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A Proposal for the Coordination of Private Boys' Camps and Secondary Schools in Virginia

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A PROPOSAL

||

FOR THE

COORDINATION OF PRIVATE BOYS' CAMPS

AND SECONDARY SCHOOLS IN

VIRGINIA

by

ROBERT SYDNOR BAILEY

SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS
OF
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CHAPTER I

INTRODUCTION

Ever since the author established his own summer camp for boys in 1933, he has been interested in knowing how he could make camps contribute most to the welfare of the boys who attend each year. It is his sincere belief that the benefits which boys derive from even a poorly operated camp, where the spirit is right, is of such value that camping should become an integral part of the education of every boy. Nor does he believe that there is any other agency of society operating today which can supply experiences comparable to those of the boys' camp.

This study has been attempted first in order to examine what leaders in the camping field think camps should accomplish. This information was secured from various sources, among which publications of the American Camping Association and the Association Press were especially valuable.

Second. In order to learn what the directors of private boys' camps in Virginia claim camps contribute to the development of boys, camp literature has been secured and analyzed, and a few of the directors very kindly furnished some valuable material. Concerning this, the author has attempted to answer the following questions: (1) What do our Virginia camps have to offer their campers in the way of aims, location, equipment, direction, and program? (2) In what ways have the schools and camps cooperated in furthering the best development of boys? (3) What values do secondary school principals in Virginia place on our summer camps?

(4) Do the directors of camps in Virginia believe that they are achieving the objectives set by leaders in the field?

Third. With this picture of Virginia camps for boys in mind, and with the statements of aims of camping by leaders in the field before us, the author has attempted to indicate some of the ways these camps should strive to coordinate their work with that of public and private schools. In particular, special emphasis is placed on a program to be attempted at Christchurch School for Boys, Christchurch, Virginia, beginning in September 1943. It is hoped that this experiment may prove to be valuable to other schools and that those which are able to do so will eventually conduct a camping program along with their school program. Public schools located near abandoned C.C.C. camps or state or national parks may be able to use these facilities.

No attempt has been made in this study to consider any of the numerous camps which are operated by such organizations as the Boy Scouts, Y.M.C.A., 4-H Clubs, and churches. They play an important part in the camping field, but do not come within the scope of this thesis.

In addition to the efforts to record the aims of camping, the present aims and values of private boys' camps in Virginia, and in addition to the suggestions made for the future coordination between these camps and schools of the state, a bibliography has been included along with copies of questionnaires used in securing some of the information. The list of camps included in the study, the methods of obtaining the material, and the people to whom the author is indebted for this information are included.

CHAPTER II

A RESUME OF CAMPING

Camping is a popular form of recreation. Camping is one of the most popular forms of recreation. According to Bessie Stollenwerck there were 7,369 camps accommodating one million one hundred forty-two thousand five hundred campers, chiefly children, in 1929.¹ Howard Oxley, reporting the workshop on "The Role of Camping in Government," which met in 1941, states that an estimated 3,000,000 children and young people attend camp each year.²

Perhaps one of the reasons why so many people look to camping for fun is that it appeals to some of the oldest and deepest racial experiences.³ The impulse to be free from the confining environment of our modern civilization is graphically shown by the great exodus of people from our cities and towns to the open country over week-ends and during vacation periods.

1 Bessie Stollenwerck, "Richmond's Summer Camps," (unpublished Master's thesis, The College of William and Mary, Williamsburg, 1935), p. 13.

2. Howard Oxley, "Report on the Workshop on the Role of Camping in Government," The Camping Magazine, XVI (February, 1942) p. 45.

3. Camping Out - A Manual on Organized Camping (New York: The Macmillan Company, 1927), p. 1.

Early Settlers Were Campers. The early settlers of our country started their mode of living as campers. As these people moved ever westward, camping became for them a regular part of their routine of living. Until the turn of the last century, most of our people lived close to nature--as farmers or in small villages.

Kercheval⁴ gives some delightful descriptions of how the early settlers in Virginia lived. The love of hunting led them into the woods where they built their camps, hunted, and prepared the game which they had bagged. Thus they combined pleasure with the practical necessity of obtaining food. The peltry from the animals killed became the money with which to buy rifles, salt, and iron.⁵

This life of the pioneer huntsman is vividly presented in these words:

The whole business of the hunter consists of a succession of intrigues. From morning to night he was on the alert to gain the wind of his game, and approach them without being discovered. If he succeeded in killing a deer, he skinned it and hung it up out of the reach of the wolves and immediately resumed the chase till the close of the evening, when he bent his course towards his camp; when arrived there, he kindled up his fire, and together with his fellow hunters cooked his supper. The supper finished, the adventures of the day furnished the tales for the evening; and spike buck, the two and three pronged buck, the doe and the barren doe, figured through their anecdotes with great advantage. It should seem that after hunting awhile on the same ground, the hunters became acquainted with nearly all the gangs of deer within their range, so as to know each flock of them when they saw them. Often

4. Samuel Kercheval, A History of the Valley of Virginia (Strausburg, Virginia: Shenandoah Publishing House, 1925, Fourth Edition), Chapter XII, Hunting.

5. Ibid., p. 239.

Inc., American Legion, Churches, Social Service Agencies, The Daily Press and Magazines, Associated Mountaineering Clubs of North America, and Civic Clubs.

Some private schools own and operate summer camps during the summer months and use these facilities to a limited extent during the winter.¹⁰

Government agencies foster camping. It is interesting to note that several cities are promoting municipal camps, generally through their recreation departments.¹¹ Certain county governments in New York, New Jersey, Illinois, and California have developed extensive county park systems in which opportunities for camping are provided.¹²

State governments and the national government have done much to promote camping through their system of state and national parks. Their contribution has been in building and marking roads and trails, developing certain areas for motor camping, constructing fireplaces and trail shelters, leasing areas to organizations for permanent camp sites, providing police, sanitary, and, in a few instances, recreational supervision of all camp areas, renting camp equipment to organizations, and, in at least one instance, supplying cooked food to organized camps at very reasonable prices.¹³

10. Note: Camp Lupton is owned and operated by the men in charge of Massanutten Military Academy at Woodstock, Virginia. Camp Shaw-Me-Del-Ecks is operated by members of The Greenbrier Military School faculty.

11. Camping Out, op. cit., p. 12

12. Ibid., p. 13.

13. Ibid., pp. 13-17

Of course the Army of the United States is the oldest camping organization in our country. Besides giving direct camp experiences to the men under its supervision, it has taught other organizations methods of sanitation, care in handling and preparation of foods, and manner of organization. This contribution has been most valuable.

With millions of men and women in the armed forces of our country at the present time, it is likely that camping in all of its various forms will become even more popular in years to come than it was during the years immediately preceeding our entry into this world conflict.

CHAPTER III

AN APPRAISAL OF THE VALUES OF CAMPING

Before analyzing boys' camps in Virginia and before making proposals for better cooperation between summer camps and schools, it seems desirable that we explore camping literature in order that we may have in mind the aims which men and women interested in camping have attributed to this institution. For convenience, we will group these aims as (1) General Aims, (2) Physical Aims, (3) Social Aims, (4) Recreational Aims, and (5) Spiritual Aims.

General Aims

"We have not to train up a soul, nor yet a body, but a man; and we cannot divide him."--Montaigne.

Lest while dividing up the aims of camping into such groups as were enumerated above, we fail to recognize the fact that all of these aims will overlap and will be integrated in one personality, there will be placed under the heading, "General Aims," a few statements which indicate this very integration.

Incidental and specific aims are stated briefly.

A shift in emphasis from a recreational to an educational function for the summer camp is one of the major current tendencies. Certainly it always has been assumed that the camping experience was rich in character and social outcomes. Such qualities as courage, resourcefulness, robustness, love of the beautiful in nature, industry, sociability and cooperation have ever been considered among the fine fruits of the summer camping experience. But these values were by-products, incidental yet inevitable. Today the character outcomes, the development of socially desirable attitudes, ideals and habits have become the primary objectives of the progressive

summer camp.¹

In his article, "The United States Goes Camping," Zook summarizes the aims of camping in these words:

.....Love of the outdoors, physical development, new mental skills, fellowship, educational and social growth, appreciation of and participation in a democratic way of life--should and do result for children or adults when the camp experience is of a high caliber.....²

The New York Section of the American Camping Association formulated these objectives for its campers:

....(1) increased physical efficiency, (2) stabilized emotional integration, (3) understanding of primitive processes, (4) enlightened social participation, (5) acquisition of tastes and appreciations, (6) spiritual growth.³

Meylan holds a very similar view of the aims of camping, stating them in these words:

The private summer camp for boys is an educational institution planned to supplement the regular school. The aim is to provide a healthful place where boys may lead a simple, happy and manly outdoor life, in which the emphasis is placed upon clean, sturdy living, upon reverence and manners, upon character, self-reliance and physical accomplishments.⁴

He believes that inestimable benefit results to the boy who spends several weeks of his vacation in a camp which gives proper attention to hygiene and sanitation. Furthermore:

1. Hedley S. Dimock and Charles E. Nendry, Camping and Character (New York: Association Press, 1939), pp. 1, 2.

2. George F. Zook, "The United States Goes Camping," The Camping Magazine, XIII (March, 1941) p. 8.

3. H. W. Gibson, Camp Management (New York: Greenberg, Inc., Revised Edition, 1939), p. 6.

4. George L. Meylan, "Hygiene and Sanitation of Summer Camps," American Educational Review, XVII (Dec., 1912). p. 692

Besides improved health, increased vital resistance to disease and accelerated growth and development, the boy acquires many desirable physical accomplishments; he learns to love and appreciate nature, he forms deep and permanent friendships, and gains in manliness, altruism, loyalty, reverence, and self-reliance.⁵

In the minds of some educators the possibility for learning manliness is one of the essential benefits to be derived from camping. Too often boys do not come into intimate contact with men either in the home or school. The training received from mothers and women teachers is not all that is needed for the best development of boys. Camps, if they are staffed with men of high character and good training, can develop a degree of manliness which many boys lack. These men must be sympathetic with boys and acceptable to them.

One camp which stresses certain worthwhile attitudes in today's youths is Camp Ahemek, located in Canada. Its central objectives fall into four general groups:

(1) The development of knowledge, skills, and interest in numerous activities as canoeing, swimming, campcraft, riding, sailing and nature lore; (2) the development of appreciation for the higher values; love of beauty in nature, music and character; a sense of the supreme worth of persons; (3) the development of desirable social attitudes and behavior as the ability to co-operate, sense of social responsibility, etc.; (4) the development of such mental qualities as tolerance, open-mindedness, resourcefulness and the ability of self-direction.⁶

5. Ibid. p. 693

6. Dimock and Hendry, op. cit., p. 260

Separation from family is a valuable aim. Another general aim of the camping program may be stated as increased respect for and rest from people closely, often too closely, associated in family life, along with increased ability for self-direction.

Dimock and Hendry bluntly state:

Children often need a rest from irritable and nagging parents as much as the mothers need a rest from their children. Emotional and intellectual emancipation from the home is also necessary for the development of independence, initiative, resourcefulness and individuality in the boy.⁷

Camp offers a chance for development in a new environment.

Still another aim of camping is to place the individual in a new environment, more favorable than the one he is accustomed to, in order that maladjustments may be corrected and in order that improved behavior may result. Dimock and Hendry quote Dr. Thom as saying that specialists in the field of behavior problems have found that in their contacts with maladjusted children all too frequently they are dealing with problem environments and problem parents, rather than with problem children. "Absence from these environmental influences enhance the possibility of effecting desirable changes in conduct."⁸

Perhaps all boys' camps achieve these aims to a greater or less degree. It would be exceedingly desirable to find some way of evaluating camps so that the ordinary layman could tell with reasonable accuracy the success which any camp chosen by him for investigation has attained in any one or all of their aims.

