campers would be an enrollment of sixty-four. This would insure personal attention to each camper. The camp staff, which will probably have to be kept at a minimum due to finance and availability, will not be overburdened either with this enrollment. The maximum enrollment should be kept at eighty. If the group is any larger the campers will lose their identity in the crowd and individual attention to each camper is not possible.

Grouping of Campers

Along with the values gained from the smaller enrollment would also be the small group basis of camping. Each camper is actually a part of four groups; the cabin group, the study group, the activity group and the all-camp group.

The cabin group. The cabin group is the primary group to which the camper belongs. Each cabin is composed of approximately eight or ten campers. There may be less than eight campers in each cabin, but there should not be more than ten. The cabin counselor will have difficulty in controlling a larger group. This cabin is "home" for the camper during his stay at camp. Each cabin group is under the supervision of an adult counselor.

¹Camp Director's Handbook, (Wheaton: Scripture Press Foundation, 1959), p. 8.

The study group. The next group that the camper participates in is the study group or the morning activity group. It is best if this group is composed of one boys' cabin and one girls' cabin, thus carrying out the co-educational experience of camping. However, it may just be composed of one cabin group. The primary activity of this group would be the instruction period held every morning. The two counselors of this group could take turns in leading the instruction period. This would give them more opportunity to prepare for their lesson. After the study session is over, this group would spend the rest of the morning together in various activities that the group chooses such as, craft, hiking, sports, etc..

The afternoon activity group. Every afternoon each camper participates in an activity or activities of his own choosing. He then becomes a part of this activity group that is taking part in a particular event. A counselor or qualified instructor is the supervisor of each afternoon activity and has charge of all the campers desiring to take part in that particular activity.

The total camp. The camper most certainly, is a part of the total camp group. Most evening programs and somedaytime activities are participated in by everybody in the camp. This not only gives the camper an experience of togetherness in his small group but also an awareness that he is a part of the whole camp group.

Co-educational camping. It should be noted that the groupings of the program of junior camping, as set forth in this chapter, are based on co-educational camping. Many arguments could be given on both sides, the "pros" and "cons" of co-educational camping. The

writer feels that co-educational camps would seem to be nearer the pattern of normal life and should, therefore, be the standard of junior camps. Several arguments presented by Burns would further substantiate the value of co-educational camping.

Many feel that since boys and girls are together in the church, school, or agency program throughout the year, the contribution of this pattern at camp is preferable to artificial segregation of the sexes at camp. Others recognize the sharing of activities and decisions as a better preparation for adult life in which men and woman participate together and need common standards for resolving problems of home, business, professional, social, and political life. Most of those advocating co-educational camping agree that it provides a more natural and normal situation than that provided by a camp for just one sex.

IV. THE STAFF TRAINING PERIOD

The planning and preparation for the camp program actually begins many months before the camp starts. Such things as publicity and staff selection must be completed well before the opening date. One of the major items of the camp program would be the pre-camp training session of the staff. This part of the program is the complete responsibility of the director. The staff will be assisting him in planning the rest of the program for the campers, but he must plan and conduct the training session for the staff. This training session is very important for the staff. It helps them to become acquainted with each other and with the camp. Bogardus states:

One or more sessions for pre-camp training and preparation are necessary. Camp leaders cannot work together satisfactorily or effectively unless they have had opportunity to become familiar

¹Gerald P. Burns, et.al., Program of the Modern Camp, (New York: Prentice-Hall, Inc., 1954), p. 250.

with the site and with each other. Unless they have a chance to think together about what their purposes and plans are, they are sure to¹ feel uncertain, if not confused, throughout the camp period.

The Training Program

Reimann makes the following statement concerning some things that need to be done in the staff training session.

Once the staff is engaged for the season, the director instructs it in the philosophy, policy, and purpose of the camp, the responsibilities and duties of each staff member, and the relationship of the members to each other, to the camper, and to parents.²

Other items that should be done in the training period would be: (1) becoming acquainted with the camp site and facilities, (2) planning the daily schedule and program activities in the light of the camp objectives and the needs of juniors, and (3) becoming acquainted with the different camping skills such as, outdoor cooking, craft, fire-building, swimming, boating, etc.. The various activities of the training period should be carried on, as much as possible, in the same manner as they will be done with the juniors during the camp session. This serves as a means of further training for the staff.

Staff Training by Mail

A grave problem that the director of the church camp faces is the possibility that he is unable to get all his staff members together at camp for a training period before the camp begins. Many of the staff members for the church camp are pastors and pastors' wives and are usually responsible for getting the campers from their

¹Bogardus, op. cit., p. 61.

²Lewis C. Reimann, The Successful Camp, (Ann Arbor: The University of Michigan Press, 1958), p. 121.

church to camp. Therefore, they are unable to arrive at camp until the opening day. In cases like this the director needs to carry on his staff training by mail. He should supply the staff with information concerning the camp layout, facilities, policies and objectives. The staff should also be informed about their various duties and responsibilities. The planning of the daily schedule and program activities would have to be done primarily by the director. However, if the director is able to get together with even a few of his staff members, to assist him in program planning, he should do so.

V. THE ELEMENTS OF THE CAMP PROGRAM

As the camp staff plans for the camp program it needs to remember that the program is for the camper. The camp objectives and the needs of junior boys and girls should be met by the program activities. Certain elements of the camp program help the staff to carry on a satisfactory camp session.

Evangelism

The primary element of the camp program for the church camp is the element of evangelism. Since the primary objective of the camp should be to win boys and girls to Christ, evangelism should be a part of every activity in the camp. Concerning this important element, Blankenship writes:

Evangelism is the goal of all that we do in the Christian education of juniors, in our church camps as in our church schools. All our methods, materials, and programs should confront the girls and boys with the gospel message of Jesus Christ. For the junior camp this means that the children are confronted with the "Good News" in their experiences of worship, through their discoveries

about God in his world of nature, through study of the Bible, and through twenty-four-hours-a-day living experiences with counselors whose lives exemplify the Christlike way of living.

The importance of evangelism is further shown by Hazzard in his statement on the spiritual values in camping.

Camping without a sense of spiritual values is camping with its heart left out. The values are inherent in camp life. You do not have to drag them in. They are there, But your campers may largely miss them unless you feel them first. Happy is the leader whose own awareness of spiritual values is so high and keen that the camping experiences into which he leads his boys and girls are all high spiritual adventures.

Care should be taken by the staff, when they plan for evangelism in the camp program, that they do not merely duplicate what the church does. There are so many different ways available for the camp to make an evangelistic appeal to the camper that it need not use the same methods as are used in the church. The camp experience should be something new and different for the camper and it is unfortunate if he is confronted with a series of evangelistic services exactly the same as he would have in the local church. Several ways in which the element of evangelism would be brought into the camp program are:

1. Morning devotions around the breakfast table.
2. Morning chapel periods designed for worship purposes.
3. Cabin devotions, when the cabin group worships together under the guidance of the counselor.
4. A well planned consecration campfire service.
5. A fagot service when the campers light a stick from the campfire and give testamonies about their stand for Christ.
6. Personal interviews and informal quiet talks between staff members and campers.

¹Lois Blankenship, Gods Plan for Life, quoted in David G. White, "The Philosophies and Procedures in Church Camps," (Unpublished Bachelor of Divinity Thesis, Western Evangelical Seminary, Portland, 1959) p. 45.

²Lowell B. Hazzard, "Spiritual Values in Camping", Light from a Thousand Campfires, ed. by Kenneth B. Webb, (New York: Association Press, 1960), p. 50.

Worship

The element of worship in the camp program is connected quite closely with evangelism. Yet the camper cannot truly "worship" unless he has first experienced a change in his heart brought about by accepting Christ as his Personal Saviour. The outdoor setting of the camp is a natural means of inducing the spirit of worship. There are many opportunities to carry on planned worship services during the camp period but many times the periods of spontaneous worship that camp living brings are more valuable. Bogardus states:

In addition to the planned worship times, each leader needs to be alert to other occasions when, without specific advance planning some experience takes on the quality of worship. A beautiful sunset, a far view from a hilltop, a burst of song from a bird near-by are the kinds of things that sometimes bring a hush of wonder to a group....

.....

When a leader realizes that wonder, a deep sense of group fellowship, or some other experience brings a group to an awareness of God's presence, he may lead a group to give expression to what they are feeling. He may start a hymn, recall a verse from the Bible, or pray. Sometimes he may feel that it is better just to pause for a moment in silence.

Use of the Bible

The use of the Bible is certainly an essential element of the program for the junior camp. Actually the element of evangelism and worship are largely dependent on the proper use of the Bible. Commenting on the importance of the Bible as an element in the camp program, the Ensigns write:

The Bible is the basic resource for Christian living. In any program of Christian education which seeks to bring a person into

¹Bogardus, op. cit., p. 34.

a personal relationship with God, the Bible must be used in such a way that God may be made known through the revelation of His will and purpose for man's life and for our life now....

To use the Bible thus is not merely to aim to learn facts about it or to use its passages in a proof-text approach, but rather is to relate its message to our present camp life in such a way that God can speak directly through His Word to the lives of the campers -to their problems, in their worship, and to their personal aspirations.

The Planned Study Period

One of the ways in which the Bible is used in the camp program is through the daily study sessions. This study period is another major element of the camp program. In fact, most of the other camp activities are built around what is presented in the study period so that the camp program becomes correlated. Thus the camper puts into practice what he has learned in the study period.

Time and place for the study period. The best time for the study period to be held is usually in the morning. Then the campers are able to put into practice the things they have studied during the rest of the day. Unless weather conditions interfere, all study sessions at camp should be held out-of-doors. This would make the setting different than what the camper has had in Sunday School and would also serve as a means of drawing the camper closer to God through nature.

The instructor. The study group is led by the cabin counselor. If two cabin groups join together for this period then the two counselors are able to work together in preparing the study lessons. It is more advantageous that the cabin counselors do their own teaching for

¹John and Ruth Ensign, Camping Together as Christians, (Richmond: John Knox Press, 1958), p. 23.

their group, rather than having a separate instructor for the study period, because the counselor knows his group the best and therefore, is able to gear the lesson to the particular needs of the cabin group. In leading the study period the counselor should endeavor to deal with the material, to be studied, more in terms of group discussion and sharing rather than in terms of lecture.

The Curriculum. The Bible most certainly should be the basic textbook for the study period. However, the use of other curriculum materials is very desirable. Courses of study based on teaching the campers important Christian facts and attitudes for their lives are very beneficial. It is not the purpose of this study to analyze the different camp study courses available to see which one is the best. Many denominations put out their own material for camping and this would probably be what will be used by the camp of that particular denomination. The writer would like to present the following criteria for the selection of study material. Care should be taken that the material is: (1) centered in Jesus Christ, (2) based on the Bible, (3) evangelistic in tone, (4) geared to the junior age and their interests, (5) related to life today, and (6) linked to the camp's outdoor environment. Any material meeting the above standards would be satisfactory for the study period.

Recreation

The element of recreation should not be neglected in the camp program either. For a camp experience should be full of fun and adventure for the camper as well as presenting him with the Gospel message. Most recreational activities would take place in the after-

noon but they need not be limited to just the afternoon. All recreation should be learning experiences for the camper along with providing fun and fellowship for him.

Swimming. Perhaps the greatest form of recreation for the junior would be the swimming periods. This activity must be under the strict supervision of a qualified life-guard or waterfront director to ensure the safety and health of the campers. Swimming instruction could be given as part of the camp program or swimming could be done just for recreational purposes. In any case campers should not have more than two swimming periods a day. Thirty minutes ought to be the maximum time in the water for the camper and he should not be allowed to go swimming right after eating.

Boating. Where a lake front is a part of the camp property, boating is another popular form of recreation. Concerning this activity Bogardus states:

Boating also comes under the supervision of the waterfront director, who should be familiar with the safety measures approved by the American Red Cross. Instructions in rowing and "boating behavior" should be given before boating is done. An adult swimmer must accompany junior campers in boats.

Other recreational activities. Other recreational activities that lend themselves to the junior camp would be: fishing, hiking, archery, and the various sports and games. All of these activities can be learning experiences for the camper where he learns new skills, sportsmanship and Christian behaviour.

