

^ THE SOCIETY OF PROFESSIONAL CAMP DIRECTORS

An address at the Founding Banquet on May 21, 1969 at Rosedale Golf Club, Toronto
by J. Harry Ebbs, M.D., F.R.C.P.

Mr. Chairman and Ladies and Gentlemen:

It is a great honour for me to be asked to address you on this occasion when we gather to celebrate the founding of a new society. Some of you know that there have been abortive attempts to start such a movement in the past. Several years ago, after consulting members of the Ontario Camping Association and the Canadian Camping Association, I was encouraged to explore the possibility of a Society of Camp Directors, which might become a professional organization similar to the societies of other professions. Unfortunately it was somewhat premature, since the Camping Associations were involved in organizational problems at that time and feared that a special group might cause a division within the ranks of their own association. This was also the case in the American Camping Association.

Many have asked, and I know you have, why there should be a Society of Professional Camp Directors. It is my opinion that camping has similar interests to many of the professions, and that properly qualified and experienced camp directors can be classed with teachers, zoologists, foresters, mineralogists, geologists, engineers, psychologists, sociologists, physicians, etc., whose professions bring them into contact with many of the areas of camping.

It is difficult for some people to understand that a person who is highly qualified and working in camp directing, is following a pursuit which can be called professional. Naturally, the occupation is somewhat different to that of other professional people, because camping is different - it is a "way of life"¹¹, which in many respects is different to everyday living. It is usually associated with the out-of-doors, involving a degree of adventure. It is associated with a return to nature, a healthy form of living, a different form of physical activity, and in our case, group living for youth. There are many different disciplines or professions that are interested in this camping movement which has been going on for more than 70 years and which, from the beginning, has been largely associated with youth.

How did it all start? I am not going to try to trace its history, but I am sure that everyone here is aware that in this part of the world, Cochrane, Statten, Chapman, Piewman, Danson, and others in boys' camping and Mary Edgar, Mary Hamilton, Fanny Case, and Fern Halliday and Ethel Statten among others, started girls' camping. They all began in a modest way and through sheer work, drive, dedication, inspiration, and a lot of luck, advanced children's camping to the level that it enjoys in Canada today. They developed what I like to call the 'art'¹ of camping. They practiced this art, it is true, partially by trial and error, but gradually they demonstrated a way of life which proved increasingly popular and was accepted generally as something good and beneficial. So the art of camp directing developed through skills in organization, inspired leadership, and a vision. They did not have much background knowledge to turn to. They created knowledge by trying out programmes applicable to the needs of youth and upon this foundation gradually drew from other disciplines as well as from their own skills and knowledge which enriched their own experience.

At the beginning of this century, we began the period of so-called modern science which started with the discovery of x-ray, electrons, radio-activity, etc. This created a new world characterized by speed, atomic energy, shrinking distances, and many other things which we are now beginning to accept as common place. Our world has changed and we *are* in the struggle to try to keep up with all the new knowledge, something at which even the computers are not yet completely successful.

What about the other side of living? What about the human being who has to adjust to a changing physical world? This is where, I think, that camping can still play a big part; that is, in the area of the social sciences and their application to camping, and along with their importance in living in this new world. Knowledge in this field is hard to come by - it is slow - it deals with people not animals or material in a test tube, such as one finds in basic science. How much of the science of living is part of camping? I think that it is a large part, and that it is here that camping can emerge as a force by producing new knowledge - by making a professional approach to the practice of camping through the social sciences as well as through the physical sciences.

There are two types of research: theoretical or basic research and applied research. A profession is professing to know significant subject matter backed up by scientific facts. To begin with, you have an hypothesis with possible true facts which have to be tested before being accepted. You can have a theory about something in camping, which is more definite but it also must be tested. If enough theories about camping are found to be true, then you have a body of knowledge. In a paper by Mendryk of the University of Alberta, he pointed out that if you do research and prove beyond reasonable doubt that a theory is true and if this is generally accepted, then you can call it a law. And so as a field of knowledge becomes enlarged, it becomes known and accepted and it guides its practitioners. As a result, we have the foundations for a profession. Many other professions and disciplines share some of the body of knowledge about camping. They have put it together with other related knowledge as the background for their own profession.

The camper belongs to many people and to a variety of disciplines. This makes it important that camp directors become inter-disciplinary in their approach in order that they can understand and exchange information with other professions who have knowledge, interest and involvement in camping. In this way, we can develop mutual respect but even more important is the feeling of freedom to mix, to associate and to share in the development of one's profession.

A good example of this is in the sociology of leisure and recreation which encompasses outdoor education and something with which camping would be very much concerned. After all, school camping is an off-shoot of outdoor education which has always been practised in summer camps. I think, that camping is still the backbone of outdoor education. We should continue to study our contribution and approach to this important and growing field. There is no reason why professional camp directors cannot give direction and leadership to the outdoor education movement.

In the early organization of a professional society it is necessary to motivate its members to continue to learn through research, through the interpretation and application of the research of others. Keeping up to date can be accomplished in advanced courses or special sessions within the society itself.

Most important of all is the stimulation of each other to bring forward problems, to look for unsolved questions and to, wherever possible, initiate research.

Every profession has a form of discipline which is sometimes spelled out in a statement of ethics, but which usually need not be written, since it becomes an inner force within the total and the individual membership. It probably stems from a feeling of pride on the part of the individual as a member of a professional society, which guards jealously its reputation in the eyes of the outside world and strives constantly to keep the profession reaching for higher levels of excellence.

This new society of Professional Camp Directors is, I believe, the first in North America. I am sure that it will be watched with great interest by many persons. Some will be eager to join, because it should raise camping to a new level of professional development. It will be necessary to establish, review and upgrade standards quite frequently. The founding members will be charged with the responsibility of guarding its membership to ensure that it will continue to command respect. Its continued success will depend upon our ability to encourage young people to become qualified for admission. This can only come about through inspiring potentially good camp directors to engage in pursuits which will qualify them for admission. We must develop such persons, acting as their sponsors and introducing them to our meetings in order to give papers or take part in our discussions. Only in this way can the total membership assess them and decide whether they meet the qualifications and standards which are expected in our Society.

Finally, we have a great opportunity to do something which others have not dared to do. The next few years will determine whether or not we are ready to become a profession, to think and act as professional people, and to make a significant contribution to one of the most important forces in our present society, namely, the development of youth through camping education. As I look at the membership in attendance tonight, I am conscious of the tremendous experience in camp directing which it represents. It has a solid foundation.

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37. Random Thoughts of a Visiting Camp Hopper, November 1978	John Gi Ichrist	Glen Bernard
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At the Society's Fall Dinner Meeting at Hart House, University of Toronto, November 26th, 1969, Mr. Charles Plewman, former Owner/Director of Kilcoo Camp, addressed some remarks to the members. His remarks were as follows:

You could say that 'The Old Grey Mare ain't what she used to be, and believe me you wouldn't be very far out ... (I think it was in 1909 I took my first group camping, that's quite a long time ago!) But putting aside all joking, I do want to thank you for the honour that you have conferred upon me. (Editor's note: Mr. Plewman was appointed an Honourary Member at our Founders' Meeting.) I must confess to you in all honesty that at the beginning I was just a kind of rank amateur that did something because it made him happy, but, the age in which you and I live today is much more complicated, and it is a much more complex society than it was in those days. I am sure that this Society has a real contribution to make, not only in raising the standard of camping in this country, but (possibly more important), also improving the quality of those that are going to give it leadership.

I hope I'll be pardoned if I appear to sound a word of caution: In this game in which you and I find ourselves (and sometimes I like to think of it in terms of a game), we're not dealing with inanimate objects; we're not just moving checkers across a checkerboard; we're dealing with human values; we're dealing with boys and girls in what is one of the most formative and one of the most decisive periods of life. What we do not need is a lot of efficient technocrats. It seems to me that no amount of knowledge and no amount of skill is going to suffice, if a man lacks sympathetic understanding of youth on one hand, or hasn't got his heart in the right place on the other hand. We have some educational people here, and I hesitate to say this, but I'm one of those who believe the educational system has made a mistake in placing so much stock on the academic standing of teaching.- Forget it! If that teacher, no matter what their academic standing may be, lacks a sympathetic understanding with child life and is unable to share it, they're pretty nearly a total loss. I often wonder what our childlife has suffered at the hands of teachers (many of them equipped with high academic standards), who should never have been in that profession in the first place .

It seems to me that what we need is more understanding; an awareness, a greater awareness of what is happening to our boys and girls, and, equally as important, of what's happening in the world in which these kids have to live. Let's face it: we live in a world that many thoughtful people are prepared to say has already lost its way; a world in which one-third of the people have too much money and too much to eat; and another one-third have practically no money and are starving to death. In a world that in the last war killed thirty-five million people; six million just because they happened to be Jews. In a world that is now all set and ready to go for another war, in which they estimate they will kill two hundred million people in the first twenty-four hours; all that remains to be done is to press the button. The ICBM's, inter-continental missiles are zeroed in on seventy-five to one hundred cities over there and over here, and when some fool presses the button, look out for this civilization as you and I know it. It raises the question of "Just how crazy can you be?"

Probably worse still is that we live in a world that has turned its back on, that has rejected, the way of love, the way of brotherhood, the way of co-operation, and has bet its very life on the use of force, which, followed to its ultimate conclusion, is going to mean the utter destruction of this civilization as you and I know it. Because the civilizations have come and gone, it is no reason to believe that we are impervious to what killed them. We live in a world that's torn asunder by racial hatred. We can send a man to the moon, but we don't know how to make a brother of the man who lives next door. I don't know if you realize it, but today there are no longer any absolutes: we got rid of them ... there are no longer any rigid rules ... there is no longer any black or white ... everything is relevant and every man is supposed to decide for himself what is right, what is wrong, and what he's going to do in this situation. In other words, he's a law unto himself. In my younger days we had a name for that thing: we called it 'anarchy'. Today we call it situation ethics! situation ethics!!!! Now, if our adult life is confused, and our adult life does not know the direction in which it is travelling, what can we expect of our youth who have practically no guide lines to follow?

My granddaughter is going to what they would call a good school -- it is a good school in many respects -- most respects -- up in North York. She is fifteen years of age. (Did I say my granddaughter? Sometimes I say my daughter ... that's how close she is.) She may be wrong, but when I asked her what the drug situation is, she said "Grandad, 50% of the kids in Grades 9 and 10 in our school use drugs." Now let's say that's an exaggeration, but it's significant that the kids think that; it's significant that the kids are saying that! She is dated by a young chap seventeen years of age, a brilliant student, a fine chap, but, he has a twin brother who is already hooked ... he uses speed, LSD, he pushes, he's been arrested ... a couple of weeks ago he broke his arm after a 'trip'. He's been in my home along with a lot of other kids that my granddaughter says are drug-users. Maybe a lot of them are just experimenting, but here's the situation and I've got to confess that it seems to be just a little frightening

What does this all mean to you and me? I'm sure that we don't want to fiddle while Rome burns; that we don't want to be blind leaders of the blind. Surely if it means anything, it means that you and I are confronted with a challenge that is two-fold: first, to strive to rear, to grow and develop our boys and girls into something of the fulness of the stature of the perfect man and the perfect woman, and secondly, to rear a new generation, a new breed of people, a breed of people who will become citizens in their own right in a world order; who can think and act for the first time (because this world has never done it before) in terms of the common good, and who can go out and bring into being a new and a better world.

Mr. Chairman, Ladies and Gentlemen, it seems to me that at a time like this, ANYTHING ELSE IS NOT ENOUGH.

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THE SOCIETY OF CAMP DIRECTORS

Excerpts from
SPACEMEN ARE WE I

A paper presented to The Society by Professor Kirk A.W. Wipper
November 26th, 1969.

Very recently we all witnessed with great admiration the splashdown of Apollo XII, another remarkable feat in the space age,, Day by day we become more aware of the growing concern over the renewed predictions regarding serious threats to man's survival which stem from widespread environmental abuses and misuses. At the same time there are more and more warnings being issued regarding the plight of our large urban areas. The Globe and Mail on its front page carried a statement by Milton Eisenhower outlining the probabilities of present trends in the large urban concentrations of people. Already the situation has reached crisis proportions in many of the larger cities. In our own federal provincial discussions there was a definite interest in placing urban problems high on the agenda priorities.

The above three observations can each be identified in space terms. The first, obviously, represents another step in the spectacular space adventure. The second may be classified as middle space or the natural environment which sustains man both physically and spiritually. The third which is undoubtedly the greatest frontier of all is the inner space -- that which lies within each of us.

It is not surprising that outer space assumes its dramatic and prior attention because it represents what most people feel is the lost jungle city or the Northwest Passage of our time. After all, this planet's wilderness has been explored and charted; the primitive tribes have been studied; the ancient civilizations have been uncovered; and even the undersea regions have been investigated. In the enthusiasm for probing into that infinite unknown, the outer space, there is a temptation to overlook the immediate, urgent problems related to the middle and inner spaces. Their proximity has perhaps rendered them less adventurous than what seems to be awarded to outer space projects. Nonetheless the middle and inner spaces are the immediate and real concerns of today and tomorrow and in these the children's camping movement has a front line challenge, opportunity and responsibility.

In reference to the middle space two basic facts should be identified and understood, One is the remarkable and persistent population increase especially in areas which can least sustain them. The other lies in the explosive advance of technological skills and innovations which provide many advantages but at the same time inflict increasing harm on the environment in a shorter period of time than ever before.

The Conservation Council of Ontario, in which our O.C.A. participates, recently reported that there were between 500 and 600 chemical poisons being applied in the United States. In this country, roughly 70 million pounds of those poisons are used each year. This is impressive when it is recognized that there is so little experience or information regarding the long-range effects of those chemicals. The situation approaches crisis proportion when research reveals that the short-range effects are also seriously damaging. The recent recall of D.D.T. is an example of a major admitted error,

It is relevant to glance briefly at our heritage and trace how, on this continent, there has been an evolution in attitudes to the middle space. The Indian for centuries tended to approach his natural surroundings as a friend. On foot, by canoe, or by horse and travois he moved from one setting to another, never really depleting his living environment and the resources it afforded for his survival. He lived in and with his surroundings in a state of harmony that he seemed to recognize was the only way to assure his continued existence. In his rituals he reflected his respect for the elements as he admitted his dependency on the world around him, Maka-ina, mother earth, and the four winds received his salutes around the council campfires.

The more recent arrivals and in particular the white man looked upon the wilderness as an enemy to be subdued and subdue it he did with all the energy and ingenuity he could muster. Hacking, gouging, blasting, burning, scraping, digging, burying, flooding, cutting, draining, stripping, hunting and trapping were all included in his inventory of ways. True, much of it was essential, but so badly planned and with such little appreciation of consequences. What is even more disconcerting is that with all the experience that man has gained, confusion and indecision today haunts the land. Still, values remain blurred and ill-defined, fluctuating according to convenience. We blunder along over Spadina Expressway issues, waste disposal, highways, mines and quarries, energy plants, subdivisions, huge public campsites in parks and industrial developments. Although I am not a pessimist, I can understand the predictions of a Doxiades who suggested that present trends cannot but lead to disaster.

Really there is no need to turn man into a slave of the machine. The intent when the machine age dawned was that man would be freed from the mundaneness of life, the boredom of routine occupation, the disproportionate time required to pursue a livelihood but man has succumbed and surrendered. He runs hither and thither often aimlessly and without cause, feeling a compulsion to dance to the ticks of the clock, one of the earliest machines.

We could, indeed, get much better service from machines of all kinds if we understood the necessity of preserving human values -- of being concerned less with the quantity and much more with the quality of life. This will require a shift in a value system which is very much oriented to the quantitative aspects of living.

Winston Churchill pointed out "We shape our cities and then they shape our way of life." Whether or not we really shape our cities is open to assessment. As it stands now, the one-third of our daily time which we might devote to leisure, pleasure and thought is invaded by enormous community problems, not the least of which is traffic and transportation. Yet it is that time which makes the difference between man and animal, a free citizen or a slave,

This leads to the inner space frontier which requires our constant vigilance. There are strong tides of intolerance, greed, envy, waste, sensuality, brutality, self-conterdness, indifference, misunderstanding, lack of trust. History reveals these are not new but in a crowded planet their proportions are frightening. Such considerations make the challenge of positive self-concept a very relevant one. The way we regard ourselves and the manner in which we relate to other persons are interdependent considerations. Tennyson spoke of "self-reverence, self-knowledge, self-control" leading to "sovereign power".

The questions that follow might serve as a guide to those who see in self-concept an area for cultivation:

- 1) How can a person feel liked unless somebody likes him?
- 2) How can a person feel wanted unless somebody wants him?
- 3) How can a person feel acceptable unless somebody accepts him?
- 4) How can a person feel able unless somewhere he has some success?
- 5) How can a person feel important unless he is important to someone?

In a study entitled "The Influence of School Camping on the Self-Concepts and Social Relationships of Sixth Grade School Children" by Jerome Beker, Teachers' College, Columbia University, it was learned that camping (5 days) can have a marked positive impact on children's self-concepts and to a slightly lesser degree on their social relationships as well. The precise nature and depth of this influence and its specific determinants, however, remain obscure. If the specific elements in the experience and climate, that tend to promote camper growth can be identified, it may be possible to apply them elsewhere, e.g. classroom, recreation, etc. An understanding of the impact of camping may suggest ways of increasing the potency of educational and recreational settings.

In the adventure of exploring the inner space, the middle space may become a very prominent partner. The joys of the open provide opportunities for understanding and nourishing the inner space; not to escape from reality but to learn to cope with it. To be in tune with the natural rhythms of life affords a time to see oneself in a new perspective, to begin to see how one fits into the spectrum of life and living things.

In relating the inner and middle spaces, the camping movement has an unusual opportunity. Historically there has been an attempt to regard the central mission of camping as one in which the natural environment has played a fundamental role in developing the human resource. The uniqueness of camping has generally been in the way the natural world has become involved as a tool for the positive development especially of young persons. In the beginning it was not necessarily a conscious or deliberate effort but nonetheless it happened. In examining modern camp programmes and leadership styles there appears to be a lack of emphasis in relating to the middle space. The middle space deserves a great deal more attention by camping leadership than it is currently receiving. This issue becomes more urgent when it is realized that in camping is the finest opportunity to build enduring insight into the natural environment; its diversity; its adaptive strategies; its ceaseless change; and its limitless interrelationships. Apart from its application to a qualitative life and all that might apply there is, as mentioned earlier, the ever present relationship to man's survival. ... This is the trailer truck that polluted the air which polluted the clouds which polluted the rain that fell to earth and polluted the land which polluted the plants and the water ... and poisoned man ...

The kind of rapport that is desirable with the natural world can be gained through a wide range of multi-sensory based experiences:

- hearing the friendly call of a chickadee on a cross country snowshoe trek
- enduring the sting of a tough portage
- testing the palatability of a survival food

- guiding a canoe through swift determined waters
- fashioning a thing of beauty from driftwood
- discussing how things were done by those who lived a different way
- observing the patterned pursuits of bees in a hive
- playing in the clean water of a sheltered bay
- pausing to wonder at the confident flight of migrating geese
- attempting to translate or canvas the orange sky and lengthening shadows of evening

In all of these the participant, the camper is active, discovering, exploring, experiencing fun and excitement, contemplation and meditation. The inner space is being profoundly affected!

In summary, the theme of this discussion has been to emphasize that the inner and middle spaces are modern frontiers and that they are interrelated. Further the camping movement has a front line responsibility to explore those spaces and chart them for those who come into the sphere of influence of camping leadership. In striving toward a quality life goal, camping leaders are indeed spacemen of the highest order.

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THE SOCIETY OF CAMP DIRECTORS

STANDARD IN CAMPING

A paper presented to The Society by David Palter, B.A.Sc., P.Eng.,
Camp Consultant, Wednesday, November 26th, 1969.

In researching the activities of the O.C.A., Standards and Legislative Committee back to the early 1950's, I have discovered that then, as now, our aspirations and goals were to provide excellent camping for children, and to do the best job we could as Camp Directors.

In the early days of Camping and up to quite recently the only sources of information available to us, were through membership in a camping association; Ontario, Quebec, American, etc., the meeting and convention functions of each association provides this information.

Thus, camp directors are in a sense self-educating -- firstly, possibly as counsellors in camps other than their own; secondly, meeting with other camp directors and exchanging information. This latter experience --« the exchange of information between directors came about very slowly prior to the Standards Committee Visiting Program. This has been functioning for a little more than 10 years and there are a few directors who still do not volunteer for this excellent opportunity to see how others in the field of camping operate and thereby increase their own knowledge,

One may wonder what this has to do with Standards and Legislation. In my opinion, when a camp director wants to improve the operation of his camp he seeks guide lines or accepted principles of camping that have been tested by time and are required either by law (Health Department Regulations) or are mandatory for membership in recognized camping associations. Thus the Standards Program of Camp Accreditation by means of the Study of Desirable Camping Practices becomes an important educational factor.

To my regret, I have heard that some Camp Directors refer to a Standards Committee visit as an "Inspection." This is unfortunate because in all the efforts of the Standards Committee to achieve Camp Accreditation, it has been stressed that the prime purpose of the visit was the exchange of ideas between directors. This was the reason that visitors were chosen from among camp directors who had a minimum of 5 years' experience at the administrative level,, These were the people who could properly join in exchanging experiences and ideas and would benefit themselves by the visit to neighbouring camps. I am sure you can recall the day when it was unheard of to go to see your competitor during the summer, or the winter for that matter. Directors met at arms length -- fully extended -- at association meetings. Now, and I can definitely attribute this to the visiting program, many new friendships have been created and a professional atmosphere has been achieved -- witness this gathering tonight.

As early as 1952, the Board of O.C.A. adopted accreditation of children's camps in principle. The problem was to work out the details that would be acceptable to the then active members of O.C.A. As we all know there seemed to be some slight disagreement on how to do this.

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The first attempt was by means of "Minimum Standards", with which all camps would have to comply. Well -- there is no minimum when it comes to the physical property, because some of the best camping can be practised with an axe and ingenuity in building a basic shelter. It was found that Minimums would not work and a Self-evaluation Questionnaire in 1954 brought in 44 responses. O.C.A. was not going to cancel 80 memberships because they would not reply to a Self-evaluation Questionnaire. The Standards Chairman at that time, reported to the board of O.C.A. that he was very discouraged. I quote the following from the archives of the Ontario Camping Association: "A meeting of the Legislative Committee took place at the Park Plaza Hotel at noon on Thursday, March 7th, 1957. Those present: Mr. Lloyd Perry, Dr. J. Harry Ebbs, Mr. Irwin Haladner, Mr. W. E. Yard, Mrs. Ralph Raymer, Mr. W. B. Danson, Mrs. G. W. Flynn.

RECOMMENDATION FROM THE LEGISLATION COMMITTEE

"We recommend that the Ontario Camping Association endorse and encourage the formation of an association of professional camp directors. The object of this association will be to provide a government-recognized organization through which the public will be protected against the operation of children's camps by undesirable and untrained directors." This recommendation was presented to the Executive Committee of Ontario Camping Association in 1957 and was approved in principle. The first official mention of Professional Status and an Organization for Professional Camp Directors dates back to 12% years ago.

As a result of the foregoing recommendation, on April 29th, 1957, I was asked to assume the chairmanship of the Standards Committee and charged with the responsibility of initiating a program of accreditation. I do not wish to regale you with my trials and tribulations. It is sufficient to recall that visiting came about on a friendly, voluntary basis, and those who joined the team of visitors usually learned to enjoy this one or two day change of activity during the camping season -- it was my day off from my own camp when I could spend some time with a fellow camp director and see his camp in action. In return, every third or fourth year I was able to be host to someone visiting me.

Now that visiting is mandatory for membership in O.C.A., in other Provincial Associations, and in the American Camping Association, there is a great danger that the visit could be come an inspection. If it becomes a mechanical routine chore that a camp must submit to, in order to receive the blessing of the Association and in order to show the emblem to the public, all value of the program is lost. We must keep reminding ourselves of the prime purpose of the visit - Communication - Education.

At the present time, in addition to camping meetings and annual conventions, the Standards Committee's program of visiting, provides a great deal of the education available for those who wish to progress in the camping field. There are a number of young people who are interested in owning camps. Recently I have personally met with some of these people and they usually follow the same pattern. They have been campers and then counsellors. One has just turned 22, taught school for 3 months and gave it up because he did not like to be a teacher, he now prefers to return to university to enter the School of Social Work. He would be interested in buying a camp. He has financial support from his family, and would like to operate a camp in the summer. I discussed with him his experiences in camping. It was extensive at the counsellor level, but not as an administrator. I suggested to him to return to his former camp if the camp owner would give him an opportunity of working at the head counsellor level or at least with some of the office routines that would bring him in contact with daily operation, supplies, maintenance, camper, staff and parent involvements. He took my advice. I saw him during

the summer and as far as I can judge, at the moment he is not ready to proceed with the acquisition of a camp. This past summer was a revelation to him. I wish there had been some Educational Institution with a camping curriculum to which he could have been directed. He was enthusiastic about camping, he was anxious to learn and he would welcome the opportunity of taking an academic course in camping to complete the practical experience of the past few years.

In the past two years I have had a number of contacts with agency camps and the subject has been discussed about courses for University Undergraduates, particularly in Physical and Health Education, Sociology, Recreation and related fields. More than 20 years ago, the State Teachers' College of Brockport, New York, operated a children's camp in the Catskills. The children from the town of Brockport received an inexpensive vacation at a University operated camp and the students were able to work in a camp environment to receive credits towards a Degree in Education. This is what should be available in this Province. Then I could direct my young friend who seeks advice.

I had another experience this year with a Camp Director who shall remain unnamed. He is not present tonight and because I was engaged professionally as a consultant I must retain his confidence. However, the incident cannot be ignored because it does point out very vividly the importance of some control over entrants into the field of camping.

Some years ago this young man acquired a lakeside property and converted the existing buildings to his particular needs. He had financial support from members of his family and a considerable amount was spent, in addition to assuming a large mortgage. The large mortgage is one of his greatest problems, along with a few more that could have been avoided if he had had more camping knowledge. First of all, he is hemmed in on all sides by cottages so that there is no room for expansion, and the site actually lacks space for activities. The road to his neighbours cuts right through the camp property and presents a real hazard. The waterfront is very small, too small for a boating program adjacent to a swim area. Many such obvious mistakes were made in the original concept.

The owner of this camp had had two years' experience in camping as a counsellor before going out on his own. Now that he has been in business for several years he sought my advice in solving his problems. I wish I could - he is a nice fellow, but the mistakes were made in the original purchase and plan of the property. I am sure that if a board of examiners had existed that would require an examination of a prospective camp director's education, training and experience, before issuing a licence, this man's difficulties might have been avoided. I sincerely hope that he will be successful, but at the moment his backers are withdrawing their support because of a lack of return on their investment. If he should fail financially and parents get involved, as it sometimes happens over services not rendered and fees paid, O.C.A. will be criticized. Of course O.C.A. can do nothing about this situation --- but public criticism will still be there -- "Why do we let people go into camping who know so little?" In other professions the law requires a licence before hanging out a shingle -- so it should be in camping.

As I mentioned earlier, it has taken 12[^] years from the first proposal until the formation of a Society of Professional Camp Directors. I hope it will take a lot less time to achieve legal control of the field of camping.

Since The Society of Camp Directors (qualified Professional Directors of Children's Camps) has been formed, the Membership Selection Committee and the Program Committee have been at work. This is the first Program Meeting. I think we should now get down to some real business by appointing or electing committees to deal with Qualifications. I am aware that some qualifications were dealt with in preparing the present application forms and these are currently under revision. What I refer to at this time are the required qualifications that will be expected in connection with legislation. Qualifications which will be used in a legal form for people wishing to direct a children's camp, not necessarily admission to this Society although it could be that the two requirements may coincide. There should be a permanent standing committee who will study this matter in depth, find out what is happening in other Provinces or States and if we should be the first, then let us be properly organized and prepared.

Education Committee -- A permanent standing committee on education should be set up to investigate educational possibilities and promote the idea to Universities and Colleges to give courses in camping. There should be post-graduate courses for graduates of Universities as well as for undergraduates. Camping courses can be given to students in recreation, Physical and Health Education, Social Work, Psychology and made available to other undergraduates who wish to have the training.

Liaison might be established between schools and camps for students in camping to obtain practical experience. It is true that we all try to hire university level students, but it would be better if this were organized and directed through this Society. I have heard that there is such a plan in the Mid-Western Sections of the American Camping Association.

So far, in Ontario, Conestoga College located in the Kitchener area, has started a camping clinic for adults. This is a 10-session continuing education division program of the College. Fellow of this Society, Don Groff, has instituted this program and it is being repeated for 10 weeks commencing February 1970. I believe that discussions on camping may be introduced at the daytime undergraduate level in the Health and Recreation courses.

This is a start, but I am sure that an active educational committee would make a wonderful contribution to this Society and to the whole field of camping.

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THE SOCIETY OF CAMP DIRECTORS

An Address (The Learning Disabled Child in Camp)
by J.L. Kxonick, B.A., M.S.W. Camp Towhee
(Integra Foundation)

It is my hope that I will be able to present some of the background thinking which helped to understand the problems and objectives in dealing with learning disabled children in a summer camp setting. My wife Doreen is a specialist in the theory and works with these children throughout the year.

Whether you as Camp Directors accept handicapped children in your camp, or not, I though you would be interested in the project which we are involved in, which is a specialised camp dealing with these specially handicapped children.

One has to be familiar with the various descriptive categories of children, (often listed wrongly as retarded), which include learning disabled. A partial list includes: neurologically handicapped, brain injured and brain damaged children; cerebral palsy, and so on. It is variously estimated that learning disabled children represent about eight per cent (8%) of the total child population. (Some people think it is much higher - twenty per cent (20%). It is further estimated that three per cent (3%) of the total child population is severely learning disabled. It is interesting to note that eighty per cent (80%) of the children handicapped are boys! and we often say that females are the weaker sex,...

Integra was established as a Foundation to be a non-profit, non-denomination organization to assist and study these children. The Foundation has a nine-man board of which Stan Wild and myself are members. There is also a professional advisory board of eighteen people, including Dr, Taylor Statten.

Specialized camping has grown up in this province because of the large number of children who cannot function in a normal camp situation. The Foundation has set up Camp Towhee to deal with a segment of that eight per cent who are often classified as emotionally disturbed or retarded and who are thought to be unable to function in a normal situation for a variety of reasons. Camp Towhee is the only camp in North America dealing with this specific type of handicap. It is known there is very little research in this field.

The Foundation was established to provide services for children with the above disabilities and one of the services of Integra is Camp Towhee. However, it is necessary to have continuing service since camp itself only has an effect for a short period of time. We can get children functioning at a higher level with some awareness of their capacity to learn and then they go home and the home and the lack of the camp environment causes them to drop in their achievement. It is difficult for most homes to provide the same service. In Toronto, following the experience at Camp Towhee, the children are enrolled in the Wellesley Rehabilitation Project, in conjunction with the University of Toronto, Department of Speech and Audiology. Children are referred by the Department of Education, mostly from the Toronto Board of Education, and they along with some of the Camp Towhee population are provided with a special programme. It is hoped that other centres of this type will develop in other parts of the province.

Services of this type for exceptional children will become more and more part of our educational system.

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When you take the responsibility of one of these children and do a good job, you know: a) there is a real emotional satisfaction and, b) other parents who hear about it are going to request the same type of service. You find that a number of children require nothing beyond the social experience and would not receive maximum benefit from our programme. In such cases they have to be turned down.

Our camp for this type of child is different from a regular camp. It requires 24 hours a day of staff supervision. This is, of course 24 hours away from their parents. This has an important effect since physical separation removes them from the emotional interlocking that goes on with parents and families. Many parents have a sense of guilt and this is not removed since the child is with them constantly. Sometimes this guilt is re-inforced by the professionals who handle these children.

It is most important that the child experience success. Achievement is the most important element in successful therapy. The question is asked, why do they learn so well at camp? Why do they improve so much when alone and away from home? We do not know the answer for this but there is great need for a large amount of research. Why do some of these children return home functioning at a level it was not believed possible? They are now found to be smiling, playing at school, standing up for their rights. Much of this has resulted from their feeling of having been successful.

It is necessary for everyone working with these children to realize that they take much more time. One must have more knowledge about the individual child and one must be able to provide a flexible programme. There is a need for the child to meditate and be free to spend time with his or her counsellor.

Many of these children are bereft of real social experiences and success patterns. Specialized care such as can be provided in a camp which is geared for these exceptional children gives them a social experience, which has, in most cases, a good therapeutic result.

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THE SOCIETY OF CAMP DIRECTORS

YOUTH AND DRUGS

A paper presented to The Society by Bruno Morawetz, Ph.D.
April 9th, 1970

As Camp Directors, our primary concern is with youth. It is important to realize that the youth of 1970 is not the youth of 1965. It would be difficult to find an instance where change has been so rapid and so profound as in growth of the present drug culture.

The generation gap is nothing new. There always has been a generation gap and the generation gap has always been closed when the young reached mature years. Today, we also have a generation gap, but in addition to this we have a deep gulf and that which separates the two sides of the gulf is the use of drugs. On one side of the gulf are the drug takers and on the other side are the adults and the youth who are not on drugs. The generation gap exists side by side with the gulf. The generation gap will be closed when our conservative youth becomes older, but the gulf will persist and those on the other side will become more numerous.

Who are the persons on the other side of the gulf? Among them are our campers and counsellors, our high school and university students, they are our sons and daughters. They are excellent young boys and girls and just because they have joined the drug culture we must not despair over them.

I must confess to you that the spectre of a drug using youth haunted me terribly a few years ago. I remember the panic which came over me when I imagined my counsellors or campers stealthily smoking pot behind the camp craft area. I have lost some of this panic, because I have tried to analyze the drug phenomenon and to understand something about it.

It is the purpose of my paper to explore with you THEIR side of th^ drug question and to make us, older fold, understand their motives and their rationale. Since I have not taken any drugs, I must depend on what I have read and on what I have been told.

Before going any further I must point to a qualification which is already well understood, especially by your responsible young drug users. Since they know a great deal more about drugs than we do, it is comforting to know, that they too draw a sharp line between the mild psychedelic drugs like marijuana and LSD on the one hand, and the dangerous drugs like heroin and speed. Their thinking seems to be that there are no dangers in smoking marijuana or hashish and that the occasional LSD trip is dangerous only in the case of emotionally unstable persons, but for others well worth the risk.

The responsible drug users are dismayed by the irresponsible use of heroin and speed, but they are equally dismayed at the paranoid attitude of their elders toward the psychedelic (mind-manifesting) drugs. If the drug issue is to be resolved the young will have to regulate it. I have no doubt that within a few years proper information and adequate laws will be forthcoming.

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If we are going to play our part as leaders of youth, we should understand why so many of our young are taking drugs. Let us therefore pretend that we are looking at our world with the eyes of a seventeen year old.

Our young eyes would see a world which does not look too appealing. ' They would see a world in which mankind wages war upon its own species, and on every other living species. A world, in which a lethal carpet of concrete and metal covers the soft body of the earth. A world of artificial scarcities when millions are in desperate need of food. A world where material values are glorified and spiritual values degraded. A world of polluted air, polluted rivers and oceans so that men can grow rich in material things they do not need. A world in which the mass media are monopolized for the sake of economic gain. A world in which nudity and sex are exploited for commercial purposes. A world in which adults fill jobs they do not believe in, a world of spiritual emptiness which drives adults to alcohol and illicit sex, to nervous breakdowns and mental illness. A world which has seen one mushroom cloud and is preparing for more of them. A world (and this is the most horrible of all discoveries) in which human beings are no longer needed. We live in a world where some of the best brains devote themselves to the problem of how to keep idle millions busy and hopefully sane.

I do not think that I have falsified the picture as it meets the eye of the seventeen year old. You and I do not like this picture any more than they do, but most of us here are not standing at the threshold of this world. Many of us are "over the hill" and console ourselves with that thought.

Many of the sensitive and idealistic teenagers look at this world and have no desire to join it. They feel that they wish to create for themselves a new and different world, a world in which spiritual values override material ones.

Ladies and Gentlemen, I wish to submit that the revolution we are witnessing is a spiritual revolution, one in which drugs play only a certain part. The revolution is not restricted to Toronto or Ontario. It is taking place in every province in Canada, in every state of the U.S., in France, Germany, Holland, Scandinavia, in short it is taking place in every industrialized society. We are witnessing the results of the computer revolution and we must learn to see it in its proper global perspective.

History may be the result of human decisions, but when millions of human decisions are added up, history becomes a steamroller that no individual can stop. It is unfortunate that some of the young blame their elders for the world as it is today. We elders do not like it any more than they do. Perhaps we need to make this clear to them instead of defending our kind of world with mulish stubbornness.

The young protest against the impersonal nature of city life, against a consumer oriented society, against canned mass entertainment, against a work-ethic which no longer serves a computerized society, they protest against the spectacle of men becoming machines.

They realize that the steamroller of history can not be halted and yet they want to go on living. The young are therefore creating their own kind of life. If you are familiar with what took place at Woodstock, N.Y. and what may take place in

Ontario this summer, you will realize that there is developing a mass movement[^] the like of which has not been seen for centuries. They are withdrawing into a world of their own, bound together by rock music, drugs and a sense of community. Perhaps they are right in sensing that our civilization is on a collision course. Are we going to pretend that it will all blow over in a couple of years or are we

going to try to understand them and re-establish communication with them? We are not communicating if we merely tell them what fools they are. Perhaps we can learn something from them as they might benefit from our wisdom and experience, We yearn for a return to the good old days. How realistic is this?

Have we asked ourselves in all honesty why we object to their beards and long

hair, their sexual freedom, their outlandish clothing or their desire to bask in

the sun and return to the land?

The other night I attended a most instructive lecture at Trent University. Prof. Bagaani of the Department of Classics illustrated by means of slides the changes in hair and beard styles through the centuries. He showed the ages in which Jesus was represented cleanshaven and the change to a beard in the 4th century. He showed the cleanshaven Romans and the introduction of beards. Beards were adopted by the popes and later discarded. Kings often set the pattern for beard and hair styles. Why do we object to hair styles which we find fully acceptable in saints, popes, kings or philosophers? Does our revulsion against hair styles, fashions and sexual freedom betray a tinge of jealousy or a mournful acknowledgment of our fading youthfulness? This is a question we should ask ourselves in all honesty.

Up to this point I have traced the reasons why the youth are forming a culture of their own. , I would like to examine now what the High Priests of Psychedelia are preaching. The men I have in mind are Aldous Huxley, Timothy Leary and Alan W. Watts.

Some fifteen years ago Huxley published the now famous book *The Doors of Perception*. He took the title from a sentence in William Blake which read somewhat as follows: "If the doors of perception were opened all things would appear to us as they really are". William Blake knew that our sense organs screen out the rich variety of the sensory world. Our consciousness seems to select for its attention only those things which seem important. We know that children experience a much richer world than we do. They are not yet conditioned to select the narrow range of things which are important for survival. As we grow older we see less and less richly, we cut out sounds and sights and smells if they are not immediately important.

Huxley took mescaline and the world presented itself to him in its tremendous wealth of vibrant colour, shimmering with light and pulsating with life. Mescaline is a substance found in the peyote cactus and has been used by Mexicans in religious ceremonies for many centuries. It has the effect which the bread and wine of the communion feast had for early Christians.

Huxley recognized that mescaline could restore to us the original spiritual awareness which civilized man has gradually lost. It enabled him to heighten his spiritual awareness and to come into communion once again with the spiritual forces permeating the universe. We civilized men have heard of the revelations of the great mystics! St. John, St. Paul, Dante, Blake and others who report visions of beautiful sights or blinding lights, but we tend to write them off just because we can't share their experiences.

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It can hardly be denied that the aim of religion is to alter one's consciousness. Everything done in worship, from incense to music is designed to alter the consciousness of the worshipper. Huxley and Leary urge us to remove from our senses the veil which prevents us from seeing the created world in all its beauty and richness. Nature has provided edible plants which restore to us our full vision. More recently, the active ingredients in these plants have been synthesized in the lab and are available to those who wish to see what the mystics and seers speak about. Men have always strained to reach a state of ecstasy, either through prayer or fasting or flagellation or through eating certain foods or smoking certain herbs. The Buddhists and Hindus founded their religious symbols and doctrines under the influence of Indian Hemp, now called marijuana and hashish. It is no wonder that our drug culture leans toward Indian Religion because their symbolism and their teachings make sense when you can duplicate their experience with psychedelic drugs. Men have always used the greatest ingenuity to broaden and deepen their experience of the world. They have invented telescopes to see the distant galaxies. They have invented microscopes to see the tiny organisms inaccessible to the naked eye. They have invented instruments for hearing inaudible sounds and now they have discovered substances which allow us to experience the spiritual world. Are we entitled to say to the micro-biologist "because you can not see the tiny organisms except by artificial means, what you are seeing is not real"? Are we entitled to say to the mescaline user "because you use an unusual substance, what you see under its influence is not real"? Galileo was threatened with death not to reveal what he saw through the telescope, Leary is in jail for telling us that psychedelic drugs can expand our consciousness.

Ever since Einstein, everyone knows that matter is basically energy. Leary tells us that with psychedelic drugs we can become conscious of the very energy which constitutes*the universe.

He distinguishes seven levels of energy, each of which is studied by a separate science. Level 1 is the electron studies by physics and astrophysics. With the drug LSD one can arouse an atomic energy consciousness, in which one experiences the white light which blinded St. Paul on the Road to Damascus.

Level 2 are the DNA molecules which programme the growth and development of the organism. They are studied by Biochemistry and can be directly experienced at the Cellular energy consciousness level induced by Peyote, Psilocybin and Yage.

Level 3 are the automatic nerve plexes studied by physiology, and experienced at the Somatic energy consciousness level with hashish or MDA.

Level 4 is the brain-studied by neurology and experienced in sensory energy consciousness with the aid of marijuana.

There are three more levels reaching down to the lowest form of consciousness, the void which is below emotional stupor and is attained by poisons or substances like heroin.

Most of us operate at level 3, the mental-social energy consciousness studied by psychology.

Many of our religions urge us to raise ourselves above the everyday level of

consciousness, and Buddhism is the one religion which transports its adherents to the highest level of consciousness. To us, who are used to dealing with verbal symbols, the insights of the Buddhists seem like so much gobbledygook, but we are urged by the High Priests of psychedelia to take a voyage to the higher levels. To Huxley, Watts and Leary the taking of psychedelic drugs is not just a matter of cheap kicks. On the contrary it is a serious, and at times perilous road, to religious experience and insight. They tell us, that after such a voyage a person is never the same. It is like the experience of all those who are re-born into a new life. After such an experience the words of Jesus become meaningful "Behold the birds of the air and the lillies of the field, they neither toil nor spin". The twice-born individual can not share our concern for clothes, delicacies, furnishings and the trappings of civilized life. He drops out of that kind of life. Instead, he looks for a close community, for the simple things in life and for a return to nature. He is the "noble savage" of the twentieth century. He will spend whatever time is necessary to earn the necessities of life. But in his spare time he will explore the inner space of his consciousness. To him, this is the answer to the problem of leisure. To him this is healthier pastime than sitting in a large arena clapping or booing or doing the same thing in front of the T.V. screen.

It has been predicted that drugs will be the religion of the twenty-first century. There is no denying that the drug culture has already taken on the aspect of a religious movement. It has its own language, its own music, its own dress, its underground press, its own rituals and its places of congregation. It is a turning away from the world and an affirmation of spiritual over material values. When the history of this movement is written it will have its own saints and martyrs, of whom Leary will certainly be one. We who persecute them are the Pharisees,* the righteous ones who take it on ourselves to jail them.

What is their attitude to the Pharisees? They look at their whisky drinking and beer guzzling elders and they pity them. They ask themselves, why take a depressive drug like alcohol which makes so many belligerent when you can take a peaceable drug like marijuana? Why dull one's sensitivity with alcohol? Why not have it heightened with marijuana? They look into their parents' medicine chests and watch them swallow tranquillizers and pep-pills and they ask, if they can alter their consciousness, why can we not alter ours?

If they are told that drugs are dangerous, they point to the dangers of cigarettes, alcohol, birth-control pills. If they are told that they are taking undue chances and unknown risks, they point to the explorers and scientists who risked their lives to conquer new worlds and new vistas. The men who sailed the oceans in flimsy crafts or explored the mighty rivers of our North would have been much safer in their beds. I am sure their mothers told them this!

I am not defending those youngsters who take drugs just for kicks. But I am trying to understand why so many of our intelligent and sensitive young men and women join in the drug culture. I am led to believe, that many of them feel like the Pilgrim Fathers who wanted to remove themselves from a society they considered wicked. Where can our young go if they wish to withdraw peaceably? Since they can not flee physically, they remove themselves psychologically. They resent being computerized, they resent being processed in sausage machine universities, they resent bombardment by T.V. advertisers, they resent canned entertainment.

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per by Bruno Morawetz, Ph.D.

If we are honest with ourselves, we too resent our present mode of life. We too are disturbed about pollution, de-personalization, loose sexual morals, parental neglect, family break-ups, commercialized sex, 'lack of pride in workmanship, postal delays, traffic tie-ups. We too ask "What is the world coming to? How long can it keep going? Are we on a collision course"? We can not blame the drug culture for the ills of industrialization. Can we blame them for wanting to get off the bus? In passing judgment on them, are we not passing judgment on ourselves?