7. Ibid., p. 22

8. Ibid., p. 145

Physical Aims

It is commonly said that a healthful body is desirable to enable the individual to reach the highest development mentally and physically. Barbara Ellen Joy, writing in "The Camping Magazine," states that regardless of the type of camp, the one objective every camp director has in common with every other is to improve the general physical condition and the emotional and mental health of every camper who enters the camp gate.⁹

Camps are but one agency of society for improving the health of children. To the camp director who feels that the entire health problems of the children are forevermore on his shoulders, Vaughan declares that they cannot assume that responsibility, upholding his contention by saying:

There is too much that has gone on before and there is too much which comes afterwards in the life of these children for you to take the entire responsibility of directing their future interests in health.¹⁰

He follows up this statement by saying that fortunately there are others in community life who may be found who have resources and whose interests fit into this mosaic which produces a pattern designed to serve the interests and the health and the future well-being of those children.¹¹

9. Barbara Ellen Joy, "Simple Living in the Out-of-Doors," The Camping Magazine, XIV, (Feb., 1941), p. 63.

10. Henry F. Vaughan, "The Role of Camping in Healthful Living," The Camping Magazine, XIV, (Feb., 1942), p. 18.

11. Loc. cit.

Obviously this does not mean that the camp is unable to play an important part in improving the health of our citizens. On the contrary, it is quite possible that physical and mental defects which would be overlooked by the school examiners may be detected under the careful supervision of the camp's medical staff over a period of several weeks. The need for cooperation between schools and camps in accumulating a useful health record is referred to in a later chapter.¹²

Camps can instill good eating habits. In promoting good health practices, knowledge of proper foods and how to use them should not be neglected. McCloskey expresses the opinion, with twenty years of camping experiences behind him that camp is an almost perfect place for children to learn how to eat and what to eat.

..... It affords an excellent opportunity to demonstrate the value of balanced diets. I suppose if there is one single thing that has pleased me most it is the number of children who have learned this lesson while they were in camp. In this and other ways, the camping movement can make great contributions to American health.¹³

Camps have a therapeutic value. An aim of camping expressed by McCloskey should be given deep consideration by leaders in the educational field. He expresses his idea as follows:

I think it would be a therapeutic, healing thing if, in America, we could get great numbers of our young people into that kind of environment which would cause them to want to match their strength against stone, to heave and build things. Camp work, small and insignificant as it has been up to now, would provide this opportunity.¹⁴

12. See Chapter VI.

13. Mark A. McCloskey, "The Role of Camping from the Standpoint of the Government of the People," XIV (Feb., 1942), p. 55

14. Loc. cit.

Camps aid in accident prevention. The belief that the training offered in courage, self-reliance, and initiative in a good summer camp will help boys avoid accidents in other places and will even carry over into adult life, is the opinion expressed by Eaton. He further states that the activities of camps which call on the resourcefulness of campers also present them with an opportunity for adventure which is so lacking in the lives of youth today, and enables them better to meet the difficulties of tomorrow.¹⁵

From the camp literature considered, it would seem that the physical aims of boys' camps should be: (1) to supplement and cooperate with other agencies of the community in locating defects and caring for the general health of boys; (2) to instill good eating habits; (3) to promote vigorous health through placing boys in an environment which will challenge their strength and wits, thus healing youths of such disorders as arise from inactivity and an easy way of life; (4) to provide a place and program which emphasizes clean, sturdy living and physical accomplishments.

Social Aims

From the wealth of material dealing with the opportunities for social development of young people in camps, one might well be led to believe that this is possibly the foremost aim of camping.

Camps develop personality. Kilpatrick asks, "How can the camp help youth to grow into more adequate selfhood or personality?"¹⁶ He

15. Ramone S. Eaton, "Camp is a Safer Place than Home," The Camping Magazine, XIII, (March, 1941), p. 7.

16. W. H. Kilpatrick, "The Role of Camping in Education Today," The Camping Magazine, XIV, (Feb., 1942), p. 14.

then states how summer camps may make a worthy contribution to children:

While preserving proper restraints, the camp can and does, almost inevitably, give young people the chance to live together on terms that normally make for the desired emotional security and maturity. In camp each youth has the chance to live as a personality among his peers, with a minimum of adult domination.....The conventionally minded school still hands down most decisions from teacher to pupil; the good camp builds up decisions from within the group....."17

Later he says:

".....If the camp is wise, there is much opportunity for discussion and shared decisions. It is this sort of living democracy that best teaches democracy....."18

The chance at self-expression is a worthy aim. The report of the workshop on "The Role of Camping in Education"¹⁹ supports Kilpatrick in believing that camps can develop personality. This group recognized the enormous importance which the chance for self-expression has in the mental hygiene of a growing child. They declared that in this respect the camp has an outstanding opportunity which it should make use of. To quote from their report:

Children can have "their way" in the form in which they do, say, and plan things, more than anywhere else. Their style of life can be respected more seriously than in other situations....."20

17. Loc. cit.

18. Loc. cit.

19. Fritz Redl, Chairman, "Report of the Workshop on the Role of Camping in Education," The Camping Magazine, XIV, (Feb., 1942), p. 43.

20. Loc. cit.

The individual finds joy in self-learning, which enables him to contribute to the group. Johnston declares:

.....that the good camp enjoys unique advantages in affording the incentives and the opportunities for the individual camper to experience joy, self-mastery, the respect of his fellows, and life-long enrichment of his soul, through development of his soul, through development of his skills and appreciations; and in solving the child's sense of social responsibility. Perhaps no other educational institution except the excellent home is so happily situated to imbue the idea of work with its natural dignity as the medium through which the individual contributes his share to the group, earns the respect of his fellows, and satisfies his needs and desires.²¹

Opportunities for life experience are afforded by the summer camp. Foster, in reporting the workshop on the role of camping in social life, emphasizes the need for living experiences. He states that most American children and youths are "acquiring facts and knowledge apart from actual experience,"²² and expresses the belief that a great need seems to exist in the area of life experience itself.²³

This report considers that many of the primary satisfactions resulting from creative work may have been taken from us by the machine. People must secure satisfaction from recognizing and solving group problems.²⁴ Then follows this significant assertion.

21. Margaret J. Johnston, "The Recovery of Joy Through Camping," The Camping Magazine, XIII, (Feb., 1941), pp. 28-29.

22. Robert G. Foster, Chairman, "Report of the Workshop on the Role of Camping in Social Life," The Camping Magazine, XIV, (Feb., 1942), pp. 57, 60.

23. Loc. cit.

24. Loc. cit.

Unless we find such rewarding social experiences, the machine will destroy the roots of our creative enjoyments. The camp community, we believe, is an excellent setting for the discovery of these satisfactions that come from associations with others for meaningful ends."²⁵

The pioneer type of experiences is fundamental. Sharp writes that the Life Camps are decentralized into small, independent groups. These family groups design and build their own shelter, provide their own menus, cook and prepare meals, develop their own program and solve their problems of group living and work.²⁶ He concludes:

It is not possible in our present-day education of youth to give them sufficient experience in the resourceful living predominant in the early days of our country. It is not intended here to imply that we should abandon our social and economic progress and go back to the days of the Pilgrims and early settlers. Not at all. It is intended, however, to stress the fact that the values gained from this pioneer type of experience are fundamental and necessary in our present-day life if we are to gain full appreciation of that essential part of our heritage. Here is where camping can and should make its greatest contribution.²⁷

That camps are in a better position, in various respects, to bring to fruition the tradition which was born on the frontier and which has made the name of America synonymous with liberty and opportunity all over the world is the opinion of Bode.²⁸

25. Loc. cit.

26. Lloyd B. Sharp, "The Role of Camping and Our American Heritage," The Camping Magazine, XIV, (Feb., 1942), p. 36.

27. Loc. cit.

28. Boyd Bode, "The Role of Camping in a Living Democracy," The Camping Magazine, XIV, (Feb., 1942), p. 72.

He goes on to say, "The meaning of this tradition is the answer to the confusion which prevails at present in our educational system and everywhere else."²⁹ Nor does he fail to state what this tradition of the pioneers was-- a search for freedom. To him, freedom is synonymous with opportunity.³⁰

Camps afford a democratic education. Hymes says that the opportunity for democratic education comes from the fact that there it is possible for children to live the good life; and he continues by saying that it is possible for them to face common tasks that grow out of their living where the choice for people, the respect for people, the dependence on all people are inescapable parts of the solution of the tasks.³¹

Drachler, in his article on "Camping for Democracy,"³² writes that the ways to bring about a finer democratic spirit are:

First, the principle of work must be established.....

Second, the camper should feel that he is a part of a group, working for a common goal, that his cooperation is vital for the success of all, and that this spirit is necessary for good citizenship as well as for successful camping.

Third, there should be practiced in camp a spirit of tolerance and friendship.....

Fourth, the campers should be given an opportunity to govern themselves as much as possible.....

29. Loc. cit.

30. Loc. cit.

31. James L. Hymes, Jr., Group Living in a Community of People," The Camping Magazine, XIV, (Feb., 1942), p. 7.

32. Norman Drachler, "Camping for Democracy," Journal of the National Education Association, XXXVIII, (May, 1939), p. 143.

Let us in our country pass on to our youth a heritage of tolerance rather than bigotry, of equality rather than superiority, and of human justice rather than brute force. This I believe, our summer camps can help to do.³³

Curtis, in emphasizing the value of citizenship training in camps, uses these words:

The camp offers a natural initiation into citizenship. Speaking broadly, the school is largely an autocracy, and its policies are abstruse and superimposed..... No amount of study of government functions trains for active citizenship as a camp may do, but to be highly successful the children must feel that the camp belongs to them and that they are real and responsible citizens in it.....

..... The camp holds the child responsible for his acts and the other campers are not tolerant of the slacker in common duties or the "crybaby." The social discipline of the camp is very effective in unspoiling the spoiled child.....³⁴

Camps may provide stabilizing influences in troubled times

In emphasizing the value of camps as a stabilizing influence in these troubled times, Hymes speaks of today's youth as builders of our future:

If the camp can simulate a sane and health world, accustom them (our youth) to eager sharing in normal, human relationships, it will be a stabilizing influence now and will make an investment in the future of mankind.

.....
Out of it (a sense of belonging to nature, engendered through many contacts with natural phenomenon) may grow, in long perspective of the years, a surer hope for the future built on the firm foundation of cooperation, not only between man and nature, but also among men as children of nature, creative bearers of the cosmic heritage, and co-workers in a common human enterprise the wide world over.³⁵

33. Loc. cit.

34. Henry S. Curtis, "The Camp as Social Education," Progressive Education, XIII, (April, 1936), pp. 246-253.

35. Ramona Backus, and others, Camping and the Community (New York: Association Press, 1942), pp. 7-8.

The summer camp, therefore, can be a useful agency in (1) developing desirable personality; (2) in affording opportunities for self-expression; (3) in showing the individual how he may find joy in making his personal contribution to the group; (4) in providing real life experiences which the campers must successfully adjust themselves to; (5) in teaching the fundamentals of pioneer types of experiences; (16) in furthering knowledge of how democracy may actually work for the good of the individual and group; and (7) in acting as a stabilizing influence in troubled times.

Recreational Aims

In times of national emergency when the whole nation and most of the world are engaged in war, when every man, woman, and young person is needed to do his or her part in the successful prosecution of war, it is hard to recall that the trend of the past few decades has been toward shorter working hours and more free time for workers. It seems probable to some that when this war is successfully terminated that this trend will be resumed. If so, it is important, even imperative, that people be trained to use their leisure time profitably.

Camping is chiefly for fun. Mason realizes the importance of fun in the camper's experience and has this to say about it as an aim of camping:

I was asked not long ago to set forth the objectives of camping. I built them up under the following broad heads: first, strong physique; second, social adjustment; third, education supplementing the formal education of the school. My task completed, the realization came to me that I had omitted the most important consideration of all--fun, joy. I had written in the

strain of the stupid adult; I had been motivated by the adult-aims, not camper-aims. The primary objective in any camp must be first of all to give the girl or boy the happiest summer that it is possible to produce. Failing here, our adult-aims can be accomplished but partially and imperfectly if at all.³⁶

Mrs. Littledale, too, thinks that camping is chiefly for fun. In spite of all of the many obvious contributions which camping can make to youngsters, she feels that even more important is the atmosphere in which the children live at camp.

