

THE PLACE OF RELIGIOUS ACTIVITIES IN THE SUMMER CAMP PROGRAM

(Whether it be in value of personalities, in adjustment to the universe or life about us, or in personal adjustment religious persons should be able to recognize the fine mesh--religion--in whatever guise it appears.) There is a poetic approach to religion far more valuable, more interpretative, and more meaningful than any other. Does the artist or the psychiatrist give us a more complete picture of the man? I think that it is the artist. The universe in which we live is not a great machine, but a great thought. Then if religion's values are entwined and enveloped in the poetic, in the artistic, in the realm of thought, where can these values be more completely realized than in a summer camp? It is there that nature is the artist and the poet, and great mountains stimulate thought. It is there that God is poetic and comes to us as expressed by the poet;

"I like God when He grows mad,
And splashes paint upon the sky.
I like God for his immense
And almost lack of common sense."

It is certain that any equipment for life that is without religious and spiritual balance is like a fish without his fins. It is the duty of every camp to see that its campers do not have a two-month let-up from their spiritual training, in order that life's problems might be met with the full force of a well-rounded personality. Boys and girls should so live and so think and so establish their ideals with those of the camp that they will think of their every act in relation to these influences from the camp.

The spiritual force and value of the Director and his counsel-

ors are more important in developing the boy or girl than any or all of the exact religious activities of the camp. Naturally the religious activities head is theoretically supposed to care for all the religious and spiritual needs of the campers. His place among a group of the right kind of counselors becomes almost obscure. Then we see that this project of training the campers in the spiritual values becomes a cooperative enterprise on the part of all of the counselors. On the hikes, at meals, in games, in study, in little "chats", in music, in all contacts the counselors have the high opportunity of placing another hot coal on the ^{alter of youth} (fire of youth.) For after all, religion is life; and if we cannot have it as life, then much of its value is lost.

Then there are certain phases of the camp life especially designated to incorporate the spiritual forces. Besides the group of factors for spiritual enrichment listed by Hoffman I would like to add two.

- Hoffman's:
- A. Formal church service.
 - B. Camp or cabin devotions.
 - C. Grace at meals.
 - D. Council fire services.
 - E. Discussion groups or Bible study.
- Added:
- F. Sanctuary retreats.
 - G. Special cabin supper honor court.

Let us consider briefly each of these as they should be and as factors in the camp program. The church service should be a joyful worship on Sunday with the campers participating as much as possible. As little speaking as possible should be done. Campers should be encouraged but not made to attend. The cabin devotions can mean more than the mother with her children on her knees, if they are informally presented and wholeheartedly ^{and sincerely} put forward by the cabin counselors.

I believe that an occasional "good-night" devotion could be effectively done with the whole camp together--particularly on some beautiful nights without light or fire. This would be the camp director's night to have a devotion with the campers. Grace at meals should be in varied form. A standardized grace leads to too much uniformity and lack of feeling. The idea that all shall participate in grace is fine. Why not a silent grace from time to time? And to call on individual campers--who have been forewarned--would give them an opportunity for expression, which would be very valuable to them. Many boys have told me that the truth-seeking, "good-seeking" of the council fire services are more religion to them than anything else that they had ever known. That type of service, in my mind, cuts deeper into the soul of a boy or girl, than any moral lesson from the lips of any individual. The direction that can be given only by a forceful personality is needed here more than in any other religious activity. Discussion and Bible study groups need vitalizing more than any other camp activity. Too often it is cut and dried material delivered in a cut and dried manner. What is needed is a planned course built on study projects, which will entertain the campers' best thoughts and practical application. Solicitation of aid from all of the counselors would figure in in these projects. The informal retreat of a sanctuary can mean much in a young camper's life. Meditation, being alone, and thinking will greatly enrich the lives of the boys and girls. I believe that a well-directed, informal "honor court" or court of understanding for a cabin group can open up channels of social adjustment and spiritual enrichment which will mean happiness to the camper. The cabin supper time or any time when the cabin group is alone in the woods would be suitable.