Camp Craft

¹Bogardus, op. cit., p. 72.

One element of the camp program that is usually neglected in the church camp is the development of camp craft skills. These are the activities that make camping really "different" for the junior. Joy comments on the importance of camp craft in the following manner.

When children come to camp they want and expect to do and to learn things that are different from the offerings of school, playground, clob, troop, recreation center and home. They are disappointed and disillusioned if they find at camp only the same sports, games, crafts and general interests to which they are accustomed in the city. Most of them must, as they anticipate their approaching camp experience, think of it as a time for new kinds of fun, new interests and adventure.

Hammett and Musselman further enlarge on the value of camp craft.

Camp craft skills should be an integral part of all camp programs and be closely related to the general living areas of the campers. The more camp craft, the better the outdoor living. These skills are the basis of camp living for all age groups and all types of camps. They should not be reserved for occasional hikes, trips, and outings, but be featured in the everyday life of campers. In addition to building resourcefulness, initiative, and self-reliance, these skills develop a love for and an appreciation of the out-of-doors, and a feeling of responsibility on the part of the camper as they open up to him a wide range of group experiences.²

Definition. A good definition of what is meant by camp craft would help one to understand why it should be included in the camp program. "Campcraft, briefly defined is the art of taking care of one's self and others in the outdoors and getting joy and inspiration from it."³ This would include such activities as out-door cooking, fire

¹Barbara Ellen Joy, Camp Craft, (Mineapolis: Burgess Publishing Co. 1955), p. 1.

²Catherine T. Hammett and Virginia Musselman, The Camp Program Book, (New York: Association Press, 1951), p. 62.

³Burns, et. al., op. cit., p. 95.

building, overnight camp outs, knowledge of knot-tying, use of knife and axe, setting up an outdoor shelter, etc..

Extent of Campcraft program. The writer would suggest that it is not desirable for the church camp to major in campcraft activities. That is not the main purpose of the camp. Yet each camper should have the thrill of at least cooking one meal by himself over an open fire or spending a night out under the starry sky. These activities can be used to bring an awareness of nature and the universe to the camper and thus draw him closer to God. A very valuable booklet to assist the staff in planning for campcraft activities would be Catherine T. Hammett's book of Campcraft.¹

Creative Activities

A very valuable educational element of the camp program would be the various creative activities for the camper. These would include such things as music, dramatics, writing, nature projects, painting, sketching and handicraft projects. The value of creative activities can be readily seen from the following statement by the Ensigns.

Creative expression can be a response to an encounter with something--revelations of God in the beauty and magnitude of the created world; joy in fellowship, a beautiful or potentially beautiful rock, piece of wood, or other material, or even the arranging of plants and flowers to make them show more beautifully. Creative activities can also be a means of expressing ideas about things (stories or thoughts told in words, pictures, drama, or music) or emotional reactions to things (Pictures and music that you feel, that convey a mood rather than express a tangible idea.) Such activities deepen a campers' perception and help him to grow

¹Catherine T. Hammett, Your Own Book of Campcraft, (New York: Pocket Books, Inc., 1950), price 35 cents.

in his ability to understand and express himself.¹

For the church camp the two most important creative activities would probably be the music and craft programs. These are the most common and widely used elements and seem to be most beneficial to the camper.

Music Program. The importance of the music program in the camp must not be minimized. A camp without music is not the place for a junior age child. For, what will a child learn sooner than a song? Singing unifies a group and a song lightens the work of all camp tasks. The memory that lingers longest with the camper is of the time he spent in singing around the campfire. This is exemplified by Burns in the following statement.

What camper, though he may have forgotten everything else about camp, fails to remember singing around a blazing campfire? There is no experience that quite matches that of blending his voice in harmony with those of his fellow campers. The quality of the individual voice makes little difference; the bond of friendship is drawn tighter. The need of every individual for feeling that he "belongs" is met by the simple act of singing around a campfire at the close of day.²

The music program can serve a fourfold purpose in the camp. It can be used (1) to let off steam, (2) for entertainment, (3) for transition, and (4) for praise and worship. It is best to use secular songs for the purpose of letting off steam and to use the choruses and hymns for the purpose of worship and praise to the Lord. In this way the campers are able to have good clean fun at the beginning of a program through "fun" songs and then, as the group becomes quieter, lift

¹ John and Ruth Ensign, op. cit., p. 41.

² Burns, et al., op. cit., p. 127.

their voices in praise to God through the choruses and hymns. The songs of transition should make a smooth bridge from the entertainment type to the worship type. In order to make the music program more effective in the camp a good song leader and pianist are beneficial.

Craft Program. The craft program is also a very valuable element in the camp. In setting it up an attempt should be made to keep it simple and to use natural materials--those materials that can be found on the campsite. Originality, rather than perfection should be stressed. The following comment by Cortell would give further suggestions for a good craft program.

Finding the material for craft work, preparing it for use, and applying designs which are reminiscent of the beauties of nature increase the value of the object for the camper and connect it pleasantly with his learnings from other camp activities.

.....
 Whatever arts and crafts are offered in a camp, there should be constant emphasis on original and tasteful design. Crafts projects which are mere jigsaw-puzzle tasks of fitting together manufactured articles develop little creativeness or artistic appreciation in anyone....

Sanitation

Perhaps the most practical element of the camp program is that of sanitation. This would include such activities performed by the campers as cleaning washrooms and latrines, setting and clearing tables (washing dishes could also be included), keeping their living quarters clean and orderly, sweeping and cleaning other camp buildings and caring for the grounds. These activities serve as a purpose in teaching campers responsibility and skill in performing common house-

¹Cortell, op. cit., p. 133.

hold tasks. Care should be taken to distribute the work evenly among the campers and to make it interesting and challenging. Contests could be used, to see who does his work the best, and to stimulate enthusiasm.

VI. THE DAILY SCHEDULE

In order to be able to allow proper time for all of the program activities in the camp, some form of daily schedule is needed. This schedule should not be too ridged so that the camper has no free time at all. It should also be flexible enough to allow changes to be made as the need arises. Yet a schedule is necessary to serve as a guide for the camp activities. Lederman states:

Although an ideal camp program will be fairly flexible and informal, giving large blocks of time for special camp activities or counselor group projects, some structure is needed for the camp day to keep things in balance and order.

The daily schedule is planned and set up by the staff during the training period. Changes are usually made if the schedule proves unsatisfactory to the needs of the campers. The following suggested daily schedule has been set up by the writer for use in the junior church camp. Some changes will probably have to be made in it to fit a particular camp's need. Other sample daily schedules are listed in Appendix C for reference purposes.

A Daily Schedule for Junior Camps

7:00 AM.	Reveille
7:30 AM.	Breakfast

¹Robert S. Lederman, Camp Counselor's Book for "Living As Christians", (Dayton: The Otterbein Press, 1953), p. 11.

8:00 AM.	Morning Devotions
8:15 AM.	Flag Raising
8:30 AM.	Camp Clean-up
9:15 AM.	Cabin Inspection
9:30 AM.	Morning Activity Period
	Daily Study Period
	Small Group activities planned by the cabin group with their counselor.
11:30 AM.	Chapel
12:00 AM.	Free Time
12:30 AM.	Lunch
1:30 PM.	Horizontal Club meeting (Rest period)
2:30 PM.	Camper's Choice (afternoon activity period)
	Swimming
	Boating
	Creative activities
	Recreational activities
2:30-5:00 PM.	Camp store hours
5:30 PM.	Free time
6:00 PM.	Supper
7:00 PM.	Flag lowering
7:15 PM.	Free Time
7:30 PM.	Evening Program--Campfire
8:30 PM.	Return to cabins--Cabin devotions
9:00 PM.	Taps
9:30 PM.	Staff meetings

This schedule has been set up in this manner so that it would meet the American Camping Association's Standards, about camp program, which state:

Within the general framework of the program, there should be opportunity for co-operative planning of activities by campers and camp staff and an opportunity for some choice of activities by individual campers.

The program should provide opportunity for individual activity, for rest and quiet, for small group activity and for occasions involving the whole camp.

The pace, pressure and intensity of the program should be regulated so that campers will have time for leisure and can participate in activities of their own will and at their own tempo.

¹Standards, Report of Camping Practices for Resident Camps, (Martinsville: American Camping Association, n.d.), p. 3.

Comments on the Daily Schedule Activities

As has already been pointed out, the daily schedule, as proposed by the writer, may need to be altered somewhat for each particular camp situation. For, no two camps will be able to use the exact same schedule, since the schedule should be worked out as it best fits the needs of the campers and staff. The following comments will give further explanation on the daily schedule.

Sleep and rest. Junior campers should receive at least ten hours of sleep a night. The early morning rising time gives the camper a new experience in "getting up with the sun". As Bogardus puts it:

Too few boys and girls today have a chance to know the wonder of watching and hearing the world of nature awaken and to know the exhilaration of being up and about in the very early morning hours. Since camp allows an early bedtime, campers may rise early and yet have the required amount of sleep.

An hour of rest is allowed after lunch to give the campers a chance to relax from their many activities. Many campers may need extra sleep and they should be encouraged to sleep during the rest period. Reading and letter-writing may be done during the rest period but the campers should be lying down and quiet for most of the hour.

Meals. It is necessary that the campers receive three wholesome nutritious meals to enable them to be physically fit for an active camp program. Mealtime can be an enjoyable time as well as an educational experience. Here the campers are able to have fellowship and learn table manners. It is best that the meals be served "family style" with an adult counselor acting as host or server for each table.

¹LaDonna Bogardus, Planning the Church Camp for Juniors, (Chicago: National Council of the Churches of Christ, 1955), p. 26.

Campers should help with the dining room duties as much as they are able to help. Details in food handling and serving together with the kitchen and dining room procedures should be worked out with the kitchen staff by the director.

Camp duties. Campers should be encouraged to participate in their camp clean-up duties. They need to receive the sense that this is their camp and that it is up to them to keep it neat and clean. The duties that are involved in camp clean-up have already been mentioned.¹ The cabin inspection should serve as a means of challenge for the campers in their camp duties; for juniors enjoy contests and competition. This will also help them to assume responsibilities.

Morning activity period. The main purpose of the morning activity period is for the study time. Each cabin group could have its own study period or two cabin groups could join together for this session. The cabin counselors are the teachers. This small group class gives the counselors more opportunity to work with the campers. Basic Christian truths adaptable to an outdoor setting should be taught.

No specific length of time needs to be set for the study period but the time should be based on the campers interest. Yet enough time needs to be taken to cover the topic for that day. After the lesson period is over, the rest of the activity period should be spent by the small groups in activities of the groups' choosing. It is possible that some time will be spent in a craft project pertaining to the

¹Supra, p. 73.

lesson material studied that day. The group may go on a hike in the woods observing the beauties of God's handiwork or engage in any other activity that is a part of the camp program.

Morning chapel. The morning chapel periods and also the morning devotional period in the dining hall, right after breakfast, are designed for worship purposes. These are a means of drawing the camper closer to God. The chapel service should be kept rather serious and formal, making it a "special" time each day for the camper to reverently express himself in true worship to Christ, the Lord. The devotional services should also help the camper to establish the habit of having personal devotions when he leaves the camp.

Afternoon activities. The afternoons at camp are spent in an activity or activities of the campers own choice. Each activity is supervised by a counselor or other qualified leader. The camper may choose to spend the whole afternoon in one activity (this is rarely the case with juniors) or he may participate in two or three activities during the afternoon. The afternoon may be divided into periods thus giving more campers the opportunity to participate in several activities. The time for each activity may need to be limited if it is deemed detrimental to the camper or only a limited number can participate at one time. For example, the camper should not be allowed to swim the whole afternoon or if only a few boats are available time limits are necessary for each boating trip.

The camp store. No doubt campers will wish to purchase refreshments and other camp supplies during their stay at camp. This may be done at the camp store. The store is operated by the business manager.

He purchases the supplies and supervises its sales. A satisfactory time for store hours would be in the afternoon, probably from 2:30 PM. to 5:00 PM.. This would give the campers ample time to purchase their needed items.

Free time. The camp schedule should not be a regimented affair where the campers have to be doing something every minute of the day. There should be times for relaxation and free time when the camper is able to do what he pleases. Camp life should be a life of relative leisure. But too much free time is undesirable since the camper is apt to become bored.