The normal child does not go to camp to be made over, but rather to live in a joyous, wholesome, relaxed out-of-door atmosphere of work and play with others of his own age, guided by those who are themselves well adjusted, happy people. I would ask a camp to give a child a happy childlike time, an appreciation of simple pleasures in an outdoor setting, a confidence in himself as able to hold his own among his peers and to like and be liked by them.³⁷

There is a need for purposeful recreation. It is the opinion of Nash³⁸ that people seem to be reverting to the dream world of childhood to escape the ordeal of thinking. He believes that the radio, talkies, automobiles, and pulp magazines are crowding out companionship, sociability, those activities centering around the family circle, those which have a creative trend. Then he expresses this profound thought:

.....Democracy must encourage order, it must be efficient, it must reduce to a minimum waste and loss of

37. Clara Savage Littledale, "I Sent My Children to Camp," The Camping Magazine, XIII, (March, 1941), pp. 5, 21.

38. Jay B. Nash, "The Role of Camping in Recreation---Today and Tomorrow," The Camping Magazine, XIV, (Feb., 1942), p. 24.

motion. There must be authority. Rank individualism must be suppressed.³⁹

He goes on to explain how the camp may provide purposeful recreation, while at the same time it achieves the sort of democracy he visualizes:

It (the camp program) provides joy while doing it, as all recreation must. But it does more than that: With its emphasis on robust work it develops strong, toughened, storm-tested bodies, within which are creative minds, and spirits tuned to social responsibility, obligation and service.....it replaces pleasant but trivial busy-work and sport with constructive, meaningful, needed effort. It puts purpose into the camp--purpose from the standpoint of the camper who is striving to reach important personal goals and who becomes happy as he sees himself nearing them.....⁴⁰

Camps should teach boys how to live outdoors. An editorial in "The Camping Magazine" emphasizes this aim of camping:

It is the business of camping to promote the skills of outdoor living--that is its own peculiar field. It is the business of camping to provide recreation--but here there are many recreational agencies to share the burden, permitting camping to concentrate on its own particular type of recreation.⁴¹

Camps offer an escape from civilization through an intimate association with nature. How aptly does Curtis⁴² express the yearning of man to be done with the softening influences of civilization and to again find strength in close association with nature:

39. Loc. cit.

40. Loc. cit.

41. Editorial: "What is the Role of Camping?" The Camping Magazine, XIV, (Feb., 1942), p. 29.

42. Henry S. Curtis, "The Camp as Social Education," Progressive Education, XIII, (April, 1936), pp. 246-253.

All the activities that enter into camping are such as we turn to in our leisure moments. The camp is a way of escape from civilization..... To go back to the woods and streams is like going home to the human spirit..... At all times and places the jaded civilized man has gone back to the forest and shore for rest.⁴³

He is confident that camping offers preparation for living in an age of increasing leisure.⁴⁴

The ways in which camps may afford valuable recreational training are: (1) by providing fun for the campers; (2) by offering purposeful recreation; (3) by supplying special training for an especially wholesome form of recreation; (4) by offering an escape from civilization and renewing our contacts with nature.

Spiritual Aims

When we are thrown into intimate contact with nature, we begin to realize more fully the laws governing our universe. Back of this we begin to comprehend a little of the God who has made all creation. We begin to feel our dependence on this supreme, constant power. We find God at work in many unconventional ways.

Camp brings its campers to a sense of spiritual satisfaction in an informal way. In their book, "Camping and Character," Dimock and Hendry call attention to the formality of religious worship in our churches as contrasted with the possibilities for informal and cooperative

43. Loc. cit.

44. Loc. cit.

worship in camp. In camp there may be broad participation on the part of campers, and the common, ordinary events and things of the camper-day may become the topic for a practical application of every-day religion.⁴⁵

Camp may be the only place where some boys will gain a satisfying religious experience. Although the more formal type of religion may be more satisfying and helpful to some people, a well conducted religious program in camp may reach the spirits of some boys who find little good in church or family worship. Here is a clear statement of what worship in camp should be:

When we think of education as the business of equipping persons to share cooperatively in the enrichment of common life, we at once identify it with the central purpose of religion, and worship then becomes the experience in which one achieves fellowship on the level of the highest values, ideals and aspirations of his group..... The total camp community represents a co-operative quest for the most satisfying and significant life attainable. To many counselors and campers, Ahmeck (a Canadian camp for boys around which Dimock and Hendry have chiefly written their book, "Camping and Character") has been their one outstanding religious experience.⁴⁶

One aim of camping then, should be to supply a soul-satisfying religious experience.

Camps offer religious training to boys who never receive it at home. "Many boys and girls are recruited for camp from homes where material values instead of spiritual values are stressed," writes Gibson.⁴⁷ He then goes on to say that they come to camp at an age when

45. Dimock and Hendry, op. cit. p. 139.

46. Ibid., p. 141.

47. Gibson, op. cit., p. 243.

their minds are in a plastic state and are very responsive to the spiritual appeal of Nature and, through this appeal, to Nature's God.⁴⁸

The spiritual welfare of campers is a responsibility of camps.

Gibson continues his discussion of spiritual values by saying:

..... It should also be remembered that other boys and girls come from homes where attendance at church services and Sunday School is habitual, where grace is observed at meals, and high standards of living are emphasized; therefore, the spiritual welfare of campers is a precious responsibility. Professor Hockins says: "Worship fulfills what play, art, and love attempt."

The world is before youth and youth will have to re-create it, to appreciate it, and to fashion it according to its will. It is therefore most important that campers be given right spiritual perspectives and evaluation.⁴⁹

Spiritual values cannot be bought. "The people are beginning to understand that they cannot buy appreciation, understanding and experience for their children as you can buy toys and clothes," comments Sharp. He then says:

..... We do not make people stronger by making things easier for them. The more the camp program tests out the abilities and skills, placing the individual on his own, to the height of his ability, the stronger we are making his character. It is one of those important intangibles of heritage that camp has an unequalled opportunity to contribute.⁵⁰

One of the fundamental objectives stated for camps is that of enlarging the horizon of the campers. Campers should be lead out from timid undertakings to projects which will challenge the best in them and which they will eventually accomplish successfully.⁵¹

48. Loc. cit.

49. Loc. cit.

50. Sharp, op. cit., p. 56.

51. Dimock and Hendry, op. cit., p. 128

Camp can help to enrich life. Camp can help to enrich life Kilpatrick believes. He states that the average city child lacks the chance to swim, boat, roam the woods, learn trees, learn birds, build campfires, cook over the fire, but he adds:

..... Some or all of these things and more the camp can offer. It is an enticing life to youth.....life is forever different because of having lived these enrichments. Books have richer content and life has different hopes.⁵²

These things uplift the spirit of man.

Camp emphasizes the worth of persons. In order for the camping experience of a boy to be successful, he must feel that the thing of greatest significance in life is the happiness and welfare of persons. Also he must learn to want to act in such a way that the interests of all persons with whom he comes in contact are furthered.⁵³ Such attitudes are essentially attitudes of the spirit.

Leaders in the camping field believe that camps can contribute to the spiritual welfare of campers in the following ways: (1) by providing satisfying experiences in worship; (2) by supplying religious experiences to boys in a different way from which they will receive them elsewhere; (3) by offering religious training to boys who do not receive any such instruction in their home or community; (4) by maintaining away from home an emphasis on spiritual values which some boys are accustomed to at home; (5) by creating an opportunity for acquiring spiritual values, (6) by enriching the lives of campers so that they

52. Kilpatrick, op. cit., p. 16.

53. Dimock and Hendry, op. cit., p. 128

may have greater appreciations of life, and of the contributions men have made to civilization; (7) by placing emphasis on the value of persons.

CHAPTER IV

AN ANALYSIS OF PRIVATE BOYS' CAMPS IN VIRGINIA

In presenting a picture of the summer camps in Virginia operated for boys by private individuals or groups, it seems desirable to emphasize five areas and under each to state the conditions which now prevail along with an occasional remark about desirable practices as determined by leaders in the camping field. The accompanying tables offer at a glance some of the same material treated in the text. This analysis is important because of the direct bearing on the educational values of these camps.

Their Locations

Private boys' camps in Virginia are located in two different areas of the state--(1) in the Alleghany Mountains and (2) in the Chesapeake Bay Regions. Each of these sections presents its own advantages and problems. The mountain camps with their higher altitudes have a more invigorating climate and are more or less free from annoying insects. They have a scenic beauty of their own, and possess interesting trails for hiking and horseback riding. On the other hand, the camps located on salt water provide a wide range of activities in a less invigorating climate, and have warm salt water in abundance for swimming, fishing, and boating. The natural beauty of their locations, though different from the mountains, is inspiring.

White¹ declares that too few individuals realize that the site

1. T. M. White, "A Summer-Camp Yardstick for Teachers," Education, DIX, (May, 1939), p. 569.

is of greater importance than any other factor in selecting a camp. He quotes Berg, who proposed five guides to selecting an adequate camp site, outlined as follows:

- (1) If the camp is located at from sea level to 500 feet, the latitude should be high or it may be located on the ocean shore or a bay with a sea outlet. States adjoining the Mason-Dixon Line and below should be located 1,000 to 5,000 feet above sea level.
- (2) The camp site should have proper drainage and rain water should not stand in puddles anywhere on the grounds.
- (3) Swimming water should be in such abundance as to avoid crowding and to insure purity, and it should be warm enough not to lower the resistance of campers. The bottom should be free from all obstructions of any kind which might be injurious to swimmers.
- (4) Drinking water should be abundant and pure.
- (5) The location should be accessible, yet so secluded that the campers are not interfered with by outsiders.²

Virginia camps are located in beautiful spots. If we can judge from the pictures and descriptions given out by the directors of our Virginia camps, they all possess reasonable claims to scenic beauty. Eight of these camps are located in the mountains from 1,500 to 4,000 feet above sea level. One is located in the Shenandoah Valley; one is located on the Potomac River, just off the Chesapeake Bay; and two are

². M. O. Berg, The Camping World, cited by T. M. White, ibid., p. 569.

located on Chesapeake Bay.³

Virginia camps have certain advantages and disadvantages of location. No one of these camps meet all of the standards proposed by Berg.⁴ Whereas all of them are fairly accessible one is located so close to a hotel that it may lack desirable privacy.⁵

Some of our mountain camps provide only concrete pools for swimming.⁶ They can offer no boating. On the other hand, the clear invigorating climate of these camps is desirable for many boys. Woodcraft, hiking, and horseback riding can be interesting and useful activities.

The three camps located on salt water are handicapped by the presence of sea-nettles in the water at times, making swimming unpleasant. The atmosphere is more often hot and sultry than in mountainous regions, necessitating programs which are less active and more relaxing. This is desirable for over-active individuals. Mosquitoes and flies are a constant menace to the comfort and health of campers. However, the opportunity for sailing, boating, and fishing attract campers in spite of these annoying conditions.

3. Note: Since this study was commenced, Camp Potomac and Camp Robert Hunt have discontinued operations due to conditions arising out of the present war. Unable to secure necessary materials for construction, the management has discontinued operation of Camp Monte Vista. Camp Appalachia was burned out during the spring of 1942. The future of these camps is uncertain at the present time.

4. Cf. ante, p. 29.

5. See folder from Camp Monte Vista, 1941.

6. See folder from Camp Red Rock, 1941.

The State Health Department inspects all Virginia camps. To guarantee good health practices for campers, the General Assembly of Virginia passed an act in 1940 requiring the State Health Department to inspect all summer camps to insure safe water in abundance for drinking purposes, bathing, and swimming. This act also specifies certain standards for sanitary kitchen arrangements--including food preparation, dish-washing, and garbage disposal--adequate sewage disposal, and complete screening against flies and mosquitoes.⁷

Their Aims

In the camp literature sent to prospective patrons, all of the camps studied have stated their aims briefly and generally. They are included here as being indicative of the value of the camp to the development of the camper. The Camp Appalachia catalogue contains its aims expressed in these words:

The development of the boy's mental, moral, and physical powers towards the attainment of a high standard of personal excellence; the cultivation of a spirit of self-reliance, self-control, and usefulness.

Chesapeake Bay Camp for Boys expresses its aims in its initial catalogue in this manner:

Constant effort for improvement of body, mind and character is stimulated and directed by a system of progressive rating of each boy in what is known as the "Achievement program."

⁷. Acts of the General Assembly, 1940, Chapter CCCIII.

Camp Lupton published its aims incidentally:

. . . not only offers the growing boy many opportunities for wholesome summer enjoyment but also gives him such valuable training in formation of habit and character as to make his experience a truly beneficial one.

Camp Monte Vista lists as its aims:

Improvement
Physical
Mental
Moral

Wholesome fun; new friendships, new social contacts; acquiring skills, healthful living; learning to cooperate.

Camp Nimrod emphasizes as its aims:

Beauty appreciation; growth in wholesome and health atmosphere; forming friendships, broadening outlook on life; growth---spiritual, mental, physical; meeting individual needs; high ideals; fair play; recreation under schedule,

Old Dominion Camp declares that:

Every boy in some sport is our aim. A sound mind in a sound body.

This camp offers corrective exercises for building strong bodies.