Most of us have been on the bus for a long time and we are too old to get off. We see the end of the road ahead of us and console ourselves that we will soon be home. Even if we could, we would not know how to get off the bus. For this reason, most of us defend our ways, though we ourselves do not really believe in them. We are fighting a rear-guard action and are likely to lose it. They will convert us, as they have converted us with sideburns, miniskirts, psychedelic art and pop music. Our laws will change and when this Society meets again in 1990 the smells of marijuana cigarettes may well waft through this room. If they disregard our present laws, they defend themselves by pointing to much greater crimes which go unpunished. Is a drag on a weed really more criminal than polluting everyone's air and water?

The purpose of my talk is to remove the paranoid fear and revulsion which we all have at the sound of "drug" or "dope". We must look at the problem in an intelligent and balanced manner.

If we are to have a future, our hope must lie in the young. Our young are as honest and moral as we are, if not more so. If we fail to understand them, we can not communicate with them. If we do not communicate with them, we can not add our insights and experience to mould the future which hopefully belongs to us both.

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THE SOCIETY OF CAMP DIRECTORS

FACTORS FOSTERING CROSS-CULTURAL RELATIONSHIPS
IN A SUMMER CAMP

A paper presented to the Society by Don Groff, B.A., M.Sc.
Thursday, April 9th, 1970

Today's society is characterized by many strains and stresses which beset our relationships with one another. We are painfully aware of the tension between French and Anglo-saxon members of our nation. We are told of an apparent "gap"¹¹ between generations. The world community is divided into East and West, and now the "third World". Colours like black and white have come to mean disharmony in shadings of our communications.

For this reason, I welcome this opportunity to share information which has arisen out of recent research concerning the fostering of improved relationships across cultural boundaries.

Definition

In order that we can enter into this discussion with similar frames of reference, I would like to be clear as to my understanding of the concept of culture. Culture does not necessarily refer to ethnic, racial, or national distinctions between people, but in fact should be considered in the broadest socio-economic terms. More precisely, we are dealing with the full range of inter-personal relationships with cultural background as one variable in a person's make-up.

Sources of Information

Material for this paper has been drawn from the Quebec-Ontario Camper Exchange sponsored by Camp Wabanaki during the summer of 1967. A research study was incorporated in that project. Subsequent studies have been carried out as part of the national research program of the Children's International Summer Village Association of Canada. These studies were integral parts of the villages hosted by the Waterloo County chapter in 1968, and the Vancouver Island chapter in 1969. Further to these studies, members of our Canadian Camping Association met as part of the Eastern Canada Intercultural Camping Seminar in Montreal, February 1969.

From these sources, a number of factors affecting cross-cultural relationships in camping, have emerged. The balance of this paper will deal with each of those factors in turn.

Constituency

Representatives from differing cultural groups should be recruited by means of broadening the base for enrolment of campers. The regular enrolment procedures should then provide a cultural mix for the camp. This procedure is suggested in place of the commonly used "quota system" whereby a certain number of each cultural group are sought.

It is apparent that Junior campers (i.e. approximately 10 years and under) made friends across cultural lines more readily than did senior campers (i.e. 11 years plus). However, the friendships made by seniors tended to remain more constant even during an upsetting change-over of camp personnel which became unavoidable during one of the projects. This has led to the conclusion that such relationships are more effectively fostered among older children and adolescents. '

Leadership

Leadership for the camp which is seeking to foster cross-cultural relationships should be recruited from the same cultural base as that used to enroll campers.

Those leaders most directly related to the basic living unit within the camp (e.g. cabin or tent group) should be familiar with the various cultures represented within the camp, and particularly within his respective unit. Since much of the leader-camper activity is verbal, it is especially important that leaders are familiar with and able to handle the various languages represented in the camp and unit. For example, if children from disadvantaged homes and segments of the community are to be included, then camp leaders must be familiar with language patterns which are characteristic of those socio-economic cultures.

Facilities

Information must be sought concerning cultural differences in meeting basic living needs. These could affect sleeping accommodations if practices employed for dressing and undressing are different. We found blankets strung from top bunks in order to provide private changing "booths" for some of our exchange campers. Meal planning and handling could also be affected if such practices as the use of coffee and tea for children vary among the cultural groups in camp. Provisions for toilet needs can also vary considerably.

Similar variations can influence program activities as well. The "too tepid" waters of Georgian Bay were too cold for our Jamaican exchange staff member, so that we had to make special provision for his lifesaving examination which he was determined to complete.

Duration

Optimal effectiveness for fostering friendships would seem to be achieved over a period of from seven days to three weeks. Any length of time shorter than that does not provide sufficient opportunities for contacts across cultural boundaries. There appears to be a levelling off of relationship-building during the fourth week. A definite "rise and fall" pattern in the number and intensity of cross-cultural relationships being formed has been observed.

The number of cultural variables introduced into the camp situation should be reduced for the shorter periods of camping duration.

Grouping of Campers

The sub-groups, such as cabin or tent units, need not reflect the cultural mix

3.

represented within the total camp community. This is also true for the larger sub-groupings such as sections. In other words there is no need to pre-structure the camp in order to facilitate cross-cultural relationships.

However, experience gained from the projects indicates that effective relationships are more readily established if the basic living units are made up of at least two of the cultures represented in camp. Comparisons were made between this "integrated" style of cabin grouping and partner cabins which included only one cultural group in each. The partner cabins then worked together within the camp program. In all cases, and at all age levels, the integrated cabin pattern proved more successful.

Program

In order to realize the greatest possible potential for cross-cultural relationships, campers must have opportunity to participate in the decisions concerning their program activities and camp routines. These decisions must be real and campers must be able to experience the effect of their decisions. Abstract debates about Peace, Friendship, Brotherhood, etc. did not prove effective while decisions concerning the camp laundry procedures offered relevant opportunities for communication across cultural boundaries.

The program must help to accentuate the various cultural identities represented within the camp rather than to "play them down". Experience has shown that cross-cultural relationships become more real and lasting when campers have the experience of resolving conflicts which are bound to arise whenever personal differences confront each other. Camp should offer this experience rather than teach the avoidance of conflict situations.

One of the concerns that pre-occupied much of the attention of participants in the Eastern Canada Seminar was that of "equalization of status" as it came to be identified. How do we avoid the creation of a "minority feeling" for any of the cultural groups in camp. All were agreed that the answer could be found in building respect for differences among the cultures. This includes respect for each culture's uniqueness and must be felt by representatives of that respective culture (i.e. self-respect). This conclusion further supports the suggestion that cultural differences should be emphasized.

Breather periods should be provided within the camp program when cultural groups can gather together by themselves. This factor becomes extremely important towards the conclusion of the camping experience when campers are preparing to re-enter their back home cultural settings.

Conclusion

All of these factors are open to further testing and should be included as part of a continuing study within our camping movement. However, one fact remains certain. Camping does offer exceptional opportunity for fostering inter-personal relationships across cultural lines. If the camping movement is to consider itself an educational influence in the life of our multi-cultural nation, and if we are to consider ourselves as truly professional in giving leadership to that movement, then it behooves us to seek to utilize the potential of our camps

Paper by Don Groff, B.A., M.Sc.

to achieve this objective. As the studies underlying this paper suggest, we cannot leave such endeavour to happenstance but must plan for it using the best information and advice available to us.

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CAMPING IN THE SEVENTIES - CHANGE OR PERISH

A dialogue presented to The Society on Thursday November 12th, 1970

by Jack Pearse,

Director, Camp Tawingo

and Stan Wild,

Director, Camp Tamarack.

Jack: That word "PERISH" in the title is bothersome. Not only do I think that "Perishing" is highly improbable, it worries me to meet Camp Directors who are spelling doom. If we aren't convinced that the future couldn't be brighter, how on earth are we going to convince others?

Rather than hearing people say "I understand that so-and-so is off ten percent this year in registrations" and, seemingly, revelling in this, I would rather hear "I know of 4 new camps starting out this year, and, so-and-so is expanding his camp facilities, isn't that great ! ! ! "

Stan: We could have called this "Change and Flourish¹", that would have made it sound as though everything in the garden is rosy, that all we have to do is make a few small changes, but that basically we can still carry on the same way as camping has for the past sixty years, and all will be well, THIS IS JUST NOT TRUE.....

We are in a time of major social change, and we have to change if we are to survive the next decade, and by we, I mean US, the CAMP DIRECTORS. I believe that camping IS going to flourish, but the camping in 1980 will be very different from the camping of 1970. THEREFORE the important word in our title is CHANGE. Change in camping, and change in leadership.

Camp Directors will be going back to school..... They must up date their skills and knowledge. They will be taking everything from business management (a camp director must be businesslike to survive) to special education, to ecology, to community planning to name just a few of the possibilities. We have to seek out college extension courses that are relevant to us, and attend them.

The Camp Director MUST update his skills in order to meet and make workable the changes that will come to camping.

Jack: Seven years ago ONE University in Ontario offered a course in camping. Now NINE Universities are offering courses that I know of. One University owns its own camp, another has an outdoor lab site.

Universities and Colleges will be increasing their offerings to the outside world, courses in Recreation, Outdoor Education and Camping - as well as Executive Training Workshops.

The University of Waterloo is starting a workshop next June for Recreation Executives and our Faculty in the Department of Recreation have been seriously considering a major emphasis in Camping and Outdoor Education for our Recreation degree programme undergraduates. It might well be that many of our next generation of Camp Directors will come from sources such as these,

Stan: One of the major changes taking place NOW is School Camping. Educators have discovered the value of camping, that you can do practically every school subject at camp in a way that is more interesting to pupil and teacher alike.

Camp brings out the best in a good teacher. At camp they get to know THEIR pupils as people, and knowing them better enables them to teach more effectively.

This September I looked in on a group of inner city children (grades 5 and 6) at a camp. It was impressive to see how alive and aware these children were, to hear them communicate, really communicate, better than they ever do in the school environment. To talk to their teachers and find how enthusiastic they are about this thing called camping when used as a teaching tool.

These kids had a great time, swimming in a lake, rather than a chlorinated pool, exploring the woods, making maps, catching real frogs and snakes, lighting fires and cooking hot dogs, seeing the sunrise one day, and the stars at night. (Heard one youngster remark that he never saw stars in the city, must be the pollution,..) These kids learned a lot more in five days than in many weeks at desks in classrooms.

School camping is here to stay, AND WE MUST ENCOURAGE ITS GROWTH, make our facilities and our skills available to serve it in order that we may also benefit from it..... More about the dollars and cents of this later.

Jack: The big problem to solve with school camping, Conservation Education, and Outdoor Education in the schools, is one of staff. Who is going to do the organization and administration of such a programme - Biology department? Health and Physical Educators? Geographers? Guidance people? Music and Drama Directors? ? ? ?

Last May we had four different school groups at camp for one week each. Group One, a Junior High group, was organized by the head of Biology. They selected a theme "The superiority of tomorrow" and this biologist had a geographer, phys. ed. staff, an English teacher, a music teacher, all contributing leadership to the conference.

Group Two was a High School O.E. Club organized by a geography teacher. At camp they trained in Campercraft, canoeing and tripping skills for 3 days and went on a canoe trip for three days.

Group Three was organized by a phys. ed. director for high school students who had contributed to the school's P.E. and Athletic programme. Their week at camp was spent in Chitdoor Education - canoeing, sailing, tennis, golf, archery, camp fires.

Group Four was an elementary school group from the centre of the city organized by the school Principal - 10 year olds - most of whom had never been out of the city. They just wanted to run in the woods, play outdoor games, sing around a campfire, watch, and touch the animals at camp.

I agree with those who feel that Outdoor Education is not a discipline in itself - that it is interdisciplinary - or transdisciplinary if you will. It crosses all disciplines. This has the advantage of involving personnel throughout the school, but the following disadvantages - 1. Where do you get budget? 2. The possibility of - resentment because one department is given the responsibility over another for the organization of Outdoor Education. 3. The whole programme could fall between the cracks because it is not the specific responsibility of any one department. (I know some coordination is taking place in Toronto, but it may be a revelation to some of you to discover that there is a lot of world outside the Metro limits. WHO is co-ordinating O.E. in Belleville? St. Kitts? Kitchener? North Bay? etc....) There is a great opportunity for Camp Directors to be co-ordinators of Outdoor Education programmes -or, at least, to be enablers, if not experts.

Stan: The other day we were discussing the extended school year, what about this?

Jack: The extended school year will likely be a long time coming, partly because of the heavy opposition to it, but also because many other factors must be taken into consideration - the tourist trade, for instance, when much of our income stems from U.S. of A. visitors in July and August and our "Vacation-Fun" businesses need staff. Mr. Davis, the Education Minister, has said that the Educator's table is full. He can't take on anything more, but, no doubt, he would be delighted to have something taken off his table by capable people, i.e., the school camping and/or Outdoor Education. If and when the extended school year comes, students will still have one month vacation, Some will have it in July, some in August, some in other parts of the year.

Stan: If the school year is longer, with holidays spread over more of the year, then it follows that the camping season will be spread over a longer period of time, with children coming to camp in May, June and September as well as the traditional July and August. This alone will be a major change in camping. We, the Directors, will be moving into camp early, (maybe commuting between camp and the city, leaving an Assistant Director in charge part of the time,) hire university students for longer periods of time, not have as many, if any, teachers available to us for staff, perhaps hire some staff, particularly high school students, on a rotating basis.

It also means some major changes in camp activities, many of the traditional ones will have to be changed, modified, or perhaps dropped for part of the season. One obvious example of this would be canoe tripping, still part of our programme, but with different equipment to suit the season, and hopefully less crowds in the tripping areas.

Maybe this will also mean that there will be more SPECIALIZED camping.

Jack: There has been a surge in specialized types of camping - for handicapped, for people of different countries and languages, for creative people, for athletes, etc. The most prevalent of these, of course, are the camps that specialize in hockey. In the U.S.A. there is a plethora of baseball and basketball camps, and now Russ Jackson has a football camp for boys, and what a combination - Russ Jackson's name and national television hook-up to advertise the camp -for free¹. Probably this will spark the inauguration of the Ron Lancaster Football Camp and the Bobby Taylor Football Camp and the Angelo Mosca Football Camp - maybe even the Annis Stukus Football Camp. Specialized camps MAY be the reason for the apparent "fall off" in "conventional type" boys' camping, but I think concepts in boys' camping will have to change or camping, as we know it, for older boys at least, will go out of existence. It is very difficult to consistently recruit top leadership for boys' camps and an even more significant development is that the adult male image is no longer the clean-cut, rugged, outdoor, all-Canadian boy.

Stan: I think the pendulum is swinging the other way. In my camp, which is a boys' camp, we are experiencing an increase in the number of campers.

Parents tell me that they want their son to spend part of their summer among men, that the rest of the year their sons' lives are dominated too much by women. Too many fathers are so busy making a living that they spend little or no time with their sons, and they, the parents look to camp to provide a masculine influence that too often is lacking in the home.

You ask about the 'HE-MAN¹' type of adult leader, there are still lots of them about, BUT, many of them are wearing long hair, beards and sideburns, (as did a leader two thousand years ago,) and some Directors cannot see the real person beneath the hair. These young men are, in my experience, intelligent, aware, concerned^ and real. They are with it, life as it is today, and they are activists because they want to have some say about their world and how it is tomorrow. I am sure that for all camps good male leadership is available, but you have to look for it in the context of what is realistic to today's society.

To me the development of young men requires certain types of programme in order to succeed. I am concerned about the future of such programmes as tripping, (in canoes), sailing, cross lake swims, etc. in view of what is happening to our lakes and streams....

Jack: You mean - like pollution! One of the ramifications of water pollution will be our inability to use the lakes for swimming. This suggests two things to me: 1. Maybe it won't matter if we build camps on bodies of water. 2. I can foresee camps building swimming pools as a counter action. (Any-one in our Society of Camp Directors who would like to establish himself as an expert on camp swimming pools will have a gold mine!) However, I wonder how long campers will want to be on the water if they can't be ~~in~~ it. What will happen to our out-tripping? Those camps who emphasize campcraft and tripping programmes may have to reassess the entire programme structure of their camps, as well as their facilities and equipment.

Stan: It seems to me that each year we are going to have to move a little further North in order to have canoe tripping in wilderness areas. For example, over the past ten years the lower half of Algonquin Park has become over-populated to the degree that canoe tripping in that area becomes less and less attractive. Each year we are having to take campers further distances in order to give them canoe tripping in areas that are not overcrowded with people or with machines and logging operations. At this point in time it is Algonquin Park, next it will be Temagami, (and already we hear talk about mining and logging problems there,) and thenwho knows where we will have wilderness left. In this regard I think that it is time that this Society and the Camping Association begin to make their voices heard loud and clear, speaking against much of the development that is being permitted in our Provincial parks.

It was of interest to me that last week at the St. Lawrence Centre, they had a Town Hall meeting to protest what is planned for Quetico, over a thousand people were turned away, just not enough room to hold everyone, and yet, we as organized camp people were not concerned enough, or aware enough, to send representatives to find out how we can help to preserve this particular wilderness area. This is just not good enough, if WE do not act now, we can forget about wilderness experiences for our campers in the very near future..... We have to

loose our complacent attitude, raise our voices in protest, lobby politicians, write letters, organize our campers, excampers and staff into action groups, all to help preserve some wilderness areas for tomorrow.

Business MUST be told that destruction of these natural areas is bad business for Ontario and for Canada.

Jack: At Ohio State University this year, students picked up 1300 discarded soft drink cans in one day. Young people at least are becoming more aware that you don't just throw something away because YOU have finished with it. At Tawingo our camp was never cleaner than last summer.... and more young people, in schools and at camp are being made aware of conservation. We can look forward to the likelihood of tomorrow's outdoorsman conscientiously taking care of the land and not pilfering or misusing our natural resources, but rather protecting them for everyone's wise use. Here is a trend we will all welcome! and, let's hope it is not too late.

Stan: We have to come back to the point that every year the wilderness areas are a little further away. As motorists we are pleased with the new roads they are building into our vacation areas, as conservationists we should be concerned that these same roads constantly move the wilderness back. Somewhere along the way we have to cry 'halt' enough new roads, leave us some wilderness for tomorrow's child.

Jack: But over against that, Stan, is the problem of urbanization and the urge to get away - to be free - and yet.... urbanization and the idea of megalopolis is another deterrent to people getting into the country quickly, because, the country is farther away. However, because of their exposure to outdoor experiences in their youth, adults have greater desires to get into the out-of-doors and to want their children to experience those same pleasures. And, if things are harder to get, we seem to be keener to get them. All the years we lived in Ottawa, I never seemed to get down to the Parliament Buildings until out-of-town visitors suggested it. So I say "Hooray" for improved highways and automobiles because they mean increased use of the outdoors.

Stan: The biggest growth section in camping during the past ten years has been day camping. Day camping has been responsible for much of the overall growth in camping, for it is at day camp that many children first experience camping, and, liking what they find, they move on into resident camping. We need more day camps, particularly in the smaller communities. We should be doing all we can to encourage the setting up of day camps where ever there is a population large enough to support one.

Possibly the biggest growth section of our industry in the coming years will be weekend and family camping, both of an organized and a casual nature. This will again offer us the opportunity to use our facilities for a much larger part of the year, provided that we are prepared to adapt our present facilities to make them flexible enough for many kinds of useage.

Jack: And this brings us to one of the phenomenal developments in outdoor living - FAMILY CAMPING - It has become an immense programme. But equally phenomenal is the fact that such a high percentage of family campers congregate at busy, busy campsites. Now why do they do that? Is it because they want to be where others are when they are on vacation or is it because they are wary about venturing into the wilderness? In either case I think Camp Directors could and should offer assistance to family campers.

Let us assume that family campers want to be with a crowd at a big campsite. Chances are they won't be resourceful enough, or able, to establish group programmes, or maybe they just wouldn't feel that other campers would want them organizing their lives. Why can't we offer camp staff to plan social evenings, group games, camp fires, square dances, nature hikes and learning to swim? To some degree, at some campsites, this is being done, but think of the human resources at our disposal in our camps that we could offer to theirs, and think of the positive public relations value! To pursue the other problem; family campers who are reluctant to tackle the wilderness because they may be lacking in skills. Couldn't Camp Directors offer instruction on campcraft, tripping, survival, canoeing, weather prediction, food and equipment selection? We could be real missionaries, and think of the dividends for conservation and anti-pollution.

Stan: To return to the subject of school camping for a moment, let's talk about the cost of setting up school camps because some education authorities and school boards are talking about building their own facilities, for them to do so, when there are so many camps available for use, would be an unnecessary expenditure of taxpayers money.

Many of the existing camps could, and would winterize their facilities if they were assured that there is a market for their year round use. The problem of winterization is that many of these camps do not have sufficient money available to them through normal financial sources, This is where the government could help, and in the long run, save on their own capital outlays. The answer, (one answer) would be in government secured small loans, (possibly fifty to one hundred thousand dollars each,) something after the order of loans made available to other businesses through the Industrial Development Bank. These loans, repayable over five to ten years at relatively low interest, would enable us to move into a programme of winterization that would make more camps useable year round, and thus available to school camping.

Consider the alternative the government has to face. For a Board of Education to put up ONE year round facility to house and feed one hundred campers and staff, they would have to spend at least a quarter of a million dollars, and this low price is based on the presumption that some crown owned property would be made available to them at little or no cost. Multiply this figure by the number of facilities needed, and WOW - EE.....

In addition to the capital outlay, staff of all kinds would have to be recruited and trained in the management, operation and maintenance of camps. Therefore it makes sense for Boards of Education to use existing facilities, pay for their use on an inclusive per diem basis AT THE TIME OF USE, and not have the expense or the worry of buying, building, hiring, management and maintenance...

(All of the items specified are things we are experienced in doing, and do regardless of what percentage of the year our camps operate.) And here the cycle becomes complete, from the revenue generated by extended use, the loans would be repaid, increased business and local taxes would be paid, the government would still have it's money, plus the use of many good camps..... and we would have the staisfaction of providing a needed service, plus seeing our camps put to better use.

Jack: It must be extremely difficult to begin a new camp today with no tradition to lean on^ no grandparents, parents, sisters, cousins, and aunts who camped there. Practically the only selling point for a new camp is the facility, and people are making such demands for comfort these days that we must have the latest, poshest equipment, and yet we cannot charge the fee to provide the facility that people are demanding. What a problem! And yet, there is no doubt that a more up-to-date facility makes camping more appealing to the prospective campers.

Stan: These better facilities you talk of mean a big difference in the type of buildings we shall be constructing, not only in the fact that many of them will be useable year round, but also in the design, construction and types of materials used. More prefabricated buildings, and if we can ever agree on a basic cabin design, we may also avail ourselves of cabins built on an assembly line, trucked to the site, and installed after the manner of many houses being built these days.

So many of the things we are talking about depend on money..... so let's have a look at what is happening with regard to camper fees.

In order to obtain figures for comparison I took the 1964 and 1970 O.C.A. directories, and compared the fees of 88 camps that were listed in both issues. Here's how they stack up:

12 camps	-	fees up less than 21%
6 camps	-	fees up 21 to 247, 15
camps	-	fees up 25 to 30%

17 camps	-	fees up 31 to 40%
19 camps	-	fees up 41 to 50%
15 camps	-	fees up 51 to 15%
3 camps	-	fees up 91 to 100%
1 camp up a		cool 2007o

20% of the total went up less than 25%, 80% went up more than 25%. Why the dividing line at 247_o That is how much the cost of living rose in the same seven years. (Statistic provided by D.B.S.) Does this mean that we are pricing ourselves out of the market? Not necessarily so. . . . but it does mean that parents are going to take a much closer look at what they are paying for camp, and what they are receiving for their money.

Camps are considered by many parents to be a luxury item, (I do not agree with them) and when the cost of a luxury rises appreciably, one considers the alternatives. There are many alternatives available today at the same or similar cost as a summer at camp. Some of these are:- trips to Europe, ships schools, travel with parents.

We have to be very careful in our future budgeting for increased fees, and try to discover ways of holding prices in line. And of course this brings us back to extended use of camp. Looking at my camp's financial statement for this past year I discovered an interesting fact. Over one third of all the expenditures involved in camp are fixed costs. Such things as maintenance, insurance, Director's and Secretarial salaries, office expenses, audit fees, bank charges and memberships. These particular costs would remain the same if I were to operate all year, or ten months, or six months, instead of the present two months. And here lies part of the answer to operating within reasonable costs, and yet remaining solvent

Jack: Let's bear all that in mind and then add these thoughts. The extended school year, snowmobiles opening up the bush, people learning more and more about how to enjoy rather than endure the Canadian winters, with more and better instruction in Outdoor Education, with a greater demand for classier camp facilities, thereby necessitating longer use of that facility in order to carry the financial load -- all things point to Camp Directors initiating year round use of their camps.

Stan: Year round camping will also make it possible for us to hire certain key staff on a year round basis, as Jack is now doing, such people as Outdoor Educationists and Business Managers.

In one area of staff we will experience increased difficulties and increased costs. . . . that area is the kitchen. There just are NOT that many skilled Chefs who are willing to go to camp. This will lead us into a whole new way of feeding. I am referring of course to pre-cooked, frozen entrees. These will be shipped to us in large quantities, stored in our freezer rooms, taken out just before the

meal, put into a steam table by semi-skilled help, and served, cafeteria style to the campers who will come, not as a group, but as they feel ready, within prescribed time limits.

How close are we to this type of feeding? Closer than you imagine. To give you some idea of the variety of food already available, let me quote from just one supplier's list .

'Beef Stew, Chili Con Carne, Cabbage Rolls in Tomato Sauce, Stuffed Peppers, Meat Balls in Tomato Sauce, Sliced Roast Beef in Gravy, Sliced Meat Loaf in Gravy, Beef Stroganoff, Beef Stroganodd with Noodles, Beans and Weiners, Beans and Pork, Salisbury Steak with Onion Gravy, Swiss Steak with Onion Gravy, Sliced Pork in Gravy, Curried Chicken with Rice, Spanish Rice Dinner, Ham a-la-King, Turkey Stew, Macaroni and Cheese, Macaroni and Chicken in Cheese Sauce, Macaroni and Beef, Sliced Ham in Raisin Sauce, Sliced Ham in Pineapple Sauce, Sliced Turkey in Gravy, Chicken Stew, Chicken a-la-King, Raviolli, Sheppards Pie, Beef Short Ribs in Tomato Sauce, Beef Short Ribs in Bar-B-Q Sauce, Corned Beef Hash, Irish Stew, Cubed Beef in Mushroom Sauce, etc..... '

These foods have other benefits as well as ease of preparation. Exact portion and cost control, no pots or pans to wash, (the aluminum serving trays go straight into the garbage), consistent quality, use as much or as little as you need, less waste, all factors in our favour.

Jack: But in addition to new foods and equipment, new understandings are required too, particularly in understanding the values of camping to 'exceptional children'. The particular needs of diabetics, learning disabled, and blind, as well as the crippled, the deaf and the retarded are all served well at camp. And, in being served, these people enjoy an experience closely related to that enjoyed by their more fortunate peers, and, in a number of cases they are able to be integrated into so called 'normal' camps.... SO, let's NOT say that it is somebody else's responsibility.

Stan: We are going to have to improve our communications between Camp Directors. Get rid of petty jealousies.....WE NEED EACH OTHER'S HELP. Sure many of us are in direct competition with one another, but we have much more to gain from co-operation than from isolationism,

I belong to a small co-operative of Camp Directors who meet on a regular basis to share all sorts of camp information, in addition we talk to each other regularly by phone, friendly conversations that enable us to learn from each other, that help us to keep tabs on what is happening in our business, whether the conditions that each of us find are general to all of us, or peculiar to one of us. This kind of co-operation and knowledge helps all of us in the group to re-act faster to changes in the community that we serve.

There should be more groups of this kind, perhaps NOW is the time for O.C.A. to establish kindred groups with their own meetings under the O.C.A. umbrella. Kindred group meetings would mean more to many camp operators than some of the larger meetings normally held.

We need better communication with the public, and, in particular we should be educating the public about camping, its strengths and its values, tell them again and again of the benefits to be gained at camp, what kind of thing to look for when selecting a camp, and also what to avoid.... an informed public is vital to the future of camping.

We should be pressing the Government to enact laws requiring camp operators to be properly trained and accredited by a Professional body such as this society. (I trust that you noted that it is the camp operator that I am suggesting be accredited. With him (or her) rests the success of the camping experience for the child.)

Jack: And WE MUST THINK AND TALK POSITIVELY about the impact of camping on society. If we believe that North America's one contribution to the field of education is Camping, then we should say so and act like we believe it'. I think that we are on the doorstep of the greatest era in the history of Canadian Camping, and I can't wait for these next ten years to unfold.

Stan: Let's close by posing a few questions about our Ontario Camping Association.

Is O.C.A. worth belonging to? - Is it geared to serve the needs of camping for the next ten years? - Will it provide the leadership we need in the seventies? - Will it change to meet challenges as they appear? OR - Is it JUST A TRADE ASSOCIATION that it is GOOD BUSIN BUSINESS to belong to? - What IS O.C.A. 's role going to be in the future?

Jack: I do not know the answers, but I can tell you that if the people in this room, and others like them, work together in the coming years for the common good, then camping will indeed 'CHANGE AND FLOURISH¹.

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SOCIETY OF PROFESSIONAL GAMP DIRECTORS

APRIL 16. 1971

MARY L. WORTHWAY

INTRODUCTION

Galedon Hills - a miraculous time of year. Last week, snow with small earth patches; now, earth with a few snow patches. Birds* year dwellers - jay, juncoj summer dwellers - phoebe, robins: droppers in on migration - white throat, sparrows, etc. The smell of Spring, one of our lost senses. Every child should have the experience once, of "being in the country to see Spring come.

TITLEi DANGER - PSYCHOLOGISTS AT WORK I

Road sign - Men at Work: - Means proceed with cautionj avoid hazards:
select best routej he prepared to stop.

Psychologists certainly are at work and much of their work is in the public view. These are recent developments.

Forty years ago what the then rare breed psychologists did, they did quietly. Freud was known - but on closed shelves even to students. Occasional head lines, Blatz says "Parents, not children should be spanked." Now most newspapers, TV, etc. have something to say about psychologists. Readers' Digest, Time's section on Behavioural Sciences, Psychologists own popular magazine, Psychology Today and the Saturday-Review have excellent interpretative articles. Bronfenbrenner - Split-Family Levelj Betty Caldwell - Day Care: Phyllis Edwards - Nursery Schools.

CANADA

In 1933 " 3 students graduated from honour psychology courses.
In 1938 - 2 Ph.D's at Toronto (probably total for Canada).
In 1939 - 40 psychologists; rib jjournal^ no" association,
Now - 4,000 psychologists. Three scientific journals (national) and several provincial quarterlies, Canadian Psychological Association, annual conferences. Newfoundland. Provincial Associations, and Association of Provincial Associations. In the U. S. multiply by at least 20.

Facts at Random;

U. S. Western Psychological conference, 2,00 registered.
Forty symposia, 443 papers, 30 addresses.
Eastern Psychological conference, registration 4,124.
Point is made l
Psychologists are at workj their work is widely communiocated to the public. (Us) work affects the publlo (Us).

WHAT ARE THE DANGERS WE SHOULD KNOW ABOUT?

1. Deceptive Practices in Research Studies.

Quite a cult - Rosenthal Harvard at OPAf Psychology Today, Dec.1970.
The subjects are deceived as to what the Investigator is trying to

WHAT ARE THE DANGERS WE SHOULD KNOW ABOUT? cont'd.

- 1 • find out about them. The administrators of the test or situations are deceived (given false information).

Ratet - Divided into 2 equally intelligent groups, hut administrators of tests running mazes is told one group is dumb ratsj the other bright. The ones he thinks are "bright learn better. The rats olassified as dumb - aot dumb. This supposedly proves learning is dependent on testers expectations. O.K.

Now, a group associated with Rosenthal used the same plan at a summer oamp. They gave what they said was a readiness-to-learn to swim test and told the instructor they had divided the kids into those having swimming-readiness and those who had not. Actually they divided them at random. So the instrutors taught what they believed were two groups of different capacities.

At the end of two weeks, the ready-toewim group was madly swimming 100 yards and doing all sorts of other water skills. Those olassified as not ready were still splashing around in shallow water. Again proof that instrutors' expeotations influence learning.

But does it? - Would not any good oamp instructor who was told and believed in the authority that a group of kids had been tested and found not ready to swim give them lots of time to get used to water, its feel, at homeness in it. What seems to be found is that good instrutors adapt their teaching to what they believe are needs and skills of ochildren. The danger here is (and I'm an old square who still believes that honesty is the best policy, and that you can fool some of the people all of the time and all of the people some of the time but...) the kids were deoelved - the parents who sent them to learn to swim were fooled, and the instrutors were hoodwinked. When I was oommenting on this, a young oolleague said, "But Dr. Northway, it's done all the time I". Two wrongs do not make a right.

The Amerioan Psychological Association has a committee on Ethics to oonsider these deceptions. (See Amerioan Psychologist Sept. 1969 and Experimental Psychology and Social Responsibility - Walker, p. 864.) The Danger is loss of confidence in the psychologist. The warning isf find out what the psychologists are really up to. There may be explosive dynamite in the work ahead.

2. A Seocnd Danger

The danger here is the overemphasis on oertain psychological discoveries, while disregarding the total oontext of human living.

Headstart programs designed to make up for cultural and psychological poverty found deprived young ochildren could be brought along in their knowledge and skills by the use of speolfio learning programs. From this we have found you oan teach ochildren to read sooner, eto. If the trend goes on, babies will be born with a diotionary in their hand!

A Second Banger Cont'd.

So we get hooks - "Give Your Child a Superior Uind." Do we really want to? Or "Chatelaine", in what was really a good article, with the silly title, "How to Raise Your Child's I. Q. 40 Points". These pressure learning programs have "become very popular. I expect they have interested Camps. They are all "based on the notion that success means getting a child to do things sooner than his age mates - not that he will do them "better or he a better person as an adult. This is another reason we need longitudinal studies. What happens to these pressured babies?

The second danger is researchers¹ overemphasis on their own limited area of study. The researcher can give new information, hut he has no right to tell the persons actually working with children what to do. The warning: The parent, teacher, counselor, must always adapt research findings into his/her own understanding and wisdom of children.

A Third Danger¹

The uncertainty of how firm is the statement. Through the media a finding may be widely bandied about, but comes from very little real evidence. It is derived from some local and trivial study and indeed becomes accepted, as if it were sound scientific fact, How to deal with this danger is difficult - perhaps the only way through arduous protection is to track down the original source - if it has appeared in a reputable scientific journal one can be assured it is genuine. However, the opposite is not necessarily true.

I have described three dangers arising from the fact psychologists are at work and indicated some forms of protection.

Sociometry

(Now in parentheses I would like to say Dr* Ebbs very kindly invited me to use this occasion to tell you about my own research, However, as I, with a number of colleagues have spent thirty years studying the growth and development of children's social relations, I found it too difficult to condense 30 years into 20 minutes and say anything significant. If you are interested, you can find out about it through other channels:

- 1) Last year I condensed it into an hour and a quarter at the Canadian Psychological Association conference. It is now published in the Canadian Journal of Behavioral Science under the title "The Sociometry of Society". Reprints can be obtained by writing The Brora Centre, 245 Davenport Road, Toronto 180.
- 2) Our books are available through the University of Toronto Press- Primer of Sociometry and Sociometry Testing. Also in French, Italian, Spanish and Hungarian.
- 3) Within the next 18 months, I hope to put on an evening about some of the implications of what we have learned,

Sociometry cont'd, Two comments on these studies -

- a) They started in a summer camp in 1939 because I was interested in what happened to children's relationships to their peers during a camping session. Published in 1940 - first sociometric study in Canada — one of the earliest using a camp setting.
- b) When for thirty years you have looked at individuals always in terms of their relationships, your perception changes and therefore your ideation from thinking of the individual as the unit to thinking of the "social atom" the social molecule as the basic unit in our human society. End of parentheses.)

RESEARCH AND CAMPING

Hope this Society would undertake significant research *of* and in camping.

Two Kinds

- a) Demographic
How many camps, where are they! Who goes to them! for how long! What are their costs, etc., etc..
- b) Use of camps as life laboratories for studies of human development, learning, social relations, etc. Camps provide an excellent setting for research in human development. Isolated - whole life 24 hours a day. Enjoyable experience.

I hope this Society's research will not become spotty. Research with a whole lot of little disparate studies going on, but that this group *hr6ufh its research committee that would give a significant shape to the main matters that should be investigated. Give much time to preparing the study. The better the study is planned, the more efficiently it can be carried out. A study that takes a year to prepare may take only minutes to conduct. That the studies would be truly multidisciplinary - multidisciplinary is often erroneously thought of as studies from different disciplines being carried on in the same place. It's not. It's focussing on one problem and using efforts from the various disciplines to converge on it and coordinate their efforts and findings.

You have the personnel in this Society for such a committee. You will have to get some money - quite a lot. You will have to avoid the dangers I have mentioned; your committee will have to call in people to do the actual work.

Brief reference to 1939 Research Committee of the O.C.A.

THE SOCIETY OF GAMP DIRECTORS

Address presented to the Society of Gamp Directors, Inn-on-the-Park.

Thursday, April 15. 1971.

"SUBLIMNOS" TOBERMORY

UNDERWATER HAH - ORIGINS OF HEW CREATIVITY

Undersea habitats are not new. Sublimnos is new to Canada.

For some years, programmes of this kind, developed for the underwater study of ecosystems in tropic, temperate and arctic waters have "been in existence. Sealab, off the coast of California and Tektite in the Virgin Islands, have provided insight on the performance of man at moderate to great depths for prolonged periods. These offered only high-cost, "brief \$ operational periods, staffed by a very few enthusiasts, and in consequence *o the projects were unable to survive.

J. B. MacInnis, M.D., Medical Director for Ocean Systems, Inc., created the Sublimnos project, Canada's first underwater habitat in the Great Lakes, through a Research Grant from the National Geographic Society, \$ Washington. With Dr. Allan R. Emery, who is a biologist associated with the Department of Lands and Forests (Ontario) and the Royal Ontario Museum (Toronto), Mr. Keith Evans, Project Manager and co-ordinator, and \$ further financial support from the Canadian National Sportsmen's Show, on the Varsity Fund, (University of Toronto), Canadian International Gomstock Co., Limited, an Ontario Government Grant, and a considerable amount of assistance from other sources, Sublimnos came into being in 1969 as a -g relatively inexpensive, permanent shallow-water habitat. The site, o Little Dunk's Bay, is located near Tobermory, Ontario, at the tip of the Bruce Peninsula which separates Lake Huron from Georgian Bay. About two hundred miles north-west of Toronto, it was chosen for its clear, d unpolluted water in that particular area, as well as for its accessibility as a mainland site.

THE STRUCTURE

Thirty feet below the surface stands the small twin-chambered habitat which provides day-long accommodation for two, three or four divers, and overnight stays for short periods only. The unit surprisingly provides not only safety but comfort. Its lower ballast chamber contains approximately ten tons of iron-ore ballast, and sits on a crossed pair of out-riggers for vartical stability. The living chamber is held to the ballast chamber by four one-inch channel beams, giving the chambers separation distance of approximately three feet.

Access to the upper chamber can be made through a thirty-five inch hatch in the floor. Once inside, the diver has eleven square feet of viewing area through the overhead "view-bubble" and four view ports. The living chamber is made of quarter-inch rolled steel and is insulated with one-and-a-half inches of sprayed polyurethane. Inside, one finds a circular bench, shelving, floor, removable hatch, hot-water manifold and radiator, temperature guages, food, water, tools, air valves, lights, desks and clock. No surface support vessel is necessary.

However, in June of 1970, a thirty-seven foot aluminum work boat was loaned to the project to provide surface support when needed, and to allow deeper diving excursions in the surrounding area. This craft contains two 155 Hp. outboard-inboard engines, and a 6.5 kw generator.

A shore installation includes a 10'x 12' changing shed, a low pressure air compressor, and a hot-water heater and pump system. Nearby is a high-pressure air compressor for refilling scuba cylinders, and two portable generators, one a 2.5 kw, the other a 10 kw.

In charge of a full-time attendant, an Information Centre shows photographs, slide presentations, aquaria, illustrations and examples of the diving and scientific devices used. Thus, an interested individual can view the Habitat model, study equipment and scientific programmes. It , also frees scientists and students from all but the most relevant questions concerning the work at hand.

Equipment is stored in a rented cottage in Tobermory, which also serves as office, laboratory for visiting scientists and accommodation for summer students.

ALLIS AND OBJECTIVES

There were several purposes behind the Sublimnos plan: 1) to provide a functional underwater platform to improve scientific investigation of the natural environment; 2) to provide a test location for underwater equipment; 3) to introduce and educate as many divers as possible to the concept of underwater living; 4) to assist in catalyzing Canadian "man-in-sea" technology. Therefore its free supporting facilities allow scientists in particular, and interested students, to take advantage of the site for study and research. Over 1,000 divers have visited the site including representatives from the Universities of Toronto, Michigan, Newfoundland (Memorial University), The Royal Ontario Museum, the Ontario Dept. of Lands and Forests, Texas A & M, and the University of New Hampshire. Three University students worked full-time in June 1970 and in 1971 Mr. Larry Bell was appointed the Resident Biologist.

SCOPE OF STUDY

Science and education are the two most important objectives at Sublimnos, beginning with a comprehensive study of the natural environment with an attempt to understand the biology, geology, physics and chemistry of the area. Bio-engineering forms an important part of the scientific study, in that it investigates the kinds of equipment which will best support underwater man year-round in this environment. Breathing devices, heated units, navigation and propulsion devices, as well as photographic and recording instruments are among the apparatus under study and research.

It is fortunate that Little Dunk Bay is under ice for the greater part of the winter, thus providing an arctic simulation location. Water temperature in the first year ranged between 70° and 32° F, and visibility from 75 to 25 feet. Thousands of hours have been spent in investigation of both the natural environment and the diving equipment best suited to conduct these studies. Both day and night diving have provided a unique look and comprehension of the site as well as the physiological and psychological problems particularly in the under-ice condition, a probable source of research preparatory to actual Arctic under-ice study.

PILOT PROGRAMMES

Education has assumed growing importance at Sublimnos. Informal discussions and seminars resulted in 2 pilot programmes at the high school and university levels involving 15 students who are accomplished divers. During 2 multi-day periods at the project, they will be exposed to a wide spectrum of disciplines relating to underwater exploration. Authorities in biology, geology, underwater physiology, ocean engineering, photography and other activities

will conduct the seminar. Students are those who are accomplished divers and who wish to expand their knowledge in this frontier,

Another pilot programme will be conducted with approximately 10 selected high school students who are also accomplished divers. During a three-day week-end, they will be exposed to a group of authorities from various underwater disciplines in order to see how effective maximum usage of the underwater environment can be obtained for intellectual stimulation.

A non-profit research foundation has been established to expand the educational and scientific opportunities discovered during the first year of Sublimnos operations; this, with a view to the establishment of a permanent site in Little Dunk's Bay, to seek funds for its continuance, as well as for publication of the first annual report.

ARCTIC UNDERWATER IGLOO?

Probably the most exciting possibility coming out of the experiment at Tobermory is that of establishing a like habitat in the Arctic. In order to ascertain its feasibility, Dr. McInnis, 2 diving scientists at the Doctorate level, as well as an underwater photographer are, it is hoped, to travel to Probisher and Resolute on an exploratory basis.

Out of the Sublimnos experiment has evolved a totally new habitat design, an igloo of plexiglass, approximately 8 feet in diameter, cradled in an aluminum sub-structure and ballast tray. Developments in this field will be watched with great anticipation,

IS IT WORTH THE EFFORT?

The answer is an emphatic "yes", Never before have underwater scientists been able to devote time to unhurried study on a horizontal rather than vertical level, to participate in the rhythms of this new environment rather than make temporary forays from the surface. It permits the observer indoor observation plus immediate outside verification; it acts as a refuge similar to the tent of the ground explorer.

Sublimnos has provided extraordinary return on the investment. Thousands of hours have been logged, a high yield of scientific information has been returned, many young minds have been stimulated. It is hoped that the project can expand, and that other similar programmes will evolve in Canada as well as in other parts of the world.

THE SOCIETY OF CAMP DIRECTORS,

PRESENTED APRIL 15. 1971

THE ADOLESCENT AND CAMPING: A
PSYCHOLOGICAL APPROACH

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It is one of the few truisms in human behavior that the shift from childhood to adolescence is an exceptionally difficult transitional period. The individual is faced with the task of putting aside his life as a child and becoming an adult. This process is often complicated by parents who demand adult competence when the individual acts as a child, and prefer childlike behavior when he demands adult privileges.

If the period of transition is trying for adults to accept, it is fiercely difficult for the adolescent to accomplish with grace and security. Ruth Strang (1968) suggested that the individual best equipped to cope with the storm and stress of adolescence is likely to be one who has acquired the skills he needs to handle new experiences, who is introduced to these new experiences gradually and is given only as much responsibility as he is ready to assume at a given time, and who finds that his interests and needs are recognized, accepted and responded to by adults.

Strang's suggestions are fairly well founded in psychological theory and might serve to guide the development of programs in camps which seriously attempt to recognize the special difficulties of adolescents. They seem, however, at some variance to the principle of hardship and submersion of self as is demanded in the more extreme camp organizations.

In the course of the preparation of this paper, we looked at a great many advertising materials from camps for adolescents, and every one claimed extensive positive effects on the psychological state of the campers.

Generally these effects were said to be in terms of character building and personality change, but there were some who even suggested the relief of such very tricky problems as emotional disturbances, learning disabilities, identity crises, antisocial and delinquent tendencies and even sexual hangups (this one is usually carefully cloaked under a variety of terms, one of which was "definition of masculine roles"). Now, these are rather big claims for courses and programs that are usually less than eight weeks long and of an average of about 26 days. We might remember that the person the camp is going to so change has had around 13 to 15 years to get the way he is. Those camp directors who have had any formal training in psychology and/or have employed a qualified psychologist in either the development or implementation of their programs, and those who have psychologically assessed their campers prior to and after their camp experience, will all recognize what an extraordinarily complex and difficult task the interpretation and modification of adolescent psychological behavior really is. The purpose of the present paper is to present an interpretation of several theories of adolescent behavior in the general areas of intellectual growth, emotional development, personality characteristics and psychosocial problems as these bear on the adolescent in a camp. We shall

then examine a common psychological problem of campers and attempt to apply some of the theory to practice.