The evening program. One of the highlights of the camping experience for the junior is the evening campfire program. The manual on Steps to 4-H Camping states:

The campfire is the heart of the camp program where all the scattered impressions of the busy day are brought to a focus, and where the ideals of the camp find their best expression.

The glow of golden light, surrounded by darkness, brings a gradual quiet over almost any gathering of youngster, however noisy and active they have been during the day. Here is a perfect setting for meditation, for slow and cautious words, and above all for the life of imagination in songs and stunts and stories. Every minute of campfire is precious, and everything that enters into the program at campfire should be well done and worthy of the time and place. The cheap and trashy should be left out; the inspiring and uplifting should be brought in. This does not mean that wholesome fun is not in keeping, but it should be clean and pleasant.

Variety should be stressed in the evening program. Usually it is best to start out in a lighter vein and even have some active games. Then, as the evening progresses things begin to get quiet and

¹Steps to 4-H Camping, (United States Department of Agriculture, Federal Extension Service, n.d.), p. 35.

the campers gather close to the glowing campfire, presenting an ideal setting to challenge the campers with an evangelistic message. It is usually best if the evening program is planned as an all-camp activity. This would allow for better planning and also enable each camper to hear the Gospel message.

Cabin devotions. After the close of the campfire the campers return to their cabins to prepare for sleep. Just before the lights are turned out and another wonderful day comes to a close for the camper, the counselor leads his cabin group in their evening devotions. This is a golden opportunity for the counselor to lead the camper to Christ. As the camper reflects on the activities of the day and what he has learned, the counselor is able to guide him to think about his spiritual relationship to Christ. The trials and pains of the day fade away for the counselor when he realizes that he has been used of the Lord to win a life to Christ. This is what makes the junior camp worthwhile.

Staff meetings. Throughout the session of the camp, the staff will need to have periodic meetings for the purpose of checking progress and clearing plans for program activities. The staff meetings are also a valuable time for Christian fellowship for the staff members and serve as a time to be spent in prayer for the camp. The best suitable time for staff meetings is an unsettled question. If possible it is best to hold them sometime during the day but usually it is easier to get all the staff members together at night.

VII. THE OPENING AND CLOSING DAYS

Deviations are usually made from the regular schedule for the

opening and closing days of camp. Both of these days are very important and need to be well planned. The first impressions the campers receive on the opening day will set the stage for the rest of his camping period. Similarly, the closing day needs to be well planned to leave a final challenge with the camper as he goes back home.

Opening day. Everything should be ready for the arrival of the campers on the opening day. The camp grounds and facilities should all have been put in order so that the camper will be able to have a real enjoyable time at camp. The pre-registration will have taken place so that the counselors will have the names of the campers in their cabin. All staff members should be on hand to greet the campers when they arrive, to make them feel welcome.

The campers probably will not be arriving until the afternoon of the opening day, so most of the afternoon will be spent in getting settled in the cabin and becoming acquainted with each other. The counselor should then take the campers on a tour of the camp and discuss some of the activities that will take place in a camp.

After supper there should be a time of games and the evening campfire. This first campfire would primarily be a time for introducing the staff and explaining the camp program. However, it should close on a high spiritual tone so that the real purpose of camp may be felt.

Closing day. Since the closing day of camp, as it is set forth by the writer in this study, is a Sunday, the program for the day will be somewhat different than what it has been all week. Not only does the closing day have a special significance for the camper, but Sunday

should be observed differently in camp. The following statements taken from Mitchell and Crawford would describe a good Sunday program.

Sunday is a "special" day in camp; the regular program is dispensed with and campers are given much free time to engage in quiet, restful activities,...Breakfast is usually served a little later than usual...It is a day for dressing in best camp clothes... It is often designated as Visitor's day with the camp playing host to parents and friends.

The study period should still be held on Sunday, but there would be no other activities the rest of the morning. Instead, a regular church worship service ought to be held; for the camp should not break down the feeling for corporate worship which the home church seeks to foster.

The noon meal could probably be half hour later so that the campers would have more time for relaxation. The camp store would be closed on Sunday.

The afternoon would be a time for visitation of campers with parents and friends. A few activities could be carried on in the afternoon, but craft activities should not be held.

The evening program is the closing service of the camp. A well planned consecration service or fagot campfire is very appropriate. As the campers reflect on their week at camp an opportunity should be given them to give testimonies of what camp has meant to them. This last service should be impressive and challenging for the campers. Care should be taken that the service is not too long for many parents will be taking their children home that evening. At any rate the rest

¹A. Viola Mitchell, and Ida B. Crawford, Camp Counseling, (Philadelphia: W.B. Saunders Company, 1955), p. 179.

of them will be departing early the next morning.

VIII. SUMMARY AND CONCLUSIONS

This chapter has traced the development of the camp program from its beginning to the last day of camp. Much of the material is based on the personal opinions of the writer from his past experience in junior camp work. The finer details involved in all the activities of the camp program have not been mentioned here for it is impossible to anticipate exactly all the problems that will arise in setting up a particular type of program. Yet most of the primary factors have been analyzed.

The major portion of the chapter covers the elements of a good camp program. These include, evangelism, worship, use of the Bible, the planned study period, recreation, campcraft, creative activities, and sanitation. These would give the camper a well rounded experience in camp life.

A suggested daily schedule has also been included in this chapter with an explanation of the activities for each day. A fairly relaxed program is best for the junior camper. Through the activities for each day there are many opportunities for the camper to be drawn closer to God and experience the joy of salvation.

Even though camp life has its problems the rewards are much greater when one realizes that through an experience of camping a junior boy or girl may be won to Christ.

CHAPTER VII

SUMMARY AND CONCLUSIONS

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SUMMARY AND CONCLUSIONS

An attempt has been made in this study to cover the major items connected with setting up a camping program for juniors with an evangelistic emphasis. Much of the information in this study has been based on the writer's personal experiences gained from working in junior camps both as a counselor and director. The following summary sets forth the major items covered in each chapter. The concluding remarks based on the results of the study, give evidence of the value of junior church camping.

I SUMMARY

The Importance of Junior Camps

Juniors are found in every church. A camping experience offers to them many opportunities of Christian Education that the local church is unable to achieve, through its regular program.

Objectives of junior camps. The value of a camping experience for the junior is based upon the objectives set up by the church camp. The major objectives for the junior camp are: (1) Winning the camper to Christ; (2) Providing an experience of Christian living; (3) Offering an experience in outdoor living; (4) Developing camping skills; (5) Building good health; and (6) Providing fun and adventure. Through these objectives desirable characteristics of the junior are developed and his needs are met, such as the need for; friends, security, affection, learning independence, solving problems, adventure

and relaxation.

A Brief History of the Development of Junior Camps

Camping is as old as man for man originally had to live outdoors. The church camping movement probably had its origin in the Jewish feast of Tabernacles. However, organized camping is distinctly American and had its origin in the Camp Meeting movement of America.

The beginnings of organized camping. Three distinct types of camping mark the start of organized camping. (1) The first school camp was started by Frederick William Gunn in 1861. He is generally accorded the title of "Father of Organized Camping." (2) The first private camp was started for frail boys by Dr. Joseph Trimble Rothrock in 1876. (3) The first church camp was started in 1880 by the Reverend George W. Hinckley.

The beginning of junior camping. From these early beginnings of organized camping emerged many secular agency camps. The church was rather hesitant to enter the camping field on a large scale. It wasn't until after the First World War that church camping became prominent and then it was primarily for older youth. The need for junior camps soon became evident and by the 1930's junior camping started to expand. This expansion brought problems in regards to adequate leadership and program.

Co-educational camping. One area in which the church has been pioneering is in the realm of co-educational camps. This type of camping is beginning to grow more significant today as its value is realized.

Establishing the Camp Site and Facilities

It is necessary to have a proper camp site with adequate facilities in order to operate a successful camp program. Such items as location and size need to be considered in establishing a camp site. A satisfactory camp site would be located away from densely-populated areas to afford privacy and contain some level ground for recreation, rolling terrain and wooded areas for hiking and nature studies, and a lake front for waterfront facilities.

Camp buildings and facilities. The camp buildings should be layed out with a central area for administration, eating, worship and recreation and outlying areas for camper living units. Such buildings as, administration building, dining hall, chapel, craft shop, and camp hospital are needed. Proper and adequate equipment and facilities are needed to operate a successful camp. These would include, swimming facilities, boating facilities, craft facilities and equipment, first aid facilities and equipment and athletic facilities and equipment.

Choosing the Camp Staff

Perhaps even more important than a good camp site and facilities for the junior camp is to have a competent camp staff. Each staff member should have the following qualifications: (1) a genuine Christian experience, (2) a knowledge of the Word of God, (3) a love of children, (4) an ability to work with others, (5) a love of the out-of-doors, (6) a basic knowledge of camping skills, (7) a good sense of humor, and (8) a healthy body and mind to carry out the many responsibilities that a camp program demands.

A minimum camp staff. Every camp should employ enough staff members to carry on a successful camp. The writer has proposed the

following staff members as necessary to operate a camp. Each camp needs, (1) a camp director, (2) a business manager, (3) enough cabin counselors so that each counselor has charge of only eight or ten campers, (4) a camp nurse, (5) a camp cook, and (6) possibly a caretaker. Each staff member needs to be specially qualified for his particular job. These staff members would be recruited primarily from the workers within the local churches. Such individuals as Sunday School teachers, Pastors, Pastors wives and parents of junior boys and girls would be excellent staff members.

Developing the Camp Program

The most important part of the camp is the camp program. Its activities are carried out by the staff for the campers. In order to be able to meet all the objectives of the camp in the program the length of the camp should be seven days. A smaller enrollment, of about sixty-four to eighty, and the small group basis of camping are beneficial to a successful camp program. Co-educational camps are also more valuable than segregated camps since they are nearer the pattern of normal life.

The staff. Before the program can be put into operation, the camp staff needs to be trained for its particular responsibilities. Through this training program they become acquainted with the camp, and its objectives. This training is best carried on at the camp site but if necessary could be done by mail. The staff also sets up the program activities for the campers during the training period.

The camp program. The activities of a good camp program should include the following elements: (1) evangelism, (2) worship,

(3) use of the Bible, (4) the planned study period, (5) recreation, (6) camp craft, (7) creative activities, and (8) sanitation. The daily schedule for these activities needs to be flexible enough to allow time for leisure and some choice of activities by individual campers. Some small group activities and also all-camp activities should be a part of the camp program. The evening campfires are good times to present the campers with an evangelistic challenge. The cabin devotions at night, led by the counselor, afford excellent opportunities for winning the camper to Christ. On the opening day everything needs to be ready for the campers arrival. The closing day is a very special day at camp. It is also a Sunday in the program of the camp, as set forth by the writer in this study. A formal Sunday morning worship service is very appropriate in the junior camp. A suggested closing campfire is a consecration fire service giving opportunity for the camper to express what he has gained from his camping experience.

II CONCLUSIONS

General Conclusions

The Significance of this study. A camping experience for the junior age child is one of the main highlights in his life. To have his conversion experience take place in a camping experience would make both experiences something he will cherish forever. This is why it is so vital for the church to offer the junior an outdoor camping experience with evangelism as its primary objective. Many junior boys and girls that are not being reached for Christ through the church's regular program can be won to Christ through a good camping program. Hence,

The significance or value of this study is evident by the fact that it was possible to structure a program of church camping for juniors providing a genuine evangelistic emphasis and still offering a real out-door camping experience.

Failure of other camp programs. In gathering information for this study the writer arrived at the following conclusions. (1) Most camping programs available for juniors are for secular agency camps. These offer an excellent out-door camping experience for the camper but make little or no contribution toward his spiritual development. This would make these programs undesirable for church use. (2) Some church camping programs are available that provide a good out-door camping experience for the junior but they too fail to emphasize the evangelistic element which is so important to a good church camping program. (3) Those church camping programs that do include evangelism as their primary objective usually fail to offer a good out-door camping experience. The activities carried on by these camping programs could just as well be done in the local church through its regular Christian educational program. All that is actually offered is a regular church program held away from the church in an out-door setting. The writer is convinced that the out-door camping experience need not be sacrificed to achieve an evangelistic emphasis or that the evangelistic element should be minimized to offer an out-door camping experience. The results of this study are proof that both elements can and must be a part of a good church camping program for juniors.