Camp Potomac states in its catalogue:

Boys are given in an informal atmosphere the opportunity to develop their own hobbies and interests, with corrective supervision and constant training by the council group.

Camp Red Rock declares that:

We want to help the boys grow strong in mind and body; teach them to live and cooperate with others; and above all else to become a good sport.

Camp Wallewhatoola give/ as its aim:

. . . to direct the summer camping in a recreational manner productive of lasting educational value.⁸

While it is probable that the directors of Virginia camps have not directed their attention to formulating their aims in writing, the statements given in their camp literature indicated in general what things they thought should be particularly stressed.⁹ To attempt many of the aims as set up by leaders in the camping field should prove a challenge to these men. To evaluate these statements and to formulate plans for gradually incorporating them into their camping program would help Virginia directors to improve the educational values of their camps. Those who are interested in valuable material to supplement that contained in this thesis are directed to these three pamphlets published by the Association Press: Marks of Good Camping,¹⁰ Appraising the Summer Camp,¹¹ and Camping and the Community.¹²

Their Personnel

In attempting to gain some insight into the aptitude of the men engaged in conducting camps in Virginia, a questionnaire¹³ was

⁸ Note: All of the statements of aims of Virginia camps are taken from the camp catalogues published for the 1941 season. Camp Robert Hunt did not express its aims.

⁹ Note: The directors of all of the camps studied were requested to send a copy of their aims and program for the 1942 season. No one complied with the request.

¹⁰ Harvie J. Boorman, and others, Marks of Good Camping (New York: Association Press, 1941). 86 pp.

¹¹ Abbie Graham, and others, Appraising the Summer Camp (New York: Association Press, 1937). 52 pp.

¹² Ramona Backus and others, Camping and the Community (New York: Association Press, 1942). 48 pp.

sent to the directors. Only five fundamental requirements for adequate leadership were listed: (1) the age of the staff member; (2) his experience in camp work; (3) his training for his work; (4) his duties in the camp, and (5) his years of service in the camp.

Camp counselors should be mature. The age of the counselor becomes of significance because he should possess emotional maturity and intellectual and cultural interests.¹⁴ A report of a workshop on camp standards conducted by the American Camping Association sets up twenty years of age as a minimum for any counselors, believing that few young men attain that degree of emotional and cultural maturity desirable in leaders of young boys before that age.¹⁵

Experience is a factor in the effectiveness of a counselor. Of course his experience in camp work determines to a large degree how successful a counselor will be. The number of new counselors in a camp should not be too large, but a few should be broken in each season to replace those who will necessarily leave. The turnover in personnel should not be too great; therefore, the number of years in service deserves careful consideration.

Special training for camp work is desirable. Besides his experience, special training for camp work is desirable. A counselor who combines theory with practical experience will increase his

¹³ See Appendix

¹⁴ Harvie J. Boorman, and others, op. cit., p. 38.

¹⁵ Loc. cit.

usefulness to the camp much more rapidly than one who depends entirely on one or the other for his progress.

Staff members should be carefully chosen. Too often it develops in camping situations that, because of an ill chosen staff, counselors have to perform duties for which they are not especially trained. A consideration of how well they are tying up training and experience with special duties will help camp directors to improve the general efficiency of their camps, if they will make the necessary adjustments which will enable each counselor to serve where he is best suited.¹⁶

Camp directors must have adequate records to insure camp improvement. In setting up standards for good camps, the report from the workshop sponsored by the American Camping Association states that the camp director should, among other things, "possess insight and skill in educational supervision" and "be able to set up a satisfactory system of records for evaluation."¹⁷

That each counselor should keep records of the campers entrusted to him, make reports to his section leader, and the section leader in turn report to the director is regarded by Lieberman as important.¹⁸ This point of view is upheld by Gibson,¹⁹ who goes

¹⁶ See Table III, Section G., p.

¹⁷ Harvie J. Boorman, and others, op. cit., p. 40

¹⁸ Joshua Lieberman, Creative Camping (New York: Association Press, 1931), pp. 152-53.

¹⁹ H. W. Gibson, Camp Management (New York: Greenberg, Inc., Revised Edition, 1939), p. 6.

on to say:

Unless a camp is pervasive with ideals, headed toward definite worthwhile objectives and is subjected to a weekly measurement in order to ascertain whether these ideals and objectives are being reasonably attained, it cannot produce the results desired by the campers and their parents.²⁰

It is not likely that Virginia camps are keeping adequate records for purposes of evaluation. None of the directors who returned questionnaires submitted any record forms which they are using in their camps although they were invited to do so. However, four camps report that they are keeping useful records and two of these feel that the records they are keeping are quite satisfactory.²¹

Most of the directors of Virginia camps are engaged in some phase of education. Three are teachers in secondary schools, and five are athletic directors in universities and colleges. One is a major in the United States Army.²²

Virginia school men have but little knowledge of private camps in the state. A questionnaire was sent to the heads of twenty-two public and private schools in Virginia asking them to state the number of camp directors they knew and whether they thought they were men of such character and training that boys

²⁰ Loc. cit.

²¹ See Table XII, Section 6, p.

²² From camp catalogues, 1941

might profitably emulate them. Out of eleven replies, five school men know seven directors, (there may be fewer than seven different directors listed in this total as there is the possibility of the same director being known by several school men), and thought all of them were capable and doing a good job.²³

The results of this questionnaire are given in Table I, below. Although six private camps for boys operated in the state last summer, (there were ten that operated the previous season), only one educator who replied to this questionnaire knew of more than two such camps. Eight of those who replied indicated that they knew of no private boys' camps at all in the state.²⁴

TABLE I

INFORMATION ABOUT PRIVATE BOYS' CAMPS IN VIRGINIA HELD BY LEADERS IN
SECONDARY EDUCATION IN THE STATE

1. Number of educators knowing one or more private boys' camps in Virginia	5
2. Number of educators knowing one or more directors of these camps	4
3. Number of educators who believe that camps make a contribution to the education of boys	6
4. Number of schools using camp experiences of pupils in some phase of school work	2

²³ See questionnaire in Appendix

²⁴ See Table I, below.

TABLE I - Continued

5. Number of boys known by these educators to have attended some private Virginia Camp for boys last summer	10
6. Number of educators who felt that they were not sufficiently well informed about Virginia camps to fill in questionnaire	8
7. Total number of schools submitted this questionnaire	22
8. Total number of replies received	13*

*Duplicate forms were sent to each public school with the request that the guidance director fill them in. Two were returned along with the principals' replies. A total of eleven schools replied in some way.

Principals and guidance directors gave the following evaluation of camping: "For parents who can afford sending their children to camp I can think of no finer experience during the summer months," Mr. Clarence H. Spain, Principal of Binford Junior High School in Richmond penned at the bottom of his questionnaire.²⁵ Miss Bessie L. Sutton, Counselor in Guidance in this same school, states, "I think Boys' Camps fill a real need--especially in urban communities. Sports, that otherwise would never attract, give a stimulus for leisure time. For an 'only child,' the sharing of camp life is of genuine value."²⁶

Mr. John Page Williams, Headmaster of St. Christopher's School for Boys in Richmond, stated in a letter that he especially liked the simple philosophy of life which has been characteristic of at least

25. See notes on returned questionnaires.

26. See notes on returned questionnaires.

three Virginia camps he has known. He further states, "I think that the camps do make an important contribution to the education of the campers who attend them. I certainly recommend that boys go to such camps."²⁷

Their Equipment

Undoubtedly, in order for a camp to achieve its purpose, it must have adequate equipment. Just what is required will depend upon the aims of the director, and there will be disagreement in the minds of many over what is essential and what is non-essential. If character development is an aim, men of high character become of greater importance than any equipment. If an appreciation and understanding of nature is an aim, an inspiring natural setting is a most important piece of equipment--thus the very location of a camp becomes an essential part of its equipment. If skill in sailing, boating, swimming or fishing, and love of these sports be an aim, suitable water for the carrying out of such a program is essential equipment. Indeed, in the minds of many, the most essential and valuable equipment of a boy's camp is its personnel and location. But no one will deny that there are certain other minimum requirements which must be met for the comfort and health of campers.

Camp Appalachia, located in the Allegheny Mountains near Covington, has ten cabins (16' x 24'), and infirmary, a large dining hall, kitchen and storeroom, and a play lodge. Junior and senior baseball diamonds are provided, tennis courts, an archery range and a rifle range. There are safe swimming facilities in the Jackson

27. Letter from John Page Williams, December 17, 1942

River. Equipment is provided for baseball, tennis, volleyball, archery, and other land sports. Two canoes and two flat bottomed boats are used under supervision. Provision is made for manual arts and dramatics. Arrangements may be made for tutoring.²⁸

Chesapeake Bay Camp is located on the sandy shores of Chesapeake Bay "where the brisk salt-air breezes cool the long peninsula known as the Northern Neck of Virginia."²⁹ It possesses a half-mile of beach and a long dock extending into the bay for swimming and boating convenience. A fifty-foot cabin cruiser is at the disposal of campers. Two thirty-foot racing boats as well as eight flat-bottom row boats are also provided. There are ten buildings provided. The main one contains the dining room and kitchen, sleeping facilities for juniors and intermediates, offices of administration and a first aid clinic. Three cabins accommodate the senior campers. The recreation building contains a large floor area for playing, two bowling alleys, canteen, equipment rooms and office. There is a woodcraft building, a shower building, and two bath houses with locker facilities. Two miles from camp, on the bay shore, is located a log cabin which is used for overnight trips. The athletic field, consisting of ten acres, is equipped for many types of group and individual physical activities.³⁰

²⁸ See camp folder, 1941

²⁹ See camp folder, 1941

³⁰ See camp folder, 1941

Camp Lupton, in the Shenandoah Valley, is located only one and a half miles from Massanutten Academy campus and uses some of its equipment. There are three well constructed buildings, suitable for both winter and summer use. Two of these buildings contain large fireplaces. Electricity is provided for convenience and safety. There is ample play space, a large living room, dormitory accommodations, sleeping porches, rest rooms, showers, craft space, wood-work shop, canteen, first aid department, and offices. Equipment for water sports includes a raft, swing, kayaks, and rowboats. A beautiful river flows through the camp grounds. Athletic fields are placed at various levels and rain seldom prevents the boys from engaging in their favorite sports. There is equipment for baseball, tennis, archery, basketball, and a number of small games.³¹

Camp Nimrod is located in the foothills of the Allegheny Mountains. Well elevated cabins equipped with electric lights are used for sleeping quarters. A small infirmary is provided. The large, roomy dining hall is also used for a recreation room on rainy days and at night. The director's office overlooks the grounds. A diving platform and diving board, and some life-saving equipment is provided for the campers who swim in the Cowpasture River. Four canoes are available. There is a large athletic field with a baseball diamond, and there is equipment for tennis, rifle shooting, archery, boxing, crafts, and small games.³²

31. See camp folder, 1941

32. See camp folder, 1941

Old Dominion Camp, near Clifton Forge, is in the heart of the Alleghenies. A well constructed lodge and cabins afford comfortable living quarters. The floors of these buildings are raised from the ground so they are dry and airy. As the director is especially interested in developing "backward" boys and those who have physical defects, equipment needed for the advancement of this work is provided. "Old Dominion is the only camp in the east that provides facilities for scientific rowing," is the claim of the director.³³ The Wallawhatoole River is used for swimming and rowing. A novel invention of the director is the "aquacicle." Tennis, badminton, baseball, archery and other small sports are provided for. There is equipment for nature study and handicrafts.³⁴

Camp Red Rock is high up in the mountains near Saltville. Cabins are used for living quarters. Equipment is provided for rifle shooting, archery, badminton, and handicrafts. There is swimming only in a pool.³⁵

Camp Wallawhatoole is a mountain camp near Millboro Springs. Both tents with board floors and cabins are provided for sleeping quarters. There is a large dining room and guest house, a great lodge with a fireplace and library a shop, and an infirmary. Stables are located near the farm manager's home on the camp site.

33 See camp folder, 1941

34 See camp folder, 1941

35 See camp folder, 1941

Five hundred acres of land belong to the camp. There is equipment for boating and canoeing on the Cowpasture River, and there are two carefully graded swimming beaches. Showers and electricity are available. A baseball field and tennis and basketball courts are kept in good shape. Nature study and campcraft are cared for and there are dramas of an informal type. Field training with rifle and shotgun are offered. There are facilities for volley ball, boxing, wrestling, and other small games.³⁶

It is difficult to evaluate equipment. It is very difficult to visualize adequately the equipment of camps from a mere statement of houses, boats, athletic equipment, and the like. That the campers be comfortable and adequately protected from weather conditions which might be detrimental to their health is important. Poor equipment or lack of equipment should not handicap the development of the camp program.