There is evidence for an argument stressing awareness of the different development, experience, and needs of the individual in a camp, rather than the demands of the camp's organization, philosophy and methods on the individual. In short, the psychological question is "should the individual be required to modify himself to meet the camp requirements?" Now, psychological theory doesn't have anywhere near a specific answer to this question, but there are several schools of thought about the nature of adolescent development to which we might turn for some suggestions. Broadly speaking, there are three general theoretical positions which we can categorize as Psychological, Psychosocial and Psychoanalytic.

Psychological Theories

Rather than concentrating on the central biological and physical changes associated with puberty, the psychological theories emphasize various aspects of individual human experience such as consciousness, perception, values, inner conflicts and stress; that is, interest lies in the psychological processes as the primary factors in adolescent development. One such theory was developed by Oswald Kroh (1951) in terms of the development of the child's concept of the world. Initially, the child expresses magical thoughts about objects in the external world; and later, (with elementary school years) he enters a period of more realistic perception of his environment. The onset of adolescence marks the emergence of a theoretical view of the world, reaching a deeper understanding of life, free from the perceptual errors characteristic of the earlier stages. Jean Piaget, a Swiss psychologist, has suggested a somewhat similar theory of adolescent development. According to Piaget, the child proceeds from an early period of sensori-motor reflex action through a stage of imagery to purposeful action, then develops the ability to engage in foresight and planning, and finally, during adolescence, reaches the point of recognizing cause/effect relations and generating creative solutions to problems.

Perhaps the major contribution of these theories to our present topic is the suggestion of periods of transition between stages during which the child attempts to define a role for himself against the behavior patterns expected of him by adults. These periods of stress (called negativism by Kroh, and cognitive conflict by Piaget) can produce emotional instability, disobedience, exaggerated self-assertion, and are closely related to the adolescent's attempts at self-determination and independence; that is, it may be entirely normal for the adolescent to engage in behavior which the adult views as representing undesirable character and personality problems. According to Piaget, it is the adolescent's newly developed capacity for comparing the possible with the actual in many different aspects of life that underlies the incessant conflicts and many emotional problems which characterize this age period. The pre-adolescent can grasp only the immediate, concrete state of things, whereas the adolescent can also see the possibly more desirable states they might or could assume. This new awareness of the discrepancy between how things are and how they might be-at home, school, even in himself - probably underlies many of the recurrent

adolescent feelings of depression and dissatisfaction, may lead to rebellion and is at least one theory of the cause of drug addiction in adolescence. However, his rebellion is usually verbal, rather than physical, since he is often unav/are what implementing his ideals entails in the way of action. Thus, he is able to be very adamant and apparently hypocritical in his demands. It is only towards the end of adolescence that ideals get tied to appropriate action, and he begins to take a less militant, more understanding stance toward society in general. Until then, the adolescent can be overly sensitive, may fluctuate between extremes of shyness and aggressiveness, and may experience extreme conflict between social and moral values, between ideologies, and between different styles of living. Finally, the experience of conflict may set up tensions which will throw the adolescent into positions of extreme attitudes and action*

It may be the major function of a camp, seeking to affect positively the development of character and personality, to allow the adolescent opportunities to adopt extreme positions without reprisal, so that he can react emotionally, ideologically and irrationally to different situations, rather than t-o expect him to comply with adult standards of behavior.

Psychosocial Theories

The emphasis of psychosocial theories of adolescent behavior is on the influence of the social environment and on the role of the interacting processes between the adolescent and society. As such, this theoretical position is likely to be of interest to the camp organizer, since social psychologists maintain that in a complex western society adolescence represents a phase in development in which physical maturation and strength are much in advance of social maturity.

According to Ellis and Davis, adolescent development is a continuous process of social reinforcement and punishment, with society designating behavior acceptable by rewarding it, and other behavior unacceptable by punishing it. After repeated experience, the anticipation of punishment brings about a "socialized anxiety", which then becomes a key factor in the adolescent's socialization process, particularly in the middle-class youth. This is because he faces increased demands from society to accept social responsibilities and because society has, at least until very recently, asked him to delay the gratification of such pressing needs as sex and aggression. With this increased pressure, and with the heightening of socialized anxiety, the adolescent becomes aware and critical of the values of his culture, and comes to depend increasingly upon social acceptance, prestige and status, but not necessarily within the established order. The result of all IMs is often a substantial increase in tendency to rebellion, antipathy toward society, and dependence on peer relationships. If society's pressures lead to severe anxiety then even neuroticism, psychological disorders and emotional problems may occur.

If pshychosocial theory has any grains of truth in it, then the camp which sets itself up as the arbiter of values and goals, and institutes a system of rewards and punishments for adolescents attempting to meet

it's demands, places itself in an interesting position. It may help the adolescent to proceed to an earlier acceptance of the socio-psychological game, or it may encourage him to recognize the system for what it is, and develop the ability to live within it. On the other hand, it might further frustrate, reject, and perhaps, psychologically damage its adolescent client.

Psychoanalytic Theory

The psychoanalytic approach to adolescent development is much more individually oriented than the two positions we have discussed so far, although family, social factors, culture and environment are central ideas (e.g. Eric Erikson, 1950, 1959).

Adolescence is characterized by the moving away from the love objects (mother, father, favorite toys, etc.) of childhood which results in the freeing of affection that seeks satisfaction outside the family and is concomitant with a weakening of parental authority. The adolescent enters a phase during which experiences of emptiness, grief and sadness are commonplace, and friendship acquires an enormous importance, bringing with it a new quality, the idealization of a friend. The relationship between the abandoning of the early love objects (the mother and father) and the formation of intensive friendships ("best friends", crushes, etc.) can be noted when an idealized friend is lost. The disappointment often results in depressions, eating binges, or worse. The fact that these relationships are often transitory and short-lived suggests that the friendship is a search for a replacement of the abandoned parent.

There is very clear evidence, both psychological and practical that friendship and peer group relationships are the major common denominators of adolescent behavior. The individual is at a time when his body image is changing radically, he is confronted with overwhelming pressures! and (Erikson suggests) if he has rebelled against the dominance of his parents and against their value system, the adolescent will have developed a strong need for social belonging. The peer group enables him to satisfy this need, and also helps him to form his longed for identity by providing a behavior model on which he can stereotype himself. This is one of the reasons, according to psychoanalytic theory, why totalitarian systems are so attractive to the adolescent. They supply convincing and suitable identification. The adolescent welcomes membership in a totalitarian peer group which relieves him of the search for self and provides emotional crutches until he can learn to stand on his own two feet. It is a useful defense mechanism against sources of stress and conflict. Under stress, the peer group may enable the adolescent to act out various forms of anti-social behavior without having any strong feelings about his actions; or, conversely, as a result of submerging himself in the peer code, he may experience feelings of anger or act aggressively without any awareness of the source or target of his anger or the consequences of his behavior.

Implications for Camping

So what does it all mean for the camp director? Is it so complex that he should throw up his hands in distress and continue on his character-building way? Or is there something there that can be valuable to him in the way he views the next group of adolescents coming into his camp?

We are prepared to suggest that psychological theory has a great deal to offer the camp director, and that he should take advantage of the limited knowledge gained by this discipline in its dealings with adolescence.

Clearly, the adolescent is enduring a difficult set of experiences. He is finding himself not satisfied by the objects, people and experiences of his childhood, nor yet acceptable to the adults who have suddenly rejected him, and (from his point of view) not allowed him full participation in his world. He is suffering from a complex pattern of biological, psychological, and social pressures which he little understands and which provoke behaviors in him that only people undergoing the same stresses are prepared to accept. It is not surprising, then, that the adolescent turns to the peer group for security and identification, and that adults tend to react to the stereotype of the adolescent in the peer group rather than to the individual. But the crucial point is that every member of that peer group has his own complex difficulties and personality. So the camp organizer is faced with a group composed of quite a different, but individually complete members, bonded together by a common need for identification in a world which, to them, appears unaware of their needs.

In general, we would suggest that the camp avoid the presentation of a program which sets adult goals and standards of behavior to be achieved by adolescents. We are concerned that many programs designed for adolescents set difficult-to-attain standards of performance that are essentially of an adult value structure in nature. It may be (and some research has indicated) that the adolescents involved in these athletically oriented, strenuous, and often competitive outdoor programs, translate the camp values into their own ideals and use the peer group structure to survive within a very hazardous psychological, as well as physical, situation.

However, if the camp program were designed from a psychologically-oriented base rather than an activity-oriented base, we would consider the necessity to program for each individual rather than for the group, and to use the group as a place of refuge for the adolescent when he wished to escape the attentions of the adults in the camp. We would, in fact, apply to our program the principles suggested earlier in this paper that is, that activities be geared to an individual in such a way that he has the skill to tackle the new experiences that the activities will provide for him, that he is introduced to these new experiences and activities gradually and is given as much responsibility as he is ready to assume at that time, and that the adults recognize and accept his limitations, attempt to find ways that these limitations can be reacted to so that the camper does not lose his identity under the stress of complying with the camp requirements, and is not driven to the anonymous security of the group.

Perhaps an example of a common problem that all camp counsellors have encountered at some point in their careers will help show the applicability of psychological theory to camping with adolescents.

Homesickness

When an adolescent comes to camp, and especially the first time, he is usually eager, apprehensive and tense, confronting a new adventure,

Homesickness cont'd,

When an adolescent comes to camp, and especially the first time, he is usually eager, apprehensive and tense, confronting a new adventure, a potentially new source of conflict and stress) and, very likely, he is bewildered by the recent breakings of his ties with home. He is both searching for independence and being confronted with it. As a result, old needs stir him and he who was so manfully independent, may swing to an exaggerated dependence on his parents and the love objects of his childhood. In other words, he becomes homesick. Although it is often mild and short-lived in many adolescents who welcome new adventure, it can be an exceptionally difficult problem for a boy or girl whose early experiences have not provided defenses against the loss of familiar crutches, and especially for those who are in the transition stages we described earlier. Further, the additional strain placed on the adolescent by the camp's sets of rules, punishments and rewards, combined with his acceptance or rejection by his peer groups in the new situation, and complicated by the very real physical demands placed upon him, will readily cause him to regress to a child-oriented search for security. He may temporarily reject the opportunity to make friends and group identifications offered to him in camp; and the group may attribute his adjustment difficulties by rejecting him. Thus, he becomes a problem for which there is, again, no one solution, but in which there are some reasonably good strategies.

As a general principle, and one which best answers the suggestions of the theories we've considered, is the provision of a sympathetic ear - not a pep talk, not an appeal to group behaviour, nor the camp's expectations, and certainly not the giving of fatherly advice, no matter how tempting it may be. Instead, a willingness to listen is the basic requirement. Now this does not imply the provision of a strong silence. The listener's real skill in handling the homesick adolescent lies in his ability to create something to listen to! In effect, the listener will usually be successful if he probes gently and, through his probing, assists the adolescent to verbalize and recognize the problems he is faced with. This technique is not new and is very much based on the psychotherapy ideas of Carl Rogers. It's probably been done for years by the more successful camp counsellors in your organization,

It is important to be able to recognize that a long silence is very anxiety provoking in many adolescents and the counsellor needs some techniques to break the silence. One such technique is to ask questions about the home life, childhood experiences and parents of the camper. Another is the picking up of emotionally laden words in whatever speaking the camper may produce. If, for example, he says, "I have a rotten group of tent mates", the counsellor might reply "Rotten?" and so on. Provided the counsellor does not make and communicate his own value judgments, this second technique will often prove very effective. A danger in this approach lies in the manipulative power it supplies to the counsellor who is often also an adolescent suffering under similar strains. It is a wise camp director who keeps a close eye on the development of his counsellors as well as on the relationships between counsellor and camper,

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Clearly, there are many more factors involved in homesickness, which is itself only one of the myriad problems of the adolescent camper. Our example is intended only to illustrate "briefly the relevance and application of psychological theory to the development of the adolescent as a factor in camping.

Obviously, there is a need for a great deal more research in and on the camp situation "before direct applications of theory can "be stated with any real degree of confidence. However, there is a need to be wary of the difficulties your organizations really do face when they attempt to provide for the adolescent a successful approach to the difficult transition from youth to adulthood.

"AS THE CAMPERS SEE IT - A MINI STUDY"
by Elizabeth Raymer, Camp Tanamakoon

This mini-study is the result of several occurrences which accidentally blended together. The last time the O.C.A. Conference was held here at the Inn-On-The-Park, I attended a session led by Harold Nashman. On display was a copy of the Wahanowin yearbook. Mr. Nashman explained that the book was created by the simple method of inviting all the campers to submit contributions. The great charm of this volume was that the contributions had not been edited, but appeared exactly as written, spelled, and punctuated. We decided to use this idea. Our campers responded with enthusiasm. In order to keep expenses to a minimum we mimeographed and collated the volume at home in the fall. The extra pages and the poorly printed ones were stacked on a shelf. We use such carefully preserved wastepaper for scribbling on.

Several months later I grabbed a handful of this paper to write the first draft of a letter. It was a letter occasioned by extreme irritation. I felt compelled to write to someone who had shown ignorance of children and what they gained from camping. As I paused to gnaw my pencil for fresh inspiration I idly turned the page over to see, what was on the other side. The words leaped to my eyes, "Camp is a place where you learn to get along with all kinds of people. At camp new friendships are made and old ones renewed. You can improve your skill at many activities and learn how to live and share with other people. Happiness is a summer at camp." This was a page contributed by 12 year olds. They said "I learned more about myself as, a person too," and "Camp is a place for a child to get away from the city. A chance to cook her own meal over a fire. A new understanding of nature and things around us. Above all, camp is a time for friendship".

I got out a copy of the Yearbook and re-read it. The campers expressed it better than I could. They had not been told what to write - they had been asked to write as they pleased. The letter I was composing has no further connection with this. But, realizing that this was a valuable tool for exploring how the campers see camp, I made a note to use it with the counselors.

During the four days of pre-camp we formed the entire staff into study groups with about eight persons in each group mixing up the job responsibilities, the youngest and eldest, the former counselors and the new ones. One evening of pre-camp we handed out copies of the Yearbook. After a few minutes of reading at random, the counselors were obviously enjoying the recapitulation of the previous summer, and becoming re-acquainted with the former campers. The six groups were then given specific assignments: asked to read all the contributions, approximately 300, and report the following:

- Group 1: List all the regular daily programme activities mentioned and tabulate the number of times mentioned.
- Group 2: List the intangibles and how many times each is mentioned.

- Group 3: How many times was the word "camp" used, and how many times "Tanamakoon"?
- Group 4: What do the campers dislike?
- Group 5: How many activities not regularly scheduled on the programme are mentioned?
- Group 6: What people do the campers mention? By general classification, and by name.

Each group was then to form a few general conclusions, and comments on their findings.

Group 1, concerned with the regular activities, (definition: the activities in which instruction is available every day; attendance is voluntary), found that they ranked in this order:

Woodcraft and Wildlife (our names for campcraft and nature study) ranked first. Mentioned 31 times.
Swimming came second - mentioned 25 times.
Canoeing and Canoe Tripping tied for third. Each mentioned 23 times
Fourth was Arts and Crafts with a score of 19.
Fifth was Archery with 17.
Sailing was sixth with 13.
Tennis had 9.
Drama and Music tied with 7 each.

These results surprised the group, especially the fact that Woodcraft and Wildlife outranked the water sports. However it was made very evident that the total involvement of the camper with the medium as in Swimming, Canoeing and Tripping is a factor, providing great pleasure and satisfaction.

Counselors associated with Crafts, Archery and Sailing, knowing from past experience that their facilities are always crowded to the point of distraction, could only reason that Crafts and Archery provide satisfaction but in a predictable way; there is more dependence upon precise individual skill and little feeling of conquering the elements. The sailors felt that while sailing is adventurous and thrilling, it's greatest rewards are experienced by the campers who have developed real skill. Drama, Music and Tennis reasoned that involvement was limited to fewer persons at a time and the resultant enjoyment, while genuine, could not be considered as highly adventurous. Tennis is hard to learn. Drama and Music are frequently accompanied by the physical restrictions of trying to sit still and pay attention.

Group 2. The group dealing with the intangibles that campers mention found the following, and in this order of frequency:

Happiness - the winner, hands down, was mentioned 34 times.
Friendship - 18 times.
Nature - used 18 times.
Eight campers wrote expressions of aesthetic appreciation for beauty, 7 used the word sadness, and 5 referred to achievement, 5 to enjoyment and 5 to thanks.

Other intangibles expressed were: understanding, love, peace,

sharing, freedom, sympathy and glory.

It was easy to pinpoint the popularity of "happiness". Charley Brown had pre-conditioned the campers. The observations of the study group were that 1) the campers were surprisingly perceptive and 2) the most unexpected depths were revealed by campers they thought were concerned only with mischief and immediate gratification of personal ends. It was noted that the younger campers wrote about the regular activities, swimming, canoeing, etc. But starting with age 12, expressions of appreciation or understanding became more numerous and increased as the age of the contributor increased.

Group 3: The question about the use of the word camp and the actual name of the camp was included to test a theory of my own. I anticipated that the result would be 90% for "camp and 10% for "Tanamakoon", thinking that children express themselves in generalities. Wrong. Camp was used 80 times and Tanamakoon 73.

Group 4: We go now to the question of what the campers disliked enough to mention: the most frequently mentioned dislike was leaving camp. No other specific dislike was mentioned more than twice. I have classified them loosely. First, the camp equipment: a saggy bed, a leaky tent, a cabin door that the wind blows open, and the day the "Johns" were out of order.

Second, complaints about the program: here were found - getting up in the morning, the morning clean-up jobs, all-camp clean-up, long rest hours, rainy day programmes and carrying heavy sleeping bags on a trip.

In the category of discipline: two clean-up jobs meted out as punishment were noted with disfavour. One was "cleaning up the "Johns" after they had been festooned with about a million yards of tissue; the other was "scrubbing cabin walls" after a decorating spree with pilfered poster paint. Obviously campers don't like housekeeping chores. "Getting caught tent-hopping" and "getting into trouble" obviously involve relations with counselors. The only other times the counselors were singled out were: 1) the nuisance of having to have counselors on a canoe trip, and 2) not being able to find a counselor when you need to go to the bathroom after Taps.

Next we list the complaints about food. They were: gaining weight, being late for Tuck, being last in line for buffet lunch, and being out of camp and missing Sunday ice cream.

Nature came in for her share of adverse criticism. Girls don't like mice, leeches or bears; and it is terrible to forget your insect repellent on a canoe trip. Forgetting the matches on a cookout, losing your clothes, and losing your trunk key are memorable annoyances too.

The final group of dislikes involves feeling miserable because of: not getting any mail, having your mum stay home and not visit you, losing games, getting a low mark on cabin inspection, being left alone while all the others are out on a trip, having a fight, having no friends; and worst of all, getting locked out of your cabin because you don't know the password.

This report of study group 4 was received by the counselor staff with a great sense of relief. There were no universal gripes or hates. Very few of the complaints appeared to be occasioned by the counselors. Everyone felt reassured by the fact that most of the campers' troubles were minor and transitory ones.

Group 5, tabulating the activities which are not scheduled (for instruction) on the programme, included canoe trips as within the framework of their question. And canoe trips were mentioned the greatest number of times.

Food was next in popularity with 1) eating ice cream and 2) cook-outs listed as most enjoyable. Lower on the scale came swim biscuits (an afternoon snack), buffet breakfasts, horse and goggle-ing (a game of chance to secure the extra piece of pie or cake), the Portage store, and eating at a table with no counselor.

After food, the most popular activities were Mail-time and then skinny dipping, getting tuck (ration of candy), and rainy day programs in the Lodge. Other camp activities were morning dip, recreational canoeing, hikes, music, and tether ball.

In the realm of "Special Camp Events" none even came close to the popularity of eating. However in this area "Vagabond Day" was most memorable, then Visitors' Days, followed by the all-camp regatta, special sailing races, Cree Day (when the 15 and 16 year-old campers are in charge), the Final Council Fire, parties, and hair washing on Sundays (a very sociable mass-cleansing process).

Then there are the activities which the campers find highly enjoyable regardless of administrative opinion. Tent-hopping was the favourite here, almost as popular as cookouts. Then came Nightmare stories, gossip, writing names on cabin walls, dumping canoes, experiencing storms, watching the sunset, watching the moon rise, and finally, looking for Ahmek (boy's camp) guys.

This report confirmed what we knew from experience, that canoe trips, food, receiving letters, and skinny dips are very popular. It is noteworthy that the all-camp special events evoked so few comments. Perhaps it is because they seldom involve the individual in constant and complete participation. The incidental activities listed gave the counselors an opportunity to observe that children are always busy.

Group 6: Finally we arrive at the question concerning what people are mentioned by the campers. Group 6 reported that there were ten counselors mentioned by their own names, none more than three times. A half-dozen campers received special mention. The Directors were named five times. The Indian names for the four Tribes which represent the age groups appeared frequently, as did the title "Little Chief" (the camper elected to head each group). Although the campers wrote of the canoe trip guides, only one, the quiet, gentle old Indian, Matt, was named. The term "family" was found six times, "C.I.T." eight times, "friend" 23, and "camper" 26 times. The reporter for this group concluded her list by observing that one could assess the importance of the counselor staff by the fact that God was mentioned twice, and counselors 32 times!

In general, the campers wrote of their friends, the campers and counselors. They expressed a great sense of belonging to their particular Tribes. We wondered if they would have written so warmly if they had been writing about the Junior, Intermediate, and Senior Sections, instead of the Ojibway, Sioux, Shawnee and Cree Tribes.

The staff was amazed at the number of times that the counselors were referred to lovingly, as friends and persons worthy of admiration. They were surprised that the campers wrote of them as a group and did not single them out in a sort of popularity poll.

When we totalled all the items it was found that the programme activities (174) , the camp itself (153) and the people (145) involved were in close succession heading the list. The intangibles (109) came next followed by the other activities (93) - (those not considered programme activities). The dislikes trailed the field (47).

This was not a truly scientific study. The campers didn't know that their literary efforts would be analyzed. The campers were not asked to state what they liked most and disliked most. They were not polled on the subjects of aesthetic appreciation and the food.

The validity of this mini-study lay in its usefulness as a tool. A tool which could help the counselors understand the children they would be working with. Therefore each counselor was asked to write briefly what she had learned from the exercise. Here is a summary of counselor responses:

The new counselors were impressed by the evidence that the campers love their camp and find almost everything fun. These new staff members also expressed relief. They were reassured to find that the campers revealed themselves as human beings, mischievous perhaps, but not mean.

The former counselors were deeply touched by the campers' expressions of appreciation and respect for them. They wrote that they knew now that there was real value and worth in their work and were anxious to press forward to the summer ahead.

Almost all the counselors wrote of the insight they had gained into the different age groups; what appealed to them and how it should be presented. They noticed in particular that the youngest campers (9 and 10 years) lived in a very small world, encompassed by their own friends and counselors, and the satisfaction of their physical needs for food, shelter and activity. The youngest were seemingly oblivious of the rest of the camp population. The counselors noticed that as the campers grew older their worlds grew larger and, although the environment was a constant factor, the campers' responses to it changed each succeeding year.

There was a general agreement that camp is an experience, an involvement with nature, a "people thing" and not just a place to go. And finally, since the counselors' influence is so evident, all counselors had good reason to do their best to use this influence to the best advantage for the campers.

It was a successful experiment. There was developed in a relatively short space of time 1) a sympathetic feeling for the campers, and a comprehension of their total experience. 2) Staff members realized that every activity, every happening, and every staff member is important, but that no single aspect of the programme took precedence over all others. 3) There was no questioning the validity of camp experience, but rather a mass conversion to its values.

OUTDOOR EDUCATION IN ONTARIO TODAY

Lloyd Fraser
Co-ordinator of Outdoor Education
North York Board of Education

Back in the days when Canada was young, our children got their education by helping father or mother around the farm, watching the village blacksmith, and sitting around the general store. Schools taught Readin', 'Ritin¹, and 'Rithmetic. There was a clear division between the real world and the symbolic world.

With the subsequent shift to a largely urban population, and a much more complex way of life, children lost touch with the real world, and the symbolic world of the school formed a much larger part of their education. Teachers taught about trees by holding up a picture of the tree, and children learned that a grasshopper is really a cut-away diagram.

Now schools recognize that the missing reality must be replaced, and that some things must be learned from first sources in order to get a perspective on certain concepts. As a result there is a great move to take school children Outdoors.

With the new emphasis on reality, teachers are realizing certain fringe benefits. They find that some students develop better socially outside the school, that a whole new set of leaders emerges, and that children will communicate more readily outdoors. They also experience a totally new teacher pupil relationship which has benefits for months afterwards back in the classroom.

Range and Scope of Outdoor Education

School programs now range from a half hour study in the school year to a two week cruise in the Mediterranean.

Studies cover everything from natural science to Outward Bound and include all aspects of the curriculum.

Residential programs have developed a structure which includes, at the primary stage, centres such as the Toronto Island School and the Albion Hills School where students get room and board and a staff to conduct a program. The next"step up is a centre which provides room and board but the visiting teacher assumes responsibility for the program. The third step is the place which provides only lodging, the students prepare their own meals, and the teacher does the program. The fourth" step is a camping experience where .s^ lodging and the teacher conducts the program. The top of the pyramid is the canoe trip or extended camping trip where the group also provides its own transportation. " ' "

It is obvious that it takes a more skilled teacher and a more experienced class to key in at the higher levels of this pyramid. Unfortunately, the higher levels are also the least costly, so some groups are forced to become involved at a level which ts too advanced, because of lack of funds. ^

The budgetary restrictions imposed on schools by the Minister of Education forced many Boards to cut back in 1971, and further cuts are necessary for 1972. This has not seriously hurt the development of Outdoor Education Programs in most places, because the students have born most of the cost. It could seriously affect Board-Sponsored programs in 1972. The greatest problem which is likely to occur is in the area of overnight programs where Boards enforce standards of supervision which require up to one teacher for **every** ten students. Cuts in staff and in dollars for supply teachers will make it **very** difficult for these schools to go on overnight programs, as it will be much more difficult to release teachers from their duties in school.

In, spite of restrictions in budgets I predict that outdoor programs will flourish. The growth rate may slow down for'the next few years but the trend is evident. As schools struggle to make studies more relevant, and as interest in the environment increases, Outdoor Education will, of necessity, continue to expand.

November 11, 1971

SOME RECENT DEVELOPMENTS IN OUTDOOR EDUCATION AND
ENVIRONMENTAL STUDIES AT CANADIAN UNIVERSITIES AND
IN TEACHER EDUCATION

During the past few years, Canadian universities and teacher education institutions have introduced many new courses which might be generally described as "environmental studies". These new courses are largely the results of serious public and government concern over problems of pollution, a very rapidly changing environment and the depletion of our natural resources.

The Departments involved vary somewhat from University to University but usually include the Department of Science, Geography, Zoology, Biology, Anthropology, Forestry, Engineering, Architecture and Physical and Health Education. Two very important developments are interdisciplinary programs and special courses offered by the Divisions of Extension.

(e.g. University of Toronto-
PSE 200 - Environmental Issues
PSE 300 - Environment and Society),

Camp Directors have, of course, a special interest in the new programs introduced by our university Schools of Physical and Health Education. It is a pleasure to report that, after a rather slow and reluctant beginning, practically every degree granting school is presently offering some kind of a program in Outdoor Education for Outdoor Recreation).

You will be interested to know that a great deal of the initial leadership in Outdoor Education in Canada has come from a few distinguished Physical Education teachers. Almost all of whom have had a broad experience in the camping field.

For quite a number of years the Science and Geography departments at many teacher training institutions have been deeply involved in various kinds of field trips. A very important recent development has *"been* the establishment of a close working relationship with various Conservation Authorities and other educational field centres,

A most interesting part of the teacher education program for many student teachers is the opportunity to spend one week at a residential Outdoor Education Centre. In the opinion of most students it is one of the most valuable weeks of the whole year.

McArthur College was the first teacher training college to offer a credit course in Outdoor Education, Their "open country" program is a very popular option. Our College of Education has offered a credit course in Outdoor Education Cd'5^t.15) for three years. Our registration in this program has grown from 28 to 132. In addition we are offering the same course to experienced teachers and administrators who may take the course as a credit toward their B.Ed, degree.

Most universities and teacher education colleges are making extensive use of private and public camps for field trip experiences. We feel that this is a very important working relationship that will continue to develop,

Jack Passmore, Professor (Outdoor Education), The
College of Education, University of Toronto.

November 11, 1971.

OUTDOOR EDUCATION III A VOCATIONAL SCHOOL

W. J. Bahcock

Don Head Secondary School opened in September, 1969* as York County's first Special Vocational School, Don Head was established to meet the needs of those students who have experienced difficulty, particularly in academic subjects, in the elementary schools. Students entering Don Head are transferees not promotions. In general these students have come from auxiliary or special classes, or from grades 6, 7 and 8 and have been in elementary school as long as 10 years.

Aims and Objectives of the Outdoor Education Program are:

- (1) To promote the development of skills and attitudes that will permit the profitable use of leisure time.
- (2) To offer opportunities for practical experience and job training.
- (3) Through experience in conservation practices to develop attitudes that will ensure care and interest in the use of our natural resources.
- (4) To provide opportunities for community service.
- (5) To encourage participation in "adventure" type activities.
- (6) To provide an opportunity to learn responsibility through co-operative planning of courses and activities by students.
- (7) To provide preventive discipline-A totally involved student is seldom a discipline problem.

The Program is designed to be interdisciplinary in nature. Subjects such as English (vocabulary building and language skills) (Social Studies; Science) Physical Education) Building Construction and Maintenance* Cooking and Food Services \$ Horticulture and Audio Visual Aids and even Mathematics are all intertwined in Outdoor Education,

Facilities which are utilized!

- (1) The immediate school yard (landscaping, school garden, grounds maintenance, science observations.)
- (2) Adjacent wooded area and a large bog and stream immediately west of the school. (Science-observation and collection of specimens, stream survey and so on.)
- (3) Conservation Areas-Bruce's Mill, Claremont, Albion Hills, Black Creek Pioneer Village, Holland Valley.
- (4) Camp properties and facilities-Richildaca, Kawabi, Kandalore.
- (5) York County Forest.
- (6) Farms-(a) Albion Hills, and (b) Private farms,
- (7) Bruce Trail and Garnaraska Trail.

- (8) Local golf courses.
- (9) Local commercial ski establishments,
- (10) The Mill Pond (within walking distance.)

Methods:

- (1) Field Trips.
- (2) Assignments - scrap hooks, work assignments, home gardens, collections.
- (3) Films, Filmstrips, speakers.
- (4) Recording of outings. The students record each outing through the use of:
 - (a) Super 8 movie camera on which a sound track can be added.
 - (b) 35 mm slides.
 - (c) Polaroid Land camera.
 - (d) Tape recorder.
 - (e) Written accounts.
- (5) Work experiences-farms, conservation areas, camps, parks and recreation areas.

Program:

The program is co-operatively planned "by the teachers and students involved. Instruction is provided in swimming, first aid, water safety, small "boat safety, canoeing, archery, riflery, trap shooting, hunting safety, skiing, snow shoeing, orienteering, "bait casting, fly casting, spinning and spin casting. Camping, campcraft, woodcraft with overnight experiences have "been popular. Outdoor cooking and barbequeing provide a challenge for the food services course,

Fishing, hunting and canoe trips are offered to students who fulfill qualifications and who have "been successful in the pre-trip training. Hiking on the Bruce and Ganaraska Trails "both on foot and on snow shoes leads one to "believe that the students might spearhead the establishment of a York County Walking Trail, perhaps following the routes of the fur traders.

Time Available:

There is sufficient flexibility in the timetable to allow for large blocks of time to be used when needed for an extended field trip or project. Many of our teachers have been involved in the various field trips. The element of co-operation is strongly evident at Don Head between student leaders and teachers in the planning, and instruction for and execution of the various outings. Teachers and students get to know each other more closely in a less formal atmosphere than the classroom. This sort of experience has done much to develop desirable pupil-teacher relationships which enable the students to profit to a greater extent.

Equipment:

Such equipment as compasses, topographic maps, snow shoes, archery equipment, rifles and some camping equipment are supplied by the school. Arrangements have been made to rent facilities and equipment from established camps.

Evaluation:

There have been observable gains in the following areas:

- (1) Behavioral changes—many discipline problems have corrected themselves.
- (2) Personality and character development.
- (3) Leadership development.
- (4) Development of Organization skills,
- (5) Development of Social skills.
- (6) Acquisition of survival skills under unfavourable conditions.
- (7) Understanding of the outdoors and a comprehension of man's place in the web of life.
- (8) Appreciation for the aesthetic beauty in nature.
- (9) Respect for a Supreme Being.

OUTDOOR EDUCATION IN THE ELEMENTARY SCHOOL

J.M, Wansbrough

Outdoor education in the Elementary school at the present time is very much a grass roots movement. The programmes in most cases are initiated by the classroom teacher, or some other member of the staff. These programmes chiefly depend on the initiative and experience of these persons who also provide the needed momentum and enthusiasm. Since the outdoor experiences are usually unique to the school itself, current budget cuts hamper few of the activities as programmes are often student and school financed.

Most outdoor education at the elementary school level has never taken big chunks out of the budget. For better or for worse it has always existed on a piecemeal basis. As is the case in most education, it is not a matter of money, though financial backing certainly helps. It is this small scale, indigenous endeavour that I would like to examine.

In many schools the administration encourages and gives a great deal of support to their staff if they have been able to present well planned activities and have shown these programmes can be a much more meaningful experience in the out-of-doors. In schools where little use is made of the environment, it is usually because there is no one on the staff who has had personal camping or outdoor experience. Where there is some form of outdoor education beyond the odd walk to the nearby park, you will often find that the person responsible is someone who has had camping experience in private or non-profit camps. Everyone on this panel to-night, for instance, has such a background, I have worked with Girl Guides, Lloyd with Boy Scouts Bill with private camps and Jack has treated many canoe trippers to the delicacies produced in his reflector oven. The, personnel you camp directors train in your C.I.T. and staff trainings are of ten the leaders in their schooJLs. They in turn train others who work with them, so your oamping philosophies and standards are spread far wider than you might suppose,

Thfi biggest hang-up slowing down the use of the out-of-doors by teachers who do not have the camping experience seems to be security. They feel safe when they have their children inside four walls where they feel they can control what is going to happen. The first time outdoors the children will want to cover a great deal of territory, be they in grade one or grade thirteen, so safeguards have to be built to allow for this urge. Before they go outside many things have to happen inside. The students have to sense that going outside is genuinely related to learning and they have to have something worthwhile to do. Older students can do studies or exercises that cover a wide area such as a comparative study of a hardwood bush and a reforested area, wide open-country games or orienteering. Younger children can in a designated area catch things that move to see how many legs they have, or play shadow tag and other games that will keep them too busy to run off. Even the matter of getting little children from one place to another can be accomplished smoothly. For example they can be allowed to run from check point to check point making the places the ones where the teacher wants to work. This channels an urge to roam into constructive activity. If a teacher gets past this first hurdle of worrying about their charges running all over the place he will go out again and is usually committed. When the teacher learns to make use of short periods of time with carefully planned activities the ris" of frustration by uncontrolled situations is kept to a minimum.

Another fear teachers have is that they won't know the names of things around them. When they find out that nomenclature is not vital and that things can be explored without calling them by name, apprehensions are further dissipated. They venture into the realm of feeling, listening, smelling as well as seeing, with activities such as a hike—where one of a pair wears a blindfold, a quiet time by the side of a pond listening to the chorus in the spring, sniffing a crushed sassafras leaf, following a spider's hole to the bottom to see who lives there, or examining all the 'creepy crawlers' found living under a stone. This type of activity they find can be enjoyed without a great deal of background knowledge.

How [JORFt the inexperienced teacher gain the necessary know-how and confidence? One of the best ways the outdoor education movement spreads is ~by a shared experience with other interested and enthusiastic people. In the school I know best the willing but inexperienced teacher goes along with an experienced one until he begins to feel comfortable, or the experienced teacher trains a crew of Grade 7 or grade 8 students who can go out with younger resource leaders and the inexperienced teacher uses them. These leaders, each working with small groups of the class, relieve the pressure on the teacher. Each time the teacher goes out he gradually takes more and more responsibility for the programme until finally, with successive experience he is confidently working with students providing stimulation and leadership when it is needed,

The elementary teacher working with their own group of children for ten months," is in a unique position to create attitudes of appreciation of their world and an awareness of what is happening around us. They can not only help the children develop a concern for one another but when the children frequently explore an area close to their school, and watch it change with the seasons they become more involved. They see the relationships between the animals observed and their food supply. They become conscious of the choices they as adults will have to make regarding land use in their area. They are becoming educated, caring citizens who understand their own community. When an apartment building was built on the side of a ravine where students had spent time finding toads and snakes and had watched the birds catch insects and feed their young, they knew a choice had to be made. They understood on a personal level instead of reading about it in a book. Another instance comes to mind. A firm rebuilding the skating rink allowed liquid ammonia to drain into a little ditch that lead to a pond. The kids were upset. When the green leaves on the bank were burned by the fumes and a coating of dead fish appeared on the water these kids were the first to report the tragedy. Eventually the adults rallied but it was the students who used the carcass of one *very* large snapping turtle as evidence at a City Hall hearing. The company was charged with negligence and fined and the students saw by an example, the interdependence of all life in their community. They also came to appreciate how laws depend on the active involvement of the citizens. They too will have to decide which things have priority for an area.

The primary and junior classroom teacher has no problem trying to fit into time tables and can take advantage of all sorts of teachable moments in any subject, and go outside when it would be more meaningful. One day kindergarten children spent a morning finding out about magnetism while attempting to retrieve nickels that had fallen down a grate,

The school yard is used to build up teacher confidence because it is close to home and he can terminate the activity anytime he wishes. He can gain experience in stages by combining other activities such as physical education with outdoor education learning. *The* children perhaps play shadow tag and then divide up into groups to explore what is moving in a long grass patch and an area of short grass. Before they come back in school they may have a form of a treasure hunt to allow them again to spread out over the school yard.

The school yard is used to build the student's ecological awareness by investigating the food supply of animals observed. Many special games they play can exercise the use of the senses other than sight. The children learn to work in groups, learn to use equipment and to devise what they need to carry on further investigations. All of these skills acquired in their outdoor classroom, they will use when they take more extended trips. Before they travel far from home they find out how to carry their equipment most efficiently and how to cook out. The school yard is also used so that they may feel the need of clothing necessary to be comfortable in any weather. A lunch eaten outside in the yard on a cold January day makes even the most hard to convince decide to wear a hat. They are then ready for all day outings where they do much more detailed studies.

This school yard approach can effectively be used as a preparation for younger children living in residence away from home. The grade 7 or 8 students trained to be group leaders have acquired the capabilities enabling them to be responsible for the experience the younger ones will have when they are away from their families. They can work with their little people for several weeks ahead of time helping them to increase their skills and establishing trust and rapport before they all go away together.

The most satisfactory progression for a healthy outdoor education programme seems to be:

1. From activities in the school yard,
2. to the day outing at a nearby park, and then further afield,
3. to the weekend or short term outing,
4. to the extended residential experience (a) in residence (b) camping,
5. to the more challenging canoeing, bicycling or backpacking expeditions.

Problems occur in some schools when they skip some of these steps. Much more use can be made of a day trip away from the school if the students are familiar with the equipment, have the observation skills and the experience to make the maximum use of the time out. If they have the experience when they go camping they have time to spend on the programme and not just cooking. It is very desirable to prepare as much as possible back at school for the experience away from it.

Outdoor Education in the Elementary school presents fantastic opportunities to:

1. BUILD UP POYJEKS OF OBSERVATION - Many of our children by the time they reach grade 3 or 4 have lost much of their ability to use their senses other than sight. With regular practice they begin to feel, hear, smell as well as see more than they would otherwise,
2. ESTABLISH LIFELONG INTERESTS IN 'HE OUT-OF-DOORS - This esthetic appreciation will be theirs to enjoy wherever they live.
3. DEVELOP HOBBIES AND LEISURE SKILLS - Hiking, camping, birdwatching, snow-skofcing, orienteering are only a few of the possibilities.

- 4. ENCOURAGE ATTITUDES OF CARE AND CONCERN FOR THE ENVIRONMENT -

It is impossible to form a sound conservation policy without knowledge of the complex interrelationships "between species. Even kindergarten children exploring a shrub or tall weed see what is feeding on it, or giving their pet rabbit a carrot, begin to see how one thing depends on another for food. As older children do a comparative study of a deep pond and a shallow pond they begin to realize how complex ecosystems are, how one disturbed and seemingly insignificant little creature may upset the whole balance.

5. FOSTER UNDERSTANDING AND INSIGHT - As adults these students are going to have to make decisions as to what environmental factors are beneficial or detrimental. They cannot begin to do this if they do not have the understanding of how one living thing relates to all other physical and biological aspects of the environment. 'When it comes to making decisions would they have allowed the shrubbery along the school fence to be removed and pavement put in its place because it was easier to maintain? Would they let the school garden area be paved and the oak tree die so the blue jay no longer is heard outside the classroom window?

These opportunities though high sounding in their results are not as demanding or difficult as the uninitiated teacher supposes. It is these small scale teacher instigated programmes which sustains natural curiosity and through which students will gradually acquire an awareness, and a sound basic philosophy toward their world. What a need there is at the elementary level for more learning experiences in the out-of doors 1

As I think of most people active in Outdoor Education in the Elementary schools of Ontario, they usually have a background of having been raised in the more northerly parts of Ontario, or having happy learning experiences in private or non-profit camps. These are the people in our schools who enthuse others on their staff. You need at least one such person in a school to spark activity out-of-doors. In fact without one there does not seem to be any momentum to get a programme rolling. I feel you directors of camps do much more than you realize to support the outdoor education movement in the elementary schools especially here in Southern Ontario. Those of us hoping to get more persons aware of our resources out-of-doors thank you sincerely for your help.

NEEDS FOR OUTINGS

III SCHOOL YARD

SITS.

Pavement & grass patch.

EQUIPMENT

Magnifying glass, blindfolds, string, trowel,

RESOURCES

*Game3 & activities that can be carried on in school yard.

FACILITIES

None

PROGRAMS

Activities-using a wide area Using the senses Investigating an area. Using equipment needed on later outings such as a compass, snowshoes, soil auger, fly casting rod, etc.

DAY OUTING

An area within walking, cycling, or public transportation distance of school so it can be used for series of experiences.

Above plus haversack, extra socks, lunch, first aid, options such as: serial photographs, soil augers, rubber boots, pond nets, compass, etc., depending on programme.

Enthusiastic group.
*LEADERS-e.g. experienced students or adults who know how to make best use of opportunities that evolve in area with their group as well as help with program plans for day itself & preparation & follow-up,

V/ashrooms variety of area, able to withstand concentrated use, options such as; orienteering trail, pioneer houses, etc. Shelter to eat in if Nov., Dec., Jan. Feb,

Above plus variety of hikes, orienteering observation games, cooking, fishing, mapping, recreational skills, comparative ecological studies, apple picking, sketching etc.

WEEKEND OUTING

Variety of terrain, shelter, Washrooms, drinking water*

Depends on programme.

HONEY for rent & transports -Groups of children to do cooking or adult catering.

Drinking Water, Inexperienced need warm dry shelter, Experienced need area to pitch shelters.

Any of the above, but more intensive studies. Communication skills,

EXTENDED RESIDENTIAL EXPERIENCES

Above

Depends on programme

Above

Above & more laboratory facilities.

Above.

*These are the stumbling blocks where most inexperienced people need help, 1) Building up their experience so they have an idea bank to draw on when they are out with their children,

2) Training leaders within their own class to help carry out their programme,

PRESENTED AT JUSQTTJLL MEETING APRIL 12, 1972

"13 THERE 3TILL 1 PLACE FOB THE INDIAN COUNCIL BING CEREMONY?" By

W. J* Eastaugh, Asst. Director Camp Ahmek

Most of those gathered to-day will remember the jolly, rollicking fun and high jinks of the Minstrel Show* How many of these high stepping corn joke, black-white entertainments have you seen in the last twenty years? They disappeared because the dominating white Mr* Interlocketer symbolized the tyrannical slave owner accepting without question the fealty and absolute domination of the ludicrous blackend men and the equally ignorant and unlettered black chorus. Mr* Interlocketer, resplendent in his white tie and tails was the epitome of white superiority and domination when viewed against a background of black faoes and farmyard levis. With the enlightened view that characterized the American attitude towards segregation beginning in the early fifties, the old-time Minstrel Show **vent** out of business*

Are we faced with a parallel situation with respect to Indian Lore in the summer oamp? We had an incident at Ahmek last summer which suggests we are* For more than 50 years the Indian Council fiing has formed a part of the summer program* Because of the large numbers of campers and staff we have divided the Council Ring evenings so that the Seniors (ages 13-16) have one event in July and one in August and the Juniors (under 12) have corresponding programs*

Each of these ceremonies entail the attendance of over 300 boys and girls and staff* The Senior Council Ring has always posed the greatest problem* The sophisticated teenager does not always succumb to the spell of the Indian games and ceremonies* Indeed we have strong - suspicion it is the attraction of the sexes that is the most influential reason for attendance* This being the case the Chief is sometimes hard pressed to retain the desired atmosphere*

Last summer two of our French Canadian teenagers challenged Dr. Statten a few days prior to the Senior Council Ring. They maintained that we were mooking and making fun of the North American Indian and in view of the many indignities already perpetrated upon this undertrod minority, they could not see any justification for holding such out-dated ceremonies* Dr. Statten, already concerned because of the conduct of some of the Seniors at previous oounoil rings - aoocepted the challenge issued by these two lads*

He did not appear in his usual feathered regalia. Instead he wore a military beret, a hunting jacket and carried a sturdy walking cane* Instead of the usual fire lighting and peace pipe ceremonies he made • a statement about pollution and the consequences of poor environmental oontrol* He punctuated his remarks by emptying a plastic garbage bag of gum wrappers and pop cans which he had oollected on the way up to the counoil ring*

The reaction to this camp fire was mixed to say the least. The traditionalists were condemnatory and voiced the opinion that while it was an interesting evening they hoped it wouldn't replace the Council Ring. The two lads who had championed the Indians felt that it was a suitable substitute.