Specific Conclusions

The following specific conclusions, about junior church camping have been reached from the information contained in this study.

Importance of a Camping program. A camping program is important to the church because it provides many opportunities of Christian education that the church cannot achieve through its regular program. It provides an opportunity for the development of the whole child--physically, mentally, socially and spiritually. This is accomplished through the major objectives which a good camping program offers. They are: (1) Winning the camper to Christ; (2) Providing an experience of Christian living; (3) Offering an experience in outdoor living; (4) Developing camping skills; (5) Building good health; and (6) Providing fun and adventure. The rich spiritual heritage out of which camping has developed is preserved by the modern church camping movement.

Requirements for a good camping program. Certain requisites are necessary to make a camping program successful. A proper camp site with adequate buildings and facilities is needed. The site should provide plenty of space, natural beauty and privacy. It needs to have enough buildings and equipment to accomodate all campers and staff for the purposes of administration, eating, lodging, worship, education and recreation. An adequate and properly trained staff is another requisite. To be competent for their task at camp each staff member should have the following qualifications: (1) a genuine Christian experience, (2) a knowledge of and an ability to teach the Word of God, (3) a genuine love of children, (4) an ability to work with others, (5) a love of the out-of-doors, (6) a basic knowledge of camping skills, (7) a good sense of humor, and (8) a sound mind and healthy body. The church camp needs to employ at least the following staff members

to function successfully: (1) a camp director, (2) a business manager, (3) enough cabin counselors so that each counselor has charge of only eight or ten campers, (4) a camp nurse, (5) a camp cook and (6) possibly a maintenance man. An explicit and detailed camp program of activities is needed for the staff to fulfill the objectives of the camp. In order for the camp program of activities to provide a true outdoor camping experience for the junior and also contain the evangelistic emphasis it has to include the following elements: (1) evangelism; (2) worship; (3) use of the Bible; (4) the planned study period; (5) recreation; (6) camp craft; (7) creative activities, such as music and arts and crafts; and (8) sanitation.

III SUGGESTIONS FOR FURTHER STUDY

From this study other areas of concern to the church camp have been discovered. Many of these would warrant special research. Included are the areas of camp administration, publicity, and financing. Another important area of study would be a critical analysis of the camp curriculum materials to see how they meet the junior's needs.