Their Programs

In the opinion of many leaders in the camping field, frequently too much attention is given to ready-made equipment and not sufficient emphasis is put on letting the campers create and build those things which they want for their enjoyment and comfort. Here our consideration of equipment overlaps the program building of the camp.

Boys derive values from doing things for themselves. Certainly the pioneers in boys' camps emphasized the value of boys

³⁶ See camp folder, 1941

doing things for themselves. In outlining the program at Camp Chocorua Mr. Balch, the organizer, stated that (1) there were no servants in camp; (2) boys were trained to master the lake--swimming, diving, boatwork, canoeing, and sailing were taught; (3) they were taught the use of money by limiting them to 25¢ per week, allowing them to accept no gifts, and insisting that they earn whatever more they used.³⁷ Commenting on this program, Ward has this to say:

When we realize that these campers did all the work of caring for themselves; prepared their food, washed dishes and their clothes, built canoes and boats, did camp construction jobs, kept their camp clean and in order, there is an evident contrast with the situation in many modern camps where too much is done for them.³⁸

In considering the camp program, we will touch on the general routine that is followed by the boys each day regarding rest, exercise, eating, athletics, health activities, and those activities which are more commonly thought of as being "educational," along with the special activities which break the monotony of fixedness. No attempt is made to discuss each of these as being separate and unrelated parts of the program, for they are all important in that they either contribute to or take away from the whole welfare of the campers.

Many activities offered by Virginia camps. The activities offered by Virginia camps may be seen at a glance by referring to

37. E. B. Balch, "The First Camp Chocorua," Summer Camps, 1924, pp. 30-41, cited by Carlos Edgar Ward, Organized Camping and Progressive Education (Nashville, Tennessee: n.n., 1935), pp. 9-10

38. Carlos Edgar Ward, Organized Camping and Progressive Education (Nashville, Tennessee: n.n., 1935), p. 10

Table II.³⁹ It will be observed that there are a variety of activities offered by all of the camps. The fact that not all of them offer the same things cannot be construed as indicative of superiority of one camp over another, for quality may offset the lack of unusual variety.

All seven camps report a program of nature study and woodcraft, camping-out trips, horseback riding, swimming, individual sports, team games, and crafts. How well these are conducted and how successful they have been in their accomplishments has not been made a specific part of this study, due to the difficulty of obtaining valid information concerning them. Self-evaluation may accomplish more toward the improvement of camping than any which could be made by outsiders. Such an evaluation, if conscientiously done, and held up to approved practices for comparison, may result in important changes. It was with this in mind that a form, "Criteria for Evaluating Boys' Camps," was sent to the directors of Virginia camps. It was first sent out in a form which covered six pages;⁴⁰ later a condensed form, placed on a single sheet,⁴¹ was sent to those directors who failed to return the original one. How the directors evaluated their camps is shown in Table II.

³⁹ See page 46

⁴⁰ See Appendix

⁴¹ See Appendix

TABLE II
ACTIVITIES OFFERED IN VIRGINIA CAMPS

Name of Camp	Nature Study & Woodcraft	Camping out & trips	Campfire	Horseback riding	Sailing Canoeing boating	Treasure hunts	Fishing	Swimming	Dramatics	Rifle shooting	Archery	Small Games	Individual sports	Team Games	Crafts
Appalachia	Yes	Yes	Yes	Yes	Canoeing Boating	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Chesapeake Bay	Yes	Yes	Yes	Yes	Boating	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Lake Pocahontas	No report														
Lupton	Yes	Yes	No	Yes	Canoeing Boating	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Nimrod	Yes	Yes	Yes	Yes	Canoeing Boating	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Old Dominion	Yes	Yes	Yes	Yes	Canoeing Boating	No	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes
Red Rock	Yes	Yes	Yes	Yes	No	No	No	Yes	No	Yes	Yes	No	Yes	No	No
Virginia	No report														
Wallawhatoola	Yes	Yes	Yes	Yes	Canoeing Boating	No	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes

It is interesting to note that all camps who returned their evaluation forms felt (1) that they are doing an excellent job of training campers in democratic living through democratic practices, and (2) that good health practices, and (2) that good health practices are observed in camp and that the boys are incorporating desirable health habits into their daily living.⁴²

TABLE III

A SUMMARY OF "CRITERIA FOR EVALUATING BOYS' CAMPS"

What Virginia camp directors think they are accomplishing:	How well they think they are being accomplished:		
	Excellent	Good	Poor
1. Training campers in democratic living through democratic practices	4	0	0
2. Campers are learning to solve problems and formulate plans through free discussion	2	1	0
3. Campers are learning to appreciate and to understand other people and their work and are gaining a Christian world outlook	2	2	0
4. Campers are learning the fundamentals necessary for good citizenship	5	1	0
5. Good health practices are observed in camp, and boys are incorporating desirable health habits into their daily living	4	0	0
6. We collect adequate information about our boys and use it for their proper training. We make it available to those concerned with the boys' education who can use it profitably.	2	2	0
7. We are meeting most of the standards set up by the American Camping Association	2	1	0
8. We have a proper balance of young and mature men as counselors, all of whom are interested in training boys in happy Christian living.	2	0	0

⁴² See Table II, p. 46

Three Virginia Camps Publish Their Schedules. Only three of the camps include a daily schedule in their catalogues. In commenting on its program as outlined, the Camp Appalachia prospectus reads as follows:

The daily program is so arranged as to give the boy balanced periods of activity and rest. Hours of more vigorous exercise alternate with rest periods and programs and projects of quieter activity. Each day during the hour following dinner campers must rest upon their beds, and members of the staff observe this period of quiet also.⁴³

The Camp Lupton catalogue refers to its program in this manner:

The daily schedule is adhered to without in any way infringing upon the regular program of activity.

Campers are made attentive to the care of their persons, their clothing and their living quarters. Orderliness in personal appearance and in habit are required as part of the training offered. Campers are trained to make up their own bunks each day, to place their clothing and other articles in orderly arrangement and to maintain a neat appearance.

Inspections by the director and his assistants are made daily in order to insure the effectiveness of this part of the training.

Proper handling of clothing and personal effects is supervised by the house mother.⁴⁴

Camp Nimrod presents its daily schedule without comment. It is essentially the same as that printed by the two above mentioned camps.

⁴³ See camp folder, 1941

⁴⁴ See camp folder, 1941

OUR DAILY SCHEDULE

A. M.	7:15	Reveille
	7:20	Setting-up exercises
	7:30	Morning dip (optional)
	7:45	Breakfast
	8:30	Morning inspection of quarters and personal inspection by nurse
	9:00	Sports
	11:00	Swimming
P.M.	12:30	Dinner
	1:15	Rest period (boys are required to stretch out on cots but can read, etc.)
	2:30	Sports
	4:30	Swimming
	6:00	Retreat followed by supper
	6:45	Evening entertainment
	8:30	Taps for small boys
	9:00	Taps for older boys ⁴⁵

Old Dominion Camp gives an outline of its program for the day in these words:

We do not have a fixed schedule of play in order that we may encourage originality. Each day's activities are determined by challenge or suggestions from the boys around the camp fire the preceeding evening. Reveille is at 7:30 A.M. and "taps" at 9:30 P.M. Each boy is given the exercise and rest necessary for his general development.⁴⁶

Wallawhatoola stresses individual and group interest. Three grades are recognized in the Wallawhatoola campercraft "W." A boy's standing is obtained through a series of tests.

A holder of the blue six-inch "W" has accomplished all of his required tests in the three orders of campercraft and is recognized as one having a fundamental knowledge of living out of doors. He knows aquatic rules of safety, how to handle a canoe, ride and care for a horse, make a woods pack and cook a meal. When a camper has acquired his "W"

⁴⁵. See camp folder, 1941

⁴⁶. See camp folder, 1941

he proceeds to test, in a practical way, the fundamental skills that he has learned.⁴⁷

Informality, with everyone bent on pursuing his own interests is stressed in this camp.

. . . Trips start out on Monday and continue through Thursday, when the camp is again assembled, as a happy family, and trippers swap yarns and experiences. Evening fires in the open, games and stories, after a day full of camping, make bed time welcome.

Education in camping progresses. Trips become longer. Major interests start to creep in. League teams are playing, woods games are active and the water carnival, horse shows and special features entertain. Routine schedules are disappearing as active camper interest displays itself.⁴⁸

Other Virginia camps make but little reference to their programs. The formulation of camp programs seems still to be in an experimental stage. At least, not all directors are agreed on any one general plan, and perhaps it is desirable that different camps stress various phases of camping.

Many of our Virginia camps stress athletics as being the most important part of their program. Graves⁴⁹ takes the attitude that contests in the way of games, boxing, wrestling, and rowing are over-stressed to the detriment of the campers and would prefer that campers learn to enjoy themselves in ways which are not so strenuous and which may add to their enjoyment of leisure in later years. He thinks that

⁴⁷ See camp folder, 1941

⁴⁸ See camp folder, 1941

⁴⁹ Gaylord W. Graves, "The Hazards of Camp Life," Hygeia, XVII, (July, 1939), pp. 614-17.

camps should "foster fishing, photography, dramatics and manual training as well as grueling wrestling and rowing contests."⁵⁰ In his estimation the difference between a good camp program and a bad one would be judged by how well the director has incorporated into his program a proper balance between strenuous and more relaxing ways of seeking pleasure.⁵¹

⁵⁰ loc. cit.

⁵¹ loc. cit.

CHAPTER V

THE PART VIRGINIA CAMPS SHOULD PLAY IN THE EDUCATION OF BOYS

Camps, when they function properly, deserve to be considered of great importance in training youth. No matter how greatly the school may desire to train its pupils in character, in good health, in self-determination, in means for recreation, or in appreciation of beauty in nature, it is basically handicapped by its heterogeneous composition, by the small part of the day when its influence can be directly exerted, by the large numbers of pupils for each teacher, by the lack of things with which to do, by adverse extraneous influences, and by its separation from nature. In these things it does what it can, but it is not in so favorable a position as is the camp which is made up of relatively small groups of fairly homogeneous personalities and which exerts its influence for twenty-four hours a day during the camp period. The very location of camps should surround boys with the evident beauty of nature. Here he is in an environment conducive to wholesome, healthful living.

Camps offer training in recreation. The fact that camps are chiefly recreational is not just cause for ridicule. There is an ever apparent need for training in forms of recreation which will enable young people and adults to seek pleasure in ways which are more wholesome than those commonly practiced. Competition with commercial schemes for attracting people with time and money is keen, and it will

be difficult to direct people into ways of recreation which are very different from those to which they are now accustomed; but Virginia camps must play their part in supplying this need.

Camp offers a traditional situation for health training.

Closely associated with wholesome recreation is good health. In the Platform of the American Association for Health, Physical Education, and Recreation there appears a statement that the present draft has shown that half of our American youth have disabling defects, and that many of the defects neglected in childhood are the same ones which prevent acceptance for service.¹ They further state that there should be emphasis upon rest and sleep, nutrition, recreation, exercise, mental and social hygiene, medical and dental care in order to develop desirable patterns for living. In addition, this statement declares that many children fail to grow properly, are weak, are unable to protect themselves adequately in emergencies, and lack recreational skills. This is followed by the declaration that in conjunction with the regular program of the school, wide use should be made of community and state facilities and opportunities for camping, hiking, riding, boating, and similar out-of-door activities.²

Now, in the field of health, camps have the opportunity for training boys which augments the training of the school and other

¹ "A Re-statement of the Platform of the American Association of Health, Physical Education, and Recreation," (for release in mimeographed form April 15, 1942).

² Loc. cit.

community agencies. Through careful physical examinations the camp can help in locating defects and should make every effort to carry on a program of correction. Furthermore, camps can give valuable training in health habits and healthful recreation. In accomplishing the aims which it has set up in its platform, the American Association for Health, Physical Education, and Recreation should be able to count on private camps in Virginia for assistance.

Older boys should not be neglected by camps. Too often boys who have matured beyond the camping age are neglected by the camps which have trained them. Just as there is a need for schools to follow up their pupils and to help them get adjusted in their work and community life, so should boys' camps follow up the boys whom they have served and encourage them to continue the practices they learned in camp. This might be done through letters from the camp director and counselors who trained the boys. It might also be possible for the camp to offer some of its facilities to its former campers, and even to plan week-end camping trips, fishing trips, canoe trips, or other recreational services. The cost could be borne by the whole party.