Camp religious emphasis should be more far-reaching and more enveloping than the emphasis given it in ordinary life. In the lives of the counselors much of this emphasis is to be borne. Certainly camps can add much to the effectiveness of the living ideals of the deepest spiritual values whatever their guise and tone may be.

Horsemanship in the Summer Camp Program.

Raiford J. Wood

If I had a boy of say 10 years of age I would, like many friends in such position, be giving my most serious and searching thought to his development before he reaches the prep-school age. I would want him to develop the desire to be: Capable, Kindly, Strong, and in touch with Nature and the Infinite.

In the well-rounded Camp program, I feel, there is no activity which develops all of these desirable qualities in quite such a quick and thorough way as Horsemanship. As one gets instruction in the Care and Control of a mount, he is receiving instruction in control of his own emotions and his own muscles, and must surely be developing a love of nature in general. I sincerely believe that every boy going to Camp should be encouraged (even if at first against his will) and except in rare cases, required, to ride enough to overcome any outright fear of horses. As he overcomes at least this first shyness in regard to his ability, he will see how well Equitation fits into his thorough program.

Horsemanship should be stressed in the better Camps. I think its fundamentals should certainly be required on Honor Emblem Cards and for any rating of general excellence in camp life. I think it should be strongly suggested that each Camper take at least two riding periods a week, preferably three. I have heard numbers of parents inquire as to just how many hours the boy could have or should have, and believe many progressive parents reason that Camp is now the only place in our organized life where a youngster can well get Horsemanship in quantity, and develop self-confidence and management and care of his mount. And, it seems to me that the Camps that emphasize good horsemanship in their programs are the ones forging steadily to the front.

Relative to type of Instruction, I believe in the Park style of riding but (though I am studying up on the smallest details of such methods) I think it can easily be overdone with boys, and by causing the boy to take the attitude that his instructor is fussy, old-maidish, or too affected, defeat the most fundamental purpose, that of developing the love of his mount, of riding, and the zest, exhilaration and lightheartedness of horsemanship. Therefore, I try to outline to the boys the basic points of other schools of riding, (notably the Army or Cavalry, and the Western or Cow-boy) and to bear down most on the qualities underlying all the schools.

The means of approach to Equitation should be through "Good Sportsmanship" and in trying to instruct I believe in trying to get the boy to develop calmness and self possession first and above all.

As mentioned above I think each boy should be practically required to take a period of horseback at least twice a week, their hours being correlated to allow such. Particularly the first month special classes (very gentle and informal!) should be held for shy, extra-green or stubborn, and young boys, who have not felt the lure of riding. The Horseback Instructor should not have to waste time rounding up riders.

I really feel that Horsemanship stands along with Athletics, Aquatics, and a general Religious background, in importance; and should more and more be built up accordingly in the general program. I think particularly it should be placed among the requirements on all Honor Emblem Cards. However, appreciating (and loving!) each of the varied subjects mentioned on your list I can well understand the difficulties of trying to give a little more time to any one of the departments, lest others suffer.

Indian Lore

Even though Indian Lore has an almost universal appeal to children, there are some who do not appreciate this fine and interesting study. Because this appeal is not quite universal I would not make it compulsory to attend Indian Lore study, but make it available to those who care for it.

Through pageantry and ceremonial, the work of a camp is given more romance and color. Indian Lore is adaptable to other camp activities and can help and be helped by the other departments in its work and creating interest in it.

Salomon quotes from a report on Indian Lore: "It is a study that is rich in worth-while leads. It has a historical as well as, ^{a social} significance for the child. It is a subject to which children continually return, even after it has been replaced by another central activity."

It has been found that through Indian Lore children have touched on the following subjects: Science, reading, spelling, geography, history, ~~spelling~~, household arts, fine arts, physical education, dramatics.

A subject which is so well rounded as to include all of these ^{other} subjects should be given a place in the program so that those who are interested may attend, and encouragement should be given to others to do likewise.

For further information see "Indian Craft & Indian Lore" by Salamon, pages XIV, XV, on which ^{pages} I have based this paper.