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APPENDIX

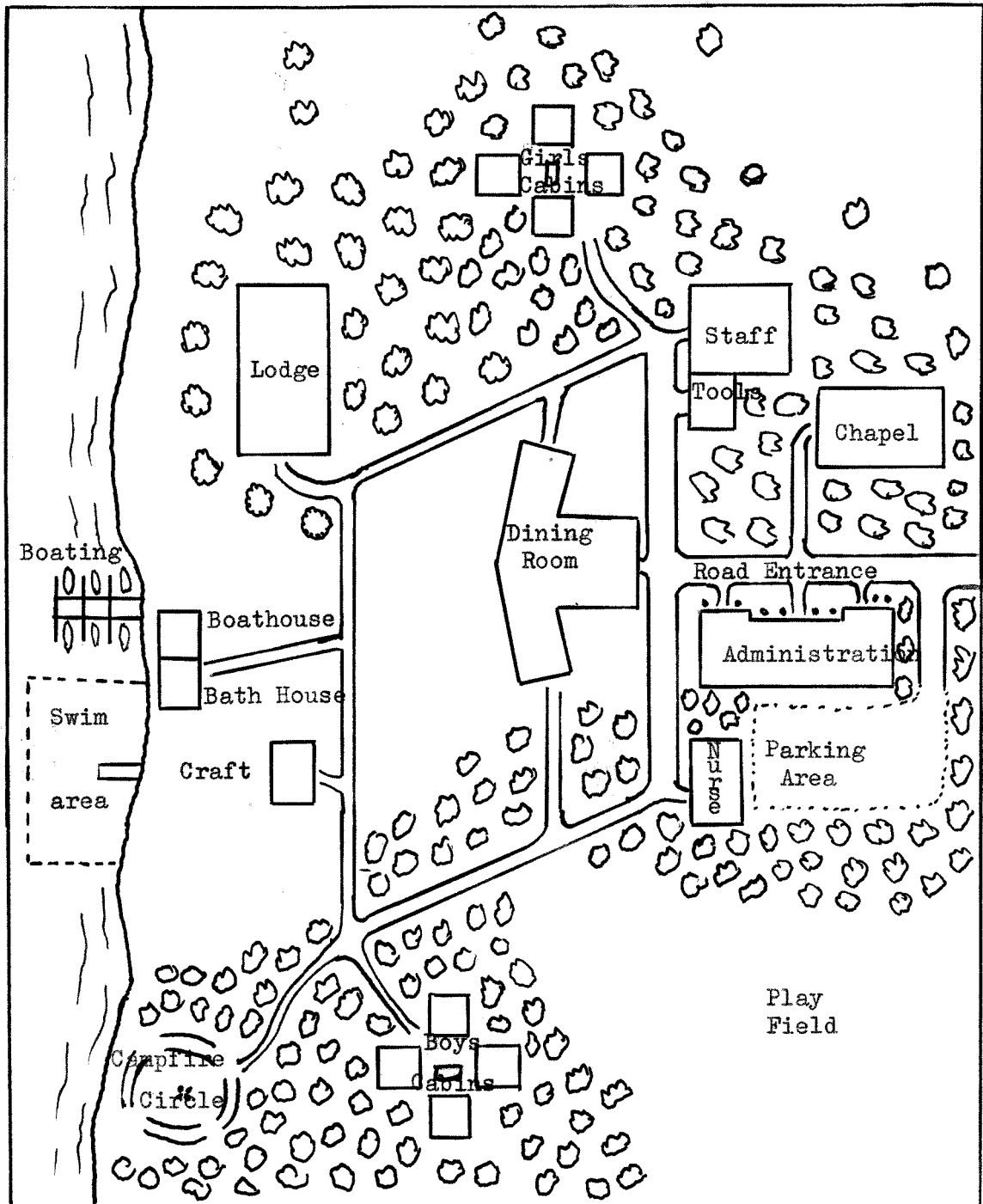
APPENDIX A

ILLUSTRATIONS OF CAMP LAYOUT AND BUILDINGS AS PROPOSED BY THE WRITER

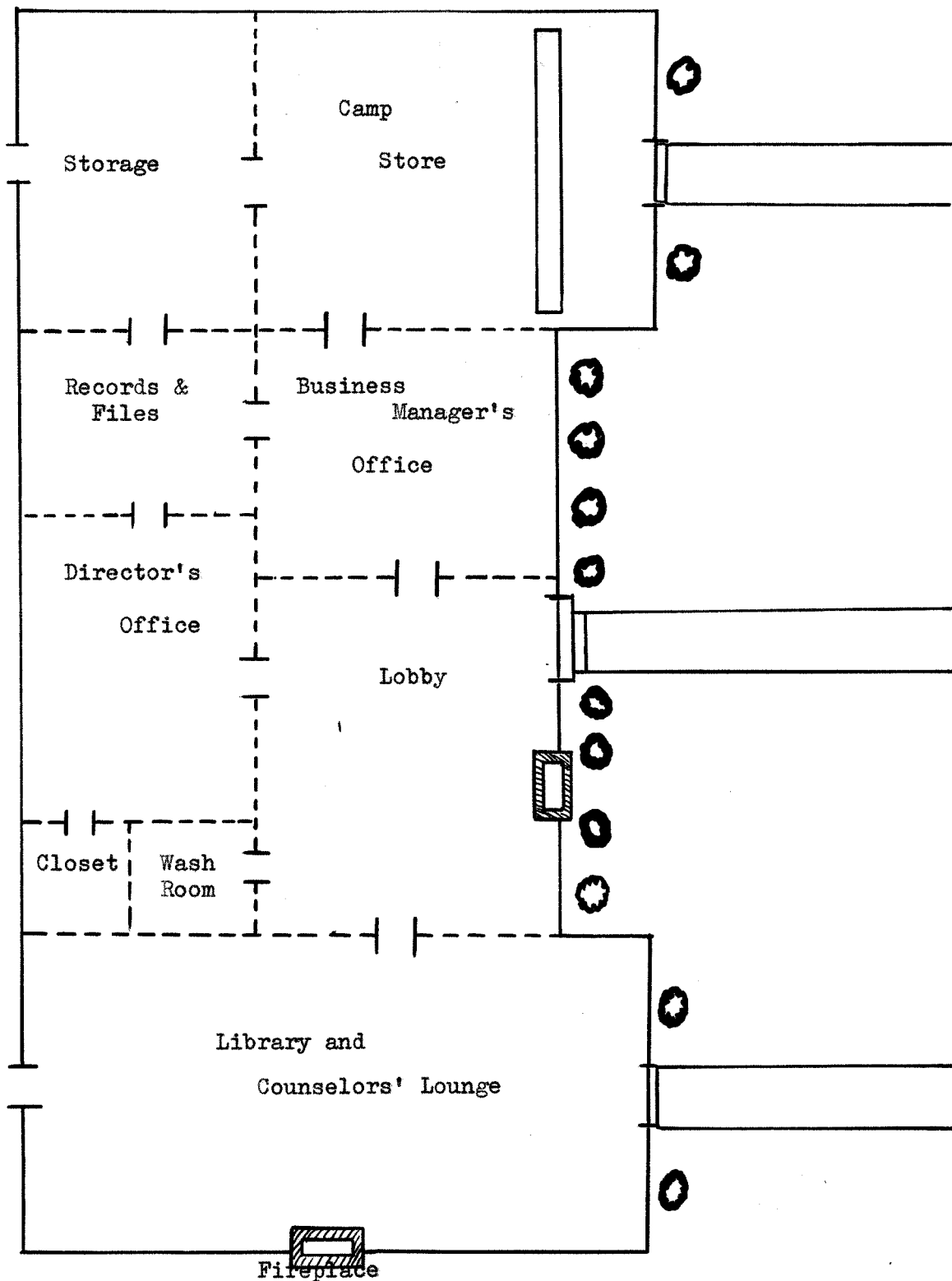
APPENDIX A

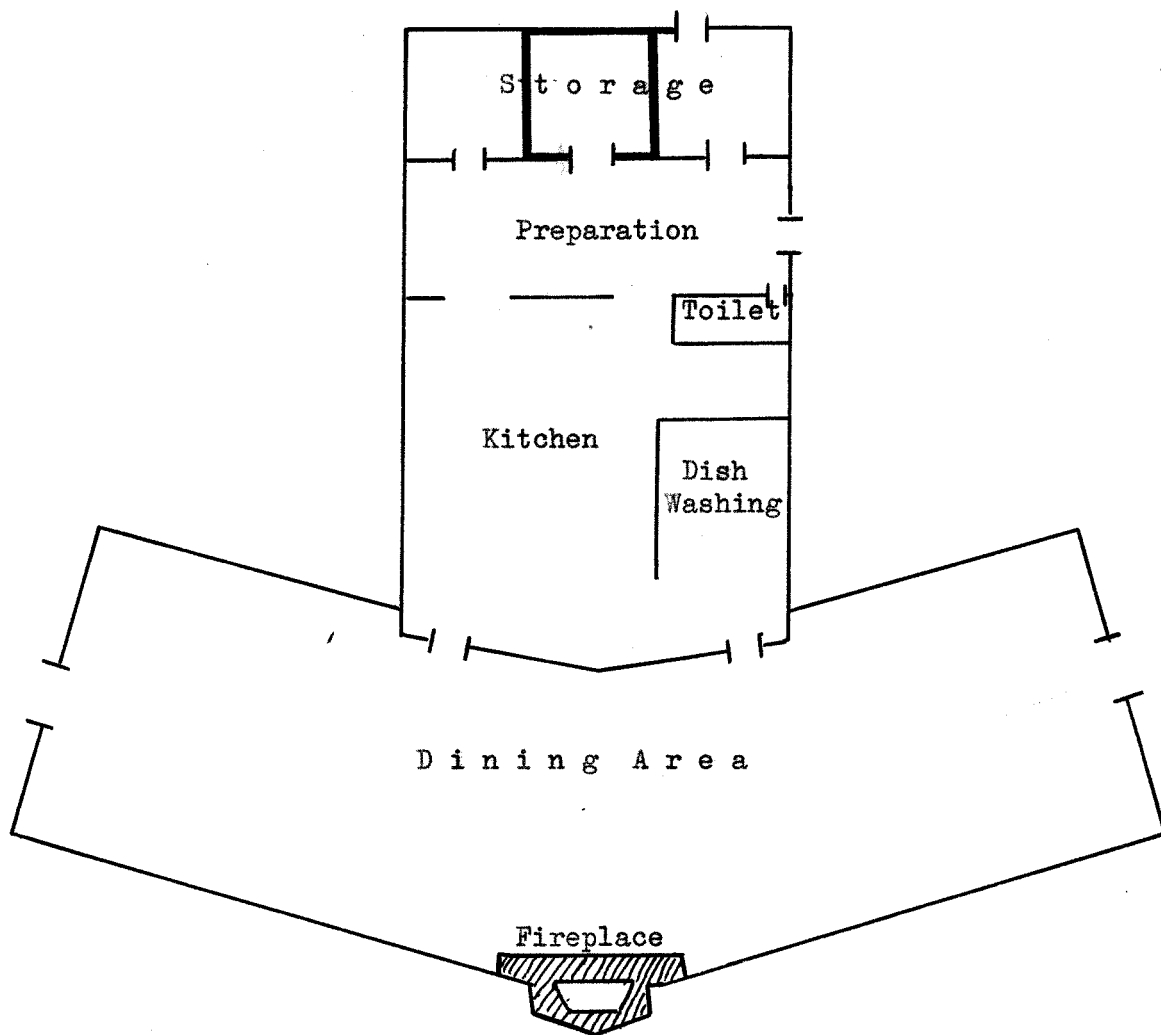
ILLUSTRATIONS OF CAMP LAYOUT AND BUILDINGS AS PROPOSED BY THE WRITER

I. A CAMP LAYOUT MAP



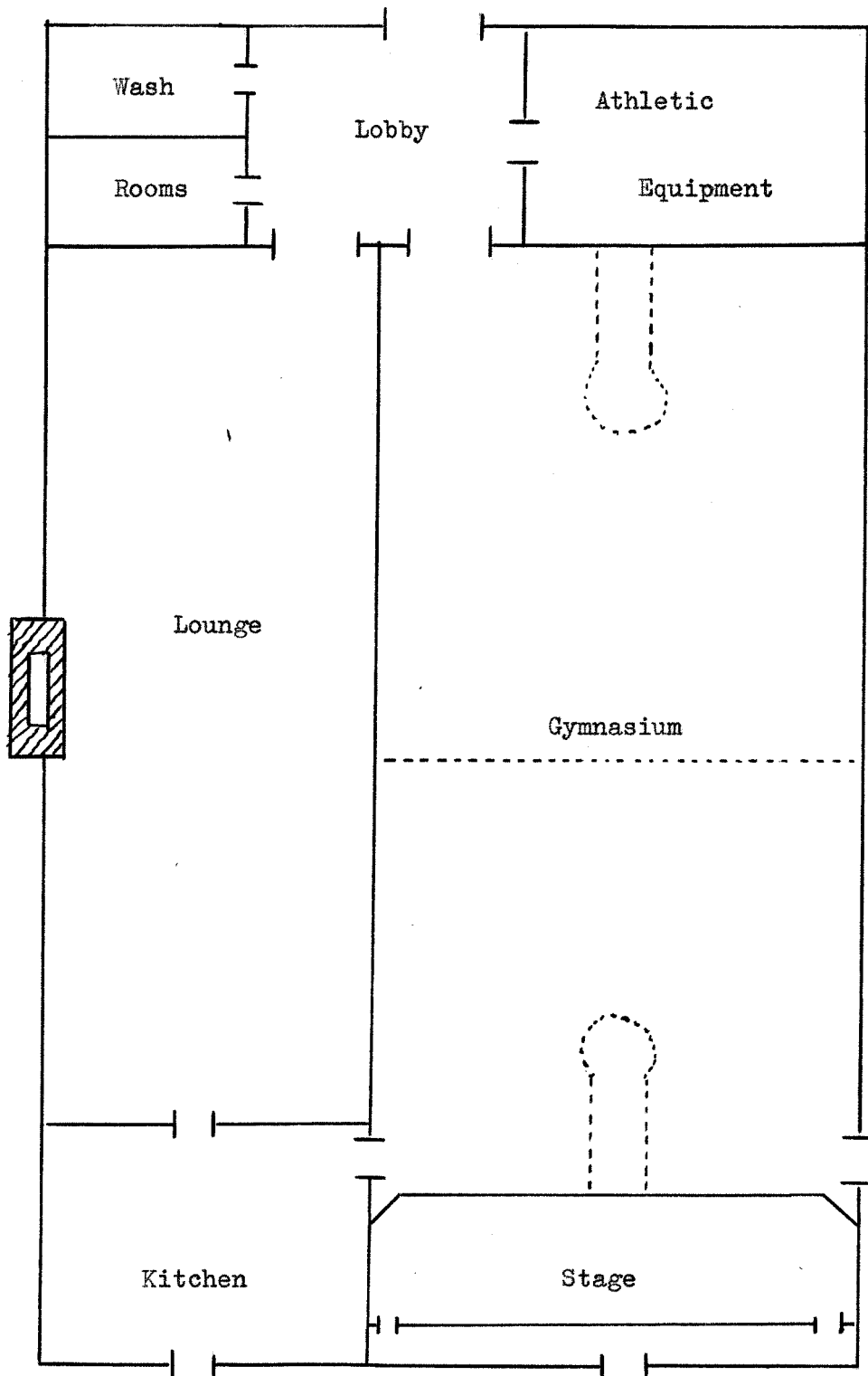
II THE ADMINISTRATION BUILDING



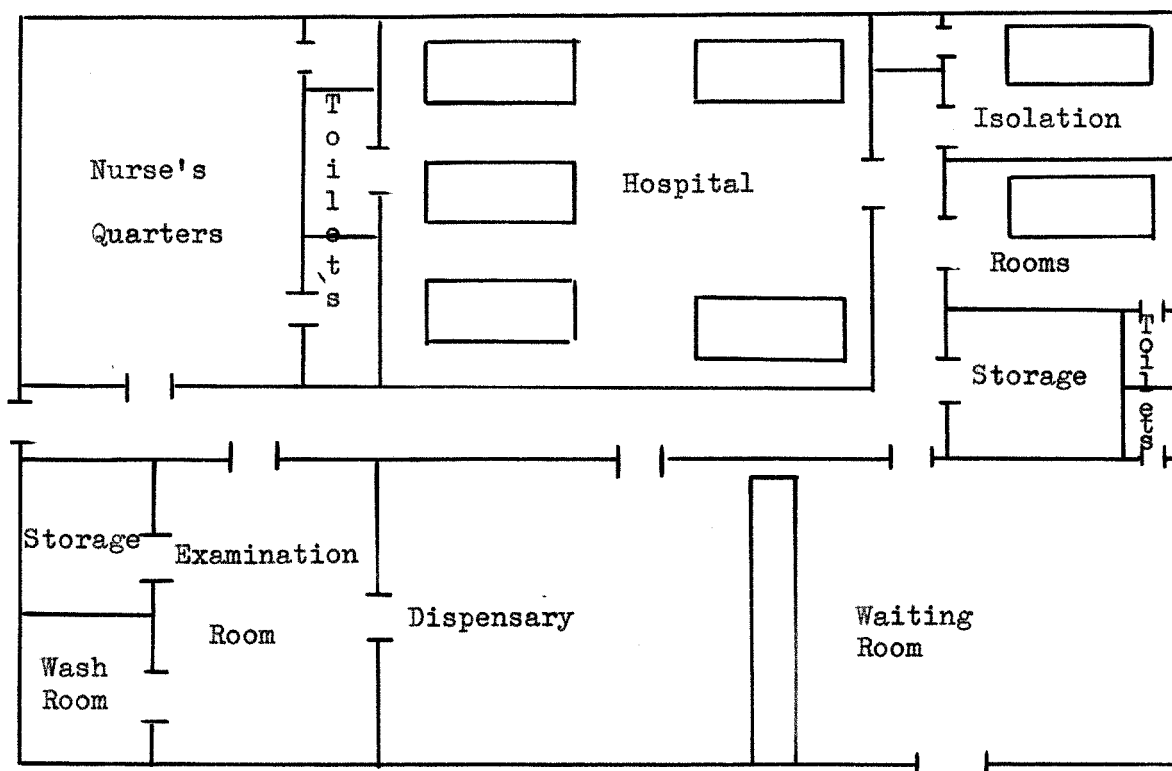
III THE KITCHEN AND DINING HALL¹

¹Julian H. Salomon, "Camp Dining Hall--Its Location, Design, Fitting," *Camping Magazine*, November, 1959, Vol. 31, No. 8, p.22.