That this would entail more work and more planning by the director and his staff is obvious, and in some cases it would doubtless prove to be impossible. If the camp's true aim is to serve its campers to the fullest, it must somehow find a way to do the impossible. It is not unlikely that well trained campers would form a

sort of recreational association which would do much to help in carrying out such a plan, if they were encouraged to do so by the camp director.

Some person, or group of persons, should develop camps for youth--including young men and young women. They could be worked out on a short time basis to fit the vacation needs at a reasonable cost.

The camp can emphasize Christian ideals. The camp affords a better opportunity to offer training in things of the spirit than the school or church because it is free from tradition, and the boy is placed in a situation where he is free to express his emotions in an atmosphere of understanding and sympathy. Appreciation of God's creation and a knowledge of his relationship to this creation is essential to the happiness of man. Here boys may see the wonders of God in nature and may worship Him as an individual or as a part of a group. Here worship can be of a nature satisfying to the boys themselves if directed by a wise counselor. Virginia camp men will do well to instill into their campers a knowledge of God and of His true religion. Let them not neglect this opportunity and privilege. A practical application of religion to life situations is fundamental in developing our present civilization.

Private camps influence boys who have the best chance of being influential in creating a better world. Private summer camps have always found it difficult to secure adequate funds for their existence.

For this reason they must solicit patronage from families whose income permits the expenditure of considerable money for a boy's camping experience. This in itself should prove a challenge to the directors of Virginia's private camps; for if their campers come from the more wealthy homes of the state, it is probable that their parents are people of above average influence in the community. Their sons will grow up to take their places. If they be Christian gentlemen, how much they may do to improve the communities in which they live! Let each director do what he can to make his camp the sort which will contribute most to the boys who attend. Let these boys know that fair dealings from them when they come into places of high responsibility can do much to bring about a more just and comfortable world.

CHAPTER VI

PROPOSALS FOR COORDINATION BETWEEN PRIVATE BOYS' CAMPS AND CERTAIN EDUCATIONAL INSTITUTIONS IN THE STATE OF VIRGINIA

Cooperation in itself implies mutual understanding, purpose, and endeavor. Although camps have a role to fill in the education of boys, they are not the only agency which is working toward that end. The home, the church, and the school are all making their influences felt to a greater or lesser degree. Each has its special function; each needs the help of the others.

Let us, as camp men, accept this statement of purpose:

. . . After all is said and done, there is but one role for children's camping in America to fill; that role is to prepare people to live acceptably and successfully in a democracy.¹

We immediately begin to look (1) for ways in which we may set into motion plans which when carried out will result in preparing people for democratic living; and (2) for other agencies of society to assist us in achieving these aims.

There should be cooperation between schools and camps. It is because camps are playing a very important part in training youth for citizenship--in its broadest meaning--that they deserve the assistance which schools could supply. Nor can the school well afford to neglect to align itself with so valuable a supplemental educational agency, for the camp can instill into its pupils ideas, ideals, and behavior

¹ Editorial, "What is the Role of Camping?" The Camping Magazine, XIV, (Feb., 1942), p. 37.

patterns which will enable the school to do its work more pleasantly and more efficiently.

Let the school realize that the summer camp is an agency with aims akin to those of its own and then let the school seek to make use of the facilities now available in camps and do what it can to encourage the expansion and development of the camp program in order that the greatest possible amount of desirable training may be given our boys.

Schools may become acquainted with the work of camps. The fact has been definitely shown through the questionnaire returned by school men that few of our educational leaders of schools located in the cities and towns of Virginia, which supply many of the boys in the camps of the state, are acquainted with either the men who are operating boys' camps or with the work of the camps themselves.² This is deplorable, but the trouble lies with camp men as well as with the educators.

It would seem desirable for the directors of camps to make themselves acquainted with the heads of schools of the state, especially with private boys' schools and those public schools located in sections from which they may reasonably expect patronage. A suggested plan would be for camp men to make a point of (1) meeting educators and talking with them about their aims and what they are accomplishing; (2) keeping up a correspondence with educators to discuss values of camping, to ask for suggestions, and to make suggestions concerning the best means of developing boys; (3) supplying

² See pages 37 and 38

the schools from which his boys come with a complete and comprehensive report of what each boy has accomplished in camp during the weeks he has attended; (4) inviting school heads to visit camp and see the camp in operation.

If camp directors were to impress upon educators the importance and values of their work, educators could, with confidence, look to camps for assistance in furthering and supplementing the more formal educational program of their schools. They could with intelligence recommend to the parents of one boy that he attend a certain camp for a particular purpose and to the parents of another boy that he attend another camp for another definite reason.

Schools can supply certain information to the camps. If the summer camp wishes to be rated as an educational institution on a level with the school, it is important that it make the best of its opportunity for training campers. This is impossible unless the camp director and his staff gain as much information as they can secure about the boys intrusted to them at the beginning of the camp season. Just as the schools have in many cases failed to call on the camps for information which could prove exceedingly beneficial to them, so the camps have failed to obtain from the schools knowledge of the boys who come to them.

If the camp knew ahead of its opening date something of the character of each camper, it could more wisely plan its program. The camp needs to know the weakness and strength of each camper in

order that it may place proper emphasis on those things which will help the boy to develop a well rounded personality. Anecdotal records, supplied by teachers, could be of great value to camp men.

Other records which would undoubtedly be useful are: (1) health record; (2) a statement of the boy's mental and emotional status; (3) an outline of his disciplinary problems; (4) athletic record; (5) a list of his special interests and hobbies; (6) a record of offices he held in school.

Health records should be shared by school and camp. One of the aims most frequently stated by camps is that of improving the health of campers. This is also one of the aims of educators. Living healthfully requires active participation on the part of the individual. Certain health problems which are solved theoretically in school courses, may be more satisfactorily solved by actual camp experience.

Camps can supplement this health training in many ways. Hymes submits that, "For perhaps the first time in their lives, children (in camp) face directly the simple and urgent business of life itself; eating, sleeping, keeping house, working, playing. . ."³ He suggests the desirability of solving such practical problems as:

. . . What can we do with our garbage, for example? How do we get our water and how do we keep it pure? How do we keep well and how do we treat sickness and how do we keep it from spreading? When does our day start and when does it end? . . .⁴

Records of progress can be supplied to schools. A summary of

³ James L. Hymes, Jr., "Group Living in a Community of People," The Camping Magazine, 14:7, Feb., 1942.

⁴ Loc. cit.

problems solved by boys in camp which might be helpful in school work could be supplied to the teachers of those boys to be filed with their cumulative records and made use of as the opportunity presented itself. Along with this, certain anecdotal records, and records of group participation, as well as individual progress made in arts and manual skills, could be furnished.

Camps can vitalize school work. Because it can allow boys freedom to explore their own interests, the camp may create a desire on the part of boys to search further for knowledge in various fields. In the matter of good health practices, some boy may be inspired to follow the profession of medicine. Working with the camp doctor, he may behold the skill of the trained servant in preventing suffering. The doctor has a chance to talk with him concerning the demands made on men of his profession, the training they must have, and the satisfactions which come through pursuing their work. First aid and lifesaving courses may contribute further to his interest in this profession.

Interests aroused through intimate association with natural phenomena may lay a basis on which the study of such sciences as biology, physics, astronomy or like courses may be pursued in the more formal training of the school.

Learning the history of the community in which he is camping may enable some boy to make a contribution to his social studies class which will mean the difference between his tolerating the

course or participating enthusiastically in it. Visiting historic spots and learning something of them firsthand may make a chapter in history live which except for this personal knowledge would have been dull reading.

Experiences of the summer camp may be used in the classroom.

Teachers of social studies and history should know what positions of responsibility their pupils held in the summer camp and how well they succeeded in what was expected of them. Here is the possibility of developing new leadership in class and, at the same time, of assisting the camp in the further development of the leaders it had started to train. These teachers should know something of the organization of the camp for democratic living and develop a more democratic school. They should know what historic spots their pupils have visited and give them an opportunity to prepare and present to the class their personal information and feelings about the place. They should know of the contacts these pupils have had with other groups of people and their work. This could be used as a basis for emphasizing the interdependence of individuals and groups. If the boys have had the opportunity of meeting with boys of other countries, they should be given the opportunity of sharing this experience with their classmates.

The teacher of the sciences may find among his pupils boys who have intimate knowledge of the laws and generalizations he is trying to teach. Some boy may have repaired the motor in the boat at camp

and thus have more graphic knowledge of gasoline motors than others of the class. The boy who has built and flown a model airplane, or even a kite, will know more of the importance of the lifting power of air in motion than the boy without this experience. If the boy has seen wild animals, fish, crabs, insects, flowers, and trees in their natural habitat, and has learned of them through an enthusiastic nature instructor in camp, he will be in a position to appreciate better many of the laws of life which he will study in his biology course. He may be able to make many contributions which will make the course live for some less fortunate member of the class. The fundamentals of astronomy as taught in the elementary science courses never fail to fascinate many pupils. He who has been out under the stars at night and heard stories of their creation and the legends of their formations, or who knows of the importance they play in navigation and time, will doubly appreciate his more formal studies.

If the teacher of literature wants to emphasize the beauty of some prose or poetry describing nature, the boy who has lived with nature can best appreciate these word pictures. If he should call on the class to write a theme, the boy who has experienced some exciting adventure in camp will have a subject which demands his best efforts.

Therefore, it would seem that it is important that the camps send to the teachers of the boys who have been with them during the summer a report that will give a general idea of what these boys have

accomplished while under their direction. This demands time and thought on the part of teachers and camp leaders, but the stake is great, and every effort should be made on the part of all who are concerned with the development of boy-life to see that each boy receives the most complete education possible.

Directors claim that camps advance social development of the child. The directors of the camps considered in this study were invited to express their views on what they felt their camps were contributing to the education of their campers. Some apparently gave considerable thought to this matter and reported at length. George Watson, Director of Camp Appalachia, stated his thoughts in this manner:

I feel that a summer camp is not so much a continuation of a boy's formal education, as a supplement to it and has a very definite contribution to make to several economic levels. I will confine my attention to those where the fees are a considerable factor since those seem to be mostly indicated in your survey. Some of the very best results that I have observed first hand have resulted to children who needed above all else to share various types of experiences (with emphasis on sharing). Great help usually results in one child families, where the child very much needs the give and take (yes, even rough and tumble, at times) of cabin life and to be one of a group rather than the center of attraction, consciously or unconsciously, in a household. In families broken by divorce, separation, or death, a boy, at home under the supervision of mother alone, at camp gets his contact with manhood very necessary to the growing boy. On the other hand, the boy who has been the responsibility of a father alone, at camp very probably gets a more rigid schedule and more directed activity, very needful in a modern situation with a busy father. Others get escape from over-anxious parents, some from too lax parents. In cases where both parents are living in harmony, and home conditions are as ideal as can be asked, it is a momentary

separation which sends parents and children together again, refreshed, and with new appreciation for each other's problems, a new authority (equally as compelling) having been substituted meanwhile. Most sincere parents recognize this need and are free to admit it and discuss it. Of course, all of this is hooked up with the boy's adjustment; more authority for some more freedom and confidence for others, consideration for and ability to get along with ones own age group, as well as with those who are in a position to command. I do feel that our camp has made many of these contributions, but that they are not at all unique with us. They should belong to any well-run camp, but especially to those small, personally conducted ones.⁵

Major James S. MacGruer, Director of the Old Dominion Camp, writes in this manner about the value of boys' camps:

There is much to say of the educational value of private camps for boys. I think that the greatest value is in building up the boys in a physical way. No boy can progress to the same degree, mentally, if he is handicapped by illnesses or the effects thereof. Then, I believe that when a boy comes to camp he gets his first and best lessons in citizenship; namely, respecting others' rights and learning to "stand on his own feet." . . . HOWEVER, I hope that in your theme, somewhere you will stress the point that the camp must have THE PROPER LEADERSHIP and PERSONAL SUPERVISION by these leaders at all times.⁶

Letters from Stanley B. Sutton are pervaded with the idea that camps must have good leaders to be of any value. He has this to say about measuring the value of camping experiences:

The leadership, associations, purpose, family backgrounds, knowledge of the child and his needs etc. can only be measured in the child's growth and success, after ten or more years.⁷

⁵ Letter from Mr. George C. Watson, March 4, 1942

⁶ Letter from Major James S. MacGruer, November 3, 1941

⁷ Letter from Stanley B. Sutton, February 28, 1942

and later he states:

Our older leaders are men of experience and personality while our younger men are almost all of our own boys grown up. I have always been proud of our force and as the force goes so goes the camper group.⁸

From these expressions from Virginia camp directors, it would seem that they put particular stress on good leadership. Through this leadership--by example and direction--boys may be trained in good citizenship and may learn many things which add to their personal satisfaction and general usefulness.