Dear Chief:

Enclosed herewith is the paper you requested on Indian Lore.

I received the catalogues. I have several good prospects here if the banks which closed a few days ago open again soon. I think at least one of them will.

We hope you and the family a very happy and successful new year.

Sincerely,

David L. Pills

Nature Lore in Camp Program.

Nature lore is a very inclusive term. It embraces the entire creation governed by immutable laws, which, if obeyed, produce health and happiness but if disobeyed, unhappiness, sickness and death. Nature lore should have a place in all scientifically arranged camp programs. This does not necessarily mean that there must be set times and places for natural history classes. Nature lore in a summer camp should be correlated with the other activities and pursued in a natural way without and seeming attempt at formal class work. The purpose is not to make specialists in natural history but to introduce the boy to nature and to aid him in fitting himself to man's place in nature.

The camp offers ^{an} opportunity to introduce the boy to living things and their relation to the inorganic world on which we live, as well as ^{to} the heavens above. It is possible to touch the entire circle of science every day of camp life and this should be the aim of the nature instructor instead of stressing some one subject or riding some hobby. With this broad view in mind it is not necessary to go into detail as to methods and procedure. The development of the boy is what must be kept in mind and not the pursuit of science. The main thing is to bring the boy in contact with natural objects and to arouse his curiosity and enthusiasm.

If the boy's interest is aroused every hike will be a nature hike. Every walk in the fields or forest will add to his interest and enthusiasm in nature. Every rock, tree or plant will attract his attention.

The over night hikes will offer a good opportunity to observe the stars.

Whether nature lore should have an hour set aside to the exclusion of all other activities is a moot question that I shall not attempt to answer at this time. Perhaps the best plan is to have nature hikes at stated times when boys may choose between these hikes and other activities. One thing is certain - a boy can not be in two places at the same time. In later life we do not have set times for the pursuit of our most interesting subjects but at such times as we are free from our regular duties we go to our books of reference to find if possible the information desired. I think that in camp it should be understood that any boy may at any time use the nature instructor as we do our books of reference. This would make it possible for any boy to pursue a course to his own liking. On nature hikes I find that it is not a good plan to limit the subject but rather have it understood that any boy may ask any question that is of interest.

I believe it would help to create an interest to have the nature instructor give short talks at times on nature in general. One of the objects that should be kept in mind is that nature study should cast out fear and root out superstition. The boy should be led to see that there is a relation between cause and effect and that like causes produce like effects. What the world needs most at this time is a religion that will influence a more sane and sensible kind of living. It is my belief that a lack of the proper understanding of nature's laws is a

the cause of much of the suffering in the world today. But above all else I think nature lore in the camp program should be the one activity above all others that should be correlated with religious activities in such a way that the boy may feel the imminence of God and see Him in the floating cloud, the flowers of the field and everything created by His hands.

The nature leader's motto should be. "Through nature up to nature's God."

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W. G. BLAKE
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Astronomy and Mineralogy.

For the acquirement of scientific knowledge a laboratory is all-essential. The great laboratory of inanimate nature is God's outdoors. There, in intimate contact with mountain, valley, stream, rock, crystal, star, one may imbibe and assimilate truth as one quaffs cold, sparkling water from a mountain spring. What better environment can there be for the young student of physical geography, mineralogy, and astronomy than that offered by a well-conducted camp in the wilderness? There he is in the very sanctum sanctorum of Nature herself; and, under the tutelage of a competent and enthusiastic instructor, what an opportunity, what a privilege for the camper!

To the usual nature lore branches the above subjects have been added. They, too, have their lessons of charm, wisdom, majesty, inspiration and service.