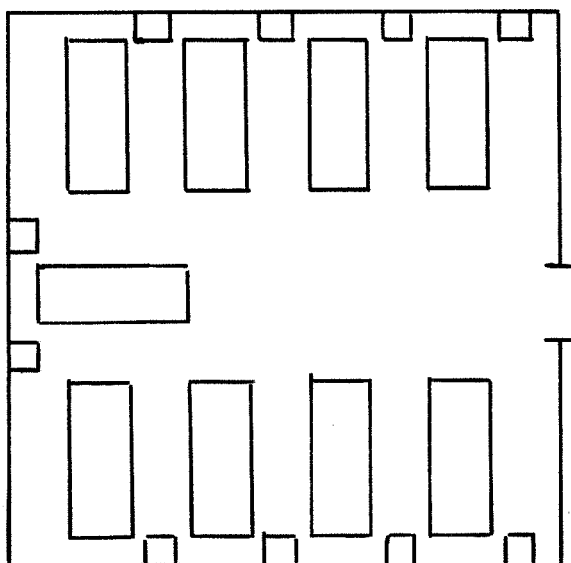
IV THE RECREATION LODGE



V THE INFIRMARY AND DISPENSARY



VI A CABIN FOR CAMPERS



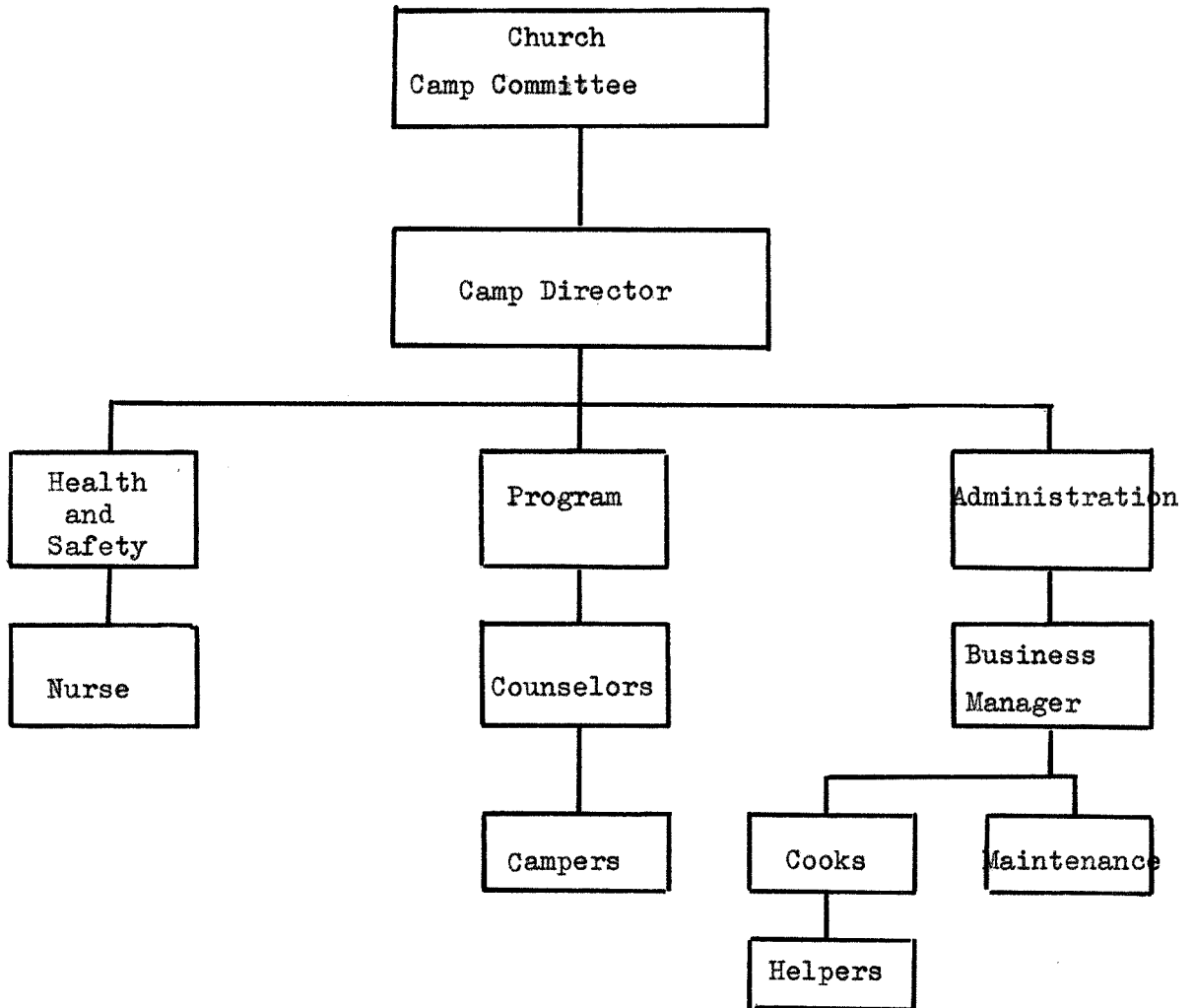
APPENDIX B

ORGANIZATIONAL CHARTS OF THE CAMP STAFF

APPENDIX B

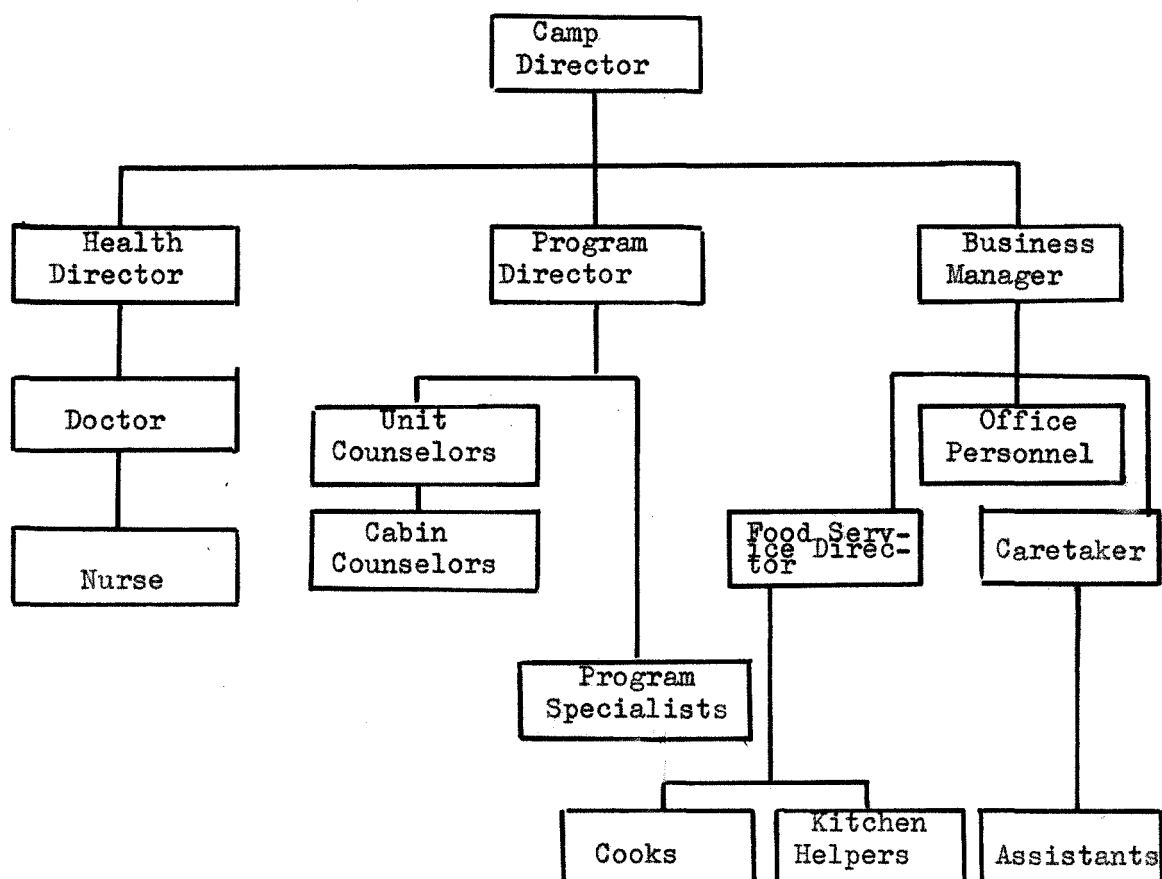
ORGANIZATIONAL CHARTS OF THE CAMP STAFF

I THE ORGANIZATIONAL SET-UP OF THE JUNIOR CAMP¹



¹As proposed by the writer in this study.

II SUGGESTED STAFF ORGANIZATION FOR A TYPICAL CAMP¹



¹Harvie J. Boorman, "Organization of the Camp," Administration of the Modern Camp, Hedley S. Dimock, editor, (New York: Association Press, 1948), p. 75.

APPENDIX C

SAMPLE DAILY SCHEDULES FOR JUNIOR CAMPS

APPENDIX C

SAMPLE DAILY SCHEDULES FOR JUNIOR CAMPS

I SAMPLE DAILY CAMP SCHEDULES¹

Junior Camp

7:00	--General rising time (reveille)
7:25	--Morning limber-up time
7:30	--Flag raising
7:45	--Campers' quiet time
8:00	--Breakfast
9:00	--Cabin cleanup
9:45	--Break
10:00	--Class - "Outdoors with Christ"
10:35	--Break
11:00	--Do-It time
11:45	--Mail call
12:00	--Dinner
1:00	--Rest hour
2:15	--Recreation
3:30	--Swimming
4:30	--Free time - boating and handcraft
5:15	--Supper
5:45	--Free time - boating, letterwriting
6:30	--Surprise hour
7:15	--Flag lowering
7:30	--Vesper hour
8:30	--Preparation for bed - cabin devotions with counselor
9:00	--Lights out

¹Camp Director's Handbook, (Wheaton: Scripture Press Foundation, 1959), p. 32.

II A DAY AT CAMP¹

7:30	Rising
8:00	Breakfast
8:30	Dining room work
	Cleaning and putting camp in order
9:15	Discovery group activities--planning for the day, exploration, discussion, work projects, worship, play, craft activities, swimming
12:15	Lunch
	Dining room work
1:30	Rest
2:30	Discovery group activities as suggested in morning
5:00	Return to shelter to get ready for evening meal
5:45	Evening meal
	Dining room work
6:45	Evening activities; occasional all-camp event, such as campfires, games, worship; otherwise, discovery group or intergroup activities.
7:45	Return for shelter
	Bedtime preparation
	Talk-it-over time, closing with brief worship
8:30	Lights out.

¹LaDonna Bogardus, Planning the Church Camp for Juniors, (Chicago: National Council of the Churches of Christ, 1955), p. 25.

III OUR DAY AT CAMP¹

A.M.	7:30	Wake up
	8:15	Breakfast
		Morning Devotions
		Kapers
		Discovery group participation
	12:15	Wash up
P.M.	12:30	Dinner
	1:15	Staff Meeting
		Horizontal Hour
		Discovery group participation
	5:15	Wash up
	5:30	Supper
	6:15	Evening Activities
		Vespers
		Campfire
		Storytelling
		Singtime
	8:15	Call to Bunks
	8:50	Evening Devotions
	9:00	GOODNIGHT (All camp asleep)

MONDAY ONLY

A.M.	9:00-11:00	Registration
		Everyone in cabin or tent until every camper has arrived.
	12:30	Dinner
P.M.	1:15	Discovery group participation. Orientation of camp. Swim.
	5:15	Wash up
	5:30	Supper
	6:15	Discovery group participation. Campfire.
		Pow-Wow (Let's get acquainted)
	8:15	Call to Bunks
	8:50	Evening devotions
	9:00	GOODNIGHT (All camp asleep)

¹Schedule used by the Junior Camps 1958, Indiana Conference North, Evangelical United Brethren Church.

IV DAILY SCHEDULE JULY 7-14 1960¹

7:00 a.m.	Reveille
7:30 a.m.	Breakfast
8:00 a.m.	Morning Meditation
8:15 a.m.	Flag Raising
8:30 a.m.	Cabin Clean-up
9:15 a.m.	Cabin Inspection
9:30 a.m.	Morning Activity
	Recreation Swim - two cabin groups
	Bible Hour and Small group activities
11:30 a.m.	Director's Hour
12:00 noon	Free time
12:30 p.m.	Lunch
1:15 p.m.	Rest Period
2:15-3:15 p.m.	Store Hour
2:15-5:15 p.m.	Afternoon Activities
	Swimming Lessons, Hiking, Crafts, Archery and
	Special Activities
2:15-3:00 p.m.	First period
3:00-3:45 p.m.	Second period
3:45-4:30 p.m.	Third period
4:30-5:15 p.m.	Fourth period
5:30 p.m.	Free Time
6:00 p.m.	Supper
6:45 p.m.	Flag Lowering
7:00 p.m.	Free Time
7:30 p.m.	Evening Program
8:30 p.m.	Return to Cabins and Devotions
9:00 p.m.	Taps
9:30 p.m.	Counselor's Meeting

¹ Junior Period, Volunteers of America Summer Camp, Sultan, Washington. Mr. Alfred Bohr, Director. .

V CAMP EASTER SEAL 1959¹

7:15	Reveille
8:00	Breakfast
8:45	Room Clean-up
9:30	Flag Raising
9:45	Morning Activities
11:45	Prepare for Lunch
12:15	Lunch
1:15	Rest Hour
2:15	Prepare for afternoon activities
5:00	Free Time
5:45	Prepare for Dinner
6:00	Dinner
7:00	Flag-Lowering
7:15	Free Time
8:00	Campfire
8:30	Prepare for bed
8:45	Time for bed
9:00	Lights out.

¹Oregon Society for Crippled Children and Adults, Inc., 1135
S.W. Yamhill Street, Portland 5, Oregon. Bruce M. Whitaker, Director.

APPENDIX D

SUGGESTED CURRICULUM AND PROGRAM MATERIAL

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SUGGESTED CURRICULUM AND PROGRAM MATERIAL

I INTER-DENOMINATIONAL MATERIAL

National Council of Churches' Material, Chicago, Ill.

Davis, Louis, Juniors in God's World. Philadelphia: The Christian Education Press, 1954.

Goddard, Carrie L., Learning to Live with Others. Nashville: Abingdon-Cokesbury Press, 1953.

Venable, Mary E., God at Work in His World. Nashville: Abingdon-Cokesbury Press, 1955.

Scripture Press Foundation Material, Wheaton, Ill.

"Outdoors With Christ" Camp Curriculum

Year One (available 1959): How the Christian Grows.

Year Two (available 1960): God of Wonders.

Year Three (available 1961): Let's Learn with Christ.

II DENOMINATIONAL MATERIAL

Judson Press Material, Philadelphia, Pennsylvania

Blankenship, Lois, God's Plan for Life. 1953.

Kruse, F. Lenore, Outdoors with God. 1950.

Pineo, Caroline C., Lois Blankenship, and Martha J. Whitmore, We Work with God. 1949.

Mennonite Material, Scottdale, Pennsylvania

Bender, Dorothy, "Helping Others See God through Nature," 1958.

Eash, Dorsey E., "Growing as Jesus Grew," 1958.

Eash, Dorsey E., "Literature of the Bible," 1958.