Experiences in democratic living may prove helpful in school life. The fact that in camp a boy has lived in a democratic situation which he has helped to create and to maintain should make it easier for him to create a similar situation in another place. Teaching democracy in school is easier for the teacher whose pupils have experienced it than for him whose pupils know nothing more about it than what they have read. If a camp emphasized self-discipline, many of its campers would understand the importance of this in school life and would respond more readily than the untrained to efforts on the part of the teacher to inculcate this idea into his boys.

Private schools suitably located should operate a camping program in conjunction with the regular session. It seems quite possible that private schools which are surrounded by wooded land and other natural aids might well incorporate a camping program into its recreational endeavors. This might well supplement the physical activity

⁸ Letter from Stanley B. Sutton, October 28, 1942

program which usually consists chiefly of team games.

The following program is suggested for Christchurch School in Virginia. Christchurch School is a boarding preparatory school for boys located near Urbana, Virginia, on the Rappahannock River. It is situated on approximately ninety acres of land, part of which is woodland.

For a number of years this school has emphasized its sailing program. A number of boats have been built in part by the boys themselves, and they have shown considerable interest in sailing on the river.

It is the purpose of the headmaster, Rev. S. Janney Hutton, to develop the potential camping features considerably during the coming session. Although sports of the usual nature--football, basketball, baseball, and tennis--will be continued. There will be afforded to the boys an opportunity to do over-night camping and outdoor cooking. It is possible that the boys will build a log cabin for a sort of woodcraft club house. They will use the river for swimming, rowing, and sailing. They will have a part in caring for the boats and will improve the waterfront. Possibly they will have a part in building new boats. Fishing and crabbing are other sports which they may enjoy on the water.

It is anticipated that a part of this program will be continued throughout the winter months. Some craft work will be attempted and will be developed as the boys' interests are aroused. The natural

clay in the section will lead to pottery making, and a pottery wheel and kiln may properly be constructed. Archery may well entice some boys to acquire skill with their hands in fashioning their own tackle. Leathercraft will certainly be introduced when suitable materials and equipment can be secured. It is not to be expected that all of these projects will be developed simultaneously, but as fall merges into winter and winter into spring, first one activity and then another will be stressed.

The camping program will be integrated with the school program.

Although this camping program will be run chiefly for its recreational contribution to the boys, it is anticipated that it will make certain direct contributions to the education of the boys.

(1) Materials to be used in the study of biology will be observed, and much that is needed will be collected and preserved during the time when the boys are on the river, in the fields, or in the woods. The first-hand knowledge of biological principles acquired incidentally during the hours of camping will be clinched in the more formal discussions of the classroom.

(2) Many fundamental ideas concerning the application of scientific principles as found outlined in general science and physics courses and even in the mathematics of geometry and trigonometry, may be illustrated in camping projects. Undoubtedly such tackle as blocks and falls, levers, and inclined planes will find a use in rigging boats, hauling them out of the water for repairs and in the various simple con-

struction projects the boys may undertake. Steering a boat by the stars and recognizing directions from the placement of constellations may arouse keen interest in the celestial bodies. Estimating distances and locating positions on the water or land will stimulate the inquiring mind. Such expedient applications of scientific principles will illuminate and make intelligible textbook discussions involving those principles and facilitate laboratory experiments.

(3) The leadership training afforded through this camping program will be valuable. Boys must assume certain responsibilities and prove that they are trustworthy in order that they may enjoy many privileges. As boys acquire certain skills, they will be called upon to assist in instructing others. The possibilities for developing leadership are extensive. The fact that the camping program is voluntary and will not be carried out under the type of discipline used in the classroom will enable the boys to make and execute many plans of their own.

(4) It is hoped that the phases of camping to be developed will afford the boys who engage in them a joyous experience. If so, the boys will have their free time well occupied. They will find satisfaction in what they are doing, and consequently, problems of discipline should be kept at a minimum.

(5) This program should afford valuable character training for as surely as engaging in unwholesome activities will result in defective character, participation in wholesome, purposeful activities will develop fine character.

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VITA

Robert Sydnor Bailey, son of Joseph Harvey Bailey and Roberta Beale Davis, was born December 3, 1906, at Kinsale, Westmoreland County, Virginia. He was married to Mary Boone Murphy of Hague, Westmoreland County, Virginia, on November 24, 1937.

He attended public schools in Westmoreland County, Virginia and received his Bachelor of Science degree from Randolph-Macon College in 1929.

He taught at New London Academy, Forrest, Virginia, 1927-28; Bedford High School, Bedford, Virginia, 1929-33; St. Christopher's School, Richmond, Virginia, 1935-37; principal of the Warsaw High School, Warsaw, Virginia, 1937-42; Woodward School for Boys, Washington, D. C., 1943.

He was a counselor at Camp Letts, Washington Y.M.C.A. boys' camp in Maryland during the summers of 1925, 1926, 1931, and 1932; at Camp Kent, State Y.M.C.A. camp for boys near Natural Bridge, Virginia, 1927; at Camp Orapax, Richmond Y.M.C.A. boys' camp, 1929; at Camp Johnson, Roanoke Y.M.C.A. boys' camp, as assistant director, 1930. He established Camp Potomac in Westmoreland County, Virginia, in 1933 and served as director through the 1940 season.

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CAMPS INCLUDED IN THIS STUDY

Camp Appalachia, Covington, Virginia
(George C. Watson, Director)

Chesapeake Bay Camp for Boys, Reedville, Virginia
(Otis W. Douglas, Jr., Supervisor)

Lake Pocahontas Camp for Boys, Meadowview, Virginia
(S. W. Edmondson, Director)

Camp Lupton, Woodstock, Virginia
(Major G. A. Benchoff, Director)

Camp Nimrod for Boys, Nimrod Hall, Virginia
(F. M. Wood and C. G. Thomas, Jr., Directors)

Old Dominion Camp, Clifton Forge, Virginia
(Major James S. MacGruer, Director)

Red Rock Boy's Camp, Saltville, Virginia
(Mrs. W. T. Booker, Director)

Camp Virginia, Coshen, Virginia
(Malcolm U. Pitt, Director)

Camp Wallawhatoole, Millboro Spring, Virginia
(Stanley B. Sutton, Director)

Note: These are the private summer camps for boys which operated in Virginia during the summer of 1942, as compiled by the Virginia State Chamber of Commerce. Camp Kawanzo, although included in the list of the Chamber of Commerce with other boys' camps, states in its literature that it has a mixed group. It is, therefore, not included in this study. Camp Lupton, though not on the Chamber of Commerce list, is known to have operated and is included. Camp Potomac, though mentioned in a part of the study, has gone out of existence since the study was begun. This has also happened to Camp Robert Hunt. Camp Appalachia failed to operate in 1942 because of a forest fire burning it out. Its present status is uncertain.

AN APPRAISAL OF THE EDUCATIONAL VALUE OF PRIVATE ORGANIZED SUMMER CAMPS
IN VIRGINIA FOR BOYS (By the Directors of the camps surveyed)

ote: If you feel that the condition stated exists to a very satisfactory degree, circle the "1"; if you feel that the condition exists but should be more in evidence, circle the "2"; if you feel that the condition stated is decidedly lacking, circle the "3".

CRITERIA FOR EVALUATING BOYS' CAMPS

Boys Camps Foster Democracy

. The camp program is flexible. Meaningless routine is done away with and there is always a place for the unusual and unexpected, if these are of value to the campers. Campers are not made to fit the program, but the program is made to fit the campers.

. The camp program is not geared to such a high pitch that every minute of the day is taken up with some activity. Rather, there is time for each boy to relax and to do what he pleases, even to "loaf" if he so desires.

. There are opportunities for boys to meet with strange and usual adventure which will stimulate their imaginations and prove their resourcefulness. These are provided with due regard to safety and health.

. There are opportunities for boys to develop companionship with other boys and with counselors.

. There is evidence that the director and staff members, as individuals, have a sincere interest in and respect for everyone on the camp site, as people, entirely irrespective of their contribution to the camp.

. There is evidence of mutual confidence among all members of the camp - directors, counselors, campers, employed help.

. There is evidence of the right of self-expression - of the tendency of counselors and campers to criticize constructively the camp procedures and to offer suggestions for improvement.

. There is evidence of the tendency on the part of all members to accept all others as equals, regardless of race, religion, and economic and social status.

. There is evidence of the delegation of responsibility to counselors and campers to the extent of their capacities.

0. Rules, regulations, restraints, rigid controls are kept to a minimum, and do not result in fear of those in authority.

1. There is evidence of participation in the formulation of rules by all those who are expected to live under them.

2. There is evidence of participation in the planning of their own programs and the making of decisions by the campers.

3. There is evidence of strong intrinsic motivations rather than those arising from coercion and administrative authority.

4. There is evidence of free group discussions and frequent meetings of counselors and campers.

5. There is evidence of the use by those in authority of the terms "we" and "our" instead of "I" and "mine".

1 2 3

6. The camp director possesses a democratic attitude, holds all individuals in highest respect; considers them, their ideas and wishes, as of more importance than outline efficiency; encourages participation in decision-making and delegates responsibility freely.

1 2 3

7. Counselors are selected who have experience and background in democratic living, or at least who have not been so conditioned as to make democratic living difficult or them.

1 2 3

8. There is freedom from coercion in the form of external motivations.

1 2 3

9. There is freedom from traditions and entrenched ways of doing things.

1 2 3

10. The following attitudes are encouraged: (a) attitude of becoming, (b) of growing, (c) of experimenting, (d) of trying the new, (e) of solving problems.

1 2 3

Check the types of group meetings held in your camp:

. Town-Hall Meeting (Full discussion of problems and duties by campers, counselors, and director working together. Also for program planning.)

No. of meetings usually held each week. _____

. Sectional Meeting (Similar to the Town-Hall Meeting but involving only a section of the camp - such as Junior, Craft, or Athletic Section.)

No. of meetings usually held each week. _____

. Representative Meeting (Consists of representatives from the camper and counselor groups duly elected who meet to plan programs, discuss problems and duties.)

No. of meetings usually held each week. _____

. Cabin Discussion Groups (Members of a cabin or tent group).

No. of meetings usually held each week. _____

. Name other groups which meet in your camp and give the number of meetings.

Camps Help Boys Relate Themselves to the Larger Society

. Work is glorified. The spirit of work dominates the camp, with every effort made to emphasize the importance of each camper's doing his full share for the happiness of all.

1 2 3

. Flag ceremonies are held at appropriate times to emphasize the meaning of the flag or something of its history.

1 2 3

. Dramatic skits of American history are presented by campers.

1 2 3

. News of the world is presented to campers from time to time in an appropriate manner.

1 2 3

. Campers take part in informal discussion groups on current problems.

1 2 3

. Campers become acquainted with the surrounding community and learn to appreciate some of the matters which are of vital concern to the people of the neighborhood.

1 2 3

. Campers learn something of the local history of the countryside.

1 2 3

. Campers are given an opportunity to see something of the world of work and appreciate the work of farmers, and other country people.

1 2 3

. There is the feeling on the part of campers that these places which they visit are a part of America and that these people with whom they become acquainted are Americans, and they are a part of the whole.

1 2 3

Camps Offer Boys Concrete Training in Good Citizenship

. Campers learn the necessity for certain regulations and accept these willingly because obedience to these laws is for the good of the whole group.

1 2 3

. Campers find themselves in situations which tax their resourcefulness and they make an effort to satisfactorily cope with such situations.

1 2 3

. There is a wholesome spirit of loyalty among campers for their camp.

1 2 3

. There is a spirit of tolerance among campers - (a) tolerance for other's ideas, b) religions, (c) ways of government, and (d) tolerance for other races.

1 2 3

. Generosity and a desire to serve others is evident among campers.

1 2 3

. Leadership is accepted with dignity and with a due sense of the responsibility which accompanies it.