It is difficult to describe the polarization of opinion that followed this seemingly innocent break with tradition. Taylor Statten was justified in his decision to change the format of fifty years of camp practice for it turned out that the Indian Council Ring survived the acid test.

During the September Camp for adults and children Dr. Page Statten succumbed to popular pressure and conducted the best Council Ring that September campers could recall. It should be pointed out that September campers are almost exclusively ex staff and ex campers. And so much for a tempest in a tea pot.

Having lived with Indian Lore programs in camp since the year 1930, I feel I can speak with conviction when I say that in all those years I cannot recall a single incident in which the Indian was portrayed as anything less than a brave, skillful, naturalist - an artisan, lover of forest, lake and stream and a heroic figure of stature and nobility.

Indians from Golden Lake and the Itoosenee area have lived with us at camp and demonstrated their woodlore and craftsmanship. Bill Stoqua taught Canoe Lake campers how to paddle in a style which has caught on in camps all over North America.

If we have been guilty of anything we must accept the criticism that purists have a right to level at us. We are guilty of disregarding cultural facts. Indian Lore at summer camp has not limited itself to archaeological truth. We have stolen the tipi from the people of the plains, the grotesque and marvellously hideous masks of the Iroquois, the birch bark crafts of the Hurons and the Rhythmic design of the Haidas and Kootenay Indians of the West Coast.

For the benefit of those who may have been too long away from an Indian Council Ring, may I be permitted then to try and recapture some of the magic for you by describing what we do at the Taylor Statten Camps?

To begin with we are blessed with an ideal setting - a tree encircled flat, overshadowed by an awe inspiring 50 foot wall of rock) and secondly we have an experienced staff that has been with us for many years. As an example of this the fifty counsellors at Ahmek last year averaged 7 years as campers or staff and although I don't have the figures I feel reasonably sure a similar situation prevailed at Wampomeo.

Council staff committees are invited to plan each Council Fire. Really it comes down to a division of the labour, since the format changes very little from year to year and decade to decade. Such chores as making sure the site is clean and the path free from loose rocks, building the fire and having a supply of firewood handy, deciding on a method of lighting the fire, selecting contestants for the water boiling contest so they have all the necessary equipment at hand, rehearsing the chorus for the Departure of Hiawatha and preparing an Indian dance, a story, song or pageant and selecting the Indian games and gathering the necessary props.

The girls come by boat across the mile and half of open water in two huge war canoes and gather in preparation for the quarter mile walk to the council ring. Everyone wears something to keep them protected from the mosquitoes and to add to the colour and pageantry of the occasion. Usually three or four horsemen riding bareback lead the procession which is traditionally hushed and quiet.

Once the three or four hundred are gathered and seated on logs, which have miraculously avoided total decay for some thirty odd years, the chief in full regalia enters and the ceremonies begin.

Despite the fact that most of the assembly is familiar with the rituals we have found that explanations and interpretations enhance and assist in understanding. The opening "Meta Kola Nayhumfy Omnae ae Chaoppy" for instance is translated "Hear ye, Hear ye my friends we are about to hold a council."

This is followed by "Light we now the Council Fire", Over the years considerable ingenuity has been displayed in this connection. We have sent flaming rolls of toilet paper down a copper fishing line extending from the cliff top to the centre of the fire-sometimes it has stuck half way down and knowledgeable staff avoid standing directly under it for it has been known to burn off the wire and fall as a blazing nuisance on to a feathered headdress. Beautifully costumed maidens have performed intricate ballet steps to the beat of the drum and at the appropriate moment have plunged blazing torches into the fire. An acrobat, fire bearing medicine man has emerged from a tipi to perform a dazzling dance ending with a transfer of fire from a day bowl to the awaiting council fire.

The fire has been lit on many occasions too, by triggering a small bottle of sulphuric acid by means of a hidden string, into a mixture of potassium chlorate and sugar to produce a sizzling, crackling, blaze which to the uninitiated appears to be nothing less than black magic.

The Peace Pipe Ceremony is conducted by the chief who beseeches the protection and understanding of Wakonda - the great spirit, Maka Inna - mother earth, Wazi Tata the north wind, Weo Hinyan Peato the east wind, Weo Peato the south wind and-Okago the west wind. Each is addressed in turn with the ending Hayoon - Keaya-noorway with everyone answering "noon way" which means "amen"*

Next oome songs or speoial dances followed by games and ranger sports. Challenges in the games are formalized. First the would-be contestants have to attract the attention of the chief by yelling "O chief," "O chief" etc. so that the chief then singles out the most enthuiastic o Challenger by pointing to him or her. This is the signal for everyone to be quiet while the challenger stands and says "O chief, I Mary Smith, from Sherbrooke or (whoever and where they are from) challenge any member of this council ring to Cat on the Back Feno (or whatever the game is). The would be acceptors of this challenge then respond with the chant "O chief, O chief" until someone is again singled out - they rise, give their name, home town and say "I accept the challenge". During the action of the game the spectators shout the name of the home town of their favourite and what a din it makes. Cottages tell us they can hear it right across the lake*

Of course only a few can participate in the games and the ranger reports which consist of interesting sightings of birds or animals either in camp or on canoe trips.

An exciting feature is the water boiling contest in which the contestants bring their own unout log, an axe and a knife. They ar provided with a billy of water and one match. After introductions they proceed on the word "go" to chop their log, out kindling, light their fires and heat the water until it "boils over the top with the assistance of a little powdered soap which has been added to the water. Some amazing feats have ooured over the years. The current record holder is an American Counsellor who two years ago boiled watevin less than 3 minutes. The previous record had stood since the 1920's. The seoret appears to be in loating s suitable piece of dry pitch pine.

The Departure of Hiawatha ends the Council Ring. This moving ceremony with its poignant music forms a nostalgic part of all Statten Camps alumnae. Some years ago now, one of our Jewish staff members married, and the reception was held in the Toronto Club. The father of the groom who had come from New York for the wedding was visibly moved when the newly married couple desoended the stairs and some wags at the reoception broke out in the Hiawatha Departure song which was picked up and sung by the assembled guests. Father thought it was one of the most beautiful aspects of a Christian wedding ceremony.

The departure of Hiawatha symbolizes the natural, dignified acceptance of death by the Indians. Hiawatha the legendary chief who worked diligently for the unification of the tribes into the Iroquois nation, has grown old and senses the approach of death. He addresses the council, which is a group draped in red blankets which has danoed into the council ring and now sits in a circle. Hiawatha claims he has heard the call of the great spirit and must depart. He reminds hiswarriore that he has made of them a united nation and that peaoe prevails-he implores them to glory in his aohievements and not mourn his departure. He sings:

Mourn ye not oer my departure
Mourn ye not I go upon a journey,
I Hiawatha soon will have departed,
Mourn ye not, my journey is eternal
I, Hiawatha, soon will have gone forever.

He then turns and walks away into the night. After a pause the red blanketed braves sing:

"Fare thee well then Hiawatha Fare thee well
O fare thee well forever Sinks the sun our
prophet goeth onward Fare thee well may stars
shine on thy journey O Hiawatha, thru shadows
ever lasting".

Then from the fringe of the woods Hiawatha sings his verse again "Mourn ye not" etc. and walks farther off. The Braves in the council ring stand and with arms outstretched repeat their chorus "Fare thee well" - etc. And then away off in the distance so those in the council ring have to strain to hear- Hiawath sings his chorus for the last time. All is quiet, the braves move back and the chief steps forward.

He says, "Our chief Hiawatha has departed, is there anyone to take his place?" He then goes on to describe how some braves may have offered themselves as worl^l successors and describes some of the tests they may have endured such as walking on hot coals or withstanding the sun dance or some demanding vigil. He then reminds the group that all such tests of courage and endurance while praiseworthy are as nothing compared to the demands of the high office held by Hiawatha - - that displays of courage before an audience are one thing but that the true test comes when you are alone - beset with doubts and fears and tempted to rely on your own resources or man-made weapons. At such times you need to call on the great spirit" as in the Omaha Tribal Prayer. Wakanda dhe dhu, wa pa dhin a - ton he - which translated means "Father a needy one stands before thee, I who sing am he".

The chief then invites everyone to join him in singing this moving Indian song and the council ring is ended.

None of this can be said to have any basis in fact that I contend that it places the Ind. an in a favourable light. It portrays him as a noble, courageous, religiously motivated human being.

Campers and staff have gone on to develop an interest in Indian history. Artists such as John Hall and Elford Cox explored the Indian arts and crafts and anyone who has heard Murray Adashin's hauntingly beautiful Algonquin Symphony is bound to recognize the familiar strains of Hiawatha's Departure.

And finally if the childrens camps are successful in their bid to remain in Algonquin Park it may be due to the ability of the Honourable Tom Wells, the Minister of Education to persuade the Ontario Cabinet to the opinion he formed as a result of attending the August Council Ring at the Taylor Statten Camps last summer.

Presented by Linda M. Gerber

INDIAN CULTURE IN CAMP PROGRAMS; ITS RELEVANCE

TO THE NATIVE PEOPLE OF TODAY

Throughout Ontario, one finds that elements of Indian culture permeate much of camp life. While some camps have little, if any, Indian content in their programs, others have carried out extensive research into the cultural elements that have been included - in the forms of dances, songs, arts and crafts, cabin names and tribal organization. In most cases it is hoped that exposure to Indian cultures instills in children a respect for the Indian way of life, as part of our rich Canadian heritage*

Last summer, however, a few children raised the question of whether the nature and quality of these programs really do honour the native people of today* Whatever the concerns of the children may have been, their questioning of the legitimacy of the programs focused attention on a certain issue* Does a reenactment of past cultural patterns do justice to present day Indians, or does it perpetuate stereotypical images of primitiveness that interfere with relations between Indians and non-Indians today?

Indian people offer a wide range of opinions when confronted with the camping issue* In part, these opinions reflect great differences in the ways in which Indian individuals orient themselves to the "mainstream" of Canadian society* Their goals vary along a continuum from integration or total inclusion to militant separatism* Indian people have not, in the past, been asked to consider camp policy so that they have not had occasion to consider its relevance to their lives* Despite obstacles, some sort of consensus as to "Indian opinion" about camp programs could be reached if native people are given reason to discuss the matter* If camp programs were modified to reflect the wishes of the native people, this would provide legitimation in the eyes of questioning young campers. In addition * And more importantly, Indian people would be given a voice in determining the way in which their cultures are presented to non-Indian children*

From the perspective of a sociologist, the camping issue and the ways in which the present dilemma might be solved have far greater repercussions than might be evident at first glance* It is the purpose of this discussion to show the relevance of the "exchange and power" model to the problem at hand, as well as to make you, as camp directors, aware of how people in strategic social positions such as yours can affect not only the attitudes of non-Indian children towards Indians, but ultimately the Indians' attitudes towards themselves*

The theoretical model is essentially adapted from Exchange and Power in Social Life by Peter M. Blau. His application of an

economic model to social life provides fascinating reading for anyone who is even mildly interested in the determinants of social structure*

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The diagram on the following page takes some of the main theoretical elements and divides them into three sub-sections which will be referred to as Situations I to III*. The total scheme is based on the premise that much of social interaction is really human cooperation brought about by a process of social exchange*. Social exchange, in turn, entails the barter of favours, gifts or other services*. Most people, when they are provided with a service of some sort, sense a vague obligation to reciprocate with a service of roughly equal value, and this sense of obligation is supported by the values of the group or groups to which they belong*. Knowledge that another will feel such obligations allows for the development of feelings of trust, and this trust serves to facilitate the processes of exchange or cooperation*

The quality of such exchange relationships is dependent on the relative resources of the two or more individuals or groups engaged in the exchange process*

For example, in Situation I, the two individuals involved in exchange have access to roughly equal resources*. Each can discharge his obligations to the other quite fully so that neither is left with the feeling that he or she is in debt to the other - and thus, to a degree, under his control*. Exchange in this case leads to mutual pleasure and little, if any, humiliation*. People in this situation are attracted to each other because they have resources "valued by the other, and the ability to reciprocate fully leads to a comfortable feeling within the group*. Under such conditions peer groups tend to develop, and common values or norms of behaviour evolve*. Social exchange within such groups is further facilitated because each participant can be fairly sure that the other is aware of his reciprocal obligations*. Trust, under these circumstances is easy to establish*

On the other hand, as in Situation II, people with unequal resources may be attracted into an exchange relationship*. Under such conditions the norm of reciprocity takes on a different hue*. Obviously, the two participants have something to offer each other or they would not have initiated an exchange relationship in the first place*. Nevertheless, both are aware that the services « or whatever they are exchanging - are considered to be of unequal value by the community at large*. The person with inferior resources is expected to acknowledge his debt by exhibiting gratitude, deference and a continuing readiness to respond to the requests of the "superior". To the extent that his debt remains in part unpaid, he is under the control of the other and in a sense humiliated by his dependency*

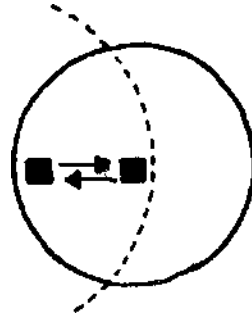
It is this difference in resources that gives rise, through exchange relationships, to differentiation of power both at the individual or group level. Exchange relationships between groups with unequal resources give rise to what we refer to as social ^ structure.

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ExcWanqe, and Power'' Model

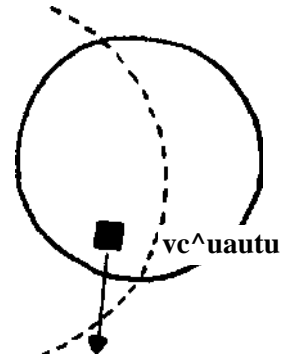
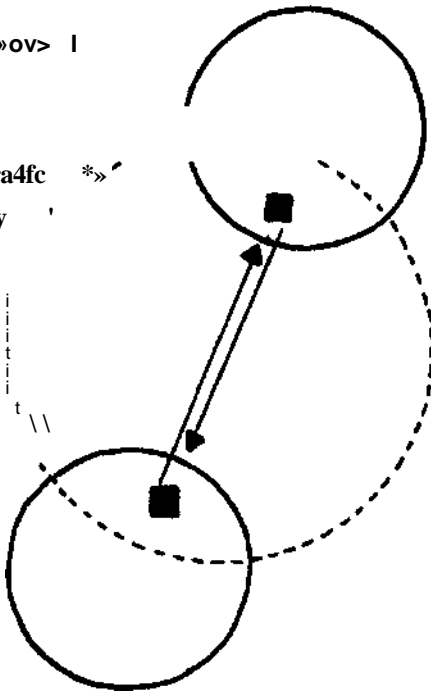
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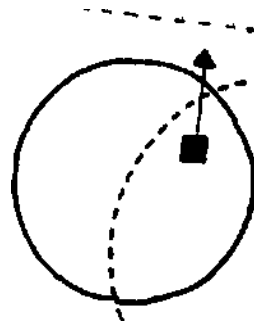
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When people from different peer groups engage in exchange, feelings/of trust function in what appears to be a diluted form. Promises of repayment become more specific, and contracts or money .-. may be introduced into the picture to reduce risk. There is still a vague belief, though, that most people will keep promises, honour contracts and refrain from passing counterfeit money* In the event of default, of course, the sanctions of law can be imposed* Whatever the power of law, a sense of trust is required before the many transactions of our complex lives become possible without acute anxiety* It helps to know that ones exchange partner Is aware of the rules of the game, and this is fairly likely if he shares your culture, values, religion and so forth. On the other hand, where there are cultural differences between exchange partners, the required trust is difficult to maintain*

As mentioned before, exchange relationships under conditions of unequal resources put the "inferior" into a position where he cannot reciprocate at full value and therefore leads to a sense of humiliation. If his desire for what the "superior" can give him is strong enough, he will endure the humiliation and remain within the "superior's" control* Otherwise, given an alternative, the person with fewer resources will attempt to meet his physical, social or emotional needs In other ways*

Situation III depicts a condition in which the disparity of resources Is so great that the potential partners withdraw from any kind of social exchange* The "inferior" has nothing to offer the "superior", and in any case the humiliation of debtorship would have been too painful to endure* The "inferior" may rationalize his "" withdrawal by convincing himself that the rewards offered by the other were really not attractive after all. If physical withdrawal from a situation is impossible, at least psychological withdrawal can be achieved.

The processes of social attraction on the one hand and withdrawal on the other account in part for the relative homogeneity of social groups with respect to the social status of their members. Since entire groups of people can share similar levels of resources, we can witness the same processes of attraction and withdrawal between groups*

The relationship of Canada's native population as a whole to the dominant groups in society is essentially that of Situation III, although there is a slow but perceptible tendency to move into Situation II* This is due in large part to development and mobilization of resources that have resulted in Improvement of the Indians' exchange positions vis a vis other groups. The reasons for these changes will be outlined below.

There are other elements of the diagram on page 3 that should be taken into account. Complete circles in the diagram depict peer group relations while dotted circles depict what might be called "associational" relationships. As opposed to peer group relations, ^ which may be formed around friendships as well as relations that lead to achievement of goals, associational relationships are usually goal related as are businesses or political parties. Interaction is usually more formalized in associational settings and trust is

protected by a variety of additional safeguards.

The combination of peer group relations and asocial relations roughly defines the social space within which interaction takes place. As such they determine the shape of channels of communication, particularly those relying on word of mouth rather than the mass media* These channels of communication determine both the area within which trust functions and the opportunity structure of our society. Conversely, exclusion from communication networks can mean exclusion from chances of social mobility on the part of subgroup members* This exclusion means that it is difficult for such individuals to enhance their resource positions and, in turn, those of their groups* Thus social inequality between groups tends to perpetuate itself.

In order to focus on our present situation, let us call the dotted circle "the association for solving the camping problem". We can consider Situation II to reflect the positions of myself, as a sociologist, and perhaps one of the executives of your Society* I come from a peer group of graduate students, but I was invited into the "association" because sociology was seen as an area where I have a certain expertise* Your executive member still controls the degree and nature of my involvement, but at least I have the opportunity to offer some input into the decision-making process*

In contrast, at least up to the present* native people have not been perceived to have expertise that is relevant to such policy-making* Therefore, they have not been invited to act within "the association for solving the camping problem", with the effect that they can have no impact on decisions made*

Also, where I have been introduced into certain communication channels that may lead me to further opportunities to affect decisions, native people have been excluded from such opportunities by the mere fact of their absence* This same principle applies to any development of interpersonal trust that might take place,

By a conscious act on your part, you can help more native people move from Situation III to Situation II* As camp directors with Indian programs, you are among the few Canadians who genuinely value Indian cultures* They have resources in your eyes that might not be acknowledged by other groups*

Indian people were not always in such resourceless positions relative to their European invaders* There was a time when Indian allies were essential to the survival of tiny British and French colonies - In terms of dealing with both harsh environment and hostile native tribes* Although the odds were against the native peoples in the long run, they could, at one point, bargain without sacrificing their dignity* A number of factors have combined to reduce the relative bargaining position of our native peoples. Among them are the following:

1. Reserves which were once sufficient to support their allotted populations have lost their potential for such support because of increasing band populations, depletion of natural resources and even the decreasing viability of small farm operations within the

Canadian socio-economic context*

2* Members of the various bands across Canada have been unable to mobilize their collective resources through organization because of language differences, transportation problems, and a lack of administrative know-how* (This situation is rapidly changing)

3* Lack of individual ownership, which was instituted to protect the reserves, has had the additional effect of depressing development on reserves* The absence of home ownership decreased any initiative to improve housing conditions through private enterprise and dependence on the Indian Affairs Branch was perpetuated* Also, since band property was inalienable, an Indian could not offer his house or land as collateral for a loan* Within the context of a capitalist economy, this proved to be a serious handicap to the would-be small entrepreneur*

4-* Another related problem stems from the fact that Indians were considered non-persons in the face of the law* This meant that Indians could not be held accountable for their debts. Although the Hudson Bay dealer who controls the only source of food products in the area might be able to force payment of debts, the average businessman has no such recourse* In the absence of the legal sanctions that allow for the development of trust, it is not difficult to see why it would be difficult for Indians to establish credit. Their legal status also made them ineligible to sign contracts*

5* On top of all these things, the educational policy of the Indian Affairs Branch until very recently was to encourage Indian students to engage in academic study only to the ages of twelve or thirteen* This shunting into vocational training -- of even those of superior ability -- meant that leadership was slow to emerge* Substandard schooling, which was common in Indian communities, further retarded the emergence of leadership*

As a result of these and other factors, Indians eventually found themselves in a resourceless position relative to the groups dominating Canadian society: they were completely at the mercy of non-Indians who controlled their means of subsistence and of advancement* Finding that they could not compete on anything resembling equal footing, they withdrew psychologically from relationships that proved to be too humiliating* They were not left with the option of removing themselves physically*

As Indian resources dwindled, their social "superiors", the whites, found them even less attractive for exchange, so that they tended increasingly to ignore the Indian people*

The difficulties facing Indians extended beyond their official non-person status* Over the past few decades, those Indians who wandered into the public view seemed oblivious to the accepted rules of the game* They did not appear to share our values with respect to time, cleanliness, hard work, sobriety and so forth* Their obvious irresponsibility, stupidity and inferiority gave rise to stereotypes that have persisted despite changing conditions*

These stereotypes have damaged the relationships between Indians and non-Indians along with the self-images of the Indians themselves* We denigrated their culture and their people, and many Indians, particularly children, have come to accept the images of themselves that are reflected by the rest of society* As we lost faith in them, they also seemed to lose faith in themselves*

The degree of negative feeling about Indians showed up strongly in an Edmonton survey in which a social distance scale developed by E. Bogardus was administered to high school students* Indians and Metis are regarded as the least socially desirable of all ethnic groups in Canada, while Negroes, Orientals and Eskimos rank far above them* This study also revealed that Canadian-born students ranked Indians and Metis lower than did those who were born in other countries* suggesting that exposure to Canadian culture teaches the rejection of these minorities* ^

Studies of children in Minnesota also indicated strong negative feelings towards Indians* When asked simply to write comments about Indians, they expressed the following ideas:

Chipawa Indians -- They mostly live in Northern Minnesota* They are pretty mean* (Boy, grade k)

A hundred years ago they were bad, now there are some nice ones* They hurt a lot of people in the world* Thousands of people were killed. They are different than us* Because they are a different color than us* The Indians didn't know about America* (Girl, grade k)

I think they are killers to Americans. Indians wear war paint* Indians make war with Americans* (Boy, grade 3)

Some have red skin they fought in wars and they did not use guns they used bow arrows* They were dirty rotten pigs that's what* (Boy, grade k)

Other comments were much more positive, but were usually expressed in terms of stereotypical images -- teepees, bows and arrows, and so forth* One boy, who took strong objection to such unfair images, felt he had to emphasize his point:

Indians are people; Indians were and still are very peaceful* I must exaggerate that Indians are people* they aren't redcoats or Redskins* (Boy, grade k)

As long as these kinds of stereotypes exist, it is very unlikely that social interaction that transcends cultural and racial differences will take place* This means that very few non-Indians will come to know Indians as living individuals -- as human beings with feelings, aspirations, morals and creative potential.

Changes

There are a number of rumblings in the Canadian Indian community that are presenting serious challenges to the old stereotypes.

1* Increasing education and facility in the use of English have helped to establish channels of communication between bands that were once isolated from each other by language barriers. As interaction increased, leaders began to realize that the diverse bands faced common problems.

2. Slow improvements in educational attainment meant that Indian leadership was beginning to emerge. As a few Indians succeeded, they provided role models for youngsters of their acquaintance, aspirations have been rising and new achievements have been made. The record of university attendance among Indians illustrates the snowball effect of these role models. Between 1960-61 and 1970-71 Indian university enrolment rose from 60 to 32. This is an increase of 62% during a period when the overall Indian population rose by 40%. Changes in official policy and the availability of scholarships have encouraged this trend as has the existence of role models, but whatever the underlying reasons it appears that Indians are regaining faith in themselves and their abilities.

Similar changes are seen in records of successful school completion, as well as in enrolment in vocational training and adult upgrading courses.

The literacy implied above ensures that Indians are increasingly coming within the communication networks of the larger society, or at least within those governed by the mass media. Inclusion in interpersonal channels of communication follows gradually. This, as noted earlier, opens up new opportunity channels.

3* Over the past few years, the elected band councils of about half of our Indian communities have assumed responsibility for the administration of their band funds. Some bands have no funds at all, but the funds of others may range from \$100,000 to \$1,000,000 or more. The administrative responsibility has been handled well by most bands. Administrative and leadership talents have been further developed and this has added to the Indians' sense of control over their fates. The over-riding sense of apathy and powerlessness is beginning to dissipate*

4* As native people compete successfully as individuals within the larger community they begin to build up the sense of trust in them among non-Indians* Employers are now realizing that Indian white-collar employees are extremely conscientious. Given a real stake in our system, they prove to be reliable and enthusiastic. Seasonal employees, on the other hand, who face threats of layoff, still appear to be "unable" to adjust to our "time-oriented" society. People who know that they will be the first fired during slack periods have little reason to commit themselves to a task*

5* Another way in which Indians have enhanced their resource position is by establishing their own press, through which they can communicate among themselves and begin to develop consensus on the issues confronting them* The existence of the press in itself enhances the power of Indian groups vis a vis the government or other non-Indian groups. The press is an aid to political mobilization which, though it is incomplete, means that Indians have become a group to be dealt with rather than to be ignored*

6. A combination of the above factors and others has led to an increase in the proportion of band members who live off their reservations. About 35% of our native people presently live off reserve and one can expect a further increase in that figure. This means that Indian people are becoming more fully involved in the Canadian community at large, and that they will be bringing to bear, on modern problems, a perspective that is to a degree uniquely Indian. As a group and as individuals they are taking a more active role in determining the course of development of our society*

You may be wondering how such changes concern you as camp directors* In a sense camp directors are gatekeepers controlling access into a new area of associational relationships, and as such you can help to channel some of the talents and energies of these new Indians* By entering into dialogue with them and listening sincerely to what they have to say, you can accomplish at least two purposes: with respect to your Indian cultural programs at camp, you can tune in to the present state of Indian culture and perhaps get some ideas about what could be added to your existing programs; with respect to native people, you can give them an opportunity to help determine how their culture is presented to non-Indian children*

One area of concern that is frequently referred to by Indians and non-Indians alike is that of the threat of assimilation* Many people feel that as Indians strive for self-sufficiency within our economic institutions they must, of necessity, give up their distinctive group culture* No doubt some degree of adaptation is required, but one must also keep in mind that people must meet their survival needs, both physical and psychological, before they can really turn their attention to cultural creativity* Also it is a growing pride in Indianness that has led to the current trend to revive the old tribal ways. This movement is led not by the destitute but by those who have learned to cope with the modern world* Hunting and canoeing skills, if they are to be revived by native peoples, will not be reclaimed because of their economic import but because of pride in traditional ways. The growth of such pride, however, is dependent in part upon the acceptance of Indians as full status persons within the Canadian milieu* Camp directors can play a significant role in ensuring such acceptance*

When one thinks of "Indian culture" its traditional aspects immediately come to mind and it is easy to rely on books or a few older Indians to develop expertise in this area. But there is another evolving, changing culture that grows with the Indians of today, and in this area only those Indians who are actively coping with modern problems can begin to pose as experts* This changing aspect of Indian culture also colours interpretation of their entire heritage, and an awareness of such changes may help to ensure that camp programs really do honour to the native people, as our fellow citizens today*

Along with people in children's camps or those who take up Indian dancing as a hobby, native people today who participate in Indian ceremonies are trying to reconstruct the past. As an experience in history, this may have a variety of meanings for the participants depending on their motivations for taking part, but because of such activity something else is happening.

Non-Indians are carrying out native ceremonials and, despite themselves, they are incorporating elements of their own culture and perhaps some stereotypical images of Indians as noble savages or whatever* Meanwhile Indians are doing some of the same ceremonial dances, but they too have difficulty reconstructing the emotional and symbolic past: they interpret these dances in light of their present experience and state of consciousness. Both Indians and non-Indians who try to reconstruct the past are doing something that has a touch of unreality, and as beautiful, as moving and as entertaining as that experience might be, the exercise involves a degree of distortion. What we call "Indian culture" is evolving in two different directions - in the directions dictated by its Indian and its non-Indian practitioners today.

Indians today do ceremonial dances but they also attend university, publish very sophisticated newspapers, present briefs to Parliament and manage large financial enterprises* Some of them are doctors, lawyers, engineers and senators who bring a unique perspective to their tasks. If you can make your campers aware of these aspects of Indianness as well, then there is less danger that the old stereotype images will persist.

If you hope to modify your camp programs so as to do justice to our native brothers today, then it seems that they must have some input in the policy-making process, whether through their publications, through guest speakers or advisory groups or through their involvement as teachers.

Once you have accepted Indians as the qualified experts on Indian culture today, then you help them maintain control over the way in which Indian culture is evolving* In addition, acceptance as experts means that Indians will be included in your associational relations -- and this will open up a new area of cooperation between Indians and other groups, which in turn will foster a much-needed sense of trust* If Indian input were to be instituted with respect to the formulation of camp policy, this would allow them to influence the type of image of them that is presented to non-Indian children. If your pioneering efforts in this area proved to be successful, you would be setting an example for the public school system which is already presenting our Indian heritage in the classroom* There is a potential here for greater repercussions with respect to Indian-non-Indian relations throughout Canada*

Control, by Indian people, over their own cultures and acceptance as experts would provide them with other resources in the competitive market of social exchange*

Types of Involvement

Some Indian input could be achieved if you were to subscribe to the Indian press, especially if you placed copies in your camp libraries*

Inviting Indian children to your camps might also be helpful, especially if a few culturally active adults were invited to come along*

You might ask Indian scholars to attempt to survey Indian

opinion on matters related to camp or school programs relating to our native heritage. ^{AV}

If you were to set up an advisory council of Indians, there could be various degrees of involvement. They might participate in discussion groups only, or they might be asked to act in some supervisory capacity with respect to camp ceremonials. It might also be valuable to set up workshops to clue in camp personnel. Indians might also be involved as teachers. Those camps having fewer economic resources might consider someone who could rotate from camp to camp throughout the summer.

If Indian people are requested to become involved, it is important to emphasize that we are willing to learn from them. One can expect them to doubt the veracity of such an assertion, but gradual changes in camp programs should erase such doubts. As they see changes, they will begin to take their participation more seriously and attempt to reach a real consensus as to what aspects of Indian culture should be included in camp programs. At first their opinions may range from those favouring the complete abolishment of any such programs to those seeing little harm in them, but in the end they might begin to debate more specific issues such as whether religious dances should be included and who should be teaching Indian crafts or dances. Their involvement would, in any case, legitimize Indian programs in the eyes of young campers, and it would probably lead to considerable enrichment of their understanding of Indian life, past and present.

Footnotes

1. G.K. Hrabayashi, "Social Distance and the Modernizing Metis", In B.Y. Card et al. (ed.) *The Metis In Alberta Society*. University of Alberta, 1963
2. "What's an Indian? Children Tell", Akwesasne Notes, vol. fr, no. 1, p.33 Mohawk Nation, Boute 3, Cornwall Island, Ontario

Suggested Reading

P.M. Blau, Exchange and Power In Social Life. 1966-

H.B. Hawthorn, *A Survey of the Contemporary Indians of Canada*. Indian Affairs Branch, Ottawa, 1966 -available at the Canadian Government Bookshops

Volume I ttt.00
Volume II \$3*00

AN ADDRESS TO THE SOCIETY OF CAMP DIRECTORS

NOV. 16, 1972

ROSEDALE GOLF CLUB, TORONTO

by Ann Prewitt
Director, Camp Northway Lodge

YOUR CAMPERS AND THE ENERGY CRISIS

Mister President, fellow members and guests, my subject to-night is "Your Campers and the Energy Crisis." This talk is the result of my current hobby which is going back to school. In a continuing effort to find out what is going on in the world today, I took a Natural Science course at York University last year called, "Man and His Environment". I thought I knew something about the environment, but what I learned jolted me and has disturbed me ever since.

And so this short talk is the result of, but, not why I am giving it. A year or so ago, at a meeting of the Editorial Committee of the Canadian Camping magazine, Kirk Wipper suggested that it might be a good idea for some of us to get together and talk about camping, its future, and in what directions camping is headed, or should head. I'm making this talk in the hope that such a group will now activate itself and consider the camping field in relation to the future world of our campers.

In speaking about an Energy Crisis we should first consider our energy resources* I will try to cover the fields of energy as briefly as possible and hope that I don't bore you to death.

Perhaps we should begin with the cosmos. In our remarkably ordered universe we find gravitation, heat, sunlight, and nuclear reactions as well as other forms of energy. These are considered stable forms of energy because the enormous size of the universe, and its extremely low density protects it from gravitational collapse. Also the rotation of stellar bodies as well as their relatively stationary orbits form neat systems and contrast sharply with what might happen if everything in the cosmos was just free-falling haphazardly through space at tremendous speeds. The thermonuclear burning in suns like our own releases what appears to be a limitless source of energy. Actually our sun is about half way through its hydrogen burning stage and has only 4 or 5 billion more burning years left.

Within the earth itself the transportation of energy from the hot interior to the cooler surface keeps the earth geologically active and fluid and causes continental drift, earthquakes, volcanoes and mountain uplift. This energy from the earth's interior is available to man only in a relatively small amount. Tidal energy resulting from the gravitational system of the earth, the moon, and the sun, is also a relatively small source of energy for man.

Biologically, the sun is the sole necessary source of energy for life on earth, and throughout the past millions of years an infinite variety of life forms and interlocking ecosystems have evolved that altogether convert just 1% of the sun's energy that reaches the earth to all that we have needed for plants, herbivores, and carnivores to get along on very well -' that is, until the last 100 years or so.

But along came modern science and technology and gradually man learned to convert heat to work, first mechanically and then thermally,

Hero, or Heron, of Alexandria, Egypt, in about 2 B, C. was the first to make use of steam. He used it to do such wondrous things as open doors mysteriously when he "built a fire on an alter.

Much later on James Watt came along and perfected the steam engine in the middle of the 18th century.

Soon after Watt, at the beginning of the 19th century, a most remarkable Frenchman lived for 2,6 years and wrote only one book of 100 pages. Sadi Carnot was 28 years old when he wrote this remarkable book which laid down the principles that govern the efficiency of engines. From then on, you might say, the lid was off. After Carnot came many brilliant men like James Joule and progress was rapid,

More and more of the earth's resources were used for energy, Man moved on from the use of wind to propel his ships and lift his water to the burning of fossile fuels to power his engines for transportation, industry and agriculture. The horse, the ox and the waterwheel gave way to the steam engine, the steam turbine, and the internal combustion engine,

In industrialized countries, wood and cow dung have been supplanted as fuel by hydro, coal and lignite, oil, gas and nuclear energy.

On the farms machines replaced animals. In 1918 there were more than 25 million horses and mules in the United States. Not only have these numbers diminished, but the land that was formerly used to feed these animals became available for the growing of other foods. Meanwhile high yielding crops were developed as well as fertilizers, insecticides, and herbicides which increased production.

Also meanwhile, with the advance of medicine, the death rate decreased considerably, especially infant mortality, and the world's population has been exploding, as we all know. Population demands are, of course, directly related to energy needs and the depletion of energy resources, Even with advanced agricultural methods it has been estimated that our earth cannot support more than 10 to 12 billion people reasonably well, Others have suggested that 8 billion, a little more than double the 3.5 billion that we now have, should be the outside limit,

At the present time, the United States and Canada now consume almost 40% of the world's energy while altogether we have only 7% of the world's population,

Not only are energy demands increasing in North America, but in the rest of the world also at an exponential rate.

From a chart made "by Chauncey Starr in his article on "Energy and Power" in the September '71 issue of Scientific American he portrays the limits of the world's depletable supplies of available fuels.

The known supply of Coal and Lignite will last 230 years.
The known supply of petroleum will last 35 years. The
known supply of Gas will last 35 years.

The figure for coal and lignite is fairly accurate as geologists can estimate amounts from the earth's formations. Although more oil and gas will be discovered, even with increased effort, the rate of discovery since 1950 has been small, and we are using up more oil and gas per year than we are discovering. These fossil fuels are finite. It has taken hundreds of thousands of years to create them and when they are gone, they are gone.

Fuel for nuclear energy (ordinary reactor) will last for about 300 years while the fuel for a breeder reactor could last more than 3,000 years.

Now it takes basic metals to create the steel and other materials to build the hydro plants, industries, machines and automobiles in which these fuels are burned. From Preston Cloud's article on Mineral resources in one of our main texts "Environment, Resources, Pollution, Society" I have compiled a rough list based on his estimates of mineral reserve lifetimes. These are iron and iron-alloy metals, non ferrous industrial metals, and precious metals. The metals and their years until depletion are:

Iron	525	Lead	12
Manganese	135	Zinc	15
Chromium	525	Tin	17
Nickel	115	Aluminum	175
Molybdenum	175	Gold	15
Tungsten	25	Silver	15
Cobalt	125	Platinum	15
Copper	28		

So it is easy to see that in your own lifetime, to say nothing of your children's, the materials of industry are going to become scarce, and the methods of the world are going to have to change. It has been estimated that on a time line dating 5*000 years into the past and stretching 5>000 years into the future, our industrial-technological age, as we know it, is only in total a 300 year blip on that scale.

The only energy resource in continuous supply in any generous amount is the sun. It is estimated that if sunlight could be converted to electricity at an efficiency of 12% most of the electrical needs would be met in the year 2,000. But as yet an efficient solar cell has not been developed. Nor is generating electricity the main problem. Non-electrical uses such as transportation, space heating, and industrial processes represent about two-thirds of our energy needs,

In regard to nuclear energy, it has been suggested that one of the uses of nuclear electric power should be to manufacture hydrogen by the electrolysis of water. The combustion of hydrogen yields water as an end product and so should be an ideal fuel.

Nuclear fission involves the splitting of nuclei of heavy elements such as uranium and its possibilities are finite as is the supply of uranium. The known supply of uranium 235 will be exhausted before the year 2,000.

Nuclear fusion involves the combining of light nuclei such as deuterium. Apparently much stock is placed on the development and perfection of fast breeder reactors. By "breeding" it is possible to create more fuel than is consumed, which is hard to realize, but apparently the world of the future may have to depend on this. Of course there will be an ever accumulating quantity of radio active isotopes that have life times up to thousands of years that have to be disposed of. The problem is one of extracting these substances and then containing and storing them in a safe manner. The amount involved is small, about 10 cubic feet a year from a 1,000 megawatt fast breeder reactor power plant. Yet it is so potent that an amount the size of little finger is enough to ZAP everyone in this room. Although the total amount is small now it will be much greater in 30 years or more as the world relies on nuclear power, How to get rid of these highly potent radio active isotopes so that they will not be a danger for more than a thousand years is a problem,

We all sighed with relief when the Amohitka test was over. But I asked our course director, Professor David Lean, about the radio active waste from Amchitka? "It's all still there", he said. Although its "safely" plugged up now we can only imagine what might happen to the atmosphere or the waters of the Pacific Ocean if an earthquake were to crack open the site of the Arachitka test anytime within the next thousand years.

All over the world countries are waking up to the impending energy crisis. Countries, like Canada, will learn very quickly not to sell their precious fossile fuels when they realize that they will be needed by their own people.

I think you may have read in the paper a couple of weeks ago that the United States is negotiating for 45-6 billion dollars worth of natural gas from Russia and will also pay 4 billion each for two pipelines, one to the Barents Sea and *one* to Uahodka on the Soviet Pacific coast. The United States is looking ahead. Tou may know about their plan to divert the MacKenzie River to the United States. They would turn it around in Canada and send it southward through a natural gulf in the middle of the Rockies so that it can provide water for their thirsty Southwestern State*. This engineering feat would cost about \$100 billion dollars and would provide about 63 billion gallons of w»ter daily,

Water is sorely needed by industry as well as people and Canada has over half of the fresh water supply of the world. Canada also has a lumber supply to meet our needs, but the rest of the world is running out. If we try to fill this gap Canadian lumber will be gone by the turn of the century.

When people realize the seriousness of the energy situation they usually have one of three reactions.

1. No need to be concerned, 'they¹ will find substitute fuels and they will find substitutes for disappearing metals before we run out. And 'they¹ will find new ways to feed an over-populated world,
2. Throw over all progress, eat organic foods and go back to living like our pioneer ancestors.

3. The third, reaction, and I think the wisest, is to take stock how and plan ahead. If we conserve now and set up necessary guidelines for the future there is no reason why there should be any kind of catastrophic depopulation ahead.

But this will necessarily be a different world from the one we now enjoy. Brian Kelly is the head of Energy for Pollution Probe and he said recently in an address, "Minor corrections to our present way of life will not, I believe, solve our problems. It will take nothing less than a major reordering of our society—a reordering of our goals, values, methods of operation, and accounting."

Brian Kelly and Pollution Probe are doing a highly commendable and thorough job of enlightening the public as to the deficiencies of Ontario Hydro. The manufacture of 'clean¹ electricity amounts to 14\$ of air pollution through its generating plants. Ontario Hydro is supposed to be watched over and advised by the Ontario Hydro-Electric Advisory Council of nine members, but this council hasn't met for 15 years! Ontario Hydro has become, in Brian Kelly's words, "A self perpetuating, self-justifying, autonomous bureauorasy that is largely unaccountable to the public or the government."

I hope that you all actively support Pollution Probe and follow its research and suggestions as it offers constructive leadership in the field of energy as well as pollution control.

Another worthwhile organization is the Algonquin Wildlands League which is trying desperately to conserve some of our parks in their natural state, or trying to return them to a natural state. Their actions are effective. Recently in a publication called, "Wilderness Now", they proposed that 1,000 square miles of Algonquin Park's 3,000 square miles, be designated as wilderness, free from lumbering and commercial interests,...That Lake Superior Park be designated as wilderness, and that a new wilderness park of at least 1,000 square miles be set aside in the Teraagimi area. However, since then Pat Hardy, the able Executive Director of the Algonquin Wildlands League, told me that instead of the Temagirai area they are now considering an area north of Elliott Lake that is more suitable and more easily acquired,

There is no doubt that we must try to conserve what we have as well as solve the problems of the future. It is not industry itself, non technology that is at fault, but a misuse of technology and industry,

Are we prepared to limit the space we live in so as to leave a sufficient area for farm land? Are we prepared to submit all new products to a governmental board that will decide whether or not they are useful enough to warrant an expenditure of energy? Are we prepared to switch to smaller cars propelled by natural gas, or other means, in order to free our cities of over two-thirds of air pollution? Are we prepared to give up our "free enterprise" system in certain ways and eliminate advertising that urges us to buy useless gadgets like electric knives, and energy consuming items like frost-free refridgerators and colour television sets? Are we prepared to save all paper, metals, toxic wastes, food wastes, and glass all seperately and take each bag to its proper recycling depot?

In other words, are we prepared to submit to the guidelines that must be laid down in order for humanity to survive on this earth?

And our campers-, what of them? It is their world, not ours that I am talking about*

What can we do now in a responsible fashion to help conserve the world of the future for our campers? I hope that a volunteer group will be formed such as the one suggested by Kirk Wipper and that every facet of camping be discussed thoroughly and openly both in the light of our turbulent present and our intriguing future*

'That, for example, are we teaching our campers when we offer water-skiing? Are we teaching them that noise pollution doesn't matter and that precious fossile fuel conservation doesn't really matter, either? That if we get a thrill and a whale of a bang out of a sport*. •« that is 7/hat is important*

V/hat are we teaching our campers when we use an excessive amount of paper plates and other paper products? Are we teaching them that this is a disposable world.*.*.buy it, use it up, throw it away, burn it, bury it, or dump it someplace where we don't have to look at it or think about it?

The main thing that a study of the environment teaches us is to disturb nature just as little as possible. Everthing that we do to our natural world has a reaction. Our camps, if we truly believe in camping, should be paradises of nature in themselves where we teach our campers, not how to identify every tree and flower, but to care about this natural world, In the light of this have we over-built and over-crowded our camps? With the basic ides to fit ourselves into our natural surroundings as gently and simply as possible, rather than shape our surroundings to suit our desires, let us close our eyes and imagine what our camps would look like, if every building were removed* How much have we done to the environment? How many years would it take before our pieces of property would be in a natural state again?

There is another whole field that should be discussed* Camps are in an enviable position in that we see the end product of what has been done to our campers and staff for 10 months of the year by the home, community and school. The child of today seems vastly different from the one of 25 years ago. What is the effect of an unstructured school on a child?

What effect does early sex education have on a child? As camp directors, when we discover that an ~~un~~married counsellor is on the pill, how do we react in the light of her possible influence on campers?