Astronomy and mineralogy are only casually touched upon in high school, or not at all; and the majority of students do not take them in college. Hence an opportunity is offered them in camp for the first time, and, perhaps, the only time, — to receive some knowledge of these fields of science. This fact is ^{of} no little significance when we note that the subject of astronomy is one now of world-wide interest and popularity. Rapid modern advance in astronomical research and discovery makes a fascinating appeal to the thinking mind, as the printed page and the platform lecture *to day* often remind us. Ignorance of, or a very meager knowledge of, this splendid science, closes indeed to one a most glorious window of God's creation. Alas! too few of us realize that a deeper thrill would come to us from the starry sky, making life richer and fuller, that a greater majesty would crown the mountain, a deeper glow burn in the ruby, and a finer scintillation emanate from the diamond, if we only knew a little more of their origin, their nature, and their growth. Can true culture exist without some fairly appreciative knowledge of these things?

Culture is not simply a matter of profound erudition, a keen eye of

discernment, a hoard of choice experience. It is all these, plus. Libraries, universities, men, women, and society confer only a part of a broad, liberal culture. One must sojourn in the great out-of-doors and hold a heart-to-heart communion with Nature in her own retreats, where life in myriad form abounds; where mountain, forest, flower, animal, torrent, star and crystal woo one to research and meditation. One must launch out into the infinite spaces where suns and systems and galaxies work out their destinies under immutable laws, and where men think more clearly God's thoughts after Him. One must follow the colors of the evening back to their home in the sun, and learn some of their secrets. Rich acquirement must be accompanied by a sort of soul temper springing from an intimate, cordial relationship with the true, the beautiful, and the good wherever found.

~~Mr. Johnson~~ ^{Mr. Johnson} ~~is a descriptive lecture on the Solar System with illustrations, bringing out in an elementary way its main features, and showing its relation to the stars, other systems, nebulae, etc. With this groundwork, instruction under the evening sky, with the aid of a three-inch refracting telescope, furnished by an enthusiastic student of the subject, and one of the ~~senior~~ counselors, is given to advantage.~~

In mineralogy, the boys, accompanied by their instructor, take excursions about the region, where they find the more common mineral specimens. These are identified and studied.

In this work great help and inspiration are afforded thru the highly appreciated interest taken by Mr. B.S. Colburn of Biltmore Forest, whose magnificent collection of North Carolina minerals and Indian relics is open to visits and inspection by the boys. Mr. Colburn has also presented to the camp collection many interesting specimens, together with an excellent cabinet to hold them. Mr. Ray Ewell, connected with the mineral identification department of the Bureau of Standards in Washington, and one of the camp's able counselors, has also furnished many fine specimens for the collection.

Mr. Johnson, I did not know exactly what you
wished here. You are adept this as you please.
I returned the copy of my work in indebtedness,
after correcting two or three typographical errors.
Cordially - W.P.B.

The Place of Honor Emblem Tests in the Summer Camp

To those who do not exactly understand the purpose of Honor Emblem tests in a camp program, a brief explanation follows.

Honor Emblem tests, whether for the old or new camper, should embrace in its requirements, definite projects designed to bring before the boy, the real objectives of camping. No Honor Emblem project, should for instance, call for a one sided performance in either physical, mental, religious, or actual camp experience: its real achievement is to combine these into the whole of the camping life.

As to the Honor Emblem tests in the summer camp, their place may be brought forth by illustration.

These two incidents occurred on the same day. A little fellow, one of the younger campers ran up to his cabin counselor. "Oh, Mr. —, you must come down to the branch and see what I built." The counselor, realizing the earnestness with which the request was made, followed the little fellow to his work and play. Down in the swifter flow of the stream was proudly exhibited a water wheel. And with this exhibit went a very careful and minute description as to how the idea was conceived, method of construction, and future plans.

A few hours later, another camper, somewhat older, came to the same counselor. "Mr. —, won't you come down here and watch me light a camp fire with one match. It is one of my requirements for an Honor Emblem, you know." Mr. — follows the camper into the woods, where he has carefully laid his fire. With the one match, he turns his cone shaped piece of wood into a bright burning fire. His requirement, as far as fire building is concerned, has been successfully passed. He obtains his counselor's O.K. and goes on about the passing of another requirement.