Kauffman, Maxine, "We're Going to Navaho Land," 1958.

Assemblies of God Material, 434 West Pacific Street, Springfield, Mo.

Camp Director's Manual. n.d..

Prospecting in God's Word. n.d..

The Way of Obedience. n.d..

This is My Church. n.d..

Vacation Exploration. n.d..

Baptist Conference Press Material, 5750 N. Ashland, Chicago 26, Ill.

First Year:

Exploring the Bible

Junior Views Missions

Second Year:

Christian Heroes

Christian Living According to I John

Third Year:

Junior Tackles Christian Living

The Bible - Its Geography, Customs and Manners

Free Methodist Material, Winona Lake, Indiana

Todd, Floyd and Pauline, Camping for Early Youth. 1957.

McKeown, Mona E., Exploring Truths About God and Me. 1958.

III MISCELLANEOUS MATERIALS

Bowman, Clarice M., Worship Ways for Camp. New York: Association Press, 1955.

Howard, Carolyn. Easy Handcraft for Juniors. Grand Rapids: Zondervan Publishing House, 1955), price \$1.00.

Hull, Opal. Creative Crafts for Churches. Anderson: The Warner Press, 1952.

MacFarlan, Allan A., Campfire Adventure Stories. New York: Association Press, 1952.

Oetting, Rae, and Mabel Otis Robison., Camping and Outdoor Cooking. Minneapolis: T.S. Denison and Company, 1958.

Price, Betty., Adventuring in Nature. New York: National Recreation Association, 1939. price \$0.60.

Schlenker, Elizabeth, Finding Out and Following. The United Lutheran Church, 1958.

Schroeder, Ruth. Youth Programs on Nature Themes. New York: Abingdon Press, 1954.

Treat, Dorothy A. Nature Program Guide. New York: National Audubon Society, 1952.

APPENDIX E

SAMPLE RECORDS AND FORMS USED IN JUNIOR CAMPS

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SAMPLE RECORDS AND FORMS USED IN JUNIOR CAMPS

I APPLICATION FOR POSITION AS CAMP LEADER¹

Please attach recent
snapshot of yourself

Date _____

Please print answers

Name _____ Telephone _____

Permanent address _____

Present address _____

Date of birth _____ Weight _____ lbs. Height _____ ft. _____ in. Age _____

School attending at present time (if any) _____

Schools attended, with year of graduation _____

Experience with children, clubs, playgrounds, etc. _____

What is your intended vocation in life _____

Abilities. Mark A for activities you have experience in, B for those you have a good knowledge of, and C for fair.

- | | | | |
|-----------------|-------------------|-----------|------------------|
| 1. Athletics | 2. Aquatic Sports | 3. Crafts | 4. Miscellaneous |
| Baseball | Swimming | Wood | Council ring |
| Football | Water polo | Leather | Typewriting |
| Basketball | Boating | Camp | Journalism |
| Track and field | Lifesaving | Metal | First aid |
| Hiking | | Nature | Singing |
| Mass Games | | Arts | Dramatics |
| Volley ball | | Weather | Scouting |
| | | | Story-telling |

Do you play any musical instrument _____ If so, what _____

What would you like to do at camp _____

Salary at last camp (if any) _____ Salary desired _____

References _____

Signature _____

¹Robert Rubin, The Book of Camping, (New York: Association Press, 1949), p. 29-30.

(page two of application form)

SURVEY OF EXPERIENCE

Seasons in camp as camper

Year	Camp	Director	Organization	Address
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Seasons in camp as a leader or counselor

Year	Camp	Director	Organization	Address
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

List below the activities in which you have been in charge

Activity	Number of Seasons	Full Charge or Ass't.
_____	_____	_____

Discuss briefly, expressing your own opinion, the following phases of camping:

The duties of the counselor are first _____

What self-training, if any, did you do at the time you were a counselor?

What camping courses have you taken to prepare yourself as a camp leader? _____

The purposes of summer camps are _____

How many summers have you available for camp work _____

I will be free for camp work from _____ to _____

(Write any additional comments on reverse side of this paper)

II CAMP STAFF APPLICATION¹

(Wheaton: Scripture Press Foundation, 1959)

Name (Mr.) _____ Date of application _____
(Mrs.) _____
(Miss) _____

Address _____ Phone _____
 _____ (Street) (City) (State)

Height _____ Weight _____ Age _____ Sex _____ Race _____

Church affiliation _____ Pastor _____

Major church activities _____

Education: High School _____ College _____

Special training _____

Present occupation _____

In good health? _____ Any Physical handicaps? _____ Describe _____

Experience as camper (years and places) _____

Camp staff experience (years and places) _____

Special Camp responsibility _____

Camp position desired (counselor, cook, instructor, nurse, etc.) _____

With what age group(s) do you work best? _____

In the following list, put 1 before activities you can organize and teach; 2 for those in which you can assist in teaching; 3 for those with which you are slightly familiar.

GROUP ACTIVITIES

 Bible study
 Missions study
 Vocational guidance
 Campfire
 Camp Newspaper
 Storytelling
 Skits and stunts
 Treasure hunts and
 like games

SPORTS

 Archery
 Badminton
 Riding
 Riflery
 Softball
 Table Tennis
 Tennis
 Track and field

NATURE

 Animals
 Astronomy
 Birds
 Forestry
 Insects
 Plants (flowers, trees)
 Rocks and minerals
 Weather

PIONEERING

 Camp craft
 Fishing
 Hiking

COUNSELING

 Educational talks
 Individual counse-
 ling

MUSIC

 Lead singing
 Instruments (list)
 Accordion
 Bugle
 Piano

WATERFRONT

 Aquaplaning Rowing
 Canoeing Sailing
 Diving Swimming
 Lifesaving Waterskiing

MISCELLANEOUS

 Swimming classi- Nonswimmer
 fication (check)
 Advanced Library
 Intermediate Nurse
 Beginner Typing

III CAMPER APPLICATION FOR ENROLLMENT¹

Name _____ Phone _____
 Last First Middle

Address _____
 No. Street Zone City State

Age _____ Grade (next fall) _____ High School _____
 Weight _____ Height _____ Ever been away from home overnight?
 Yes _____ No _____

Ever lived in a group outside of home? Yes _____ No _____ Prefers to play with
 younger or older children? _____ How many sisters? _____
 How many brothers? _____ How many summers spent at camp? _____
 Any physical disabilities? _____ Yes _____ No _____ If so, describe _____
 Any other particular problems of health? Yes _____ No _____ If so, describe _____

What would you like your child to get from camp? _____

Why is he or she coming to camp? _____

Optional: Religious preference? _____
 Race or nationality? _____

To be answered by your child:

- a. Why are you coming to this camp? _____
- b. As far as possible you should have a choice of cabin-
 mates. We cannot promise to please everyone, but we try.

- c. Interest and experience in the following: (check)
 1. Arts and Crafts _____
 2. Canoeing and boating _____
 3. Dramatics _____
 4. Hiking _____
 5. Folk and square dancing _____
 6. Games and sports _____
 7. Archery _____
 8. Music _____
 9. Nature _____
 10. Overnight camping _____
 11. Cookouts _____
 12. Swimming _____
 13. Other Activities _____
 (List all)

 Signiture of parent or
 guardian

IV CAMPER APPLICATION FORM¹

CAMPER AND PARENTS: Please fill out this form together.

Name _____
 ADDRESS _____ Telephone _____
 Date of birth _____
 Grade in school just completed _____
 Adults living in home. Please give full name.
 Father _____
 Mother _____
 Others (specify relationship) _____
 Names and ages of brothers _____

 Names and ages of sisters _____

 Occupation of father (or guardian) _____
 Occupation of mother, if employed outside of home _____
 Church school attended by camper _____
 Pastor _____
 Address _____
 Sunday church school teacher _____
 Address _____
 Has camper been to camp before? _____
 Where? _____ When? _____
 For how long? _____
 Remarks about experience _____

 Signature of camper

_____ is enclosed to apply on re-
 gistration fee.

 Signed (parent or guardian)

Please attach small photograph
 or snapshot if available. Please send with check to: _____
 Reverse side to be filled in by parent
 or guardian:

Time of arrival: ___ Bus ___ Train ___ Private car ___
 Remarks: Include any information which you feel will help in under-
 standing your child.

¹LaDonna Bogardus, Planning the Church Camp for Juniors, (Chicago: National Council of the Churches of Christ, 1955), p. 77.

V CAMP MEDICAL

(Camp Volasuca, Sultan, Washington)

Dear Camper:

You will need to fill out this folder if you are to attend camp this summer. The FIRST section can be filled out by you and your parents or guardians. The SECOND section by the doctor. The THIRD section by the camp doctor or nurse when you are at camp.

My name is _____

My address is _____

Town _____ Phone _____

I am _____ Years old. I have trouble with: (Check- Give year if possible)

____ Diabetes _____ Abscessed ear

____ Bronchitis _____ Upset Stomach

____ Convulsions _____ Frequent colds

____ Sore Throat _____ Kidney trouble

____ Lung Trouble _____ Sinus infection

____ Tuberculosis _____ Rheumatic fever

I have had: Give Year _____ Measels

____ Mumps _____ Whooping cough

____ Diphtheria _____ Poliomyelitis

____ Chickenpox _____ Scarlet Fever

Other diseases _____

I have had immunization tests: (year)

____ Schick _____ Typhoid _____ Smallpox

____ Diphtheria _____ Polio _____ Tetanus

____ Whooping cough _____ Tuberculin

Any operations? _____

Foods I cannot eat: _____

Why? _____

Parent, is Camper subject to: Fainting, allergies, sleep walking, bedwetting, and others, to what extent? _____

Signature _____

(Parent/guardian)

(To be filled in by Doctor-not more than one week before camp)

Date _____ Weight _____

Height _____

COMMENT - TREATMENT

GENERAL

CONDITION: _____

POSTURE: _____

EARS*HEARING: _____

DISCHARGE: _____

EYES*VISION _____

DISCHARGE: _____

THROAT: _____

TONSILS: _____

TEETH: _____

HEART: _____

PULSE RHYTHM: _____

BLOOD

PRESSURE: _____

LUNGS: _____

CHEST X*RAY _____

ABDOMEN: _____

HERNIA: _____

FEET: _____

SPINE: _____

SKIN: _____

ATHLETE'S FOOT: _____

URINE: _____

BLOOD: _____

HEMOGLOBIN: _____

Reaction to penicillin or other drugs. _____

Doctors Signature _____

Address _____

(continued on next page)

CAMP HEALTH RECORD

List routine treatments required during camp period e.g., further examination, special foods, medicines, injections.

Recor of Illness or Accidents

Date	Comment	Treatment
------	---------	-----------

Record medical reimbursement claims.

Nurses' Signature:

VI HEALTH CERTIFICATE¹

(To be returned before opening date of camp)

Name of Camper _____ Age _____
 Name of Parent _____ Telephone _____
 Address _____
 _____ (permanent)

(summer)

In case of accident or illness, notify _____

The above-named camper has had those illnesses checked in the following list:

<input type="checkbox"/> Asthma	<input type="checkbox"/> German Measles	<input type="checkbox"/> Epilepsy
<input type="checkbox"/> Tonsillitis	<input type="checkbox"/> Bed-wetting	<input type="checkbox"/> Measles
<input type="checkbox"/> Sinus trouble	<input type="checkbox"/> Sleep-walking	<input type="checkbox"/> Whooping
<input type="checkbox"/> Scarlet Fever	<input type="checkbox"/> Hay Fever	<input type="checkbox"/> Infantile
<input type="checkbox"/> Rheumatic Fever	<input type="checkbox"/> Frequent colds	<input type="checkbox"/> Paralysis
<input type="checkbox"/> Appendicitis	<input type="checkbox"/> Discharging ear	<input type="checkbox"/> Recent illness
<input type="checkbox"/> Chicken Pox	<input type="checkbox"/> Tuberculosis	
<input type="checkbox"/> Mumps	<input type="checkbox"/> Diphtheria	<input type="checkbox"/> Operations for

Of the following vaccines and toxoids, the above-named camper has been given those checked:

<input type="checkbox"/> Tetanus Antitoxin	<input type="checkbox"/> Tetanus Toxoid
<input type="checkbox"/> Whooping Cough Vaccine	<input type="checkbox"/> Diphtheria Toxoid
<input type="checkbox"/> Typhoid Vaccine	<input type="checkbox"/> Smallpox Vaccine

Information and suggestions regarding special conditions: _____

To the best of my knowledge, the above-named camper is in good health and has not been exposed to any infectious disease in the past three weeks.