Of immediate importance is a discussion of how we are helping our campers achieve a basic stability on our current world of shifting social sands, national unrest, or personal fear as we board an airplane or sioply return home at night? Have we changed our methods or are we still using our same old program techniques, hoping that they are still adequate?

I feel that the time is ripe to completely reassess the whole camping movement. Is organized camping, as we have known it, meeting the challenges of the youth of today?...the youth of tomorrow?

To all of the above questions and many others I hope that we will address ourselves in a deeply thoughtful way, hopefully through a volunteer committee meeting informally, "but regularly.

Above all we must seek an answer to the "biggest question of all, "How can we responsibly help our campers meet the challenges of the impending world of the future?"

CAMP DIRECTOR CERTIFICATION
AND THE TRAINING OF
CAMP DIRECTORS IN COLLEGES
AND
UNIVERSITIES IN CANADA

JOHN H. WALKER
NOVEMBER, 1972
TORONTO, ONTARIO,

The purpose of this paper is to present a "brief for the Society of Camp Directors with proposals for camp director certification and training of camp directors in colleges and universities in Canada, There are many camp directors who have achieved status as professionals in the field of organized camping in North America, Canada in particular. The Society of Camp Directors is concerned about professionalism among its ranks, and in this paper I will expose some possibilities and alternatives for present and future camp directors to achieve recognition as professionals within society and most importantly in the camps they are responsible to.

The subject I chose to research is a very difficult one as there has not been a great deal of material published on camping, especially camp directing. Philosophies of camp directing vary among camp directors. Also, the job of professionalization of camp directors is extremely difficult due to the different situations of camp directors.

I developed as many of my own ideas as possible as well as elaborating on more established views on organized camping and camp directors. Until the past few years organized camping and those who directed organized camps have been viewed by the general public as semi-professional nature persons. The old stereotype of the camp director with the T-shirt and whistle is very much a part of the past. In recent years we have noticed the attention which the outdoors and environment oriented activities have come into vogue. Camp directors are men and women who have become responsible for other peoples¹ children during the summer months as well as various times during the rest of the year. In my opinion camp directors are no less professional than a doctor, teacher, or hockey player. You see, camp directors are running organized oamps that teach young people the science of living. An important asset to society in general, camping can help rich or poor adjust to the world he or she must inherit.

I hope that the following brief can help the Society take issue with the problem of certifying its members and begin to implement and enforce ethical practices among its members. The Society must, I feel, set educational guidelines for future camp directors and promote camping as a recreation "industry".

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THE CAMP DIRECTOR *Hi* CANADA

The Society of Camp Directors has taken the first step towards the professionalization of camp directors; the result is the Society itself. Unfortunately this is not enough. To maintain a high standard in camping the camp director must be highly educated, well rounded, interdisciplinary in his approach, and possess a host of personal attributes.

The challenge which I feel the Society of Camp Directors must bear is to certify itself and the people it represents; a very difficult task as not everyone is qualified to be a camp director. This may seem to be a very harsh statement but I would not take it too lightly. Most professions today are being challenged with regard to quality of their product and the service which they provide, and I will venture to say that camp directors will soon be certified by one of two ways. Very simply, camp directors will professionalize themselves or the government will have to impose restrictions concerning who practices the camping profession with laws similar to those which govern other professional societies and groups, I must stress the importance of such actions as there are already many camps whose philosophy is not compatible to the growth of children as human beings.

Most childrens camps have rigid physical standards set *~by* the national and provincial camping associations as well as health and safety standards set by the national and provincial camping associations as well as health and safety standards controlled by the government, A good example of this is the Department of Health Sanitary Standards. But, what about the social philosophy that camps have built into them? Does the camp director instill a social environment that is compatible to the growth of the child? How much pressure is on the child to compete and to win in order to have a good experience?

Becoming a Camp Director

There are many ways of becoming a camp director:

- inheriting a camp
- (2) buying a camp
- (3) being hired by an agency
- (4) moving up through the ranks
- (5) starting your own camp from scratch

The above processes are the ones in particular with which I would like to address myself. At present it is legally possible for anyone to start his own camp, and in the past this was really the only way camps started; the director had to take the initiative to start a camp. In many cases today this is still true. As I am sure all of you know the camp directing profession is a special one. The individual has to maintain a certain amount of his or her youth and creativity. The camp director has to be concerned and always evaluating himself as a leader, sensitive to his staff and campers alike.

I am convinced that not all camp directors are professional in their approach to camping as an educational experience. Many camps are profit oriented* in others the physical camp is removed sufficiently from the natural environment to the point where the camp becomes an outpost of the urban environment with the same problems. Occasionally the camp director does not personally know his staff or campers. How can one educate children if there is no personal contact with them or their counselors?

I will bargain the director who knows his campers personally and spends most of the summer observing and talking with them is a more successful director. Certainly this is a more professional approach than a strictly administratively-oriented director,

Today a young person wanting to start a camp must be financially well-endowed to have a successful camp. Or he must join an agency with a background experience or be willing to invest tremendous amounts of money into a camp in order to compete with more established camps,

Directors work together but also compete to some extent for campers. Why would one encourage others to start their own camps? Perhaps this is why you have failed to give official recognition to your organization, I sincerely believe there is room for many more camps with diverse goals and programs but with a basic philosophy of outdoor education and the growth of youths. Therefore, I am urging you to consider this proposal: encourage the starting of new camps as well as the improvement of old ones, and encourage potential camp directors to start camps either as a private enterprise or in conjunction with an agency, church, school, or the like.

There are many reasons for the existence of camps and camp directors, One important reason is that there has to be a combination of leisure time and education in the growth of children; camping education is a result of this,

Look at the dull faces in the average classroom,
School work, school learning is a bore. Most children are ..
are not actively opposed to it. They have been calloused .
to sitting and listening. Curiosity, activity, if they
have survived at all are found outside of school in
some hobby,

This is recognized by modern educators. They believe that these are the most valuable qualities you can cultivate in your boy or girl. All children's natural energy goes into learning about the world they live in by exploring it: learning to fit themselves into the world by active experience. So in progressive schools we harness these natural impulses to education and help the child educate himself in his own way. But the impulses are not left uncontrolled. They are stimulated and directed into constructive channels.

The discipline which comes of group lining is far more real and nearer to what will be met in later life than is the discipline of the autocratic schoolmaster.

In the formal school the teacher teaches, but the real life of the children themselves goes on outside the classroom. In the progressive school there is no sharp distinction between work and play. All the children's affairs are of concern to their teachers because they are not interested primarily in teaching something, but in the growth of the child's whole personality,

(Margret Pollitzer, "New Schools for New Times," Parents Magazine, May 1933, P.28 as in Edgar Carlos Ward, Organized Camping and Progressive Education New York, 1948).

Dr. Harry Ebbs, in a former presentation to the Society of Camp Directors, stated that "Camp directors must "become interdisciplinary in their approach in order that they might "better understand and exchange information with other professions which have knowledge, interest and involvement in camping." (Dr. Harry Ehhs, "Four Views on Camping as a Profession, "Camping Magazine. February, 1970, P.11). I agree with Dr. Ehhs but I also feel that camp directors should "become a more significant force in their own profession in order to play a better part in the exchange of knowledge about camping. The camp director should be at the centre of interdisciplinary exchange. Camp directors have a great amount of knowledge and experience in dealing with people and can add much to their community as well as the people they help to educate through camping,

It has been a few years since Dr. Ebbs spoke at the founding banquet of the Society and questioned whether camp directors should think and act as professionals. Now I would like to address myself to this point: namely, the certification of the camp director.

Camp Director Certification

The certified or registration and registration of camp directors will have the legal right to practice his profession. In any youth-serving camp the camp director will be qualified to direct a camp and to see that other peoples' children are in a safe, recreational and educational environment,

Undertaking the certification and registration of camp directors would lead to many changes in the camping world. It would mean that (1) not everyone could become a camp director, one would have to be "Qualified" and possess some sort of license, and (2) camp directors who are insincere, incompetent, in it just for the money or other such features would be eliminated. Such action would also enable the Society of Camp Directors, as a professionally recognized society, to take stands on issues, such as the direction children's education must take; act as a lobby group for or against laws that affect camps (for example, the minimum wage law) and act as a catalyst for youth-serving agencies in Canada? and, help encourage directors to become full-time directors. It would greatly benefit the camp director profession and camping in Canada if there were more full-time directors. The advantages of a full-time director are tremendous and leaves the director time for research and individual guidance to his campers and staff: a far better situation than when one has to supplement an income from camping with another job.

Professional camp directors are becoming more concerned with their campers' year round experience in hopes that it might add to the philosophies and activities of the summer camp experience. More personal contact with parents and children can be maintained during the off-season,

The full-time director can spend more time visiting the homes of his patrons and counselling those with problems and difficulties. The trend towards full-time directors will increase. I'm sure, although it depends on the direction taken by formal educational systems. Once again, if you are a professional body you will have a much greater impact on the educational system as a whole.

In a 1948 publication Hedley S. Dimock spoke of the marks of a profession:

- (1) a profession rest upon a social function, distinct from other functions, that is basic, important and relatively permanent,
- (2) a professional possesses a distinctive or specialized bo knowledge and skill, a science and an art,
- (3) a profession demands a specialized or professional preparation in addition to general education for its practitioners,
- (4) a profession functions collectively through guilds or societies,
- (5) a profession formulates and applies standards that govern the practice of the profession in the community,
- (6) a profession is motivated by a social spirit and purpose,
- (7) a profession implies a personal standard of workmanship characterized by both sincerity and intellectual integrity. (Hedley S. Dimock, *Camping and the Future* (New York, 1948), P-6.)

If we follow Hedley Dimock's outline of the properties of a profession then the Society of Camp Directors would take responsibility as the professional organization specifically for camp directors.

A curriculum in preparation for membership into the Society of Camp Directors should be a good-start in the direction of providing a licensing body for camp directors. Acceptance as a professional into the field of camping should be approved by a governing body. Most professional groups such as lawyers, doctors and engineers are examined or certified by a governing body. To adapt this system to carap directors the highest calibre of people in the camping field are needed. 3y this sys>femof control every potential camp director would have to demonstrate: committment to the field of organized camping; an expertise in camping over a number of years, informal or formal; an education which is consistent with the goals of camping in Canadal full-time committment to children and young adults, education recreation, human relations, the environment, outdoor education and the people in the community. The camp director should be a part of the community. There are people, especially young people, whose guidance and direction from camp directors is extremely important. I believe that the close associations of the camp director with his staff and campers alike have a great deal to do with ones individual success as a camp director*

The next phase of my project deals v/ith the academic curriculum which I feel is necessary for formal training of camp directors at the university or college level. The four institutions I looked at for an example of courses already offered were: George Williams College, the University of Waterloo, Humber College of Applied Arts and Technology, and Springfield College. All courses chosen were ones I felt are relevant to the organized-camping field. There are many other courses, however, which have to be taken in conjunction v/ith the camping course in order to make the curriculum interdisciplinary; these courses should be chosen by the student.

In order for a curriculum in camping education to deal effectively with the professional camp director there must be a basic social purpose for gaining professional competence in the field of camp directing. The curriculum must emphasize education, recreation, and social welfare. In 1948 the Y.M.C.A. International Committee at Springfield College, discussing the competence of the professional camp director, listed the following criteria as necessary qualities of a professional camp director:

1. understanding camping history, philosophy, functions, and trends
2. understanding and dealing with campers as persons
3. understanding and guiding group process
4. knowing program planning and evaluation
 - a. understanding the basic concepts of learning
 - b. understanding the principles and the ability to use the techniques of program building
 - c. having the knowledge of and the ability to use appropriate resources for program content
 - d. teaching skills
 - e. understanding and administering the camp as a community of learning.
5. selecting, training and supervising program staff
6. understanding community aspects of camp planning,

GEORGE WILLIAMS COLLEGE. Downers Grove, Illinois, U.S.A, (4 year course)

Outdoor recreation Practicum-Undergraduate outdoor recreation skills program utilized as laboratory for graduate student development of supervisory criteria and updating of program knowledge. Two week practicum-in-residence program in September followed by classroom sessions on implication, implementation, and administration, i^jor emphasis includes campcraft, nature recreation, canoeing, boating, powercraft and sailing with sufficient time for certification. Minor emphasis on waterskiing, hiking and climbing, surf and paddleboarding, bait and fly casting, and horsemanship.

History, Philosophy and Organization of Camping-Growth, significance and current status of the camp as an institution in society. Thorough confrontation with values and objectives to develop a system related to operating philosophy, Application to camper and staff organization, program determination, supervisory processes, and administrative structure. Primarily for seniors and graduate students in programs other
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Nature Interpretation (Biology Department)-History, principles and methods of nature interpretation: Appraisal of the composition and interrelation within environmental settings. Designed for naturalists, recreation administrators, nature counsellors, and others concerned with nature interpretation,

Conservation-The use of natural resources in the maintenance and enhancement of a productive and attractive national landscape. The importance of interrelationships involving man, land, and culture.

Land Management-Administration and management of park land-designed for recreation majors.

Philosophy, Organization and Administration of Outdoor Education-History and philosophy of the outdoor education movement. Implementation of outdoor education objectives in resident and non-resident laboratories through curriculum development, organization and administration.

Administrative Practice in Outdoor Education-Administrative practice and methods of program design for resident and laboratory experiences in outdoor education. Practice in the development and adaptation of the total curriculum implementation from the environmental education approach, Includes administrative practice in an outdoor teaching experience in a resident-laboratory setting with an elementary school class.

Supervised Field Instruction in Camping and Outdoor Education-One of a sequence of courses providing experience in a field setting under the supervision of a trained professional.

Camp Management-Application of the various managerial support systems to the operating philosophy of the organized camp. Includes: Site selection and development, facilities and equipment, maintenance, health and safety, public relations, food service, finances, business procedures, legislation and legal aspects, insurance, and research and appraisal.

Special Programs in Camping^The application of organization and administration principles to day camping, camping for the handicapped, travel camping, senior citizen camping, programs in outdoor education and recreation, and intercultural emphasis.

(Taken from the George Williams College Calendar, 1971-1972)

UNIVERSITY OF WATLEHL00. Waterloo, Ontario (4 year course)

Administration of Outdoor Education and Camping-The philosophy and objectives of outdoor education and camping; organization, planning and leadership of programs in outdoor education and camping; current practices in schools, public and voluntary agencies. The emphasis in this course will be on the place of the resident camp in education, social welfare, and recreation with particular reference to administrative policies and procedures,

Outdoor Education-'.'onceptri, philosophy, principles rind practice:* for the enrichment of the school curriculum through the uae of the natural environment. Emphasis on the role of the school, the community, the provincial and federal program, areaj, facilities and administration,

Basic Recreation Skills-Instruction in the "basic skills and fundamentals of a wide selection of physical, social and cultural activities including folk and modern dancing* individual and team activities! canoeing, sailing and camping skills performing and visual arts; music, communication techniques, etc. Instruction and practice in these activities are embraced "by a sequence of courses,

Philosophy of Recreation and Leisure—A course designed to expose the student to a variety of philosophies of leisure through the ages; with a view to developing a personal philosophy consistent with modern society.

Organisation and Administration of recreation on federal, provincial, and municipal levels; legislation, financing, budgeting, personnel management, public relations, administrative practices and departmental organization with particular emphasis on the municipal level.

Introduction to Therapeutic Recreation—Philosophic concepts of recreation as therapy; therapeutic recreation services in the treatment and rehabilitation of individuals with physical, emotional and intellectual maladjustments, organizational and administrative structure of treatment settings and inter-relationships of the various disciplines within the settings,

School Recreation—An analysis of the relationship between recreation and education with particular emphasis on the sponsorship of community recreation programs by educational authorities including leisure education and co-curriculum activities.

Outdoor Recreation—The present status of outdoor recreation in modern society; government functions and policies related to outdoor recreation services; the planning adn administration of outdoor recreation activities, Current problems,

Research Project—Each student will work under the direction of a member of the department on an approved research topic in recreation. The results of the investigation will be presented in thesis form,

(Taken from the University of Waterloo Academic Calendar, 1971-1972)

HUIIBER COLLEGE OF APPLIED ARTS AKD TECHNOLOGY, Rexdale, Ontario (2 year course)

Recreation Facilities—Study of the types of Recreation Facilities, and basic principles involved in their planning and operation,

Community Recreation—A study of basic administration procedures, recreation legislation, types of agencies, policies and their inter-relationship,

Leadership and Group Dynaraics—A study of the principles of leadership and effective working with groups; an introduction to the basic skills of communication.

Field Orientation-A study of philosophies, programs and facilities within the community.

Recreational Activities-Through participation in social programs and activities, you will study physical fitness, handcrafts, and sports.

Philosophy of Leisure-A reading and seminar course providing an examination of the philosophies of leisure of experts such as Butler, He Gfrazie, Theobald, Meyer, Brighthill and Yukic,

Recreation Leadership-An examination of the various theories of leadership and a study of the application of each; the principles of program planning and evaluation,

3student's Area of Specialization-The student will select an area of specialization from such fields as municipal, institutional, therapeutic, private agency, or apartment development recreation.

Field Work-Regular field work placements are arranged and supervised in the area of the students's specialization,

Sociology of the Community-A study of the development of communities, community organizations and social change.

(Taken from the Humber College Calendar, 1971-1973)

SPRINGFIELD COLLEGE, Springfield, Massachusetts, U.S.A. (4 year course)

Camp Counselling-Lecture sessions include history and background of camping; the camper, counselor, and cabin group; understanding problems of discipline and morale; maintaining physical and mental health; program organization; methods of camp leadership; place of camping in education; counselor^ role in camp administration. Freshman camping period provides experience in group lining and practical instruction in camping program techniques,

Community Resources-For perspective, the student is introduced to the significance of three essential resources in community recreation services: Geographic resources of the civic community; library resources to the community of knowledge; purposes in the human community that begin with self and extend to service among others.

Practicum in Camp Planning, Programing and Administration-Designed for the students who wish to serve on the staff of the Springfield College Day Camp. The course will involve such students in all of the necessary pre-camp arrangements including evaluation, promotion, staffing, budgeting and other procedures. Practice and theory will be integrated and the latest concepts in camp administration presented.

Concepts in Community Recreation, Principles and Practices of Group Leadership, and Practices of Groups at Playgrounds and Community Centres (three separate courses in the same series)-A foundation in concepts, principles, practices and information concerning the fundamentals of professional leadership in recreation youth leadership and related fields of human service,

Campcraft-Participation in such areas of outdoor living skills as axemanship, fire building, outdoor cooking, lashing, shelters, mapping, compa33, and camp sanitation.

Social Recreation-Acquaints the student v/ith a wide range of social recreation activities. Committee techniques to plan and produce actual party situations.

Design and Maintenance of Recreation Facilities-An investigation in depth of the latest materials and methods; consideration of design and maintenance as they relate to each other and to "both program and administration. Concerned with the more concentrated facilities such as playgrounds, recreation buildings, pools and play fields.

Introduction to Outdoor Recreation-Outdoor recreation is a distinct and separate concept? land and water resources, the various activities, and the necessary facilities. Considerable attention is given to the concern and role of government agencies and private enterprise,

Supervised Field Experiences in Recreation and Youth Leadership-Provides practice under faculty supervision in leadership skills in a variety of youth-serving and community-serving agencies. Assignment to field experience is based upon student's choice of professional career. During a ten week period in his third or fourth year a student is concerned only with his field work,

Camp Programming-Problems of programing for the organized camp of today, including philosophy and principles, planning and development, and camp organisational patterns along with specific program areas of swimming, boating and canoeing, arts and crafts, out-of-camp trips, campcraft, nature, informal activities, riflery, archery, special days, older campers and evening program,

The following courses are open to fourth-year and graduate students only:

History and Philosophy of Leisure and Recreation-Development of the recreation movement, its cultural, social and economic background in the new leisure milieu, and the significance of modern recreation to the democratic way of life.

Methods and Llaterials of Recreation-Techniques of leadership; community resources; supervision and evaluation; and methods of converting leisure into useful and cultural achievements. Limited to the type of program commonly called informal, rather than highly organized games and athletic activities.

Organisation and Administration of Community Recreation-Organization and objectives of recreational programs in various types of communities under both public and private auspices with emphasis on tax supported community - recreation,

Problems and Trends in Camping-Taught by seminar and workshop techniques & a discussion of the work-camp, co-education and family camping, camping in education* General problems include; population trends, parent education, public and private camps, international camping, etc.

Workshop in Outdoor Education-An investigation of the history and significance of the outdoor education movement and an examination of the outdoor education movement and an examination of current ideas and practices. The various aspects of program and administration are considered in detail,

Camp Administration-Lecture and laboratory sessions designed to cover selected organization and administrative details in organized camping, including camp committees, budget, camp sites, building and equipment, publicity, recruitment, insurance, nutrition, health and safety,

Park Administration-An investigation in depth of the park and outdoor recreation areas, including acquisition, organization, finances, legal responsibilities, and operational policies; consideration of both public and private areas,

Design and Maintenance of Outdoor Recreation Areas-Principles and procedures of park design; the concept of master planning; the ways and means of making design operational; methods and equipment of maintenance,

Festivals and Pageantry (Demonstrations, Exhibitions)-Develop an awareness and understanding of the practices of pageantry, festivals, demonstrations and exhibitions as resources to serve the program needs of public and private agencies,

Seminar in Leadership Training and Board Relationships-Seminars on boards and committees and problems of volunteers and professional leadership in public and private agencies in the field of youth leadership, recreation and community services.

Seminar in Supervision of Community Recreation-Modern concepts, principles and practices in supervision and in-service education of personnel in recreation and youth-serving agencies. Emphasis is twofold: Upon improving these services of the individual worker through sound supervisory practices and upon improving these services of the staff through effective in-service education.

Public Relations in Community Agencies-To give a working concept of public relations and promotion techniques, with particular focus on leisure-recreation community agencies.

Camp Leadership Seminar-A seminar treatment of the cabin-tent counselor's multiple role of leadership with persons and groups for camp living and for camp programming-provides the dynamic focus for this course. Also included for perspective will be the important topics of counselor selection, orientation and supervision, especially as these relate to the purposes of camps and camping,

Senior-Graduate Practicum in Camp Administration—(two semester courae)—Designed for fourth-year and graduate students who wish to receive special training related directly to the operation of the Springfield College Day Camp. As a part of the practicum, the students will assume the key administrative positions of the camp and will work in close supervisory relationships with the undergraduates talcing Practicum in Camp Planning, Programming and Administration. 'The first part of the course entails pre-camp involvement in advanced administrative planning during the Winter and Spring terms with detailed attention to the application of both new and proven theories and concepts.

Geography of Youth—Ecology of Man in natural and artificial settings. Historical patterns of ecosystems. Land-uea of today and tomorrow at home, street, school, park, oamp, and nature centre. Activities of youth related to barelands, herblands, shrublands, treelands, and wetlands.

(Taken from the Springfield College Catalog, 1972-1973)

7. administrating health and safety in camp
8. knowing general camp administration

Some of the conclusions of the seminar were: (1) camping does not yet possess an adequate body of knowledge and technique to provide a sound basis for a profession, but it can and does draw heavily on knowledge in the fields of education, recreation and social welfare, (2) camping needs to further develop the application of pertinent knowledge now available to its particular setting, and (3) in some areas such as the administration of the camp community, general camp administration and community aspects of camp planning, there is urgent need for fresh material dealing primarily with the camping situation. All the Y.L.I.C.A. findings, I feel, are still applicable today, My proposal is that formal training "by means of an academic curriculum for camp directors can help one to accomplish what was listed as necessary criteria for a professional camp director and also rectify the conclusions concerning what is lacking in the camping field,

Two options for taking post secondary courses on the university or college level are to have the candidate choose individual courses which he feels he needs in order to fulfill the Society of Camp Directors requirements or to have specialised programs in camping education or recreation which would be supplemented by other courses selected by the student yet approved by the Society.

At the present I would reccommend that the Society be responsible for establishing a committee to look into the possibilities of publishing an information booklet for those interested in camping education, qualification, and courses in camping which would be necessary for professional certification. As camp directing is not a field that a guidance counselor is going to tell *one* about, the Society should also offer counseling services to refer and guide those interested in the proper direction.

One further suggestion is; that the .Camping Archive; at Trent University be utilized as a camping information Centre for camping education.

In the final phase I would like to give a summary of my thoughts concerning appropriate actions which the Society should undertake:

1. establish a pamphlet on career orientation for those interested in camping as a profession,
2. establish liaison with universities and colleges with regards to curriculum development in the field of camping,
3. create employment opportunities by establishing more camps and renewing older ones.
4. establish a code of ethics for camp directors,
- 5# establish a clearing house for camp information and research at Trent University in conjunction with the Camping Archives.
6. increase public advertisement and access to camps throughout Canada,
7. certify all practicing camp directors,
8. establish a philosophy of organized camping which must be written and submitted to the general public, and
9. support National Camp Directors Conferences.

In conclusion I would like to express some opinions which I have -u> campin_w in the future. I believe that the camp director certification will help eliminate some of the problems which have been evident in the United States as we know many camps are closing in the United States, My observations are that too many camps are profit oriented, charge outrageous fees, offer poor facilities and an inexperienced staff; the high turnover of children in camps may be caused by a lack of a sense of belonging or pride in the camp; directors are too often administratively oriented and for the most part removed from the campers; camps may be under the leadership of senior staff who are not full time; the philosophy of camps is based on competition* campers are not sufficiently screened and placed in cabin-groups where they will benefit the most; the staff is drawn from universities and colleges rather than from within the camp itself? and, programs are often inflexible whereby creativity is stifled, causing young children to dislike camp which in turn causes a negative attitude towards camp in general.

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SOCIETY OF CAMP DIRECTORS (COMMENTS

OM JOHN H WALKER'S RESEARCH PAPER. NOVEMBER 1972)

- Contents : 1. Kirk Wlpper
2. Bruno Korawetz
3. Wilfred Jackson
A. Claude Cousineau
5. C.F. Plevman
6. Eleanor Kay

PLEASE READ AND PASS ON TO ANOTHER MEMBER OF RHT BOARD OF DIRECTORS

John Gilchrist

Elale Filter Ron

Johnstone Jack

Pearse Bill

Babcock Eleanor

Kay Bruce Harris

April 1, 1973

COMMENTS ON PAPER BY MR. JOHN WALKER

The paper submitted by John Walker was a first for our Society and I feel has been a beginning in our research studies.

The paper I feel is more of an essay than a research paper *as* such. This perhaps is due to the topic being as difficult to generalize as the many different types of camps being operated.

John has made several good recommendations i.e. Page 13 Nos. 1-9 inclusive; any of which could be a topic for further study, however, I do feel that this research area should be studied and supervised by a special committee who are familiar with content, format etc. of research papers, and suggest this committee be formed to deal strictly with this aspect of the Society.

I am afraid I take exception to Mr. Walker's remarks on Page 2 "To maintain a high standard in camping the camp director must be highly educated, well rounded etc.". Many of the best camp directors possess an attribute which to me is vastly more important than those which Mr. Walker has stated and that is the one of "love" and understanding and patience with children. I realize that these are measures which are difficult to evaluate but I do feel they are what makes a GOOD director.

I am now stating some personal, generalized comments, not connected with the above mentioned paper.

I feel the Society and Ontario Camping Association have done a tremendous work in upgrading standards and educating, not only the public using our camps, but, also the staff and directors to keep in tune with the times and new developments in camps and camping. One of my personal concerns with all these papers and pieces of research done on camping is that we don't become too scientific and forget why we are in this business - for the camper - that he or she is always uppermost and that the individual is not lost in the highly organized scientific "business" of camping. ¶ I would like to congratulate Mr. John Walker on his **presentation**. **He has certainly given us** a lot to think about and I hope **has set the wheels** in motion.

Respectfully yours,

Eleanor M. Kay (Mrs. A)
Director of Camping
Y.W.C.A. of Metropolitan Toronto

IS CAMPING RELEVANT?

AK ADDRESS TO THE SOCIETY OF CAMP DIRECTORS, NOVEMBER 15, 1973.

BY JOHN IATIMBR. PRESIDENT OF THE CANADIAN CAMPING ASSOCIATION.

Initially I was asked to address our Society on the topic of a world camping conference, as well as my views as to what is happening in Canada in camping. The first item bothered me, because I know there are some who violently disagree with the concept, feeling we must get our own house in order before looking further afield. The only statement I would make at this time, is that the CCA. has supported the concept of holding a conference of camp directors in Canada in 1975 to which an invitation would be extended to those interested in camping in the United States...and in fact anywhere in the world...if they are prepared to come at their own cost, and participate in an international conference related to camping in Canada. The common interest would of course be children, and therefore everyone would benefit.

At this time, I feel much more comfortable with the second part of the topic because I have had the privilege over the past few years to correspond and talk with several hundred camp directors and camp leaders from all across Canada, as well as the United States. I have been able to formulate some pictures...although occasionally vague...as to trends which I see occurring in Canada. I would therefore like to take the time at my disposal tonight to share some of these pictures and observations with you...so that perhaps you yourselves will be able to determine whether or not camping in Canada is truly relevant?

I have found that many of the trends which we live with as a result of our proximity to the United States, soon to a smaller degree become reality in Canada. I feel it is justified therefore to inform you of some of the views which have been sincerely expressed to me by camping leaders in that country.

Let me start off with the good and bad story. First, the bad.... between 1958 and 1968, 7>400 camps went out of business. Now the good.... in that same period, by 1968, two and a half million more children were attending camps in the U.S.. It becomes a frightening fact of life that because of the economic crunch, the small camps are being forced out of business,... particularly those in the upper middle class areas...those camps which are charging \$65.00 to \$100.00 per week. The increase of two and a half million campers has been taken up in the larger camps which now accommodate the seven and a half million children who attend camp each summer in the United States.

Ten years ago, a camp of 300 campers was considered to be very large. Now it is average. The (Girl Scouts for example used to have camps accommodating 50 to 60 campers. ..now they have been forced to combine facilities and camp sites, and are accommodating up to 300 girls at one time, It becomes an economic fact of life that in order to offset the high cost of living, a director can hire the same number of cooks, nurses, maintenance men, and administrators for 100 or 300.

In the United States, several camp directors are no longer directors as we know them, but they are developing into the directors of conglomerates ... they are directing two or three camps in the same area. In order to cut costs, many camps now have unit heads for 250 campers. There are many examples of this "conglomerate" structure, in that one camp cooks the meat and vegetables, another looks after the salads and soups etc., while the third is responsible for dessert and pastries. There is a very sophisticated transportation system which moves this food from camp to camp in hot thermal units, throughout areas covering approximately 1,000 acres or slightly more,

It is of course difficult for us to conceive of such a relationship between many camps., especially those in the private sector., but certainly it is happening in the United States,

John Kirk, past president of The American Camping Association, recently stated that it is his prediction that in his country, scouting and guiding will become co-ed within ten years...not only for the city programmes, but also their camping programmes.

Believe it or not, the top prices in the U.S. in private camps for an eight-week summer camping experience is 31,400,00,., and all camps charging these rates are full! They have elaborate facilities...air conditioning in the cabins, beach umbrellas, etc. ... they are resorts! I think this is frightening! There is one consolation...there are still a few of the New England independent camps in Vermont, Maine, etc.which are still doing well. Maybe it sounds corny, but the secret for the continuing success of these particular camps is not facilities...but people. And so now the situation becomes *very* confusing...many small camps are closing...and with the exception of a few of those traditional smaller camps on the East coast, the large camps are becoming larger, and more popular! How frustrating for a Canadian camp director when he must ask himself as to whether or not this could happen in our country.

Another trend which might be of interest, relates to staff and I would hope this trend would carry-over extensively into Canada, In the United States, credit courses are offered for counselling, and therefore many camp directors are paying a top senior counsellor a salary of \$400.00, because he is obtaining a college credit while pursuing a summer career which he enjoys. Most successful camps are besieged by highly qualified applicants for positions of counsellors and instructors, and therefore the quality of leadership at the counsellor level becomes even more professional and dynamic.

Let me now move north and discuss the situation in Canada, specifically referring to the camping scene in some of the provinces.

In Ontario, the camping periods are becoming shorter...the eight-week camps are decreasing...several camps offering half-seasons of four weeks, are changing to three-week periods. Hockey camps and certain so-called specialty camps are suffering. It is not uncommon to have camps in Ontario pharging \$100 to J125 per week. Because of increased urbanization in the camping areas, camps are being forced to travel further afield for tripping and wilderness experiences. Therefore costs are rising at a tremendous rate. Day camping is increasing rapidly. In Ontario there are 1500 day camps.... A staggering figure.

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In my estimation one of the most exciting provinces is Newfoundland. A relatively newly-formed association now has 15 member camps, 5 of which are on non-permanent sites* Their standards programme started just one year ago, but already they are talking about camp director certification. All O.F.Y. projects in the province last summer which related to camping had to be approved by the Newfoundland and Labrador Camping Association... and all participants were obliged to take a training programme led by executive members of the association* In Saskatchewan, practically all camps were full, and fees continued to increase, Quebec seems to be having some problems, for although the enrollment is fairly stable, the private camps are having to work much harder to maintain the same level of registrations* In that province there is much more advertising being done.*not only on the part of private camp directors, but also agencies and community camps. One significant point in Quebec is that perhaps due to the decrease in the numbers of children eligible for camp, there are very few new camps opening.

I also find it very interesting that in British Columbia, the Provincial Government will not make any referrals to camps which are not members of the B.C.C.A..

Nova Scotia has had several problems related to its Association. For the last couple of years it floundered, and then finally the question was asked ... "Is it worth it?" ... the new people on the outside agreed that it was, and camping was re-kindled in that province. Many of the camps are still suffering through decrease in numbers, but the Provincial Government has become much more supportive...especially in the matter of finances. A recent O.F.Y. grant was given to study facilities and costing of all camps in that province.

And speaking of facilities, the Quebec association has recently implemented a compulsory annual standards visitation programme for every camp in the province., at a charge of \$25,000 per camp ... therefore the \$80,000 government grant given to that provincial association each year covers the hiring of an executive director, and training programmes, and very little of this grant is needed to help support the standards visitation programme. Alberta is given a grant to cover all expenses of a professional standards visitor, and in fact in 1973 every province in Canada was given financial support by Provincial Governments for staff development and training, as well as some support for office and administration expenses.

Government is not only becoming much more involved with provincial associations, but I am happy to say that within the last two or three years, great progress has been made in Ottawa. There are now many "open doors" for the C.C.A., for we are being regarded more and more as the national voice of organized camping in Canada. Believe me, this has been of great help.

Other trends in Canada? I understand that day camping is increasing in leaps and bounds...but fewer and fewer day camps are becoming members of their Provincial Associations. Exchange of campers across Canada from agencies such as the Girl Guides is increasing at a tremendous rate. Church and agency camps whose directors are chosen helter skelter at the last moment are having difficulties.

All camps in Canada are threatened "by many outside forces. The O.F.Y. programme has had some disastrous effects, for young counsellors who recently went to camp on a near-volunteer "basis are now finding they can make \$90.00 per week "by setting up their own programmes to work with children. Only a few years ago hitch-hiking across Canada was not the easiest or most acceptable thing to do, and so many adventurous types went to camp. Now the same adventurous spirit takes them right across the country.. And it's not only this country...young people are finding it much easier to travel to Europe...some even paying reasonably high fees to attend a camp in say...Africa. Just imagine a young 15 year old camper who has been attending camps for many years...if he had no alternative, he would perhaps return to camp, but now comes along an opportunity to go on a type of safari in Africa,,.living and working for a month with a group of eight other campers and a counsellor, and led by people such as Hemingway Jr, ... for the grand total price of around \$800,00. That's a lot of money, but the money is around.

It seems to me, though, that our biggest threat comes from camping...that other meaning of the word "oamping". This approach to escape from the city is no longer for just the hardy... it is for anyone, and all of the comforts of home can be taken right along with the family or group of young friends. Another interesting threat is the whole concept of outdoor education itself. We are pleased that many educators and administrators have finally come to realize that camp directors and leaders in Canadian camps were the real initiators of education in the out-of-doors...and so we are being sought out for our expertise and leadership...not fast enough mind you, but at least we're making some headway, I understand though that as a result of children being more actively involved in school sponsored programmes in the out-of-doors, the parents are saying of these "mini-camps",.."My child went to camp this spring with his class...why should I pay more to send him away again this summer?". Yes, it is happening. And it could have some serious effects on our registrations, unless the programme at these "mini-camps" is so exciting and so stimulating that the children and their parents feel they must make it a financial priority to want even more!

I know that all of us as camp directors are constantly assessing and re-assessing our operations. We are continually analysing what is happening in areas of registrations, staff recruitment and training, and programme. We are faced with the perplexing problem which hundreds of camps in the United States are facing..,if a camp costs \$300.00 per month, and the one down the road charges the same but has better facilities, which one will be chosen? The answer is generally quite simple,..especially for the parent who is looking at camps for the first time. The flashier camps are winning. John ICirk runs a camp for several hundred campers, and his programme is based extensively;!in the out-of-doors, with very few fancy facilities. He has an excellent staff 111 but his registrations have been dropping significantly during the past two or three years. Camps in his iTew Jersey area which charge the same amount, but have more elaborate facilities, and in his opinion weaker staff, are full!

I am of the belief as of November 15, 1973, that although there are many similarities between Canada and the United States, there is a significant difference in camping. In the United States, success might be measured by the quality and calibre of the camp director and his staff. I can only pray that this belief will not be different on November 15, 1983,

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or 1993, or 2093.

I "become more and more convinced that a camp director who operates his camp in a cold, un-feeling, totally "business-like, out-for-the-dollar manner will not continue to operate a successful camp. I become more and more convinced that a camp director who does not keep up with the needs and interests and thoughts and attitudes of his campers will not continue to operate a successful camp. I am convinced that a camp director who cannot relate to and have fun with his staff, and cannot be flexible and does not know how/ to challenge a young mind, will not continue to operate a successful camp. It is true that many of to-day's children appreciate more of the comforts of home while in their camp, but no matter how comfortable the camp, they won't be back next year if the director is only known by a distant name, and if the staff are too busy and too unfeeling to offer affection, trust, challenge, and an opportunity for children to become more aware of themselves, of others and of their environment.

Is camping relevant? I believe it is ... what do you think?

SOCIETY OF GAMP DIRECTORS

PRESENTED NOVEMBER 15, 1973

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Murray Faulkner, London Y.M./Y.W.C.A.

This evening I bring you greetings from my former leaders, staff, and campers of the YMCA Camp of Bangkok, Thailand. Three years ago last April I stood by the Dining Lodge of our Camp on the beautiful Gulf of Siam as the campers and staff sang their farewells to me with some considerable emotion involved, as we had been together - some of us - for the last eleven years, and they cautioned me to

and I am proud to bring those greetings to you now. I would also bring you greetings from campers and staff that I visited in Japan, Hong Kong, India, Malaysia and Beirut. Camping today is becoming rapidly a worldwide fellowship. Perhaps not in the strictest sense that we know camping here in Canada..... but in a developmental sense, and in a sense that takes on the needs and characteristics of the country in which camping is being developed.

It is also good to be back at a Camp Directors¹ meeting again, particularly to see so many old friends who have been involved in camping in a full-time way, who used to be contemporaries of mine in the YMCA. I think of Ted Yard, Ron Johnstone, and Jack Pearse, particularly. I remember back to the times when I too used to talk about going off into full time camping on my own. Instead I went off to more exotic climes to do my camping as part of an overseas assignment.

-•Though I have been back in Canada since May, 1970, preparation for my talk this evening sent my mind wandering back to departure time from Bangkok after eleven years in that City of Angels.

Moving from an overseas country sometimes brings with it problems of travel, air routes, etc.. At one point we were considering a charter flight to Expo '70 in Japan, and it reminded me of a story of a man who had signed up for a charter and was arranging his weight allowance with an airline clerk. Now, on some charters they weigh everything, including the passengers...so **the** clerk said, "Sir, how much do you weigh?". Without thinking, the man replied, "With or without clothes?" "I'll tell Sir," **asked the clerk,** "which way do you intend to travel?"

Let us for a **few** minutes tonight fly a few imaginary thousands of miles - as we look at camping in South East Asia (with our clothes on, that is),

In 1959) our flight out from Canada to Japan brought, in that first stop in the Orient, my first contact with camping in Asia, while enroute to Thailand. *Ve had flown in to attend the Asian YMCA Conference at Tocanso, otherwise known as Gotemba, a Y Conference centre overlooking beautiful Lit. Pujiama. It's a beautiful area with lakes and typical Japanese rural countryside with the small farmhouses, lots of paddy fields and country lanes. And from the conference centre itself we had the opportunity to visit 3 or 4 YMCA camps in the area.

How, it is always a mistake I think to start out from your western culture to take a look at camping in Asia initially. If you had come, as I did, from a camp with a lot of lake frontage, with a lot of territory to move in, the initial *shock of a Japanese camp was quite a severe one.

Available land is extremely scarce. Most of the camps on the main island of Japan run anywhere from an acre to 5 acres of land. I was left with an impression of a large number of campers being served in a very small area with a mass type of activity of games and ceremonials, with hiking being conducted on the country roads, with the challenge area being a climb of Mount Fujiama. These were camps of short duration, minimum space and a maximum number of campers. There were signs at one or two of these camps of early assistance from private camps and Y camps in Canada and the United States. In particular I remember seeing a cabin or cabins that had been donated from Camp Ahmek, and I believe there were other camps as well who had donated early assistance to the camping program in Japan.

Our next stop was Hong Kong, our visit to that tremendously overcrowded area found only one camp in action in 1959* Located at a place called Junk Bay, in the new territories, a camp that operates 12 months of the year as a refugee feeding camp for children, and still operates as such today, where children go for a week to ten days, over 100 of them, to have an opportunity to get out of the overcrowded congested city of Hong Kong or Kowloon, to have an opportunity to get on a proper diet and to be fed, where the average weight gain is probably 5 to 10 lbs. per camper over this period of time,

It was a fascinating camp to visit, located on a very steep hillside, with beautiful dining lodge and simple sleeping quarters. The hillside plunges down into the sea, so that the setting is very picturesque, but in terms of carrying on any typical programs as we know it, we would find it hard to visualize in our Canadian settings at least. The camp itself is used in other ways, during school holiday breaks and during any longer school term holidays, by other camping groups as well, from the more than 20 YJCAs located in that area. One thing I know they weren't doing when I was there, was very much out-tripping - communist China wasn't very far away, and the urge to explore beyond one's borders is not very enticing,

Our third stop, and one that was to stop us for 11 years, was in Thailand, To make my story with you to-day more real, review with me strategically the location of this small but stable free nation in a terribly unsettled area. To our west is Burma, to the north China, on the north-east Laos and Cambodia, to the south Malaysia - just across Laos and Cambodia - Vietnam. Thailand now has a population of over 30 million in a space 1100 miles long by 300 miles wide. Over 3 million of these, probably 3 million by now are in Bangkok, the rest are in the country.

Living in Thailand for me was like a two sided coin, extremely rewarding and to be honest, tolerably frustrating. But woven through the good and the difficult was this holiday spirit of the Thai that I truly love, a warmth, a friendliness, a relaxness of spirit, it welcomed me in my difference of size and colour to do their thing in my own way. It laughed with me in my mistakes, and mistakes their certainly were-I was reminded last before I left Thailand-by hearing some rather strange Thai spoken by my successor Joe Wilcox - about how awful my early Thai must have been, and probably still does, sound. Joe was introducing his Thai teacher to a friend and wanting to pay her honour said in Thai - Khru 'Tit mi sami sam knon mag - (translated this means my teacher Mrs. Hit has a husband who's a very important guy), Well- Thai is a tonal language, different tones mean different words and some words also sound very similarly. Now Joe should have used samkhan-important but instead used sam knon, implying that his teacher had three husbands. I've heard of a "mia noi" in Bangkok - a minor wife - but never 3 husbands.

How unique and different an experience it was to live in Thailand those eleven years - just when one thinks Bangkok is becoming like any other city in Asia--modern, over crowded, over smogged, something unusual occurs - like the day I innocently went to a Rotary meeting and went home with a scaly anteater - to the horror and eventual amusement of my wife and family. Some one's driver sold him to me out in the parking lot of a very posh hotel*

Or the day I saw a man driving his motorized trishaw "likity cut" down a Bangkok street with his passenger, apparently a snake catcher, egging him on with the head of a still very much alive python - still very much attached to the body - pointing at the man's back like a gun. It was enough to make a man swear off Brandy forever*

Living in Bangkok has also provided me with priceless learning experiences -like the opportunity to come to know fairly intimately a different culture other than my own, and to learn to look at things from another nation's background and point of view before making value judgements, if indeed any judgement should be made at all.

- Like the opportunity to not only be a part *oifthe* national scene in another culture but a member of a multi-national international community and the chance to be deeply involved in both communities' affairs,

I was in Thailand at the invitation of the Thai YHOA, a totally Thai organization I might add, to begin permanent resident youth camping in the country. Bangkok, the city of the Angels as it is often called, city of temples and Thai silk, and interesting, exotic shops for the tourists, is no joy for a child to live in. -JTot. season school holidays are the problem of most young people of Bangkok. Schools begin to let out their thousands of pupils around the beginning of March -three months when temperatures climb into the high 80s and 90s and the humidity feels close to 100js. Three months to fill with little facilities at their disposal. Bangkok, this city of over 3 million people, has less recreational opportunities available than most small Canadian towns. It has, and still has no public swimming pools. All the klongs and oanals so full of water in the rainy season are dried up, slimy mudholes. One major park is their's, few have parents with funds enough to take them to the country. Gangs begin to form and roam around looking for amusement.

In the face of such a need, a dream was born, and during the 11 years in Thailand my family and I, and those who supported World Service and the Bangkok YMCA, were participants in a movement that put kids back on the land- back on the land in a sense that took Thai children out of the sprawling crowded city of Bangkok, into the country where most of their parents had come from but very few of these city kids ever knew.