1 2 3

. Campers participate willingly in work and play according to their individual capacity.

1 2 3

Camps Promote Health and Development of Boys

. The camp site and all buildings are clean and sanitary at all times.

1 2 3

. There is an abundance of healthful foods well prepared and served in an appetizing manner.

1 2 3

. Proper respect for the feelings of others and good table manners are considered as being essential in camp as well as in the outside society.

1 2 3

. Campers receive an abundance of sleep (at least ten hours per night for all under 14 years) and observe a rest hour following the noonday meal.

1 2 3

. Provision is made for undernourished or physically deficient children to receive extra food and rest without their being made to feel "babied" and without their being looked down upon by stronger campers.

1 2 3

. A weight chart is kept of each camper and used as a basis for helping to determine what his food, rest periods, and activities shall be.

1 2 3

. Each boy is given a complete physical examination immediately before entering or on entering camp.

1 2 3

. Information concerning his physical status is used by those responsible for the boy's welfare in planning his program of activities while in camp.

1 2 3

. Every effort is made to correct defects found in campers.

1 2 3

. Campers are given a chance to become acclimated to their surroundings, their food, their leaders, and their leaders are given a chance to know the capacities of their boys before they undertake strenuous adventure or play.

1 2 3

1. Campers are not allowed to swim except when a life-guard and his assistants are on duty.

1 2 3

2. Swim periods are of such a length that campers do not become chilled, exhausted, or have their resistance unduly lowered.

1 2 3

3. Swimming instructors are familiar with the proper precautions swimmers should take to avoid accidents or ear and nose trouble, and they insist upon the swimmers observing these precautions.

1 2 3

4. Instruction is given in life-saving, first aid, and proper use of all water equipment - including boats, canoes, diving platforms, wharves, and life-saving equipment.

1 2 3

5. Life saving equipment is readily at hand where needed and properly instructed persons are available for using it when necessary.

1 2 3

6. Competition between individuals and groups is spontaneous and kept at a minimum. Each individual is encouraged to improve his skills, knowledge, and abilities.

1 2 3

7. A diversified program is provided which will meet the present recreational needs of boys and which will enable them to use their leisure time as adults in a wholesome way.

1 2 3

8. Desirable information concerning the importance of sex in life is given when needed.

1 2 3

9. Campers keep themselves and their personal belongings clean and neat.

1 2 3

10. Information concerning each boy's welfare is conveyed to Parents, and, where advisable, suggestions are made which should be followed during the months the boy is not in camp.

1 2 3

Camps Gather Information Which Will Be Valuable To Them in Guiding Boys

1. The camp has information about the boy's home and school life before he enters camp (or on entering) and uses this as a basis for guidance while he is in camp.

1 2 3

2. The camp keeps adequate records of the campers which it uses as a basis for guidance and general camp improvement.

1 2 3

3. The boys' parents and teachers are made aware of such information as the camp has which will help them in furthering their development.

1 2 3

4. The camp seeks from outside sources - former campers, patrons, schools, and other persons who are in a position to offer valuable information - their evaluation of the effect it is having in moulding the lives of its campers.

1 2 3

Please attach any forms which you are using or are planning to use in gaining or giving any information suggested in the above evaluation. An outline of your general camp program for this season, including sports, trips, crafts, and other offerings of the camp, will be much appreciated.)

After reading the Aims and Standards set up by the American Camping Association, please respond to the questions which follow:

. In what respects do you feel that your camp most adequately meets the standards set up by the American Camping Association?

1.

2.

3.

. In what respects do you feel that your camp most needs to make improvements in order to enable it to meet the standards of the American Camping Association?

1.

2.

3.

. What plans do you now have in the process of being carried out to improve your camp?

1.

2.

3.

. What plan do you have formulated for improving your camp next season?

1.

2.

3.

On the following page you will find a chart for evaluating the training and experience of yourself and each of your workers which suits them for the jobs they are doing. Please fill in each individual's record separately.

Training of Members of the Camp Staff

Give the age grouping, experience, and educational training of each member of our staff. Include those who are considered as on the staff but who receive no other compensation than reduced rates or free living accommodations as well as those who receive a monetary remuneration. List each individual separately.

AGE	CAMPING OR OTHER VALUABLE EXPERIENCE	EDUCATIONAL TRAINING	DUTIES	YEARS IN SERVICE
6 or under				
7 - 18				
9 - 20				
1 - 25				
3 - 50				
over 50				
Director				

THE AMERICAN CAMPING ASSOCIATION - AIMS AND STANDARDS

Article I

We believe that the value of any camp depends, first of all, upon its directors. The individual camp is the outgrowth of the personality, vision, and ability of its directors, transmitted directly and indirectly through their helpers to every camper.

Article II

The physical fundamentals of a good camp are:

Strict and intelligent attention to

Sanitation

Pure and sufficient water supply

Clean, balanced, and appetizing food

Safety in all activities

Beauty and healthfulness of location

Such thoughtful selection of equipment as shall secure for each camp whatever its director considers useful in carrying out his work for his campers.

Article III

Turning now to the higher purposes which the good camp fulfills, we believe that the good camp should apply to its work, as well as to its corps of helpers, three measuring rods: Health, Character, Joy.

A. We believe that the good camp measures the value of its location, sanitation, food, equipment, personal relationships, and program in terms of Health.

It makes the inculcation of health habits an integral part of the camp program, and strives to have its campers

attain good health as a durable and joyful possession,
worthy of daily effort and attention.

- B. We believe that the good camp measures the value of its location, its equipment, personal relationships, and program in terms of Character.

It consciously and unconsciously develops in its campers the fundamental virtues, such as obedience to law for the good of the whole, resourcefulness, loyalty, tolerance, generosity, a desire to serve, leadership-- in short, the qualities most needed for good citizenship.

- C. We believe that the good camp measures the value of its location, its equipment, personal relationships, and program in terms of Joy.

It secures happiness for the camp season. More than this, one chief effect is to enable our youth to revalue for themselves the various ways men employ to secure happiness. Thus the good camp educates for leisure and for the lifelong enjoyment of the durable satisfactions of life.

Article IV

We have the right to expect, even in the brief period of one season some measure of benefit in each of these three points:

Superior health and the knowledge and will to preserve it.
Mastery of the body. Joy and skill in its use both on land and in

water, keenness of eye and ear, deftness of hand, senses alert in observation, hearts responsive to beauty. Social consciousness and responsibility, modesty in victory and graciousness in defeat, resourcefulness and reliability, contentment with simplicity and readiness to serve and to endure.

We, the members of this Association, take upon ourselves our chosen task, the conscious work with Life itself. Let us ever measure our work by the achievement of more abundant Life for our campers, our helpers, and ourselves.

AN APPRAISAL OF THE EDUCATIONAL VALUE OF PRIVATE ORGANIZED SUMMER CAMPS
IN VIRGINIA FOR BOYS

In referring to the educational value of camping, Dimock and Hendry in their book, "Camping and Character," quote Morgan's definition of Education: "The real test of a normal person is whether or not he can make social adjustments The main object of education, then, is to fit an individual to become successful in his personal relations with his fellows. Any educational system which does this is doing a real service for its students; any system which makes its students less able to secure the love and friendship of other human beings is a failure."

Will you consider carefully just how well your boys are learning to live together and to secure the friendship of others?

It is not desirable for you to try to obtain all of the information asked for in the following form at one time, or by formally questioning your boys. The best way to get valid answers is to (1) get clearly in your own mind what you are trying to learn, and (2) draw out your answers a few at a time in general conversation--on hikes, as you sit around the campfire, at cabin devotions, at the dinner table, while playing or working together. Never give the impression that you are trying to obtain information which will be recorded.

You may gain some of this information from conversations with other leaders, or from conversations among the boys or counselors which you chance to overhear.

Your camp director is the man to whom this information is most

important. Turn your findings over to him and discuss them with him as the opportunity presents itself. Be as scientific as possible.

How Well are My Boys Learning to Live Together and to Secure
The Friendship of Others?

1. Boys in my group are learning to plan together and work out their plans for accomplishing desirable objectives.
 No. of boys participating in planning _____
 No. of boys working out plans _____
 No. of boys in group _____
 (State evidence of this planning and working of plans.)
2. Boys are making friends in camp. (You may suggest at an opportune time that each boy list the "New Friends I Have Made This Summer." Do not prompt him by asking, "Is _____ your friend?" but let him name them free from suggestion.)
 No. of boys interviewed _____
 No. of new friends among campers _____
 No. of new friends among staff _____
3. Members of my group are happy here in camp. (Let this be your own opinion from your own observations.)
 No. of boys apparently happy _____
 No. of boys frequently unhappy _____
 (Suggest reasons for happiness and for unhappiness.)
4. Members of my group are acting in such a manner that boys from other groups like to be associated with them in work or play.
 No. of boys in my group "wanted" by boys in
 other groups _____
5. State any other evidence that camp is helping boys in your group to get along better with other boys and that they are liked better by others.

AN APPRAISAL OF THE EDUCATIONAL VALUE OF PRIVATE ORGANIZED
BOYS' CAMPS IN VIRGINIA

A Summary of "Criteria for Evaluating Boys' Camps"

Note: All of the statements below refer to the complete form for evaluating camps previously sent to Virginia camp directors. "1" indicates that the practice referred to is being carried out exceptionally well; "2" indicates that this is the practice of the camp but the director would like to see some improvement in its execution; "3" indicates that the practice referred to happens only occasionally or not at all.

1. Our camp is training campers in democratic living through democratic practices.
1 2 3
2. Our campers meet together frequently to discuss their problems, plan programs, and to allocate duties.
1 2 3
3. We are in many ways helping our campers to appreciate and to understand other people and their work, and are instilling into them a Christian world outlook.
1 2 3
4. Our campers are learning the fundamentals necessary for good citizenship.
1 2 3
5. Good health practices are observed in our camp, and boys are incorporating desirable health habits into their daily living.
1 2 3
6. Our camp collects adequate information about our boys and uses this information for their proper training. It also makes it available to others who are concerned with the boys' education and who can use it profitably.
1 2 3
7. Our camp meets most of the standards set up by the American Camping Association.
1 2 3
8. We have a proper balance of young and mature men as counselors, all of whom are interested in training boys in happy Christian living.
1 2 3

AN APPRAISAL OF THE EDUCATIONAL VALUE OF PRIVATELY OWNED
BOYS' CAMPS IN VIRGINIA

1. I know of _____ (number of camps) private organized camps, exclusive of "day camps," in Virginia for boys which operated last summer (1942).
2. I know the directors of _____ (number of camps) of these camps and feel that _____ (number of directors) of them are men of good character and training and who have a philosophy of life which would be desirable for boys to emulate.
3. I believe that _____ (Number of camps) of these camps are making considerable contribution to the education of the campers who attend them; that _____ (number of camps) are making some contribution; and that _____ (number of camps) are making little or no contribution.
4. We _____ (do, do not) use the experiences our pupils have had in camp in some phases of their school work.
5. I know of _____ (number of boys) boys in this school who attended some private camp in Virginia during the 1942 season.
6. (Check this statement only if you feel that it accurately expresses your situation.) I am not sufficiently informed about Virginia camps to express any opinion about their educational value.

SCHOOLS WHICH RECEIVED QUESTIONNAIRES FOR INFORMATION ABOUT VIRGINIA'S
BOYS' CAMPS

St. Benedictine School
 Richmond, Virginia

Jefferson High School
 Roanoke, Virginia

St. Christopher's School
 Richmond, Virginia

McGuire's School for Boys
 Richmond, Virginia

Binford Junior High School
 Richmond, Virginia

The Massanutten Academy
 Woodstock, Virginia

Bristol High School
 Bristol, Virginia

Maury High School
 Norfolk, Virginia

Christ's Church School
 Christ's Church, Virginia

Newport News High School
 Newport News, Virginia

Danville High School
 Danville, Virginia

Petersburg High School
 Petersburg, Virginia

Episcopal High School
 Alexandria, Virginia

Randolph-Macon Academy
 Front Royal, Virginia

Virginia Episcopal School
 Lynchburg, Virginia

Staunton Military Academy
 Staunton, Virginia

Fishburne Military Academy
 Waynesboro, Virginia

Thomas Jefferson High School
 Richmond, Virginia

Fork Union Military Academy
 Fork Union, Virginia

Woodberry Forrest
 Woodberry Forest, Virginia

E. O. Glass High School
 Lynchburg, Virginia

Woodrow Wilson High School
 Portsmouth, Virginia