In both incidents these campers have satisfied a desire. But the results to each individual are quite different. One has created an idea in his own mind. It is put into use with his original plan as a guide. Upon completion, his result knows no regret. The water wheel is viewed with the same pride as the trained builder admires his successfully built structure.

The other camper, too, has completed with success, a project. He may view it with the same pride, and his result may be even more satisfactory than the water wheel construction. Yet the fire builder may not experience the same pride as the water wheel "engineer" — the former's latter's project may only have been the result of a desire for points toward an Emblem of some kind.

6 These above lines may lead one to think that the subject matter has been forgotten. Not in the least, for in these two incidents, the place Honor Emblems have in camp programs are shown.

We should in our Honor Emblems work not forget the real objective it should bring forth. That is, initiative on the part of the boy, should always be encouraged. Never, never cover up the real value of self-creativity with the offer of badges, emblems, and certificates. They do not always indicate a successful camper - their reward is only material. When, and only when we place the joy of accomplishment above the artificiality of material awards, our Honor Emblems ^{tests will be} a vital part of any camp program. ~~It is our little boy's~~ ~~work with,~~ ~~we place before him,~~ tangible material.

Scouting's Place in a Private Camp

Scouting should be given at least as prominent a place in a camp program, as any other activity.

The Boy Scout Movement is for world good, and by giving it a prominent place in a Camp program it keeps the principles of scouting before the boys who are scouts, and those who are not scouts. A great many patrons or prospective patrons may know little about a particular camp, but since the principles of scouting are well known, they cannot have but the highest regard for a program which is well balanced and has a place for scouting in it.

A great many campers are scouts, and most of them look forward to Summer & Camp as the time and place for them to pass tests in scouting. If this is denied them they will be disappointed. On the other hand, if you give them this opportunity to pass tests, and somehow put scouting in the background as a camp activity, Scout Executives will not be inclined to honor such tests at their face value, but will require a review of such tests under Council supervision. I know this to be true from experience.

All boys, whether they are scouts can derive a great deal of benefit and pleasure from contact association

with the principles of the Scout Oath and Law, and the various projects which they may enter into under the direction of a competent scout leader.

Dear Chief:

I hope this report will be satisfactory. It is the best I can do under the present stress and strain of school work.

Hope you and the family are well.
with best regards,

David L

David Liles

1932 ?

Dec 29 1921

The Place of Astronomy in a Camp Program

A summer camp, far away from the glare of the city lights offers to boys a golden opportunity to become familiar with the stars and constellations which are to many a closed book. Let us decide what phase of this science should be taught in a summer camp.

A camper's day is filled with so many activities and instruction along ^{so} many lines that he has almost no time to think about astronomy then. In the evening when he is relaxing from his full day as he walks about camp he cannot but help notice the stars as they appear one by one in the darkening sky. It is at this time that instruction in astronomy can be given to the best advantage -- ~~when the interest of the boy is aroused.~~

To campers the most interesting and popular phase of this science would be Descriptive Astronomy which teaches the constellations, stars and planets and their apparent motions across the sky. Instruction along this line would make its contribution to the development of the esthetic nature of the boys in teaching them to observe and appreciate the wonders and beauties of the starlit sky.

It would seem that the best time for such instruction would be between evening program and call to quarters but among other things experience has proved that the intervening time is not long enough for adequate instruction, then it is, quite often, not dark enough at this time to do much practical star study especially if a telescope is to be used. Therefore it seems to be the best plan to allow those interested to remain out with the instructor after taps in order to have a better opportunity for better observation.

It is advisable in order to introduce the camp group to Astronomy to devote one evening during the first of the season to talks on various phases of the subject. The boys should be told something about the nature of the earth, solar system and its relation to the other stars. This to be followed by the entire group going out to observe the most important constellations in view. This will help to arouse interest and make the boys "star conscious".

After interest has been aroused there can be held short instruction groups for those most interested, at which time the instructor will answer questions asked by the campers. ~~for~~ In this manner ^{way} the campers learn the facts in connection with ~~the that phase of~~ ^{that phase of} ~~phase that~~ interests them most.