In 1958 "the YMCAs of Canada and the United States gave the Bangkok Y, through Buildings for Brotherhood, the money for the land on which to put the seed -the site to build the first permanent children's residence camp in Thailand. From the beginning, from the giving of the gift through Buildings for Brotherhood to buy the land, co-operation has been excellent. For me it was an introduction to a whole new world, through the building and developing, and eventually turning over to Thai leadership this new campsite.

"^Thailand had no tradition of resident camping, with the exception of a few limited Scout Camps, using small pup tents with very limited periods and very limited distances. The Y itself had had very little experience with camping, with the

exception of 2 or 3 years on a donated beach site living in thatched huts, up on stilts, experimenting with the idea, before their dominion to ,;-o ahead with "\ Buildings for Brotherhood support to purchase a campsite.

My first introduction to the camp was in March of 1960, I had been at language school since May of the previous year when we had first arrived in the country, and had to rely that first year, because of language difficulties, on the Thai staff at the Y for the setting up of camp. I said earlier on that this was an exciting new world that was opened up for me in working with camping in Thailand. I wasn't sure after the first year if I really liked that world very much- our family home was a thatched hut, with snakes in the bushes, scorpions in the woodshavings, and, eventually, a poisonous snake in the well from which we drew our water. As that first season was a building year, we had no cabins, but rather used large tents borrowed from the Australian Army. Now, tents may be great in Canada - but let me tell you they really don't fit in Thailand, and act more like steam-baths than anything else. It was a trying year: difficult to communicate, no constant source of leadership, no idea from the leadership about how camping should be operated, leaders home-sick - going home? I hadn't had a chance to train, or recruit, or develop them? beautiful beachfront for - swimming, but very few leaders who could swim.

I spent most of my summer at the beach and learned a lot of my Thai by trying to teach kids how to bend an elbow, stretch out an arm, kick with a foot, and so on, But the possibilities unfolded, and the opportunity was tremendous.

By the second year, the plus factors began to accrue. I was able to speak Thai, and therefore able to assist in the recruitment and training of leaders. I was able to develop an excellent camp committee and design some unusual and very useful cabins, which we began to erect. The response in the country to build cabins at the camp was excellent. Since the beginning of construction in 1960, the Thai people and the international community in Bangkok, have given far, far above the original gift of money that was given to buy the land. There are now about 18 buildings on the campsite, and a number of additional facilities as well,

The camp has been in use now since 1960 and has grown from less than 150 youngsters the first camping season to a total of well over 600 children, who attend 5 different camps during the hot season. The camp is also now used at least a third of the year with youth groups directly or indirectly under Y leadership, including some Outdoor Education groups, and in a 12 month period the Y camp serves over 1,000 young people using the camp facilities,

There have been other unexpected dividends in the camping program. In serving one need you serve several.

One of our earliest problems related to the camp was getting in and out of it. In 1959 when I first visited the site of the camp itself, we went in over a very rough country road, over a hill, the base of the road was mostly sand. In 1960, when we opened the camp on the site itself, a good part of that road was destroyed by the heavy rain, and in 1961 when we went to visit the campsite again to get it ready for the hot sea-son, the road had completely disappeared, The rains had simply washed it away. In 1961, and this would indicate where sometimes the winds of war blow-somebody-some-good, the 809th U.S.A. Engineer "\Battalion arrived from Guam to build a road in the northeastern part of Thailand, 'I happened to find out they were going to arrive with their landing craft to let off their trucks and bulldozers and road building equipment just a mile below our YLICA camp, which, by the way, is situated about 100 miles from Bangkok,

at a place called Banglamuug* How, I just happened to be on the beach when the 809th landed, and was there as one of the first people to shake hands with the Colonel in charge of the 809th, introduce myself, say where I was from, and to say that just about one kilometer down the beach was this children's camp which was trying to make its way and also a village behind the children's camp that had no access to market. Seeing this was the weekend anyway and they couldn't move their equipment, what did he think of the possibility of moving up a couple of bulldozers and road scrapers to help us build a road from the highway to the village and then to our YMCA camp? Well**our prayers were answered on that day, and the 809th did move their equipment up the beach and build us the road. Actually it took them 5 days. The local people themselves pitched in and put on some laterite on the top of the road where they could. The 809th gave us a lot of P5P, the track that they use in landing from the beach with their bulldozers from landing craft, and that road is still used to-day. It's provided an opportunity for a small village, that had no access to market, to now have a ready access to the local market. To be able to get a cash crop from kasava in the area, and to open up the whole area. Earlier, in the beginning of the camp, our small camp infirmary also served "this village* The clinic we built for sick campers was used not only by our camping group, but others in the village as well. The local fishing and farming folk, before we built the road, had no easy transport to hospital, no money for medicine. It was over 20 miles to the nearest doctor. Without a road you couldn't get there. During the first two years of the camp, the camp nurses saved a baby from dying of pneumonia, helped women with severe cases of dysentery, and twice late at night took into the hospital fisherman who were the victim of snake bite. For a year too, until transportation and other things improved in that area, our camp nurses went on public health visits in the area as well.

Introduction of the camp program brought many interesting challenges, such as leadership development. I referred earlier on to our problems around our initiating of leadership in our first year of the camp. There was a total lack of camping background in the country and comparatively limited camping skills among potential leaders. The Thai social and cultural patterns afford young men and women by the time they are in university very little, and in most cases no chance, to take leadership responsibility. Again the plus factors accrue: as these young men and women went through our training courses and were put into camp positions that demanded leadership responsibility, they blossomed, Latent ability was developed and they became deeply involved in positions of responsibility back in their university and teaching experiences after camp. You can find them to-day all over Thailand, doctors and nurses and teachers who speak about the YMCA camp as their first opportunity for responsible leadership. We had a product of that leadership training experience just recently here in this part of Canada. We had Vorakit Kantakalung, the first general Secretary of the fledgling YKCA in northern Thailand. He first came to our camp in 1964 as a leader, he is now General Secretary of the fastest growing YITCA in the world. It started in 1970 with no buildings, no facilities, no members, and today has over 3000 members, working in a variety of programs from vocational training to English language instruction, to chicken raising courses, to work with hill tribes and community development. On his Board, particularly his Program Committee, are leaders who were trained in our YI'CA Camp. The Chairman of his Program Committee is a product of our camp, and some of his outstanding Thai leaders are a product of this same leadership development experience and we can find them in Bangkok, and we probably found "them among the leaders that both led, and died, in the recent student revolution that won real democracy for the first time since 1932 for Thailand.

But camping is for children - and it is what happens to them that counts too.

■v Share with me for a moment, cone of the results that we know about:

L-any of the children that go to that YI-IGA camp in Thailand are sponsored children. The income of most families is extremely low, and there are many who need to have assistance in order to attend the camp. Last year there were over 200 of them, they are from government schools, products of broken homes, parents who left them when they were young;, orphans. Before I left Thailand, I went to visit Horn Luang Prodit, Principal of one school that sends 20 to 30 boys each year. That he was enthusiastic would be putting it mildly. He told me that to him the most valuable experience that happened, was the feeling of individual importance that the camp experience gave each boy. Each boy had been selected for what to him was a big experience, where for a moment he put off his school uniform of sameness and became a personality among his peers. Y camp to them was a new and thrilling experience. For the first time for many of them they felt like real persons, accepted by other boys and girls from other walks of life, and had an experience they thoroughly enjoyed. The pricipal said they came back walking straighter, with a new pride. They brought back camp treasures of shells and crafts to talk about, to look at, to show for months after. They would get letters, some of them for the first time in their lives, from camp friends - somebody else but the school cared for them as persons. Those who supported the work of Y World Service cared, the Bangkok Y cared, and the results of that experience were good. But most important of all, because we cared enough to get camping started in that country, others in Thailand and neighboring countries are beginning to adopt the program. We have had teachers, trained at the Y camp from Thailand, there are now youth camps being set up in the country, and we ran training courses for leaders from South East Asia- from Indonesia, from ~N;alaysia, from Singapore, from Burma, all learning at the Y camp and then taking this product back to their area- from Ceylon as well. I have already talked about the spin-off in terms of leadership development in Ohiangmai and Northern Thailand. Another product of the spin-off is the development of camping to that area, the development of a jungle camp.

I would like to pause at this moment to say that we have also been particularly appreciative of the support that camps in this country have given to that camping program in Thailand, end I think particularly of the campers at Camp White Bear, who now have a boat named after them at our beach camp at Bungramung, and who are soon to have a cabin built with their chapel collection funds at the Jungle Camp Ondai in Chiangmai.

I could go on, to talk at length for some hours, of our camping experiences in Thailand, but I will be showing some slides later which will perhaps explain better visually than I can verbally, the kinds of things that happened in program and the site of the camp itself.

But what of camping in the rest of South East Asia, and its developments during that same period, that we were in 'Thailand.

Japan, perhaps, has shown the most recent, most active development in camping. You will remember I talked about the very small acreages of camp on Honshu the main island of the country itself* Today there are 13 to 20 Y camps in Japan, and camping programs conducted by Girl Scouts, Boy Scouts, churches and even some educational institutions, Tlie Y itself has gone from the very jNsmall campsite on the main island to a campsite of over 3000 acres on the island of Kakido, called Ohiraikip, It has accommodation now for 90 campers and 25 to 30 staff, and on November 4th of this year a dedication ceremony

was held for a new area on the site to be established for conferences, seminars and a youth hostel to accommodate 60 persons, It's probably the only resident conference centre camp that I know of in my experience, where you take your overnight camping trip before you even get to the campsite itself. It is a 24 hour train and boat journey from Tokyo to reach the campsite.

In 1970 the Y in Osaka opened up Camp Onahan. It's an International Youth camp, a very beautiful spot by the sea - not very big by our standards, but it occupies some 17 rice paddies. It emphasizes short-term camps that accommodate large numbers of youngsters and has very much of an international flavour, already a number of International camps have been held on that site,

The only long-term Japanese resident camp apart from the Camp Chimikijo that I mentioned, is the Tokyo camp of Nochiri where the periods are slightly longer than most Japanese camps* There is a camping association in Japan, but how active it is I am not quite sure,

In the Phillipines camping is growing slowly. The YICA has some campsites, and other youth serving agencies such as churches, scouts, etc, are doing some camping, and surprising enough, though there is slow progress, there is a camping association in the Phillipines*

Korea has been slower to develop than most of the countries and is just now commencing to pick up the program of camping, which they used to do, after the warfare which has so disseminated the country, I understand there are now about 2 or 3 camps in Korea, in terms of Y camps, and I don't know of any youth serving agencies that are presently active in the field, though there may be, There was an American student workcamp there last year, to establish a National Y campsite in Korea, and I imagine that camping will not make a steady, if somewhat slow, increase.

In Hong Kong, camping has developed considerably - from the camp for refugee children that I mentioned earlier, in the new territories and which still operates - to 2 new campsites - one on Wonchow Island in the new territories, on what I understand is a very fine campsite - and an additional site in an area called Children's Garden. It used to be an orphanage and now has been taken over by the YMCA. It is also situated in the new territories, I had the privilege of visiting that campsite on my way home in 1970, It has a fine set of buildings, it probably will become more than a campsite as we know it, because it has an opportunity for a lot of vocational training to be carried on, and it has a really good area for the developing of an outdoor program. The churches, the YTCCA, and the Scouts, are also very active in camping in Hong Kong.

In Jeylon, or Sri Lanka as we know it, there has been a sharp increase in camping in that area, However, the camping probably would be more of special interest camps rather than of residence camping, with the emphasis on sports, music and agricultural camping, I am very pleased to say that the General Secretary of the Y in Ceylon is a product of one of my earlier training courses, and I hope that our camping program in Bangkok had some influence on the development of the program there.

India is a bit in the doldrums at the present time in terms of camping. There are 3 or 4 Y campsites that I know of, plus Camp Tonakila, and other camps in India itself, but at the present time in spite of the fact that they have a camping association my reports would indicate that camping in India is not presently at a very active stage.

Pakistan has very little camping, the only camping I'm aware of is being carried on around Lahore and with that we leave Asia. I could go on to talk about camping in Beirut and refugee childrens camps in Higeria but I have kept you long enough, Camping is world-wide - it is vastly different from one country to another -depending on needs and available resources. It would probably welcome your fraternal and financial support,

It's been exciting to be back in Canada the past 3 years since returning from Asia, and I truly mean that - its been challenging to be re-involved again in our rapidly changing and personally involving Canadian issues, but I would remind you that our concerns must also have world vision and infinitely wider horizons than our nation alone. Since my return home I have been somewhat amazed and deeply concerned over the tremendous provincialism of our country. An inability of many people to raise their sights beyond narrow and small horizons - beyond grasping for material comfort and security - beyond struggle for status - beyond this to a world growing smaller by the minute - of which we in this country are an integral part, The pictures many Canadians have of Asia, for example, is the Asia of years ago rather than to-day. We see it through supposedly superior eyes, arrogant in our customs and ways in the face of their ancient years and contributions to mankind. Eyes that even in the face of recent history still fail to recognise Asian intelligence and ingenuity. And even though we are a member nation of the U, N. - as citizens that should be giving direction to our country's voice in that great world organization^- we fail to realize that what we do and say does truly affect persons in Asia - in Africa - in South America - in all other countries.

Work with the T or with any camping or service organization is like being in one place in an expanding building - one needs to move around inside the building if one is to have the fullest concept of what the building is like and what can be accomplished in it.

May all of you in this Camp Directors Society move around in the ever-expanding field of Canadian Camping in this ever-expanding world-wide fellowship of camping in new and effective ways of sharing and of service.

PRESENTATION ON RESEARCH, FOR SOCIETY OF CAHP DIRECTORS - APRIL 10, 1974.

Mr, President, Fellows of The Society and Guests:

I am going to address myself to those of you who have had no experience in Research so that my presentation will "be very elementary, but I hope, encouraging for all of you to attempt to uncover information and new knowledge in your role of camp director. The kind of research that I have in mind is within the realm of competence of all of you. I am not suggesting that you can become involved in a research program that is very costly. For example, a report of research on Leisure, a topic of interest to camping people, has been undertaken recently by a Toronto Research firm, commissioned by The Metro Planning Board, They will examine, among other things, suggestions that increased leisure time is related to violence, alcoholism, drug addiction and family conflict, The research company also "wonders" whether the frustrations of living in the city are severe enough to lead to violent and destructive behaviour, This study is to cost 530,000.00 and will take seven months, will also look into the social roles of churches, ethnic groups, labour unions and voluntary citizen groups, and the effects of urban living on physical and mental health. All this/very interesting but is not the kind of research project appropriate for us. However the statement I have just made does incorporate the steps to be taken in an investigation, and this I will outline for you,

Research starts from curiosity, which is a manifestation of man's desire to understand things. You have many problems in your camps which arouse your curiosity and about which you would like more information. Any research project you undertake should "be preferably your question, your problem. It is much more exciting to investigate this than something someone else has suggested. The following steps are essentially a blueprint to planning and executing any study where facts are sought to enhance understanding, to reveal new knowledge or to serve as a solution to problems. The steps in research can be listed in a simplified form in the following manners

- 1) Determine what is your problem, What is it you would like to know more about? For example:-&)
- a) When does the peak registration occur in my camp?
- b) How many cancellations should I anticipate?
- c) What are ailments which require medical attention in the outpatient service? When do they occur?
- d) What are the illnesses requiring in-patient treatment for campers, for counsellors?
- e) How can the swimming skills of campers be improved early in the camping season, especially for the non-swimmer?
- f) How can Jane be helped to become better integrated in her cabin group?

Whatever problem you have chosen to investigate, it has to be manageable by you, within the limits of time, budget and number of subjects used. The beginning researcher is inclined to make his first statement of a problem too broad. It is generally necessary to redefine and to delimit the problem so that it is explicit, concise and manageable. It becomes the framework within which to hang findings from the investigation.

2) The hypotheses:

The second step is to make a "guess" of what you think is the answer to the problem. This guess or hunch is called the Hypotheses. It is your statement of the relationship you believe to exist. When this statement is substantiated by research, the statement moves to the realm of theory or principle.

3.) Facts!

You then have to collect facts for or against this question, through various means either observation, records, experimentation, interviews or questionnaires. You have also in your camps much hidden data that is not being used and could lend itself to investigation. Data in reference to registration, health, costs, progress records, program records, are a few examples of the hidden data to which I refer. Only when you treat this data systematically and record it in such a manner that it lends itself to analysis will you begin to obtain some new information from it.

The pure scientist is usually dependent on experimentation for his results, yet some of the most valuable findings in science have been accidental, originating from so-called chance observations, from unexpected results in experiments or from intuition. Galvani, the physiologist, discovered current electricity when working with a dissected frog. Von Rontgen was experimenting with electrical discharges under varying conditions and was seeking to detect invisible rays, but had no thought of such rays being able to penetrate opaque materials, and thereby discovered X-Rays. Fleming discovered penicillin accidentally. These are examples of dramatic results in research. We cannot hope to match these findings, but research in behavioural science can be exciting and rewarding.

In my preparation for this presentation, the library yielded some very interesting material, for example a manuscript on How to Write up a Research Project, (Hook-The Research Paper), a book called, "Guide to the Beginning Researcher" by Dr. Liable Wandelt, prepared primarily for graduate students in nursing, who were being introduced to Research. This is a splendid book, particularly for its intended purpose. I wished I could have found one prepared for camp directors. Someday this should be made available, hopefully to be written by a Fellow of this Society.

4) Examination of Data?

You are now ready to examine your data. You discard what you believe to be irrelevant and then test your hypothesis by patient analysis of your data, and further experimenting or fact collecting. In research it is not enough to collect facts, but by interpreting them, by seeing their significance, we can often go much further. We may have a multitude of facts, but we require as they accumulate, to organize them, so that we can see generalizations.

Research requires the verification, interpretation and the development of the facts so that a general theoretic scheme can be achieved. Education, physical health, mental health, recreation, sociology are all part of the concern of camp directors, and any one aspect of these can be undertaken for research at camp. Some of the data you collect will be quantitative,

that is, it lends itself to measurement, such as height, weight, age, frequency. On the other hand man's data with which we deal in the behavioural field, has to be quantified* -By this I mean, setting up a scale, let us use an example for anxiety. At one end of the scale we would have very secure and very anxious at the other end. The scale would read: very secure, secure, somewhat secure and somewhat anxious, anxious, and very anxious. If we are dealing with cooperation our scale could read: superior, good, average, fair, poor. You have no doubt seen other scales which range from always to never. You then apply a numerical number to the points on the scale,

An excellent example of quantifying data can be found in Dr. Mary L. ITorthway's study, "Appraisal of the Social Development of Children at a Summer Uamp", (University of Toronto Studies, psychology Series, Volume V, No,1-1940), She used a technique called Sociometry. I recommend that you read this study if you have not done so to date.

Let me refer to a simple experiment that a school teacher in the U.S.A. undertook using her pupils as the subjects. This teacher had a problem, How can she help her pupils understand the race riots which were occurring in their country in the 1960's. Her guess was that this could be taught more effectively ~by an emotional experience rather than by an intellectual approach. She used the experimental method in a novel manner, recorded the reactions to the experience and after analysing the reports made by the children came to the conclusion that she had been able to convey to her pupils very forcibly the feelings of people who experience discrimination because of a physical characteristic, over which they have no control.

The problem the teacher identified was too broad. She redefined her experiment to deal with one physical characteristic. *She* divided the pupils into two groups, those with blue eyes and those with brown eyes. The blue-eyed children were declared by the teacher to be superior in intelligence, personality, athletic skills and social graces, The brown-eyed children were told they were inferior to their classmates and would be treated accordingly by them,

The impact was dramatic. The brown-eyed children, at the end of the school day, were feeling depressed, unwanted, inadequate, insecure and angry. This experiment may be familiar to you, but I chose to refer to it for two reasons.

- 1) Despite the simplicity of this research project, it has been reported in many publications and newspapers for its unique method and noteworthy findings.
- 2) There were repercussions to this experiment. Some of the parents were very angry that their children were made to feel rejected and had suffered emotionally. This is an aspect of research that we, in camping, must bear in mind, "What are we permitted to do with our campers legally and morally?"

Research is finding the answer to questions. Let me repeat again briefly, the steps we have taken so far:

- 1) You have a problem.
- 2) You form a hypothesis regarding the problem - a "guess".
- 3) This step involves the collection of data, experimentation, collecting of more data, further observation and further collection of data. This is followed by reading, recording and arranging the data and finally testing the hypothesis.

- 4) Original, imaginative thinking will yield proposals of generalisations based on the findings and perhaps even applicable to populations larger than the one studied.
- 5) Report -writing involves the presentation of the findings and results of analysis in a communicative and verifiable form.

You should be aware that there are statistical tools which are used in research. Computers to-day have not only simplified the collection of data by the use of computer cards, but have also made possible the analysis of data which formerly took many months. Standard deviation, coefficients of Correlation, factorial analysis are some of the statistical devices, but I do not plan to burden you with these. However, there are two terms used in research that should be brought to your attention.

- 1) Reliability. -low reliable are our results? Will v/e get the same results when we repeat the study and when we repeat it with another group of subjects? There are statistical formulae which you could use and which tell you within what range your figures are reliable. You can overcome this problem, in part, by making your conclusions on the basis of the present data only, 3y repeating the experiment and collecting new data you add to the reliability of your results. For the beginner, research studies are considered to be pilot studies, and the interpretation and findings must be in the light of various limitations.
- 2) The second terra, I wish to bring to your attention is validity. Stated simply, validity means that the measurements are measuring what they purport to measure,

Let us consider a simple study, I have chosen sing-songs, which we all recognize to be an important aspect of camp life. When is the most enjoyable time for a sing-song? This problem has to be further defined, for the research to be manageable and has been limited to a consideration of sing-songs in the dining room. Note: I spoke earlier of making a general topic more specific. Hence step one. Our problem can now be concisely stated.

- 1) When is the best time for sing-songs in the dining room?
- 2) You now have to form a hypotheses, i.e. an estimated guess about this question. When have you considered to be the best time? Have you tried a sing-song after breakfast? What do you, and a few others with whom you have discussed this, think? Let us suppose you have decided that sing-songs after lunch are favoured by the campers and counselors,
- 3) You will now have to do some experimentation. Try a sing-song after breakfast for one week. Try a sing-song after lunch for one week. Try a sing-song after supper for one week.

Your problem dictates the method of investigation you will use. In this case it can be a combination of observation, interviews and a questionnaire in order to obtain your data. Be sure to include the age of the campers or counselors, sex, number of years at camp. You can obtain further information regarding who selects the songs, is the choice spontaneous, or is the choice initiated by an individual or a cabin group. Organization of the data obtained follows, the use of tables and graphs are helpful. The next step is analysis and interpretation. It does not matter if your hypothesis is not substantiated. This is just as important a finding as the confirmation of your original guess. E'rom this study you will gain additional information. Do the campers and counselors agree? Are the younger campers more inclined to choose one time of the day different to that of older

campers? You are now prepared to report your conclusions remembering the limitations of this type of pilot study. I would not dare predict the outcome of this study. I am curious. I do know that we thought after "breakfast was the most enjoyable sing-song period at Kawagama, in our time. It would have been fun to research this in other camps.

Research made easy! Is this possible? Let your goals be realistic. You need not aim for the stars, just your campers during one season or several seasons, if the data lends itself and let us share your findings. If you start with a fairly simple problem, in the course of time your research will become more sophisticated and you will seek to use some of the statistical tools, when this Society undertakes a research project in which many camps are involved you can become a student and learn from the experienced researcher who may be working at your camp.

We are aware that in our society to-day Future Shock is not limited to adults, Children to-day are confronted with a different world, ever-changing, in a manner unprecedented in history, Children are more informed about **human** relations, mores, ethnic groups and different values, They are living more a life of the "Senses" than previously. The sensory bombardment of T.V. has afforded them a better concept of the whole world than children used to have. Unfortunately this has resulted in some children who have become jaded at the age of 15! There are experiences which seem to be right for children at certain points in their development.

We, in camping, have to provide a scale of development that is appropriate, which will help the child to achieve goals of development to make him more humane in spite of the fast moving scale in society.

Let your curiosity lead you to learn more and more about our campers. Research is like a snowball. Each little flake adds to the whole, they fit together as you work with them. So, in research, you gather your facts, organize them and you will wonder how all these little details when made to fit together show new relationships, produce a meaningful-whole, and provide new information. This process becomes a research study.

APPEKBffc

Techniques for collecting data-from: "Guide for The Beginning Researcher"
by Liabel Vandelt, Hi.D.

Appleton-Century-Crofts

Education Division/Theridith Corporation, New York - 1970. (1) Observation: - either as a participant or non participant, (2) Questionnaire: - These are difficult to prepare, but there is much literature on the subject. All questionnaires should be pre-tested.

(3) Interviews,

(4) Content analysis, i. e. observations are excerpted from records of facts.

(5) Books

(6) Record analysis:-Uses records for a different purpose than originally collected,

(7) Process recording:-All behaviour recorded within a period of time,

(&) Critical incident.

(9) Diary.

UNIVERSITY OF TORONTO
SCHOOL OF PHYSICAL AND HEALTH EDUCATION

THE SCIENTIFIC METHOD

The Scientific Method - really a combination of deductive and inductive thought processes.

In scientific method purposeful fact gathering replaces unsystematic fact gathering and premises are tested probabilities rather than assumed truths.

A degree of reflective thinking involved.

- 1) A felt difficulty - an experience, obstacle
 - a. He lacks the means to get to the end desired.
 - b. He has difficulty in identifying the character of an object.
 - c. He cannot explain an unexpected event.
- 2) Location and definition of the difficulty
 - makes observations
 - gathers facts - enable him to define his difficulty more precisely.
- 3) Suggested solutions of the problem-hypothesis. From preliminary study of facts intelligent guesses are made about solutions of the problem-hypothesis.
- 4) Deductively reasoning out the consequences of the suggested solutions, man deductively reasons that if each hypothesis is true, certain consequences should follow.
- 5) Testing the hypotheses by action - i.e. test each hypothesis by searching for observable evidence that will confirm whether or not the consequences that should follow actually occur.

Consequently Induction provides groundwork for hypotheses, and deduction explores the logical consequences of the hypotheses, in order to eliminate those that are inconsistent with the facts, while induction again contributes to the verification of the remaining hypothesis.

An Example.

- 1) -O.G. man home from his vacation and discovers garden is destroyed = felt difficulty. Step 1.
- 2) -Examines garden and finds a twisted fence, flattened flowers, and uprooted stakes. Step 2.
- 3) a) While searching for explanation of facts, occurs to him that neighbour's children deliberately destroyed garden-hypothesis-1.

The Scientific Method

Part two

3) b) Hypothesis goes beyond existing knowing - he did not see children perform the act, occurs to him a bad storm may have wrecked garden - hypothesis 2.

4) By deduction

if children wrecked garden, they had to have been away on vacation,

To test hypothesis, asks children and finds [they were away on vacation - reject hypothesis 1.

Deductively again, If severe storm wrecked garden, it must have done same to others.

Finds other gardens were destroyed - also checks newspapers for accounts of severe damage. Second hypothesis correct.

Kirk A. Iv. Wimper

April 4, 1974

WHERE ARE WE GOING IN CAMPING?

Bert Fine, Owner Director, Forest Valley Day Camp

To assist you in following me through the somewhat wandering and radical thoughts in this paper, you would be best to join me in the following assumptionst

1. Independent camp directors are people who have chosen and trained for camping as a full time profession. They are business men who are entitled to make a fair profit, even though they love children and have a great fondness for nature and the outdoors.

2. The Independent Camping Profession is an educational and recreational service business which requires these professionals to know their customer's current needs (our campers and parents) and to search out the best method of providing the service to satisfy these needs. (programme, staff facilities)

3. Independent camp directors must constantly keep abreast of the times by upgrading themselves professionally. (courses, conferences etc.;

I intend to discuss some major factors which have had and will continue to have tremendous impact on the future of independent camping.

A. The Economic Situation - Inflation

The cost of living is going up and up and with it our costs of operation.

In addition, the minimum wage threat, higher taxes, transportation costs etc., all add to the financial burden that faces us. The chart below shows the fee increases for some random selections of Independent camps and Subsidized camps as printed in the 1972, 1973 and 1974 O.C.A. Directory.

	<u>Independent Camps</u>	<u>Non-Profit or Subsidized Camps</u>		
1972	1221	1972	2321	1974
455.00	505.00	U750	50.00	50.00
825.00	850.00		650.00	650.00
600.00	610.00	00	65.00	72.00
440.00	485.00	00	110.00	120.00
775.00	825.00	00	160.00	160.00
0	810.00	00	25.00	25.00
760.00	900.00	650.00		
850.00		60,		
		110,		
		160,		
	W4			
	55700			
	925.00	35.00	35.00	40.00
	790.00			
	525.00	25.		
	900.00			
	850.00			
	995.00			

It is obvious that those camps that are not subsidized have no

alternative but to raise fees if they want to stay in business. Some independent camps, -however, did not raise fees and I suggest that either they have a magic formula or they have cut services or quality of service. The subsidized camps? – they just ask for more subsidy.

The cost of living index ,obtained from Statistics Canada could well serve as our guide. This of course does not reflect wage increases or realty taxes to which camp operators are subjected - as well as not reflecting many other expenses which have soared.

	<u>Consumers Price Index</u>	
	National	Regional
Aug. 1973	153.0	
Sept.	153.9	146.8
Oct.	154.3	147.0
Nov.	155.5	148.0
Dec.	156.4	148.5
Jan. 1974	157.6	150.2
Feb.	159.2	152.0
Mar.	160.8	153.1
Apr.	161.9	154.2
May	164.6	157.4
June	166.7	159.5
July	168.0	160.2
Aug.	169.6	161.8
% increase 12 months	10.9# (approx.)	10.2?%

Incidentally, a fair way to calculate your minimum increase in fees might be from figures obtained from Statistics Canada.

^B- Availability of Staff

Students are ready for college at a younger age than ever before (e.g. community colleges) and thus require tuition fees a year or more earlier than they did in years gone by.

More families now require their children to help with the "family finances oy paying for tuition and even room and board. The lure of jobs with higher pay than camping offers is becoming more and more realistic.

The longer vacation for college students makes it impractical to accept a .job paying less money and for only eight weeks.

C. The Changing Camper

Youngsters, because of more frequent and extensive travel patterns, television and general expansion of their horizons, require a much more sophisticated type of programme. Many of us are not yet "with it" and continue to drive campers to take other options by failing to provide imaginative and stimulating programmes.

D» Families Have Other Options

As the costs increase for camp, as organized travel packages become more available, as family camping and family holidaying become more practical (more leisure time, "longer vacations) the need and jibes-ire for' summer camping dwindles.

If private independent camping is to survive, the time has come for us to do something about combating the trends that are causing us severe problems. I suggest that the Society set up committees to investigate and report on the following!

1. Examine new innovations in programming by those members of the society that have already been alerted to the problem and pass this information on to all our members.

Do a study of actual programme needs for today's campers -- and tomorrow's'

Z, Meet with government officials in an attempt to have a voice in legislation which may affect us - before they become law! Insist also that camps that receive government subsidy, use that subsidy only for those who cannot afford to pay for™the camping service,

3. Study the possibility for accreditation of counsellors by providing proper courses and training jobs with a pay scale that is realistic in today's market. Develop ways and means to attract young people to summer camp jobs, (practical work in camps as credit for university and college courses) making the hiring of accredited staff mandatory for accredited camps.

k. A meaningful Public Relations Committee to convince the public that a camping experience is necessary, that accredited staff is essential and that this has to cost.

HOTE FJOL: TIE 55'.;.'IETA'.IY

The Publications 'Joiir.ittee and the Board of Directors unanimously agree that this report by Pert Fine is so timely and important that it should¹ be mailed immediately to the Fellows, any Fellow of the Society are at this time of the year pondering their bulrcts for 1975. ^via it earns a special ".iailin<;. Yo^r comments would be appreci:- ted.

PARENTIAL MOTIVATION AFFECTING THE ATTENDANCE

OF CHILDREN AT SUMMER CAMPS

PART 1: Data collected from Camp Ouareau, a
summer camp for girls in Quebec.
Summer, 1974

Submitted by:

I-Iadelene Allen
Director, Camp
Ouareau

PARENTIAL MOTIVATION AFFECTING THE ATTENDANCE

OF CHILDREN AT SUMMER CAMPS

PART 1: Information collected from data from Camp Ouareau, a summer camp for girls, slimmer, 1974

The aim of this study is to discover the reasons that parents feel that camping is important in the development of their children,

A general questionnaire was sent to one hundred and fifty parents along with a general camp mailing in May to campers registered at Camp Ouareau. Camp Ouareau is an English speaking, girls' private camp in the province of Quebec with a total registration of one hundred and ninety five campers over the two month summer period. The difference in numbers of registrations and questionnaires sent out takes into account families of two or more children and six week and season campers. The usual registration period is four weeks.

To encourage frankness from the. parents the questionnaire did not need to be signed, nor was it coded in any way. The response was extremely high with 100 of the 150 returned, or 66%, (For various reasons 9 were not able to be used in all parts of the calculations.)

The questionnaire asked for:

- the age of the camper
- the number of years that the child had had in organized camping
- what type of camp the child had previously attended (if any)
- did the mother or father go to camp, to what type of camp and the number of years in camper or staff roles. This was asked to discern if parents without camping experience themselves had different priorities as to why they wanted their children to attend camp and if the children began camping at the same type of camp that their parents attended.
- did children have experience living at a cottage or farm -a list of seven reasons as to why parents may wish their children to attend camp.

This final part of the questionnaire is considered to be the core section. The list was compiled from my own observations, and from talking with parents and campers over the years. They were placed in random order:

1. Learning to live with others
2. YJldening contacts (meeting children from different locals V and backgrounds.)
3. Developing independence A«
Learning another language
5. Family situation (problems, new baby, travel, etc.)
6. Fun in the out - of - doors
7. Learning skills,
8. Other.

Parents were asked to list these on a scale of one to three. (Refer to sample questionnaire.)

Initially I gathered the data by age only, under the headings of the seven items. This was done in two operations; firstly, those which rated a top priority. (i.e. f1) and secondly, the three reasons (i.e. 1-3) • A weighted average ($i'l = 3 * f. 2 \ll 2, \$ 3 = 1$) was done, but as the results showed little difference from an equal weighting, the latter method was chosen as the information to be used as it was deemed less confusing. Once the numbers were recorded percentages were taken. (Refer to Charts A and B).

This was a somewhat unweildy set of figures for general conclusions so the ages were grouped into the common age divisions. Junior (6-9), Intermediate (10-12) and Senior (13-15). These groups were looked at from both a sectional as well as topic view. (Refer to graphs and charts A*,A , A3, B,B ,B^.) A total of 30 replies were obtained from Junior parents, 43 from Intermediate parents and 25 from Senior parents. These numbers are proportional to cur total registrations in each section.

A TOP PRIORITY ANALYSIS

Living with others was deemed most important with 1&% of the parents.

Fun in the out of doors was second with 28\$. It is significant that skills rated last. I believe that there is a twofold reason for this. 82\$ of the families have summer cottages available, so that the children do have opportunities to take part in out of door activities. Secondly, most of the children come from large cities where swimming and sports are available in the schools and youth clubs which also offer other activities such as crafts, drama, etc.

(At present data is being collected from an Anglican chuch camp in the Eastern Townships, Quebec Lodge. This camp serves approximately 250 children in three sessions, boys only, girls only, and co-ed groups. The children from this camp come primarily from rural areas and the city of Sherbrooke which has a population of 90,000; 10,000 of these being English speaking. They attend smaller public schools and large regional high schools. They tend too, to come from a lower income bracket (altho' this is not 100\$ so) and thus do not have the private club facilities or the wide school facilities which one associates with large cities.

I hypothesise that skills may be more important to this type of group, as well as of more significance to boys camps and specialized skill camps.)

Looking at the data topically by sections we found that living with others is approximately equally important to parents of all age groups. It is interesting to note that fun is of primary importance to parents of senior age children (k5%) as contrasted to 26% of Intermediate age and 15\$ of Junior age. The question arises from this that are parents of this older age group aware, then, painfully so perhaps, of the stresses society are putting on this age group to grow up, and of the short time left of their pseudo-childhood? The parents of younger children just assume, I hope correctly, that their younger "childish" children will have fun regardless, phis leads me to question camps' emphasis on skills and of * l^gJving^EhTs older age group any automatic, built in over-emphasis of responsibility. Shouldn't we continue toji or go back to, letting them just

be themselves, to relax and have fun without the stresses and challenges of responsibility..be it tribal chiefs, test passing,"super senior" , programs,team leadership, or what have we, unless they themselves, the / individual camper, really wants it. It also leads me to advocate the continuing clcs e relationship, or development thereof, of the director and senior staff with the senior age group to find what they are seeking and what they consider to be fun at camp. This then must become fully balanced with the desires of the parents and our own, and our camp - philosophy.

The other topics had very predictable results with the parents of the younger children being more concerned about the growth of independence than the older ones. .

A word should be said explaining the development of Language portion of the questionnaire. Ouareau is the only English speaking, private girls' camp in the province of Quebec. Despite what you may hear to the contrary there is a great desire on the part of many French speaking parents to have their children learn English. We have no special program for these children, but limit our registration to 10% of children whose first language is French, in each section, so that those who do come will have the experience of almost total immersion in the English language.

B CUMULATIVE RESULT ANALYSIS

When the results are looked at in the light of the top three priorities, or cumulative information, they are basically the same proportionally. Two significant factors come out however: Living with others is mentioned by 67% of the Intermediate age group as contrasted to 66% of the other two groups. This 10 - 12 age group, in fact, do seem to have more general problems in this field, but yet, as we all know, they are perhaps the easiest group to work with because of their enthusiasm and lack of deep, established opinions. It is probably the basic reason why parents of this age group feel that they should have the camping experience at this age, and why most children start at this stage.

The other interesting thing is that skills are mentioned more often as second and third level and that they have basically the same priority across the age groups...an average of 48%.

(Refer to charts and graphs labeled B)

C OTHER REASONS MENTIONED

It was somewhat surprising that more parents did not avail themselves of this section of the questionnaire, but those who did brought forth some interesting points, which perhaps should have been included in the overall 15st. Two parents mentioned " a chance for parents to be alone," and " developmental discipline. Other things which were mentioned were.."learning about the environment", "learning to appreciate out door living,", "responsibility for self", " happy, structured, disciplined experience ". And perhaps the most interesting, which should make us stop and think," to have peace and privacy of herself, to think and dream." That was from a parent of an eleven year old.

D PARENTIAL CAIJING BACKGROUND

On examining the data in relation to the parents¹ camping experience, it seems on the whole to hold very little significance. The only fact which stands out clearly is that the growth of independence is much more important to the parents who have both attended camp than to the others. Skills are also more important to this group, perhaps because they are more aware of the level to which skills are taught.

In retrospect it might have been more important to ask which parent filled out the form, because unless it was done jointly, the opinions of the person filling out the questionnaire would be most significant than which parent went to camp. I shall ask this on future ones.

For the record parents' camp background is as follows:

Kother at camp: 44 ...14 had been on staff.

Agency: 21, Church: 8, Private: 24, Co-ed: 3.

Father at camp: 47 ... 15 had been on staff.

Agency:19, Church 6, Frivate:27, Co-ed: 3.

Neither parent at camp: 35 Kother only: 15.

Father only: 20. Eoth parents: 26.

This information will he among that which will be stored away in case something interesting may come out of it in the light of comparison with future surveys.

E CAMPERS* PREVIOUS EXPERIENCE

Only 30 children, or 33[^] had been to other types of camp before Ouareau; 14 % had been to an agency camp (20[^] of parents had). 9if had been to day camps (no parents had). 5% had been to co-educational camps (2%' of parents had). 2% had been to church camps (7% of parents had). For the remaining 60\$ they had attended private camps. (26£ of parents had.)

This information too shall be filed away for future comparative purposes.

F. FUTURE PUNS FOR SURVET

This is a long range project which will take several years to complete. I shall use my own camp as a control to see if any broad trends are changing over the years. Each year I shall add to the data by responses to questionnaires which I hope to distribute to other types of camps, depending on the cot-operation of other camp directors. (If any of you should be interested in helping me with this I would be most appreciative.)The following is a general outline of the types of camps I wish to research. Private: 3 £irls camps - one under 75 cambers

- one above 300 campers

- one of compartable size to Ouareau (150 - 200)

- I 5^s-

2 boys camps - one in Ontario - one in Quebec
both of comparable size to Ouareau

2 co-educational camps - one in Ontario
-one in Quebec

2 special skill camps

Church: One Anglican Church camp in Quebec which covers boys, girls
and co-ed sessions
One other

Agency: One United Appeal camp: - junior age group
One other

Scout and Guide - in the Sherbrooke and Montreal regions.

The big draw back of this type of survey is the dependence upon the co-operation of so many other people..I can only hope that camp directors will continue to be as co-operative as those I have already contacted, and that the response from parents will continue to range from 1+0% - 60%.

G GENERAL COMMENTS

Research was defined as the satisfying of curiosity. That is what this survey is doing at the moment, and it would be presumptuous of me to draw any great conclusions at this stage, for the basic idea at present is comparison. Are parents all alike in what they basically desire for their children, or are there great differences based on sex, age, economic background and place of residence? If there is, how should this affect our programs? If there isn't does this affect anything at all? In three or four years I hope to have some more of the answers.

C Being purely practical, a great number of children attend a certain type of camp because of a friend, or because of good advertising, or because a parent may just think it is a good idea. I don't think for a moment that very many parents have all these criteria which I have listed in their minds when they make the decision to send a child to camp, so perhaps a questionnaire of this sort is valid if only because it makes parents stop and think of their motives and if it helps them realize that camps are indeed interested in the growth of their children.