Date _____

(Signature of parent)

(To be filled in by Medical Doctor)

The above-named camper is in good health, is not suffering from any illness, and is physically and mentally able to participate in camp activities.

Recommendations: _____

Date _____

(Signature of Physician)

Telephone _____

(Address)

¹Hedley S. Dimock (ed.), Administration of the Modern Camp, (New York: Association Press, 1948), p. 140.

VII PROGRAM PLANNING SHEET¹

Name of Institution _____

Submitted by _____ Department _____

Plans for (activity) _____ Date _____

1. WHAT OBJECTIVES DO YOU HOPE TO REACH IN THIS ACTIVITY?

2. WHAT RESOURCES, MATERIALS AND EQUIPMENT WILL YOU NEED TO CARRY OUT THESE PLANS?

3. PROCEDURE (step by step--continue on back if necessary)

¹Program Planning Sheet used by counselors of the Camp Volasuca, Sultan, Washington.

VIII SPECIAL TRIPS¹

1. For cook-outs and over-night camping. Date _____
2. Make out in duplicate. (Make out on back.)
3. Turn in to Camp Director 24 hours before departure. (Food, clothes, etc.)

Counselor _____ Cabin Group _____

Helper (if any) _____ No. in Group _____

Date of Departure _____ Hour of Departure _____

One meal cook-out-Breakfast _____, Lunch _____, Dinner _____, Sack Lunch _____.

Two or more meals (number of meals) _____

Breakfasts _____ Lunches _____ Dinners _____

Special trip, no meals, state destination _____

Over night location _____

Transportation needed _____

Date of return _____ Hour of return (approx.) _____

Food needed: (List what kind and amount)

<u>Kind</u>	<u>Amount</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Equipment needed: (list)

<u>Article</u>	<u>Number</u>	<u>Returned</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Signature of Counselor _____

Signature of Camp Director _____

1

Alfred Bohr, formulated for Camp Volasuca, Sultan, Washington, 1960.

IX COUNSELOR'S REPORT¹

Child's Name _____ Date _____

Has child been problem _____ If so explain in detail on back.

Is camper neat or careless with personal habits: Teeth, clothes,

Manners and behavior at table _____

General Health _____ See Nurse _____

Any special interest or ability _____

Has camper been aggressive or backward _____

Improved _____ Mix well with group _____ Special friend _____

Get along well with counselors _____ Brother or sister _____

Does camper show or do the following: Sulk _____ Lie _____ Tease _____

Swear _____ Smoke _____ Overcritical _____ Steal _____ Selfish _____ Gossip _____

Show-off _____ Boisterous _____ Boastful _____ Unco-operative _____ Lazy _____

Bossy _____ Dictatorial _____ Irresponsible _____ Self-reliant _____

Obedient _____ Good sport _____ Mature _____

Decision for Christ _____ Growth _____

Please add in your own words your personal impression of this camper and what you think might be done to help this child. Also, anything else you may wish to say.

¹Form filled out by the cabin counselor on each camper at the close of camp. Camp Volasuca, Sultan, Washington.

X CAMPER EVALUATION

(to be completed by counselor at end of camp)

(Wheaton: Scripture Press Foundation, 1959)

Dear Pastor _____; Here's a report on _____.

He (She) attended Camp _____ from _____ to _____, 196 _____.

This status and progress report should help you better understand and guide him (her). Please pass this form on to his (her) Sunday School teacher. (If the camper doesn't attend Sunday School, we suggest that

Counselor making report _____ Date _____

Campers street address _____

City _____ State _____ Phone _____

Age _____ Grade this fall _____ Sex _____ Race _____

Did assigned Bible work Yes _____ No _____ Used to being away Yes _____ No _____

Reads Bible on his own _____ from home _____

Tells others about the Lord _____ Critical, fault-

Growing in faith _____ finding _____

Athletically inclined _____ Easily discouraged _____

Sense of inferiority _____ Tries to domineer _____

Stronger qualities _____

Weaker qualities _____

Main interests _____

Physical disabilities or health problems (if any) _____

Skills developed during camp _____

Swimming classification: Advanced _____ Intermediate _____ Beginner _____

Nonswimmer _____

Spiritual decision(s) made at camp (what and when) _____

Apparent results of my personal counseling _____

My opinion of camper's present spiritual status _____

(Any additional comments on back of this sheet.)

APPENDIX F

MISCELLANEOUS ITEMS OF INTEREST FOR JUNIOR CAMPS

APPENDIX F

MISCELLANEOUS ITEMS OF INTEREST FOR JUNIOR CAMPS

I THE VALUE OF JUNIOR CAMPS

The following two letters were recieved by the Volunteers of America Summer Camp in Sultan, Washington, from mothers whose junior age youngsters had enjoyed a summer camping experience. They show how important a role the camp has played in the life of the junior.

Letter No. 1

It is entirely my fault that Terry's "Thank you letter" has taken so long to reach you, but I wanted to enclose a little "thank you letter" of my own,...

The reason for Terry's note, in the first place, was because of the terrible let down he felt the first night back from camp. I know Terry doesn't show his feelings much and is difficult to understand, so probably you are not quite sure whether or not he enjoyed his camping experience, and this letter is to let you know how very much he did enjoy it, and how greatly he has benefited from it as well.

All the way home he very excitedly told us all the fun he had had, but as we began to get near home that evening he grew very quiet and seemed unhappy and at bedtime he practically ran to his room,...

The next morning he seemed back to normal, and spent the day telling all his friends all about camp and how much fun he had had....

I suggested we might be able to incorporate some of the things they did at camp into our home, as it is his home too, after all. So now we have 9:00 a.m. inspection, with a little yellow lamb flower vase going to the neatest room and a little ceramic turtle going to the messiest. So far, Terry has been keeping the lamb. We also have the "Horizontal Club" after lunch, and Terry reads us a story.

Also Terry has been telling all the kids around here that it isn't nice to swear (and boy, they sure used to use some terrible language)--but no more (at least I haven't heard any)--he seems to have reformed the entire block on this, which is remarkable. I never swear myself, and even when kids don't hear these words at home, they will try them just the same when they hear the other kids use them, and think it's smart, and Terry was no exception. I had tried in vain to tell him why this was wrong, but this did not stop him. I also tried in vain to tell him why going to Sunday School was important but he did not see it that way. I just wasn't getting thru to him--but you really

did, and I'm so grateful....On the way home from camp he told me he wants to be a Christian, and wants to be sure to go to Sunday School the next Sunday. So I got on the phone and arranged a ride and last Sunday we all went to the Methodist Church here in Edmonds and plan to do so every Sunday. He said he wants to take the "upward road or trail".

.....
I have been making weekly visits to a psychologist at the Family Society in Seattle--because I realize Terry is emotionally disturbed and is not normal in his actions (being so quiet, unhappy, grim, etc.) he keeps his thoughts to himself and his feelings too much to himself....I have been having one hour weekly visits now since January and feel I've made progress, and Terry is so much more normal than ever before in his life--but still he is quiet and shows little emotion. That night he returned from camp, he really let loose, for the first time in his life, and poured out all his feelings and didn't hold back any and I felt badly for him, and yet I realized too how much better this was than the way he used to be, keeping all these things bottled up inside. We were closer that night than we ever have been, and are becoming closer now every day, now that the shell has finally been cracked. And I think his camping experience and knowing someone like you, have helped bring this about.

And of course in so many other ways it has helped too, and "Thanks" or "I'm grateful" just aren't adequate. A very much wiser, kinder, and more thoughtful and more reverent boy returned to us, after just one week at your wonderful camp. This change is nothing less than a real miracle.

In our prayers, you can be sure we will all thank GOD for all the wonderful people who make such a wonderful experience possible.

God bless you all,

Mrs. G. H.

Letter No. 2

My son David L. _____ went to your camp last summer. He had a wonderful time and came home a new boy. It did him so much good. I've an eleven year old daughter, I would love to have go this year. I know it would do her as much good as it did David. Linda has never been away from home and we've lived in the city all of her life. Miss Dorothy H. _____ encouraged me greatly last year to let her go. But it was the first time for David and I didn't know the good that would come of it....

If Linda is permitted to go I would like for her to go to "Junior Camp"....

Mrs. D. L.

II RULES FOR SWIMMING¹

1. Patrons should be required to take showers before entering pool or pool area.
2. Women bathers should be requested to wear bathing caps at pool. Bobby pins will not be worn.
3. Patrons with open sores, and / or any infectious disease, such as athlete's foot, are not permitted in the pool or pool area.
4. No smoking in pool area.
5. No eating in pool area.
6. Profanity, improper behavior, and vulgar remarks are forbidden.
7. Running within the pool area is forbidden.
8. Shallow diving into 2 1/2 or 3 feet of depth is forbidden.
9. Ducking, splashing, as well as other harmful acts of horse-play are strictly forbidden.
10. Only one person is allowed on diving board or platform at one time.
11. All glass and glass containers are prohibited, with not one exception.
12. Balls, innertubes, water wings and artificial swimming aids, are allowed in the pool only at the discretion of the Life Guard.
13. All gymnastics are prohibited.
14. Spitting, spouting water, blowing nose into water, are acts that are strictly forbidden.
15. Only proper swimming attire will be worn in pool area.
16. All swimmers will visit the rest-room before entering water.
17. Suntan oil and/or lotion are strictly forbidden.
18. No one enters swimming area without checking in and obtaining permission of staff member in charge.
19. All swimming is to be done with a "buddy" of the same swimming ability.
20. All signals must be immediatly obeyed.
21. All persons must check in and out of pool with staff member in charge.
22. Instructions from Life Guard must be immediately obeyed. Refusal will result in suspension of pool privileges. No one is to distract the attention of Guard by conversation or play.
23. Any person who makes a false cry for help will be immediately sent from the water and his pool privileges suspended.

¹Rules used at Camp Volasuca, Sultan, Washington.

III THIS JOB OF CAMP COUNSELING

with pointers - by Eunice Russell

Camp counseling is different from almost any other type of Christian work. Basically, the counselor is a full-time companion to the camper, and in a large measure becomes the young camper's pattern in behavior. The counselor may never know to what extent his life and habits will help in the shaping of the future lives of his young charges.

Eunice Russell, national camp secretary for Pioneer Girls gives in the following paragraphs some pointers for camp counselors.

Relationship to Jesus Christ

- How you speak of and to your Heavenly Father will be closely watched and copied.
- Campers will be quick to notice the difference it makes that you belong to Jesus Christ.

Your appearance

- Dress neatly; keep clean and tidy quarters. Your camper's habits will reflect yours.
- Greet campers with a friendly smile, no matter how you may feel inwardly.
- Have courteous table manners.

Your attitudes

- Of loyalty to the camp -- "griping" is a contagious disease so avoid it. Obey the rules even though you do not understand them.
- Of selfishness--your time is not your own. Personal pleasure must come last.
- Take time for the most trivial concerns of each camper.
- Of emotional response--your reaction to surprise, danger or irritation will be closely observed. Can it bear scrutiny?

Your enthusiasm

- You will have to genuinely enjoy outdoor life and all that goes with it...the lack of privacy and "roughing it".
- Your attitude must be one of "Let's" rather than "Go do it".
- You must love kids...not just as eternal souls for whom you are responsible by a sense of duty....but for themselves.

Your relationships with other staff members

- You will develop friendships with all the staff and seek to learn from each one.
- You will become well-acquainted with the directors - what they expect of you, the type of program, policies and standards of the camp - in order to fit smoothly into the total picture.
- You will use free time wisely.

Your relationships with campers

- You will have a personal interest in and concern for each camper under your care, at the same time being friendly with every camper.
- You are their guide, not boss, and open to their suggestions.
- You are outgoing, approachable, friendly, easy to talk to. You keep your word and their confidences.

Yes, you are all of these things to your camper, because the love of Christ constrains you to live, not for yourself, but for these for whom He died....as their camp counselor.

--Moody Monthly