CHART A : PERCENTAGE OF PARENTS RATING EACH CATEGORY
AS TOP PRIORITY (e.g. *f?l*) BY AGE
GROUP

	15	14	13	12	11	10	9	8	(age)
INDEPENDENCE	-	-	11	12	8	15	39	11	
LIVING WITH OTHERS	40	63	11	35	67	24	28	67	
CONTACTS	-	-	-	-	8	8	-	-	
FUN	60	25	56	24	17	38	17	11	
SKILLS	-	-	-	5	-	-	-	-	
LANGUAGE	-	13	11	12	-	-	17	11	
FAMILY	-	-	11	12	-	15	-	-	
TOTAL POLLED	5	8	9	17	12	13	18	9	

CHART A¹: PERCENTAGE OF PARENTS RATING EACH CATEGORY AS TOP PRIORITY (e.g. *tfl*) ..GENERAL

	SENIORS	INTERMEDIATES	JUNIORS	OVERALL
INDEPENDENCE	5	12	30	15
LIVING WITH OTHERS	36	41	41	40
CONTACTS	-	5	-	2
FUN	45	26	15	28
SKILLS	-	2	-	1
LANGUAGE	9	5	15	9
FAMILY	5	10	-	6
TOTAL POLLED	2	42	27	91

CHART B: PERCENTAGE OF PARENTS RATING EACH CATEGORY IN TOP THREE (i.e. cumulative) BY AGE

	15	U	13	11	10	8
INDEPENDENCE	13			12		11
LIVING WITH OTHERS	27			23	13	30
CONTACTS	1			31	28	11
FUN	33			6	8	26
SKILLS	20			19	31	15
LANGUAGE		12	15	12	15	4
FAMILY		24	19	20		3
TOTAL POLLED		15		28		
		24		17		
		20				
		4		16		
				8		
				i		
				i		
				30	4	
				15		
				17	12	13
				7		18
				4		

CHART B : PERCENTAGE OF PARENTS RATING EACH CATEGORY IN TOP THREE (i.e. cumulative) ...GENERAL

CHART B¹ : PERCENTAGE OF PARENTS RATING EACH CATEGORY IN TOP THREE (i.e. cumulative) BY SECTION ■

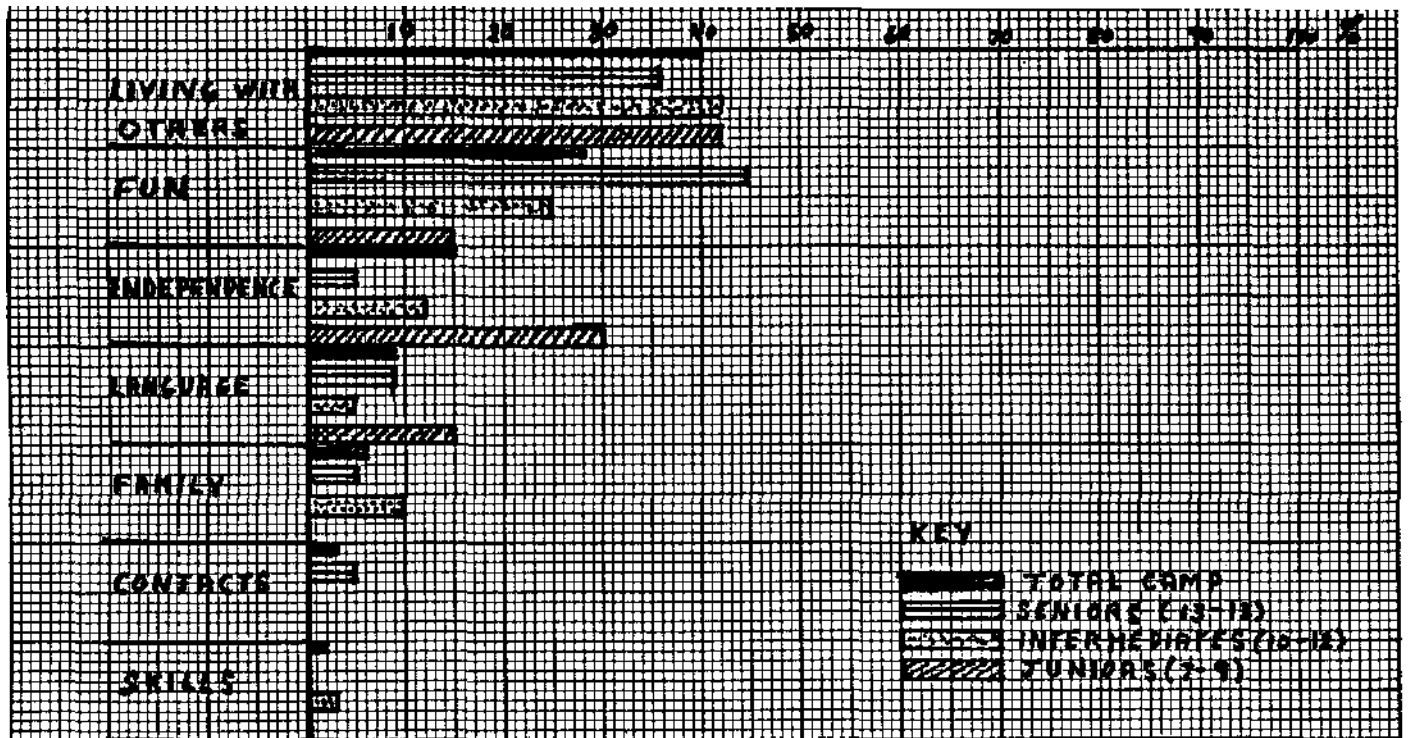
	SENIORS	INTERMEDIATES	JUNIOR	OVERALL
INDEPENDENCE	39	54	66	54
LIVING WITH OTHERS	■ 66	84	66	75
CONTACTS	36	27	30	30
FUN	84	6?	69	69

SKILLS	54	45	31	48
LANGUAGE	24	9	¹⁵ \	12
FAMILY	21	15 i	*3	9
TOTAL POLLED	22	42	27	91

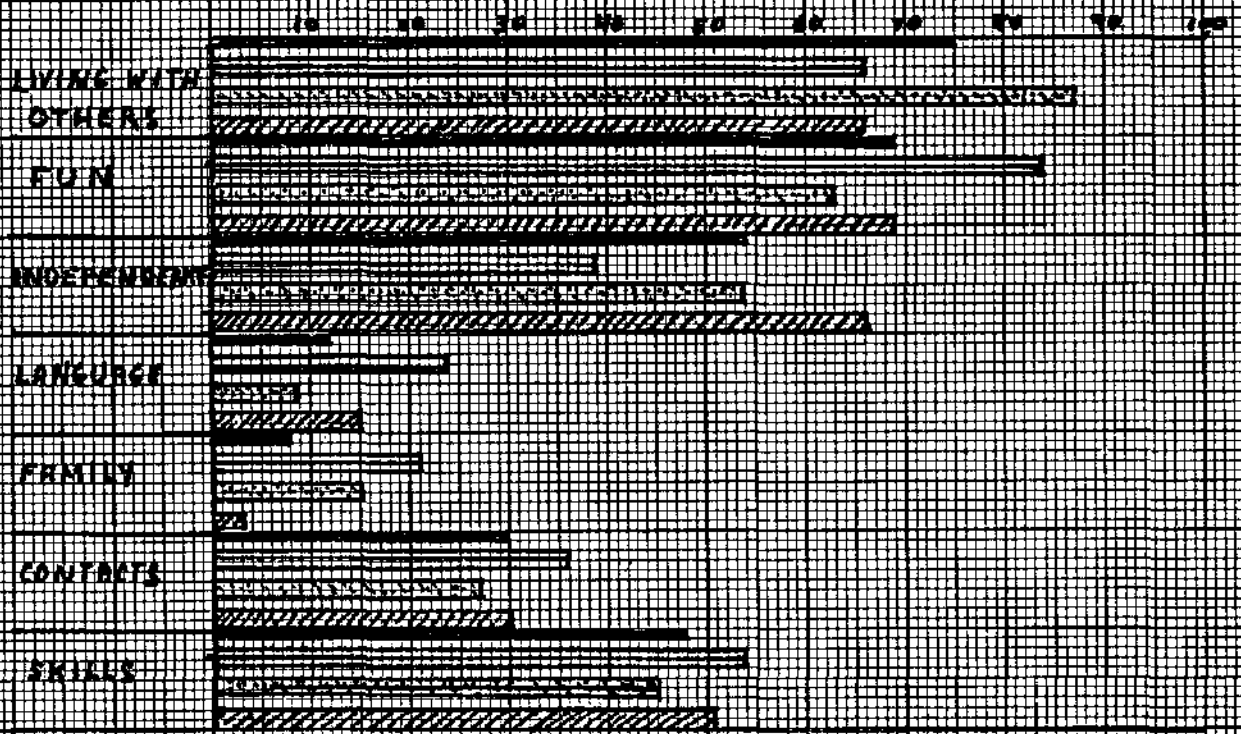
NOTE: figures are represented as out of ^00# as each parent had three choices and this picture.

\ " method.was deemed most graphic to show the true

JtUj 3C0

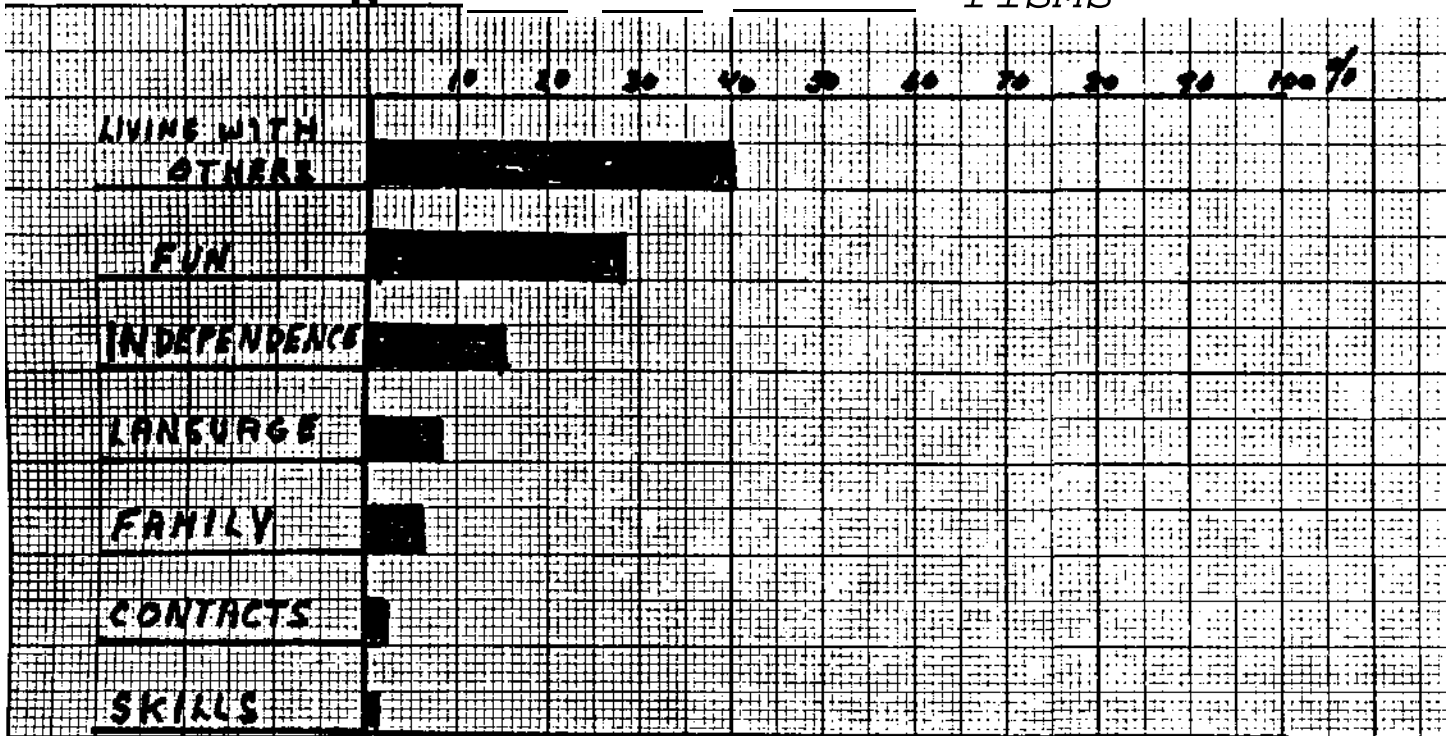


A² % of Parents Rating Each Category As "1"

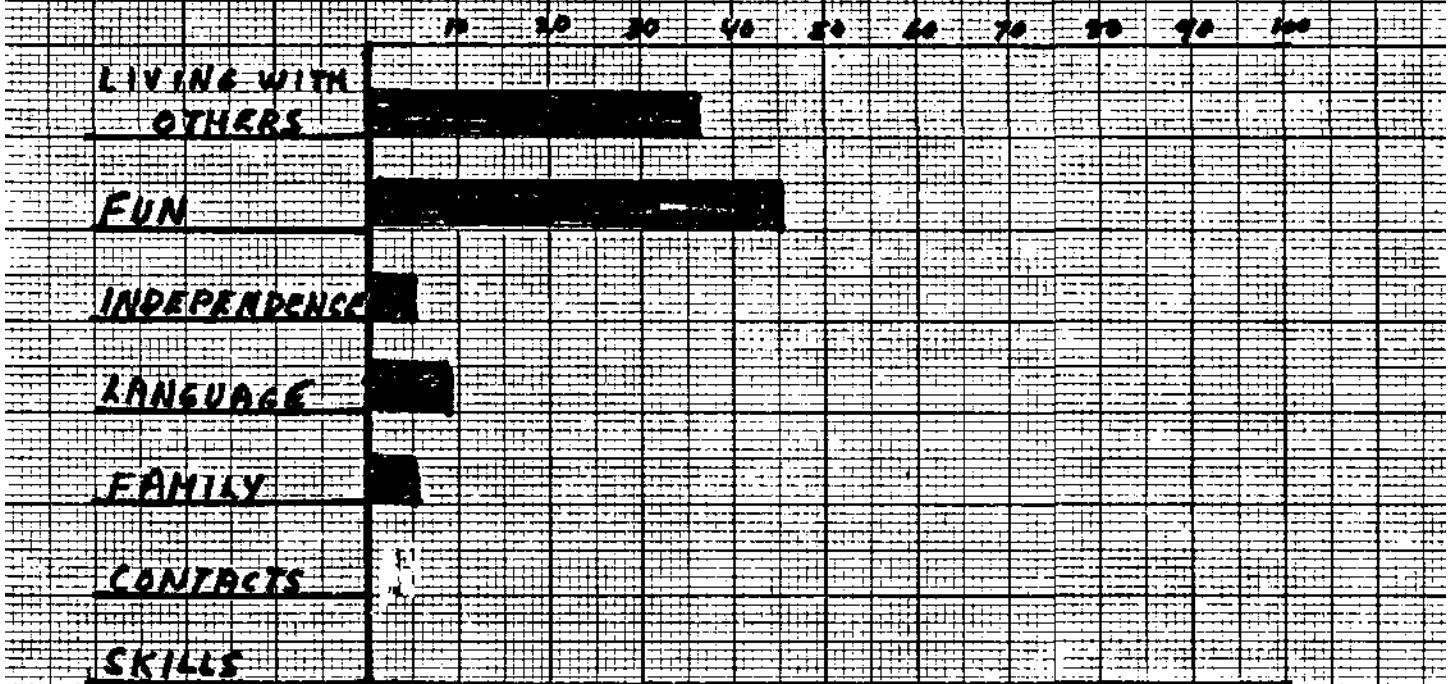


B² % of Parents Placing Each Category in Top Three

A² Tof.f*iarv <?v risMs



FULL CAMP

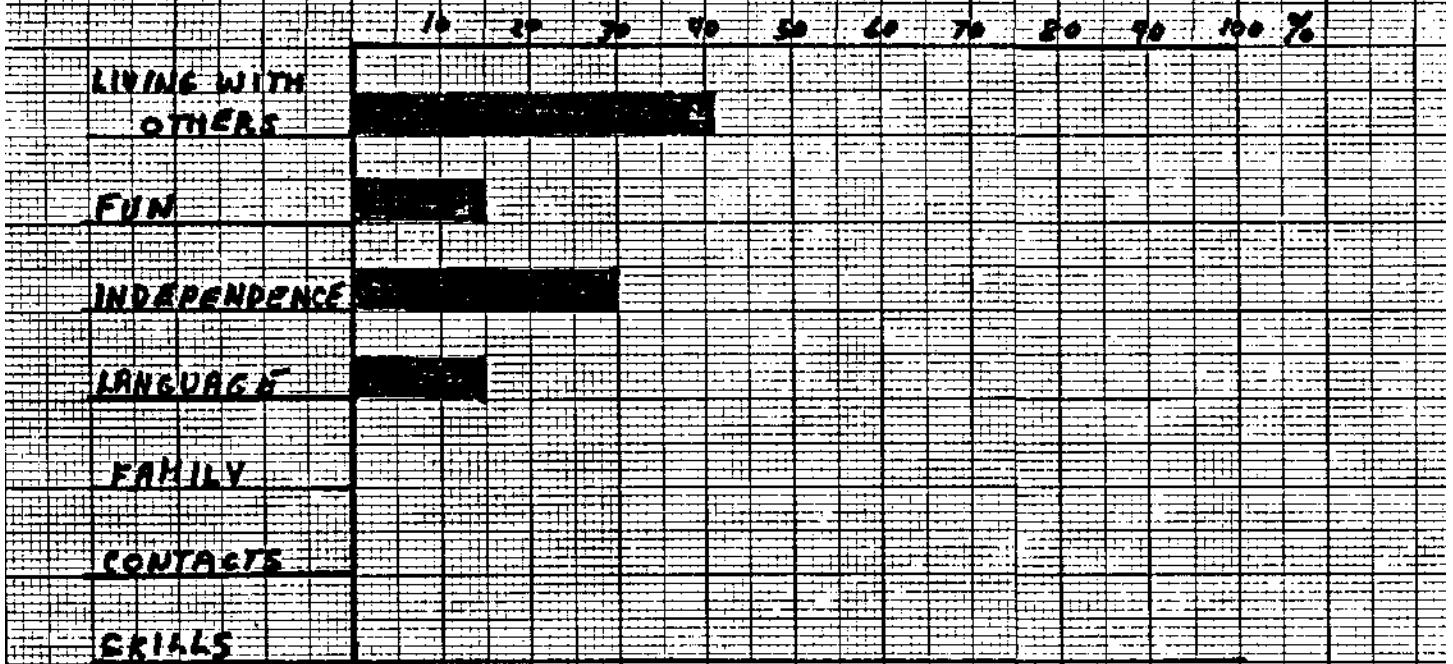


SENIORS (13-15)

A³ TOP PRIORITY BY SECTIONS (cont)

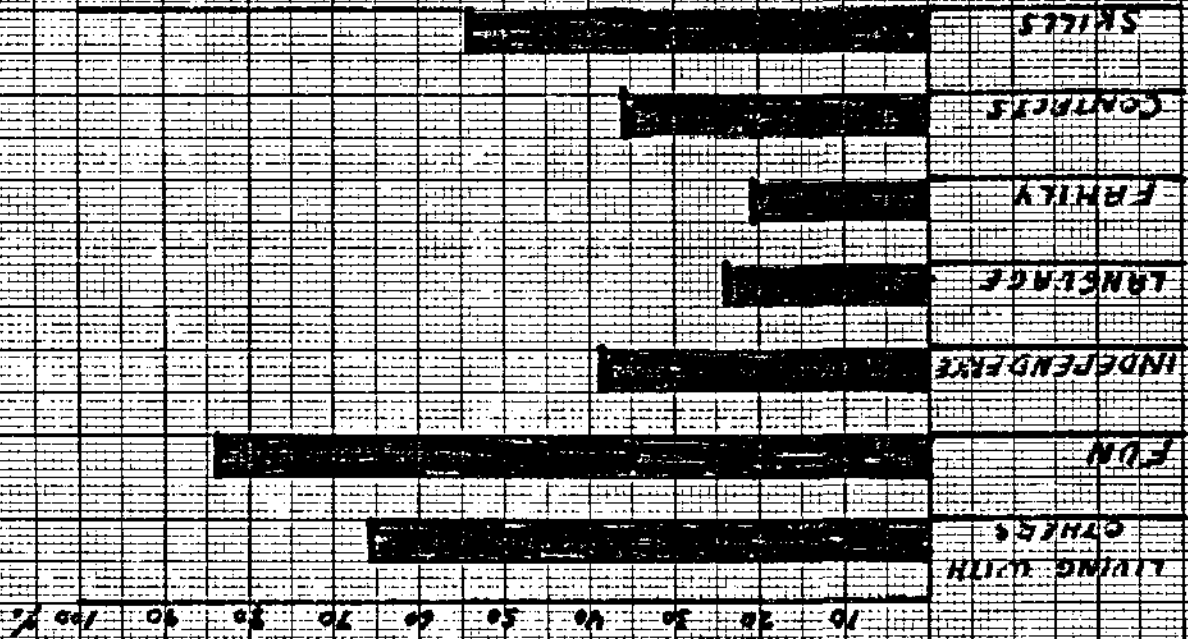


INTERMEDIATES (10-12)

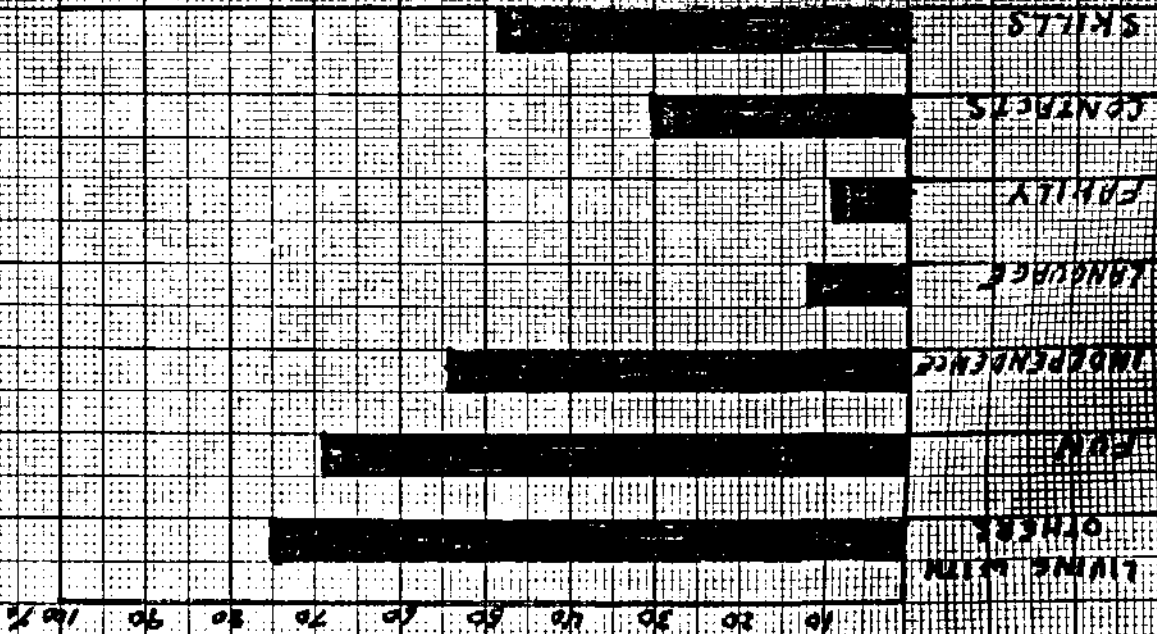


JUNIORS (6-9)

SENIORS (13-15)



FULL CAMP



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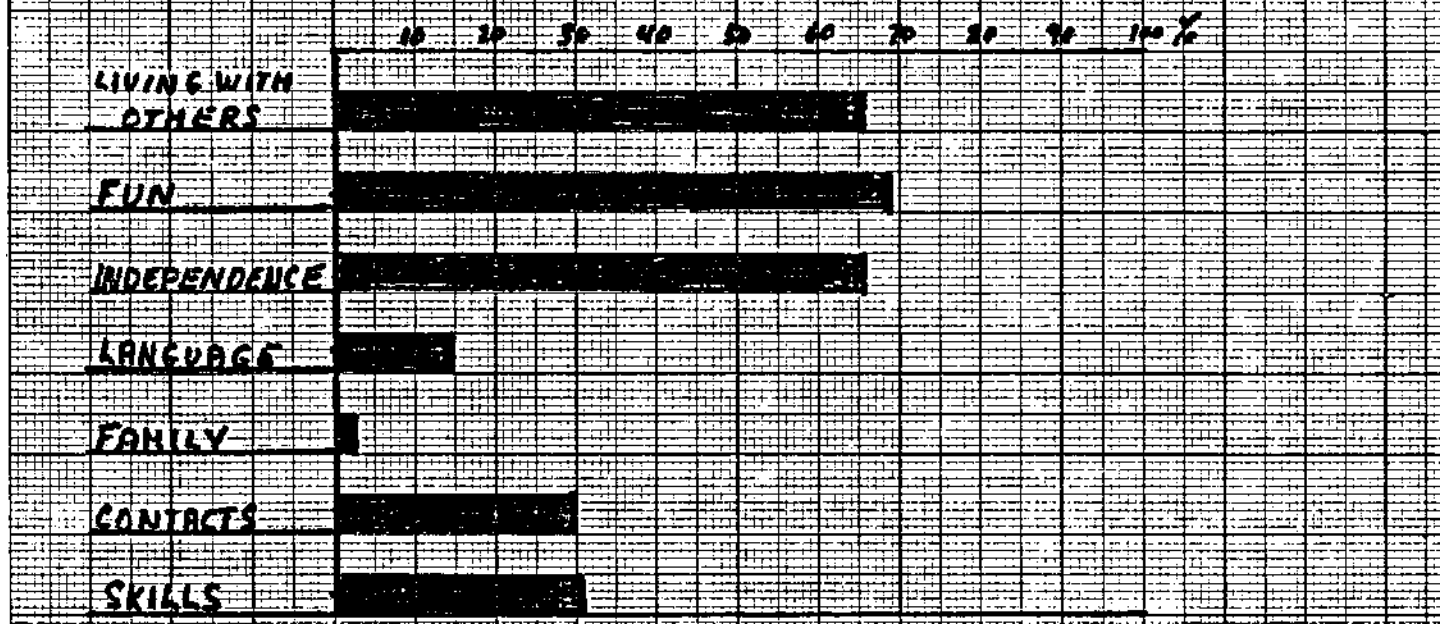
PRIORITIES

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INTERMEDIATES (10-12)



JUNIORS (6-9)

We Owe Something To Outdoor Education- by Bruce Harris - October, 1974

^Setting:- Early May 1973, two bus loads of grade twelve students from a metropolitan high school arrived at a large Ontario camp to participate in an outdoor education program. The cool water did not encourage swimming but canoeing and sailing were popular activities offered in the program, At no time previous to arriving in camp or during the camp were swim levels determined, yet students used water craft without wearing life jackets. What instruction there was, consisted of a short lesson on dry land. Students proceeded to take out canoes and sailboats, some with no instruction at all; since they had not been scheduled for instruction until later in the program. As would be expected, accidents did occur. miraculously, all the odds; no life jackets, weak swimming ability, 40 degree water, heavy clothing, and inexperience; were defeated.

Yet, if back in May of 1973 a student had drowned you and I and everyone in Ontario would remember it. Newspapers of Metropolitan Toronto and other centres would have headlined the story, not because a drowning in itself is news, hundreds occur each year, but because it occurred under the auspices of education, during school time and in a school program. Think of the news coverage given; the exhausting investigation and the stringent legislation following the death of a student by electric shock in the Humber Collegiate Swimming Pool a few years ago or the death last winter of a child caught in a snow removal machine in a Toronto schoolyard. Any accident minor or major involving a school bus brings a cry for new legislation,

Outdoor education is flourishing, growing each year because of dedicated, enthusiastic educators. Many teachers are discovering that four walls do not necessarily make the best or only classroom and that the out of doors offers so much to youth of all ages. However, although many of these enthusiastic educators have had a background of experience in the out of doors, some have had very little and very few the experience equal to that of a professional camping person. I sincerely believe it is our responsibility to make this experience available and ensure that outdoor education programs are run safely, for whether we fully realize it or not, we are definitely in the game of Outdoor Education, many of the sites used by schools in their programming are accredited camps. If the serious accident does occur, and I am sure it will if a lot more education of teachers does not evolve with this program, then not only will the school program be investigated and strictly regulated, but we also as the providers of facilities and in many cases partial leadership will be called to account.

As camping people our involvement in any particular outdoor education program may vary greatly, Our involvement may be total in that we provide the site and equipment, the leadership and the program. It may be partial, we may provide the site and assist in leadership, it may be limited in so much as we only supply the site. In some cases we may only be called upon for advice. It is no matter to what extent we are involved, we carry the task of making our knowledge available to the program, I believe that the knowledge that we possess, principles of safety in the out of doors which we adhere to almost by habit because of our experience in camping, is often foreign to anyone who has never had the full responsibility of a large group of people in the out of doors. This would include even people who have spent years family camping or years counselling in a camp.

If an educator were sitting with me today, seeking advice on an outdoor education program I would, stress these factors:

*Water Safety

Outdoor programs are carried on or near water and in the seasons of the year when the water is cold. General water safety knowledge should be taught to every participant, it is important to determine the qualifications of staff. Are they swimmers? Do they hold lifesaving certificates? Do they all know how to perform artificial respiration? What instruction will be given and what supervision provided in the use of watercraft? Since it is impossible to determine the true swim levels of students, develop a simple policy that everyone including staff wear a life jacket and that it is done up properly.

Medical Perms or Medical Histories

We use these forms all the time in our programs. Outdoor programs offer vigorous activity along with a change of sleeping patterns and accommodations. What of the child who is asthmatic, diabetic or epileptic? This past June one of my own students experienced epileptic seizures. His condition was brought to my attention by his mother three days before he spent a five day session at camp. Through two years at school he had never experienced an attack and no record was ever on file within the school listing his condition. Yet at camp, he had three seizures, all at times similar to when he had experienced them in his own home, two in the morning very soon after awakening and one in the evening. To this day I wonder how we would have coped without the knowledge of his condition provided previously by his mother. Could we have conceivably allowed him to go canoeing the evening of his attack? Canoeing was out, his activities were curtailed, closer supervision was necessary, alternate programs were made available and I am sure this student like his peers enjoyed a learning experience unavailable in the regular classroom. Medical histories are very important.

Professional Medical Assistance

In our camps, which are made up each year of a majority of experienced campers, we provide a nurse and have a doctor on call. Many camps have a resident doctor. When students, the great majority of whom never have been in a camp setting are in the out of doors, is professional medical assistance provided? What precautions are taken in the prevention of a serious accident? Is the location of the nearest doctor and medical centre noted? Is there fast dependable transportation available? Is there one person, not persons designated to accept full responsibility and make decisions?

Remember within the school proper the principal accepts full responsibility. For a student to leave the school between the hours of 9:00 a.m. and 4:00 p.m. he can only do so with the permission of the principal or someone designated by the principal. A teacher cannot assume even this responsibility. Principals do not go to camp. Who then is responsible?

The Ratio of Staff to Students

Many teachers are accustomed to thirty or more students per class. We all knew that a ratio of one to thirty is not acceptable or tolerable in the out of doors. However, it's very difficult to release extra teachers from the school proper. If three were to go with thirty students in the outdoor education program what individual teacher can possibly teach a class of ninety back at the school. i^xtra resource people must be found, new timetables arranged and a great deal of organization put forth. It's a must. The outdoor environment just will not lend itself to a large ratio of pupils per teacher, and the safety factor will not allow it.

Precautions Against Letting Go

Many areas used for outdoor programs are heavily forested and a considerable distance from civilization, every staff member should have a good knowledge of the area. Students before or immediately upon entering the area should be made familiar with their surroundings and boundaries should be indicated. Students should be advised what to do in the event they become lost, and informed of what would be being done to find them. Staff should have a prepared plan of what to do if a person became lost. This should include resources available in the vicinity e.g. Lands and Forests, again stress should be made for the idea that one person must accept responsibility and take charge. Transportation

I have often heard teachers suggest the use of their own private cars* The idea being that of saving money as the majority of outdoor education programs are student funded. I stress the use of charter buses. Buses can handle the equipment properly, the drivers are more experienced than the average parent or teacher and the question of liability in case of an accident is questionable when using private transportation. There is also the question of timing and supervision of those arriving earlier than others. 'leather

we all experience rain, snow and sunshine, but different areas do experience extremes in weather. Programs are most often planned with sun in mind. Planning must not only allow for change to ensure continued activity, but it must take into account change for the reason of safety. IBany areas of northern Ontario receive severe electrical thunder .stoma accompanied by high winds in the spring and fall. These are the key seasons for many school programs. Staff must be aware of those conditions They must be aware of the dangers and precautions to be taken in the event of severe weather. Fire Precautions

What fire fighting equipment does the site provide? Who in camp knows how to use it? What other fire fighting resources are available?

Students along with their teachers exit in an orderly fashion whenever they hear the school fire alarm. Gloor exit signs are displayed by law in every classroom. It is by law that three fire drills occur each year within every school- teachers are taught to close windows, doors, check washrooms and to be certain to do a head count.

In the out of doors, a new environment for many, students and staff should be just as certain as to "what to do in the case of a fire. Smoking

While many adults have quit the habit, more and more students start to smoke at an earlier age on a regular basis, many Boards of education have a definite No Smoking Policy which principals ensure their students adhere to within the school proper.

However, many schools* both elementary and high, have unofficial smoking areas in the schoolyard or around the corner. A policy which includes the safety factor regarding fire must be adopted for out of school programs. A no smoking policy which relates the message and atmosphere of no official smoking only, and then leads to unofficial smoking in a heavily wooded area adds risk that no one should assume.

General Health
^any programs offer an extended period of time in the out of doors. Good health should be of concern. Supervision and programming should ensure an adequate amount of sleep. ^ good diet is important and simple instruction on suitable clothing and personal equipment should be given before hand. Many programs run in the spring* black flies and mosquitoes are numerous. Insect repellent is often a vital part of personal equipment. Rainwear which is often shunned by children in the city environment is so important in the outdoor setting* Co-educational Programming

Most school programs are run on a co-ed basis just as within the classroom. The year is 1974 and we are beset in all forms of literature just where it is all at concerning sex in our culture, but I believe that it is a naive leader who does not appreciate that parental views vary greatly on this subject, when we accept the responsibility of a group of children, no matter what the age, our programs must be supervised and run in a manner acceptable not only to some but all.

Stress must be put upon the idea that all the responsibilities accepted in the running of an outdoor education program relate to a twenty-four hour day, not from 9:00 a.m. to 4:00 p.m. Programming

I have not entered upon the very large question, What is Outdoor Education? It is such an all encompassing term. It embodies words such as ecology, conservation, environment, meteorology, geology, recreation, orienteering, living. In 1972 Jack Pasmacre in his paper entitled "Outdoor Education in Canada" summed it up as, "Most Canadians involved seemed to agree that Outdoor Education is learning in and for the out of doors."

while I believe that outdoor education is a field of tremendous scope, all programs should be evaluated as to their purpose and how well the program works to achieve its purpose. If programs develop that are no more than a replica of summer resident camping, stressing a high percentage of recreational activity rather than an extension of the arms of the curriculum envisioned and laid down by the department of Education I believe the outdoor education program will die. If, however, programs offer a new experience in the learning of set forth curriculums, that science, geography or specific fields of education take on new life and meaning within this program, outdoor education will continue to grow and to receive the recognition and support it needs to become part of every child's education,

Summary

I have written this paper because of my concern for a very small but important part of the educational program offered to the youth of this country. As a teacher and camp director for the past nine years I have been aware of the steady growth of outdoor education programs and in particular how much they mean to my own students and myself.

However, I am realistic enough to see that to marr school boards outdoor education is but a frill and at best an unknown quantity, Budgets for this program are almost non-existent and the first to go under across the board budget cuts. Little interest from above is shown, Not once in nine years of runnihg, my school program have I had a visit from a trustee, a superintendent or even a principal although they are ever present in the school proper.

Outdoor education continues to be a grass root development receiving little encouragement or support from above. It initiates and continues because of enthusiastic, dedicated and determined teachers,

If a fatal accident does occur, all from above will show interest, concern and resolve and ny fear is that O*utdoor E'ducation, which should be available to every child of Canada will surely die,

lute as professionals in the field of camping must accept the responsibility of sharing our expertise, our knowledge and our experience with those in the field of education, Vile must ensure that Outdoor Education will continue to grow, to flourish and develop in a environment we know to be safe.

Yes we ;"-*o something to Outdoor Education,

Meeting the Real Needs of Young Children

The Camp Director's Challenge

Address given on April 17, 1975 to the Society of Camp Directors of Ontario.

By

James W. Fair *

Thank you for inviting me to speak with you this evening. When Sam Hambly asked, a couple of months ago, if I would address a meeting of the Society of Professional Camp Directors of Ontario - my first reaction was to decline. I have little or no knowledge about camping or camp directing. My closest associations are the visits to Camp Huronda to see Don Anderson and his programme for diabetic children, and the outdoor education programme our school has at Camp Arowhan for three days each spring. As I look around the room I see familiar faces of people who have been involved in camping for many years and are famous for their contributions to this area. So here we have the amateur talking to the pro's.

On reflection, however, I began to realize that although I can not advise you on how to run a more efficient camp, I may be able to share with you some of my observations of the needs of young children. As principal of the Laboratory School at the Institute of Child Study, University of Toronto, I must, with my staff, try to meet the needs of the two hundred or so children we have with us each day.

• As some of you know, the Institute of Child Study is a research and teacher education facility at the University of Toronto which specializes in the area of the young child from 3-11 years of age. To serve as a resource both for our research interests and for our teaching programme we have a school for this age group. Part of our job is to try to identify the needs of children in this age range as a first step towards providing adequate programmes for them. Presumably as camp directors you must do the same thing. Thus, I'd like to share with you what I see as the most important need areas for young children and how I would assess a camp environment in terms of satisfying these needs.

* Dr. Fair is principal of the Laboratory School of the Institute of Child Study, University of Toronto and Associate Professor at the Faculty of Education, University of Toronto.

Physiological Needs;

Our first requirement and responsibility is to provide for the physical needs of the children. This means food, drink, relief and protection from pain and discomfort, and adequate shelter. Part of the concern of camp, like school, is to provide for these various needs: a second responsibility is to enable the child to provide some of them for himself. Setting shelter aside let's consider the area of provision of food. Our society is generally affluent enough to provide adequate food for everyone yet there are thousands of people in Canada who are suffering from malnutrition because they are stuffing themselves with the wrong kinds. At a camp you must provide the children with balanced and nourishing meals i you must meet the real also, that of nutrition education.

At the Institute we provide the children with a balanced hot meal everyday at noon. We feel that if we start soon enough we can develop in the children an awareness and acceptance of a wide variety of foods that can be used as part of a balanced and nutritious diet.

Starting the child at age 3 we have a fairly high success rate as far as children eating adequately is concerned. You, however get children long after their initial eating habits have been formed and to re-establish sensible eating patterns must be a difficult job. Nevertheless, if you are to satisfy some of the real needs of children through camping you should be prepared to address yourself to this problem. At camp you have an excellent opportunity to help modify eating habits and perhaps do some "on the spot" nutrition education. Certainly when you are planning overnights or even cook-outs having the children help establish balance in their diets is a step in the right direction. The U. of T. publishes a Guide to Good Eating which outlines how, with careful food selection you can get all the nutrients that the body needs. The children can use guides of this type to help them plan their meals.

A simple technique that we employ is to allow the children, from the age of four on, to indicate how much of each food they wish. The children know that they should take a little less than they feel they can eat. They can return as often as they wish but they must always have a little of each of the foods being offered. We put a high premium on not wasting food, and insist that the child not return with food on his plate. He selects what he feels he can eat and then does so. Adults sit and eat with the children and help it to be a civilizing experience.

Recent statistics from the Nutrition Canada survey indicates that over half of our adult population is over weight. We also know that fat pads laid down before adolescence develops in the child a tendency towards fatness -that is, they develop the capacity to be fat. Consequently, as adults the ability to lay down fat continues and a fat adult is the result. At camp, presumably you have more control over the total food intake of the child and can eliminate some of the junk foods which are available to our children. Certainly providing them with an appreciation of good balanced meals is an important contribution to the real needs of children.

Love:

Every child needs parental love to survive and grow. Studies of institutionalized infants have shown that children deprived of love and attention through physical handling and caressing were retarded in their emotional development. We know that if a child is loved then he is capable of loving. If he is cared for and has a sense of self-worth he then is capable of forging ahead and accepting new situations and new challenges. If social development is retarded or poorly developed through a feeling that "nobody loves me" or "I'm incapable of being loved/" the child is handicapped for the rest of his life. We know that over 85% of people who are fired from their job are so because of interpersonal reasons. Social development is one of the basic areas of growth for the young child - it encompasses his ideas of himself, his ability to take care of himself, and his ability to relate to other people in society.

Many of the children that I deal with every day are lacking in love and its accompanying security. Part is due to the breakdown in families. In the sixties there was a trend towards separation and eventual divorce, and now in the seventies it has greatly accelerated. In our school, which has predominantly an upper middle class parent group there has been an alarming increase in family breakups just in the past year. In one class of twenty children there were four family breakups this year - that's 20% in one year.

I see children coming to school who are insecure about their parents, who have witnessed family upheaval where a parent love turns to animosity and hate. I see children who themselves have been the center of conflicts. Often the child is either ignored or torn between the two separating parents. We know that a child from that situation can not function effectively until he has been reassured that all is well. At school we do that on a day to day basis and can contact the parents if the situation is not improving.

At camp the child might be coming from exactly the same situation but staying with you from 1-4 weeks. This child is anxious about leaving his home for he is uncertain about what is happening. Primarily it is an egocentric need - that is, he is concerned that he may not have a home at all to return to when camp is over. If this child is to benefit from any type of programme he must be given large doses of love from a warm and understanding camp staff. This staff must be made aware of the real fears and anxieties that the children bring with them, and be given the backup support to handle these concerns effectively.

Discipline:

Associated with love is the need of every child to know that the adults in his world are consistent. In a permissive time people have felt that to love a child is to indulge him - give in to his every wish. My experience with children suggests just the opposite. Children are most secure when the adult sets reasonable limits or rules for daily living and then is consistent in the enforcing of these expectations. Children need adult models who are firm and fair - not those who fool with them one minute and then expect other types of behaviour the next. In short, I see a need in many children for rules and consistent guidance from the adults around him - discipline if you like - not harsh and grinding - but with a reasonableness that reflects to the child that you care enough for him to have some expectations.

At the Institute we have as few rules as possible. However, those that are established are consistently enforced. The children themselves play a major role in the setting of the rules. At the beginning of each school year the children and the teachers meet together to discuss some of the hazards around the property and to establish sensible rules. My experience has been that children want and expect good rules, enjoy helping to establish them, and will work at enforcing these limitations, if they have helped to formulate them.

Self-Esteem and worth:

Often children display behaviour that is called bratty, precocious, or lippy. In reality it is a desire to be recognized - to be seen as a person by the people around them. Often in a school and in the camp situation schemes can be designed so every child has numerous opportunities to be recognized for his contributions. Frequent recognition for a wide range of things can be given so each child is singled out often and gains, in a positive way, the attention he is seeking.

Dr. Blatz, the founder of the Institute of Child Study stressed that the great goal for children as they moved towards adulthood was for independent security. To gain this independent security the child had to be able to do things - to develop skills. The child with the wide range of skills is usually the healthy contented child. Consequently one of the things camp programmes can do is develop a wide range of skills in the children. It is not necessary for all children to develop the same skills but it is necessary for all children to develop some skills. I like programmes that give some element of choice to the child - but once a choice has been made the child should be able to count on a programme that is interesting enough and carefully enough structured to provide him with an increasing range of skills. The exciting things for children are the things that they are able to do -from building a fire quickly and efficiently, to paddling a canoe, to planting a garden, to grooming a horse...- the types of skills are not so important as their actual acquisition. I also find that many city children have very poor game skills. Many can't catch, hit, throw - especially the girls, and these deficiencies must be remedied. As adults these children will have more leisure time at their disposal and they need to have their skills and attitudes developed so they can use this discretionary time for fulfilling and rewarding activities.

Need Unstructured Quiet Time:

Having stated that every child needs to develop skills, I now go to the other side of the fence and state that every child needs some unstructured time every day. Many of your children have come from situations where every moment of their day has been organized for them. We have children at the school who have lessons every day after school and on Saturdays as well. We find these same children unable to handle free time - unable to involve themselves in satisfying activities of their own making. Besides this, every child needs time for imaginative play - a time to daydream, to fantasize; a time of quiet when he can be alone with his own thoughts - or when he can become involved in unstructured play with his peers. Children need opportunities to invent their own games and activities without the interference of adults. Every day a child needs or should be entitled to a minimum of one hour where he can roam, wander, explore, etc. on his own. He must have what I call growing time.

, At our school I get far more applications than there are-spaces. When parents can not get their children into our programme they invariably ask me what other schools have programmes that meet the needs of their children. I usually duck the question by giving them a list of questions to ask themselves about any school they are considering for their child. A similar exercise could be performed with regards to the selection of a good camp that meets the real needs of the children. If I were selecting a camp for my child I would ask myself the following questions.

- 1.) Has the camp provided for the physiological needs of the children? That is have they provided adequate food, shelter, and safety conditions? 2.) In the provision of the food is there any attempt to inculcate respect for food, and to develop some knowledge of proper eating habits? 3.) Does the camp have a large enough and sensitive enough staff to be aware of and be able to provide for the emotional needs of the individual children? Is the director a warm and caring person - are his staff vivacious and friendly - are there enough of them that their sensitivities are not dulled by the number of children they have to deal with? 4.) Are there definite rules and codes of behaviour which are clearly understood by all and based on the needs of the children? 5.) Is there a broad based programme of skill development? Will the child come home from camp knowing more about a number of things and having had opportunities to develop some real competencies. Will he have had his efforts rewarded so his self-esteem has been enhanced? 6.) Is the programme designed so there is more choice in the type of activities in which the child can become engaged? Are there times in every day when the child can be by himself or can be engaged with his peers in self-directed play activities?

If you can answer yes to all of these you are probably meeting the real needs of the children and ensuring that camping is alive in 75.

"After Camp - Amy Molson doesn't forget"

THE STORY OF AMACC

Toronto, Ontario.
April 29th, 1976.

As presented to
The Society of Camp Directors
by Barbara B. Patterson

\Why are we involved in organized children's camping? Obviously we all believe in what we are doing or we would not take on the enormous responsibility of 60, 100, or even 500 or more "borrowed" children. Obviously we care. We know that camp gives children the chance to develop physically, to discover the wonders of the wilderness, and to experience the sense of fulfillment of a newly mastered skill. But what else does camp do for children? What is it that camp offers that cannot be found at the family summer cottage?

At camp we can create an ideal environment in which the child can grow. Learning to get along with his peers helps the young camper to understand himself. Carefully trained staff have a perfect opportunity for 24 hour-a-day observation of children's behavior, and control of their environment. We quickly uncover a child's strengths and weaknesses. We know what makes him happy, what makes him sad, how he reacts to strangers and what he feels about home. Organized camping gives a child the opportunity to learn about himself and his world. But what about the child whose world is in turmoil?

Are we being unfair to the disadvantaged child by exposing him to a way of life he can never hope to attain? Some people may feel that a great disservice can be done by making children frustrated with their existing life styles. But is this because camps may not be reaching far enough? Perhaps it is time for "Extendacamp."

For years I had been advocating the importance of maintaining and increasing" the positive influences of Amy Molson outside the camp setting. Montreal's Red Feather was approached under a supplemental budget, and agreed to underwrite this innovation. This was

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very exciting news for me, since I so fervently "believed there was real need and viability in such a project. And so AMACC was born.

AMACC (Amy Iviolson after Camp Care) endeavours to extend the influence of camp beyond the camping season. Since children's distresses are easily indentifiable in the residential camp setting, this knowledge and understanding should not be lost till another summer. Well armed with this privileged information, we are able to approach families, not as strangers: omnipotent, white-coated professionals with mysterious ulterior motives; but rather as friends from camp. The children nay remember us as leaders of sing-songs, as characters in a play, as shoulders to cry on when they were upset, or perhaps as frustrating individuals who would not let them go swimming when they had a cold. The important thing is that our shared camp experience puts us three jumps ahead in the intervention process right from the beginning. What a pleasure this is for both client and professionalI

AMACC was created in direct response to a variety of observed and expressed needs in the community. V/hile social work is the basis of the agency, AMACC has also employed an Education Specialist and a Community Psychologist. Working as a team, the AMACC staff bring a varied educational and experiential background to each problem. This multi-disciplinary team approach helps to keep the agency vital as we exchange ideas and learn from one another.

Sceptics may say, "Camp is all very well, but what are social workers and psychologists doing in a camping organization? All kinds of social services already exist. What makes this one so special?" There are numerous factors that make AMACC unique.

Camp Amy Molson caters to very young children, so we have an excellent opportunity to ferret out problems early. A large percentage of our work consists of case finding and referral. We know of no other agency that actively seeks out clients. On the basis of our experiences with, and observation of children during camp, we approach their families off&ring help. Our initial contact is usually as a camp friend. By meeting with each family face to face, we can prove to them that we care and that we understand their child. Having established trust, we can easily move into the subject of the child's

difficulty, examining more closely the manifestations and etiology of his distresses. Often parents bring up certain concerns of their own with very little prompting on our part.

Our work does not divorce the child from his home environment. By working within the family, we can often prevent the development of similar problems in siblings. One way we are endeavouring to reach parents is through a newly formed Parents' Group which meets regularly to discuss matters of common interest* At their request, the major topic of conversation to date has been Child Behaviour and Discipline.

Another unique feature of our organization is its size. As a small agency, we are less encumbered by red tape than are traditional agencies. As such, we are seen as being more approachable, and are freer to take action in crisis situations. This by no means detracts from the usefulness of other agencies. However, our professional status allows us to get quicker action for our clients than would have been available had they approached a large agency on their own.

As we work directly with families in need, we realize the lack of facilities that exist for dealing with the tremendous number of distressed children in our communities. While we are gratified that AMACC has been accepted as a viable entity, we are constantly searching for new ways of meeting the needs of the people around us. Our agency is small, but we are finding ways of extending its service. We have used social work and nursing students engaged in field placements. We use volunteers, most of whom have been trained at Amy Molson and therefore know the children. Camp counsellors and other friends of the camp have generously donated their time to help children in the classroom, or to befriend a child who has low self esteem.

We are encouraged that our services have been well received by parents, schools and agencies. A mother, overwhelmed by her child's poor socialization, reports that both she and her daughter are now progressing as a result of intervention by AMACC staff. Another mother confessed that she no longer felt alone with her problems. Parents have remarked favorably on our lack of red-tape, and our ability to find answers quickly. A teacher reported that because of the help given in the classroom to a pupil by his camp counsellor, he made remarkable academic progress.

Various agencies, schools, hospitals and treatment centres, have found our camper "behaviour-reports very helpful to them in their ongoing work with children. Our findings add an extra dimension to the understanding of their young clients. Agencies and Universities have urged us to continue this program, realizing that AMCC is meeting a definite need; a need for unthreatening, non-authoritarian, therapeutic intervention.

ABOVE ALL, AMACC SERVES CHILDREN.

LINDA stood apart from the rest of the children from the time she arrived at camp. Eyes focused straight ahead, hair straggly and wet with perspiration, she screamed loudly and continuously. Her screaming intensified when someone tried to comfort her, and she would jump when approached from behind. She was aggressive toward the other children and could not relax during rest hour. How could we help her?

Linda's mother, aged 24, was married at 18 and deserted shortly thereafter, a morphine addict she left her daughter to fend for herself much of the time. Linda did not trust people* She expected to be hurt if she allowed them to get too close.

Linda's screaming finally did subside. Due to the patience and love of the camp staff she gradually relaxed. She found it hard to believe that at camp no one would hit her. The supportive, disciplined atmosphere helped Linda to control her screaming. She soon learned to enjoy herself.

The story does not end there. Linda's mother is being treated for her drug problem, and through the AMACC program, she and Linda are receiving emotional support.

MARY sat quietly in the Dining Hall until her name was read out. She refused to go with her counsellor whom she had never met, saying she hated her. Her defense was, "I'm bad you

know. Phone my mother - she'll tell you I'm bad." Mary had never been praised. Her mother's own unfulfilled needs interfered with the acceptance of her child. In fact her teacher had been on the verge of quitting her job because of Mary's disruptive behaviour.

Mary's tantrums were violent and frequent that first summer, but the phenomenal patience of the entire camp staff helped her to accept herself and to realize that she was worthy of "being loved."

During the winter AMACC staff members worked through home and school helping her mother to accept Mary, and helping Mary function more effectively at school. As a result of the AMACC program Mary's teacher finally became so fond of her that she actually devoted extra time to the child. The difference in Mary when she arrived at camp this past summer was remarkable. While her temper was still visible, she was better able to control herself, and consequently enjoyed camp more. We will continue our contact with Mary, to help her overcome the effects of serious maternal rejection. Camp has become very important to Mary.

JANE epitomized the underprivileged child. She is now eight years old and has been at camp for the past three summers. Each summer she has arrived looking just the same. Last summer having missed the bus, Jane arrived at nine o'clock in the evening of the first day of camp. We did not need to check her head for lice; we knew what we would find. Before taking her to her cabin she was given three baths. She made a ring in the first tub of water without even being scrubbed. After being washed and dressed in clean camp pajamas she was taken to the dining hall. The poor child had not eaten since lunch time on the previous day.

At camp Jane is given love and affection. This little girl expresses herself very well, and there people will listen to her. Home is chaotic. Meals are irregular. There is absolutely no discipline.

We tried to arrange to have Jane come back for the second session as we had hoped to have her share our camp Christmas. But there was no one even interested enough to conclude the arrangements.

We have been working with Jane and her family this winter, and will continue to do so. We found that an amazing number of agencies have been involved with Jane's family over the years, so we instigated a meeting with representatives of these various organizations in order to consolidate the information that had been amassed. It was felt that because the family views us in a more positive and less threatening light, AMACC should be the primary agency involved in this case.

Jane loves camp. When we visit her in her appalling surroundings, she pretends to be grown-up and tough, emulating others around her; but when we talk about camp, she softens and becomes a little girl again.

We must remember that AMACC grew out of Camp Amy Molson. While many agencies have camps, we are not aware of any other camp that has an agency. It is this emphasis on the vital importance of camping that gives us a new approach to social intervention. We who are concerned with camps and camping, know the impact our programs have on the children who participate in them. We work hard to ensure that each of our organizations offer the best possible service to our campers. We know of the tremendous influence camping has on children, but is the rest of society aware of its potential? As professionals in the field of child care, we should be in touch with others-professional groups. We should share our experience, our expertise and our concerns; with educators, with parents, and with government.

We must never underestimate the importance of organized camping, and the impact it has on children's lives. If we are able to create a fertile environment in which children can grow; if we can create a whole children's world at camp, should we not then insure that other environments to which children are exposed, are as conducive to their growth?

In camping we are justifiably concerned with environmental ecology. Is it not even more important that we concern ourselves with CHILD ECOLOGY?

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Ontario Camping Association Camping As,
April 6, 1976
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GAHBOTG THE TORCH FOB CAHOTG:

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captive audience, ran^ in ase fro. ei^ht years to
perliaps * w- *n* at various levels o? camping experience - but
heI~ EoesI I hopa there'll be something for everyone. I feel w
*uch 111- Georse Burns, when he received his Oscar the other
night, he said, "If you hans around and live Ions enoush

my way to-night*

I s.ent fifty years of canpine within the franework of
O. O. A., hut to ne it happened Ions before that. And it is
because of ,, earliest years that I a, the Kind of person to-
day. *o ne ca*p is the out-of-doors, the hush, the trails, the
sunsets, the hills in autumn, the thrill of seeins the first
hepatica in sprine or findin_c a patch of aorels. * capers have
been sensitive to *y interests too. Ban Gibson s payola
attracts like Pied Piper and I can have a follows anytiaae . the
thrill of brin^ a ruby-crowned Kinslet down to . low branch so
we can see his elusive ruby crown feathers -

stalking a family of grouse with your camera alerts each passer-by. Camping, as I see it, gives one an opportunity to "become sensitive to the out-of-doors, to "become curious then knowledgeable. One can learn things not taught on the basket-ball courts, on hockey rinks. Taylor Statten once said, "The future of Canada depends to a great extent on how our youth employs its leisure time." Do you agree with that statement? Think about it.

For some years now the motto above our Nature cabin -the environmental centre - ecology cabin or whatever it happens to be called in that particular year, is "Let It Be", and so our campers are learning to look, listen, feel, smell, but otherwise 'let it be'. In spite of that I still get a thrill out of looking at my flower collection that I made at Geneva Park in 1917.

Yes, 191?) is getting closer to my early years: My mother and father, Ethel and Taylor Statten, to whom I will refer as Tonakela and the Chief. I know every camp has its own chief but to me there is only one. The chief started camping as Y.M.C.A. director of Camp Couchiching, near Orillia in 1905. (One of my precious possessicas is a book about those early camp days entitled "From Tenderfoot to Scout.") You can imagine the consternation at that boys' camp when a few summers later a baby was born to the Stattens and it was a girl! My christian name was far too sissy so I was very soon nicknamed Couchie.

During this time, in the years up to the first world war, there was a lot of "boys work" activity—the Boys' Brigade, Scouts, Boys' Clubs, Big Brothers, Y.M.C.A., Tuxis Boys and Trail Rangers,—and soon developed the girls¹ counterparts—the Y.W.C.A., O*G_aI_oT_o, Girl Guides, Camp Fire Girls of America—and camping became an important way of life for all of these organizations— The churches, even earlier, had taken groups away from the structured formal life of the towns for study and seminars in the summer. They lived under canvas and lived 'the simple life'. At York Mills, now a part of Toronto, there was such a camp-site in 1840—outings such as these "became the annual Chattaquas. Also in the last century, in 1889 the earliest 'Y' **csnp** was established at Chance Harbour, H. S.—the American camp, Keewaydin opened up in Temagami, the same year as the Ottawa 'Y' started On-da-da-waks, that was in 1893, although On-da-da-waks moved its **sit** to Golden Lake in 1908 when Wally Forgie was director. A. L. Cochrane's Camp Temagami opened in 1900, and the adventurous Fanny Case **coce** to Algonquin Park from Rochester with a group of girl Scouts in 1906—and so, ITorthway Lodge! Ernie Chapman's Kagawong was established in 1908. Camp Couchiching moved to its new camp-site in Muskoka in 1911 and became Pinecrest, at which time Taylor Statten became National Boys Work Secretary and the beautiful Geneva Park property was acquired to become a leadership training center. More Church camps were opening: Scugog in 1910, Moorelands in 191?.

Canoe Lake in Algonquin Park was "becoming an important place in the lives of the Stattens. We went there for holidays in September. We camped on our little island in the large teepee we had "been using for a couple of years at Geneva Park, and started to "build a log cabin. In the summer of 1915 a fire-place was added and on the large spruce log which is the mantle, is carved the words "Here let the Northwood Spirit kindle fires of friendship." It is exciting to realize that the artist, Tom Thompson, carried rocks to help "build this fire-place. Our island was named Wapomeo in those early years. I think Judge James Edmund Jones had something to do with that. He was a great friend of the Chief and he and his family visited us often. Bruce Hodgins has just found a book in the Trent University library "Camping and Canoeing" "by James Edmund Jones out line trips "by his Aura Lee Camp through Algonquin, Temagami and our out-post Algoma district at the end of the **last** century.

The Chief organized a Tuxis Boy and Trail Ranger leader's camp in 1915 on Canoe Lake. It rained all of the two weeks! The next summer the Chief had his first private boy's camp on the same site and it was named Ahmek. Charlie Plewman and Ace Milks were leaders there that year and resource men Kere Ernest Thompson Soton, Jack Miner, Professor Chant and Stuart Thompson. Seton with his Woodcraft League had a profound influence, and all our council-rings have been based on the Seton tradition.

I swam across Canoe Lake that year, life-guarded by Toirfsfecla in a canoe dragging a ring-buoy. Whet&sr this upset the Chief in one way, I'm not sure. He thought of sending me to Glen Bernard the next year, but finally he and ^Joitakela decided that if Nary Edgar could start a girls' camp, why shouldn't they, and that would keep me and my girl friends on the far side of the lake! The idea of having a girlc* camp on the same lake as a boys' was really a challenge, which close friends of the Strr.tt^ns said would never work. To the-contrary. I believe, it turned out to be an asset.

Many Americans had influence on our Canadian camps in the early days. The Gulick family were great proponents of the value of the out-of-doors. And isn't it true--this statement of Luther Gulick, "Go with your best friends so that all your long life you will turn to the life-giving out-of-doors for your happiest times with your friends." Both Mary Edgar and the Sta.ttons were frequently associated with the Y.Mo and YaW,C₆A»s in the United States and eventually with the Caiap Directors' Association of America (1910) and the Association of Girls' Caiap Directors (1916) which combined and became the American Camping Association. In 1920 Mary Edgar wrote her hymn, 'God Who Touches Earth With Beauty'. It was published by the Association of Camp Directors, and now, as you know, is included in one of our great Canadian hymnals.

Other 'greats' in our earliest Ontario camping days along -with Mary Edgar and the Stattens were. A. L. Cochrane, Ernie Chapman, Mary Hamilton and Ferna Halliday, soon joined by Charlie Plewman,

Sadie and Joe Danson and the Cecil Irwins, and church representative Dr. Kenneth Rogers and The Reverend E. R. McLean. Dr. Mary Northway was the first chairman of the research committee. She can tell stories of the early days—especially of her activities at the conferences. She has sent a complete file of our conferences to our archives at Trent University. You know that it is thanks to her efforts that the archives are housed there.

Ernie Chapman was our practical joker—not only had he a sense of humour but also a sense of the ridiculous. At head table, one conference banquet, he held up a ladies' fur coat which had been found. Eventually, Miss Edgar, who hadn't quite heard the chatter that was going on, stood up and claimed it. Ernie said, "What a surprise to find your coat in the men's washroom."

We used to think that it was necessary to bring Key-note speakers from the U* S. There was a great feeling of fraternity in those days—and what characters some of those directors were—perhaps all camp directors are characters! Laura Mattoon, from Kehouka, which means white goose, I ..expected to see in Bathurst at any moment. Her hats were only out-done by our own Marg Govan. Ernie Chapman used to tease her so much, but they really love each other. Margaret bought Onawaw from Mrs. Turkington in 1938, but she had been the mainstay at the camp for some time. Her work with girls in the C.G.I.3? started when she first moved to Toronto to go to the University. She was and still is a great supporter of O.C.A. She was president for four years, from 1958 through 1961, and continued in the office because she was leading us through the

intricacies of legislation meetings and briefs to the government. We wanted to convince the government that we, the O.C.A., represented camping in Ontario and were concerned camp people who wanted good camps, not just with health and safety standards, hut also with good leadership "because we cared about what happened to the whole child.

Our past presidents read like a "who's who" of camping and everyone has made contributions which add up to the total concept of O_DC₀A₀ to-day. And what a wonderful group of young men and women we have to-day, who impressed me at our recent conference with their knowledge, skill and inspiration, to carry the torch which was lit so many years ago by those pioneers in youth work and camping.

To some of the names which I will be mentioning later I would like to add Irv. Haladuor, also a president of the Canadian Camping Association, who sold his camp, Wabikon, in 1960. Before that he was a great organizer of conferences and Ted Tard also a C₀C₀A₀ president, at that time at Central Y, Toronto and director of Pinecrest, and Dr. John Hoyle, an eminent youth worker and onetime secretary of the Toronto Religious Education Council, who established camp Gay Venture in 1946.

It was a sad day for us when A. L_B Cochrane came to our 1950 conference on the first morning with the tragic news of the death of his pal, Ernie Chapman, who had been our third president. I have often felt that his role of the fun-loving director and jokester was taken over by Bert Danson. Don't you agree? He too was a president to be reckoned with.

My term as president followed Cliff Labbett our financial wizard who has "balanced more books than you could ever guess,

For quite a few years O.C.A. was a section of the A.C.A. Even after our own Canadian Canpng Association was formed, CCA. designated itself as a section of "both CCA, and A.CA- Taylor Statten, for one, was loath to see the connection between Ontario and A.CoA. severed- This close relationship of his was nourished "by the fact that he was elected president of the **American** Camping Association in 194-1-4-2. Our association was very proud of this, the only Canadian so honoured. However, in 1948, CCA. got its own charter and we received the blessing of A.CA. at that time when we became a separate entity. Many of us have continued membership in A.CA. and have attended their excellent conferences. But to me our own CCA. and **O.C.A.** is worthy of and deserves our whole-hearted support. Our conferences .and seminars have become very important. We <?on't need a Lloyd Sharp to come to tell us how to run our camps. Maybe we have done what he told us to do, "Give camp back to the campers." and "Go back to nature." He didn't like any fancy equipment. We had a battle royal because he was so adamant.

Do you remember our first conference at The Inn On The Park? Some of us had come back from an A.CA. conference in New York where we had had a barbecue in Cextral Park. Peter Gilbert was cattgbt up with the idea of a cook-out in Willets Creek Park.

However, we talked Peter out of it, fortunately, "because we had a three-day snowstorm, that literally snowed us all in. V/e couldn't even get our cars out of the parking lot.

We've had many memorable programmes. When Mildred Collver was director, we used to go to Bolton Camp for our last spring meeting for a cook-out and council-ring, and really good sing-songs. That recalls one conference to my mind. I remember a lady on the stage of the Ontario College of Education auditorium who was the best song leader I ever saw - saw, I say, because she said you had to put on a show to be a good song leader, and not force people to sing, rather lead them, like Jack Pearse does. She wore a huge, cartwheel hat on one occasion, and as it flapped around she led, "Down by the old mill stream." I was caught up "by her enthusiasm - I always loved song leading, but others have taken over from me. (Swebbs is better than I ever was), but sometimes I still get the urge, like about twice every summer. In August when our successor, my nephew **Ti&e Statten was visiting** Vapomeo, a little camper went up to him and said, "I hope you are going to be funny like Couchie and lead her funny song." That's a bit of a challenge for Tike.

Back to conferences. We started in 1939 at Margaret Eaton School, then moved next door to the Y.W.C.A. on McGill Street. No wonder many of us attended the programme this winter even if it were only to see the fancy Club 21, but it was a good meeting also. The exhibits in the early days were all our own - crafts, menu ideas, recipes, tripping equipment which we brought down from

camp, nature displays. And they were all good. Then suddenly one year, a sail-boat appeared in the middle of the gym. Ernie Chapman had started commercial exhibits! And not to be out-done, Mary Northway's father sent over some dummy models from his store, dressed in camp clothes. The next year we moved to Central Y, then to the King Edward Hotel for a couple of years and to the Royal York. We were the first convention to use the then new Inn-In-The Park (thanks to Stan Wild who was our executive secretary at that time). Then out to the Skyline for a couple of years followed by Ryerson. It will be a while "before some of us forget the Westminster Hotel! And so back to the Inn in 1976, and we like it.

I don't think we could have got through the early conventions without John Gilchrist, and not even now, and I'm not forgetting the graciousness of our perennial hostesses, June Lahhett, Barb Gilchrist, Peg Latimer and Helen Stewart. Do you remember the year she had a rose in the room of each lady delegate?

The locations of our OoC.A. offices have 'had various addresses. Our secretaries have "been a faithful lot who have seldom received their share of fame or enough thanks for some of the inconveniences and work loads that they have carried. It is so good to see Betty McCammon here to-night. I wrote notes on meetings for a few years but what made OoC.A. really official was when Betty took over as secretary in 19²-43* How lucky Glen Bernard was to have such a staff member, and for y\ years! Joyce Bertram followed until she "became director of Oureau. Then come Dorothy Maybee Douglas for the next nine years aatife Eanswythe Plyn whose expertise has "been

such a help as editor of the magazine and now the Occasional News. I don't know if it was because of Eansvythe that OBC.A. did so much office moving. I'm not surprised though, after some of the tales she had to tell. After three offices on Bloor St. East, and around on Avenue Ed., we finally landed in posh but small quarters in the Park Plaza Hotel, to which place was delivered an unbelievable pile of army surplus blankets. These are just what a camp director would like and did buy at \$5 & piece, but it caused some embarrassment to our secretary and inconvenience to the Park Plaza. And after the conferences came flags, posters, cartons, you name it! All were dumped at the OoC.A. office which was after all just one room. Finally a director offered his garage for storage space. I'm sure it was John Gilchrist. From then on we were never quite sure in whose garage things would turn up for the next year.

We were at 93 Yorkville Ave., when ITodga Reade joined us (following Eva McKeown and Jean Scott), then after just a month Nodga was glad of the move to Ryan's Art Gallery. Blackie was also there with the C.A.P.H.E.R. office. In t\^o years this becpmee Julie's Tavern so off we went to 501 Yonge St., in the next door office to a dating bureau!

Membership was increasing all this time, from 60 when Enswythe started a real drive up to 187 recorded in our 1975 Annual Report. And hand in hand with membership our O.C.A* standards were being developed. If you are old enough, as I am, you willrealia* how much we owe to David Potter who spent days and nights, even weeks, analysing, tabulating, scoring and up-grading

I met Ron Perry on Saturday, at Chick and Isobel Hendry's 50th Wedding Anniversary, and because of Chick's many years of involvement in camping we expected to meet camp people, and we did. I never see Ron but that I picture him singling a canoe. Cherish your book "The Canoe and You" because there aren't many copies around now-a-days. Kirk Wipper would be the first to salute Ron as the dean of canoeing, but to Kirk goes the honour and the thrill of seeing the growth of his concept of a National Canoe School, ably assisted all the way by Claude Cousineau.

Starting in 1942 the School of Physical and Health Education of the University of Toronto had leadership seminars in September at Camp T?namakoon, eventually for both men and women. In 1947 there was a National Camp Training center sponsored by both the » University of Toronto and the Canadian Red Cross, held at Camp Ahmek and the following year at Pinecrest where Ted Yard was director. Blackie (Reg) Blackstock comes to my mind so often during this review of the past. I first knew him as Ahmek¹'s waterfront director, later as director of Bolton, Pinecrest, at the Canadian Red Cross, C.A.P.H.E.'R. and director of Camp Mazinaw, travelling companion and chairman of various O.C.A. committees. He has always approached his jobs from the point of view of a professional.

The Canadian Camping Association received its charter in 1947 and elected to have its own magazine which grew directly out of the Ontario Camp Bulletin with Mary Edgar as editor. The two merged for a couple of issues, then launched into the format of a proper magazine.

One of our most exciting and extensive programmes was the Cross Canada Canoe Trip in 1977—named the Centennial Journey. It was spear-headed "by Ontario, "but the idea soon caught on and spread nationally, under the leadership of Marg Govan, John Scott, Kirk, John Latimer Hon Johnstone and many others. In fact every participant on the trips was made to feel that they were an integral part. In the case of Vapomeo, it was the highlight of our trip in Quetico. I contacted an American camp director friend whose "boys tripped in that area and we adjusted dates and routes so that our trips could rendez-vous. The plan was a great success. The hoys greeted our girls with Canadian flags pinned on their shirts and for the "birthday party was produced a gorgeous reflector-oven baked cake. It was **Viu** Kanep's trip in Biscotasing, caught in a thunderstorm, which lit a candle at exactly the right moment and put it on their cake baked in a ranger's cabin oven. Another trip, luckier with the weather, had a huge hollow log set aflame which we call a Roman candle. Ernie Schmidt, the former executive director of the American Camping Association, and frequent visitor to our conferences and some of our camps, contacted Ken Johnson, archivist at Trent, and is using some of our National Campfire ideas in Bicentennial celebrations in camps across the country this summer.

We have had other outreach programmes. During the war some of our camps were hosts to school children during the summers, who were sent to Canada to live and go to school to

get away from the horrors of "bombing in England. This separation of parents and their children must have been very traumatic and I like to think that happy days at camps in Ontario are never to be forgotten cherished memories.

During the war there were other projects. In Algonquin Park we had Junior Rangers who really were hard working volunteers, cleaning up camp-sites, repairing docks, brushing portages, removing fallen trees and so on. At the discretion of the camp directors official badges were awarded* Two of our Vapomeo rangers were selected to get a log which was to be dedicated and later brought to Toronto for the first O.C.A. meeting in the fall where there would be a camp-fire to which all camps would contribute their log. Our highly trained rangers had no sooner brought me their log than an irate cottager appeared practically demanding their scalps. They had cut down a live birch on her property! These poor, frightened rangers in no way could replace the cottager's tree so they offered to give up their badges.

Camp Tonakela, near Madras, India, has had the support of many of our camps, and Americans, since 1938. A book could be written about Wally Forgie, the director and his contribution to camping especially with the Y.M.C.A. all across Canada before he went to India in 1925* Camp Tonakela continues to thrive under the guidance of a young and enthusiastic board.

through their provincial organizations, and as such will have an impact on the future of camping across Canada.

As I have collected data and done considerable reading in preparation for this talk to-night, I have been side-tracked in many directions. It has been very fascinating and every avenue is worthy of more exploration. I am planning to spend some days at the archives in Trent without the pressure of a deadline, since I have many questions for which I would like to find the answers.

I feel more convinced than ever that camping is a great movement full of advantages with values especially applicable at this time for those of our youth who are troubled. Many leaders are taking small groups out into the bush on hikes and canoe-trips and in every case when under good leadership this therapy shows good results.

The leisure that I talked about at the beginning is very precious to all of us, and we as camp leaders are developing leisure activities not only for our campers and staff but also for ourselves for the rest of our lives. It has been proved to me already in my brief retirement, that the days are still not long enough for me to complete projects, read the literature and get out into the fields with binoculars and camera.

We, Harry and I, are looking forward to "the north" as soon as the ice goes out, and during the summer you can think of us in the bush or paddling up the creek not even having to worry about meal hours!

It just **ocourfed** to me that I might be a better golfer if I weren't such a keen bird-watcher. I have such trouble keeping my head down!

After all my busy days of camp preparation, program planning and staff training, I am happy to leave that behind me and envision an ideal and quite impractical camp. The activities that one would learn in my ideal camp are non-stressful activities, but they are totally absorbing. There would be little competition except within oneself to learn more and more about the out-of-doors and to share this knowledge with others.

Have you ever been to Pelee Point when the birds are migrating? We were lucky that it was the Lowes who first took us there and we then introduced it to the Raymers. It has been great sharing this unique experience with good camp friends. The concentration of the groups of bird-watchers is as much fun to watch as the birds themselves. They are in a world of their own but bound by a group feeling that becomes a team effort because everyone shares their find and is so proud of it. The same thing happens with camera buffs as they discuss angles, lighting and depth of focus and later share their pictures with a receptive and knowledgeable audience of fellow photographers.

There is nothing lonely about the activities for leisure that one can learn at camp. They are stimulating, group-seeking and group-gathering. So I agree with Luther Gulick who said go into the out-of-doors with friends with whom you can share these happy times for the rest of your life.,

At camp we have always had campers share their tripplug experiences and give reports about animals and birds they have seen. Harry was quizzing Libby in the dining-room one day as she was telling about a family of raccoons who swam to the island. And she said that when they reached shore the mother told her children to follow her and climb a tree. When Harry asked Libby exactly how the mother had conveyed this to the little raccoons, Libby said she couldn't tell him exactly because she couldn't speak raccoonese! A couple of years ago a spotted Bambi swam across and climbed out on our island. Some excited campers who had been watching called me and I arrived just in time to see its white flag tail as it bounded down the path surprising many campers all along the way. All of you have had similar experiences which I hope you will share with us because the out-of-doors is a part of all of us.

In the preparation of this talk there has been a lot of sharing too. It has been great fun having an excuse to call some of you—and some who are not here to-night—to reminisce about the old days. Thank you all very much, and thank you, Harry, for putting up with my one track mind for all these weeks!

Fellow campers—thank you for giving me this opportunity to share some of the background of the Ontario Camping Association along with some of my own personal experiences. I hope you have

a deeper understanding of what has gone on in the past so that the future will be a challenge, inspired by all the hard work, effort and happy times that have gone into making this association a success to-day.

Camping is a way of life—a great way—it has no boundaries, shares all creeds, encompasses all people— to me it is LIFE,

I close with this creed of our Canadian poet Dr. Frank Scott:

The world is my country The
human race is my race The spirit
of man is my God The future of
man is my heaven.

May the future in camping be heaven for all of us.

A Precis of the Address Delivered by John Wadland, Ph.D., Assistant Professor in Canadian Studies, Trent University, Peterborough. Oct# 18, -

TOPICi ERNEST THOMPSON SETON, A FATHER IN CANADIAN CAMPING

Trained in the finest academies of Canada, the United States, Britain and France, Ernest Thompson Seton (1860-1946) abandoned a successful artistic career to learn independently the language and methods of nineteenth century biologists and naturalists. As a young man he was converted from his family's pious Presbyterianism to an equally pious pantheism. The process of conversion was guided not by men but by the landscapes and animal inhabitants of post-Confederation Ontario and Manitoba. Although his paintings and drawings revealed a fascination for the power of wilderness over man, his commitment to the notion of limitation by nature was best articulated in hundreds of realistic animal stories for children which earned for their author international recognition. These were based upon observations made in the field all over North America and are documented in close to forty volumes of manuscript Journals. For his trouble in writing them, Seton was rewarded by the rebukes of many contemporary scientists who felt that his interpretations of animal behavior were anthropomorphic. In the light of modern research in ethology, however, it is clear that Seton belonged to a fringe group of radicals who aspired to demonstrate, through an emphasis on the theories of learned and innate behavior, not only that animals possessed greater intelligence than was believed, but also that man's continued survival required reasoned acceptance of the fact. Although Seton erred in adopting a dogmatic posture to defend his premises, he was in the vanguard of a more sophisticated modern intellectual movement devoted to developing what Aldo Leopold has called an "ecological conscience" and a "land ethic." In attempting to answer his critics on the subjects of ecology and ethology, Seton produced a respectable number of scientific publications in mammalogy and ornithology, among which The Life-Histories of Northern Animals (1909) stands out as a classic. He also initiated a colorful youth

movement, the precursor of the Boy Scouts, to which he applied social principles similar to those developed by the Russian anarchist, Peter Kropotkin. The model for this organization was the North American Indian who, in Seton¹'s view, epitomized nobility. Nobility was measured not by patriotism or by good works but by the individual's ability to acknowledge and to live within nature's biological laws. An Anti-Spencerian Social Darwinist, Seton despised competition and stressed mutual aid, believing that the example of the animal kingdom, if observed by mankind, would yield a decentralized, diverse and humble international society free of war. His ideas were copied in part by Robert S.S. Baden-Powell, but the latter's additions and revisions completely reversed Seton¹'s original intention. Although Seton himself was the first Chief Scout of the Boy Scouts of America and although he was instrumental in launching the organization in the United States, his disagreements with colleagues over militarism culminated in his unceremonious ouster from the hierarchy in 1915. Through his art, through his science and through his youth work the animal motif remained paramount.

Dr. Mercer Rang Summary of Talk

to the Society of Camp Directors Thursday, March

3, 1977 THE EPIPHYSIS

Growth in length of the long bones of the extremities occurs through conversion to bone of a rapidly growing plate of cartilage near each end of the bone. This is the epiphyseal plate and it continues to provide increase in length of a bone until it closes at or around the time of puberty.

Disturbances in growth may be due to inflammation, nutritional problems, inherited defects or trauma. Although trauma is usually received as direct force, frost bite, as a form of cold trauma, can also damage epiphyseal growth. These insults are manifested in length discrepancy (excessively short or long), angulation, rotation, etc.

The commonest epiphyseal injury is the slip of the epiphysis of the forearm situated near the wrist, sustained when a child falls on his outstretched hand. Such injuries are usually reduced easily. They unite rapidly and growth disturbance is rare. In others the outcome may be much less satisfactory.

Extremity injuries, whether involving epiphyses or not, rarely require such urgent management that they need be classed as true emergencies. Injuries to the abdomen or chest are much more likely to need immediate medical management and they should always be looked for in a child with an extremity injury.

Some childhood activities such as hardball pitching, put repetitive stress on specific anatomic locations in the extremities. One example is the chronic injury to the medial epicondyle epiphysis (inner side of arm, just above the elbow) produced by pitching.

In most situations vigorous trauma displaces epiphyses and breaks bones much more readily than does it produce ligamentous sprains. In children ligaments are stronger than bones and epiphyses. The child who seems to have a severely sprained joint is likely to have a fracture or a traumatic epiphyseal slip and should receive medical attention.

Dr. James C. Fallis Summary of

Talk to the Society of Camp Directors Thursday, March

3, 1977 ACCIDENTAL HYPOTHERMIA

Abnormal lowering of the body temperature because of exposure to undesirable conditions has received much publicity of late as a result of several recently reported instances. Winter outdoor activities, winter camping and boating in the spring and fall, are all on the increase and introduce the risk of cold exposure in air or water.

Much of the research carried out to investigate the physiology and the management of accidental hypothermia has been done through the use of volunteers immersed in cold water. This work has facilitated the measuring of heat loss, factors influencing the rate of temperature change and has clearly defined what must be done to minimize risk from cold exposure.

Excessive cold causes maximum constriction of peripheral blood vessels and renders the extremities virtually bloodless. Almost all heat loss is from the trunk, particularly groins, armpits, and over the liver area, and from head and neck which maintain a copious blood supply. Clothes, and particularly a hat (plus turtleneck, if possible) are important retardants of heat loss when exposed to cold, particularly coldwater. Hands and feet should also be covered if possible.

Exertion is a strong dilator of extremity blood vessels because of the muscle action such activity requires. Hence exertion is very undesirable as it increases drastically the amount of heat lost, the rate at which the body temperature falls, and markedly shortens survival time.

Various positions and techniques of conserving heat in situations of immersion hypothermia have been devised. Huddling, H.E.L.P. (heat escape lessening position) are examples. Special suits have been designed to minimize heat loss.

Modern treatment methods for the victim of severe hypothermia help to insure satisfactory recovery. However, prevention must be the prime aim of all involved in activities which introduce the risk of cold exposure.

Dr. S. M. L. Kirkpatrick Summary of

Talk to the Society of Camp Directors Thursday, March 3,

1977 ASTHMA AT CAMP

Mild asthma can be managed in a camp setting. The camper can participate in most activities except if it exposes the child to allergens to which he is susceptible. Exercise and stress can also trigger an asthmatic attack.

Preparation of medical and counselling staff can minimize the disruption caused by mild asthmatic attacks. This preparation begins by asking, briefly, if the prospective camper has any medical problems, on the initial application form. If there are medical problems, a special, more detailed form is then sent to the parents to be returned a number of weeks before camp starts. The information thus provided allows the medical staff to stock the dispensary, educate the counselling staff how to deal with the problem, and to place the child in an environment as free of allergens as possible.

The children must bring all their medications with them and these must be kept and dispensed by the medical staff. Prior to out-trips, the counsellor should be instructed about the medications.

If an asthmatic attack occurs, the counsellor removes the camper from the activity and begins breathing exercises. This will often abort the attack, permitting the child to resume activity. If the attack continues, the camper should be taken to the medical staff who will administer his medication and observe the camper until the attack subsides. If the attack fails to respond, the child should be transported to a local medical facility.

There have been two recent deaths from an anaphylactic reaction following an allergy injection in a doctor's office. We advise that campers not be given their allergy injection in the camp setting. Parents can arrange to have the injection immediately before and after the camp period. If the family doctor feels it is essential that the injections be given during the camp period, then we strongly suggest that the camper be taken to a local medical centre for the injection, as a preferable alternative to administering it at camp.

Generally, however, asthmatics have little, if any, difficulty at camp. With few exceptions they need not be restricted from participating in this wholesome experience.

WILDERNESS AND ADVENTURE PROGRAMMES:

AN ALTERNATIVE FOR TROUBLED YOUTH.

BY

G. R. Gardwell

Superintendent, Project D.A.R.E.,
Ontario Ministry of Correctional Services

Presented at the Annual Meeting of the Society of Camp Directors
of Ontario

Toronto, Ontario, April 23th, 1977

Introduction

Few social problems rival juvenile delinquent behaviour as a source of concern and urgency. Society has called stridently for the development of procedures for the control of crime and delinquency and for the development of programmes which will allow identified youthful offenders to successfully return to the community.

Paralleling, and possibly contributing, to the current rise in delinquency is the diminishing opportunity afforded the North American adolescent to establish his or her personal identity and demonstrate competence. We fail to provide our adolescents with a clear rite of passage into adulthood. In primitive societies a pubescent rite, often involving demonstrations of physical strength and stamina, served this purpose. However, our modern society does not allow such simple measures for entry to adulthood. Many professionals have commented on the delinquent's negative self-concept, lack of personal identity and frequent employment of anti-social behaviour as an adolescent protest. Also, workers in the field of delinquency have reported on the delinquent's proclivity for action as a solution to conflict and tension.

Project D.A.R.E. attempts to expose the youthful offender to severe physical challenge. The object is to build physical stamina and to push each individual to his physical limit. Thus the adolescent is called upon to achieve beyond what he believed he was capable; to demonstrate his competence in the most meaningful way—by action. An underlying assumption is that by participating in D.A.RoE. the student's self-concept would improve and he would adopt a more socially acceptable mode of behaviour.

1. Adapted from Francis Kelly and Daniel Baer "As Alternative to the Institutionalization of Delinquent - Outward Bound"•

. What is Outward Bound

Outward Bound has been called "the moral equivalent of war". It has also been termed "advanced Boy Scouting". Perhaps a more appropriate definition is "self discovery through adventure" or "education for and through reality".

The Outward Bound programme stresses intense physical activity, an appreciation of our natural resources and the development of certain skills such as canoeing, backpacking, rock climbing, sailing and other seasonal activities.

Today there are 30 Outward Bound schools on 5 continents: 2 in Canada, 6 in the United States, 6 in the United Kingdom, and the others in Europe, Africa, Asia and Australia. All are non-profit, tax-exempt, non-political institutions, with each school governed by independent boards of trustees or councils.

The History of Outward Bound

The origins of Outward Bound may be traced to a German private school called Salem, founded by Prince Max in 1920. Kurt Hahn was the first Headmaster, but he was forced to flee Germany during the "30^s", as his views conflicted with those of Adolph Hitler. He found refuge in Scotland where he was instrumental in developing another private school, the famous Gordonstoun. Gordonstoun is located near Elgin, and boasts many famous graduates, amongst whom are numbered Prince Philip and Prince Charles. The school has developed an international reputation with all boys participating in a strenuous outdoor programme. All students must choose one of the following service activities; mountain rescue brigade; sea rescue brigade; or Gordonstoun fire brigade.

During World War II, Kurt Hahn temporarily left Gordonstoun for Aberdovy, Wales. He had been requested in 1940 by the British Admiralty to assist in the training of British seamen. The Admiralty was upset as a great number of their young seamen were dying upon their first exposure to disaster during battle action, while their veteran counterparts were surviving these incidents.

. Kurt Hahn decided that "real wartime training" was required to enable British seamen to survive battle conditions. A training Centre near Aberdovy was established to instruct British Merchant Marines in methods of survival. Hahn's methods met with considerable success and the incidence of death by seamen during initial battle action was greatly reduced.

After the war, in 1946, the Outward Bound Trust was established in Aberdovy. During the 1950's and 1960's a number of Outward Bound schools opened, not only in the British Isles, but throughout the world. The establishment of these schools was as a consequence of the demand to offer an outdoor programme which would provide challenge and adventure to the youth of the world. By 1971| there were 24 schools established internationally. The first Outward Bound school in Canada opened at Keremos in British Columbia in June of 1969* The second Outward Bound school in Canada was established last Summer on Black Sturgeon Lake near Thunder Bay in north west Ontario. This school is called the Canadian Outward Bound Wilderness School (COBWS). Basically, today, Outward Bound attempts to involve volunteer participants in a challenging outdoor programme which offers pre-designed tasks in a high-impact environment. The tasks are designed to be challenging and adventuresome and include extended expeditions, rock climbing and rappelling, solo, white water canoeing, kayaking, ropes course, and other related activities. All of these activities involve individual and group stress; however, the tasks are designed by instructors so that success is possible in all instances, if performed correctly.

Adaption of Outward Bound Programmes for Corrections

A number of programmes for delinquent youth have been established throughout North America, based on the Outward Bound concept. Two

of the original and most notable have been Homeward Bound in
Massachusetts and Project D.A.R.E. in Ontario. Many other
programmes have been established and have met ..ith

varying degrees of success.

Basically, the establishment of experiential and adventure programmes for delinquent youth must overcome the following negative character traits:

1. low self-esteem
2. inability to communicate with others
3. alienation and resentment toward adults
- U* the inability to delay gratification
- 5« the inability to pursue long-range goals
6. a low threshold of frustration 7-
impulsiveness
8. an inability to co-operate to form a mutual
trust relationship

To overcome these character traits, basic outdoor programme components must be emphasized:

1. a physical and/or mental challenge
2. a clear and unavoidable task
3. an occasional confrontation with fear-height,
dark, solitude
- /+.. continuing involvement in adventure
5. an overcoming of a seemingly impossible task and/or
challenge 6* immediate results and relevant
consequences 7- a positive experience

Adventure programming for delinquent youth is an opportunity to gain self-reliance, to prove one's worth, to define one's manhood or womanhood, with results and tasks clear, definable and unavoidable*

PROJECT D.A.R.S.

Project D.A.R.E. stands for Development through Adventure, Responsibility and Education and was established in 1971 by the Ontario Ministry of Correctional Services as a specialized training school programme. The concept is based on wilderness living and a person's relationship to the natural environment. Project D.A.R.E. was originally opened south of Sudbury, at Portage Lake Camp, with the intention of offering a unique experience for the multiple recidivist who had failed in the regular training school system. A second camp

was opened in 1972 to serve youths who were involved in the training school system for the first time. By September of this year the two programmes were consolidated at one camp on Loxton Lake, south of North Bay, and female students were accepted into the regular D.A.R.E. programme for the first time.

The D.A.R.E. programme is open-ended with graduation possible within 56 days -if earned. The schedule is divided into two *2B* day phases; 10 students aged 15 - 17t are selected to work as a team throughout the programme. Each phase programme is different, but both have the common element of outdoor recreation therapy and value forming experiences consistent throughout. Briefly, the programmes are organized as follows:

Phase I - combined environmental and outdoor education programme. Topics involved in the outdoor programme include ecology, conservation, bush safety, planning and design of bush construction, trapping skills, edible plants and other aspects of environmental science. Interwoven with these activities are programmes involving camping and survival techniques, backpacking, orienteering, rock climbing, rappelling and other related, seasonal activities (snowshoeing, cross country skiing in Winter; canoeing, sailing and kayaking in Summer).

Three trips are usually scheduled for this phase with each trip being 4-6 days in length. At the end of the phase, the students participate in the "lone watch" (a mini-solo) to help serve as a transition into the more rugged Phase II programme.

One (1) approved High School credit (Outdoor Education) is granted for the successful completion of this phase,

Phase II - a combined high adventure and wilderness education programme. This phase has been modelled after the "Outward Bound" programmes. It includes lengthy hikes and expeditions, group survival, rock climbing, rappelling, mountain rescue, initiative tests, ropes course, marathon, a community weekend, a service day and a solo experience. Through these adventure-laden and challenging activities, it is hoped that students will develop an appreciation

of nature and acquire an awareness of themselves as well as their environment. This phase also requires a constant effort by staff to draw parallels between the daily challenges of the natural environment and the urban and domestic challenges of society after graduation from D .A . R . E .

One (1) approved High School credit (Physical and Health Education) is granted for the successful completion of this phase.

The goal of the D.A .R.E. programme is not primarily to teach outdoor skills to the individual student; rather, it is to effect behaviour modification. We believe the concept of working in teams and attempting to overcome predesigned challenges to achieve short term goals has the effect of improving a child's peer relations and helps to break the failure pattern that he or she has had to cope with for many years. As well, the intimate relations developed between staff and students during trips provide us with a better opportunity to counsel and guide them.

It is our firm belief that the above programme assists students to become aware of their potential and aids them in establishing a desire for achievement. Through the student*s participation in D.A«R.E# they are helped to discover their own qualities as well as to develop pride in a better self-image. Thus it is hoped that all

students will develop a new sense of purpose which will benefit them on their return to regular society.

The entrance sign to the Camp reads:

DARE..... to dream, to hope, to feel

DARE..... to believe, to seek, to find

DARE..... to be yourself.

CONCLUSION

We must be careful not to assume that an adventure programme is a panacea for the problems of troubled youth- On the contrary, often initial sensationalism and half-truths have resulted in unrealistic expectations and programme disappointments. However, certain claims may be made regarding the use of these programmes:

1. The alternative environment of nature demands a change in outlook and an adjustment on the part of an individual that can often catalyze further growth and change.
2. Activities which are challenging, exciting, exhilarating and which possess immediate results are readily grasped and understood. They speak deeply to the needs of students to feel competent.
3. A small group structure in the outdoors fosters co-operation and teamwork and helps to build trust in human relations- When staff have been trained in the outdoors and in group therapy the results are many and powerful.
4. There is always high impact, drama and deep experience which have great effect if planned at critical points. It may act as a catalyst in opening one's insights into oneself and to new experiences. The programme must not be seen as an end onto itself, but rather as part of a continuum; it needs to be viewed in the total context of a young person's life.
5. It provides a learning climate that is enhancing to both the students and the staff. It is programme in which the professional cannot hide behind jargon. The activities help build relationships that are warm, intimate and equal where people may interact with respect, dignity and humanity.

In closing, if I may paraphrase Francis Kelly of Boston College from his paper "Outward Bound and Delinquency: a ten-year experience**": Adventure and wilderness programmes are an effective, humane and economical treatment modality for adolescent delinquents. However, like electricity, we know it works but are not sure why.

May I offer all of you my good wishes for a successful and enjoyable camping summer and the blessings of the D.A.R.E. Camp prayer:

May the trails rise with you. May the wind be always at your back. And may the good Lord hold you in the hollow of his hand.

Now and Forever.

PROGRAMME INFORMATION

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PROJECT

D.A.R.E. Introduction

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Project D»A#R«E* (Development through Adventure, Responsibility and Education) was established in 1971 as a specialized training school programme. This programme is a completely new approach to the rehabilitation of juveniles. The concept is based on wilderness living and a person's relationship to the natural environment* Project D.A.R.E. was originally opened at Portage Lake Camp with the intention of offering a unique experience for the multiple recidivist who had failed in the regular training school system, A second camp was opened in 1972 to serve youths who were involved in the training school system for the first time. By September, 1976, the two programmes were consolidated at one camp on Loxton Lake and female students were accepted into the regular D»A*R»E# programme for the ^ first time*

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Three trips are usually scheduled for this phase with each trip being 4-6 days in length. At the end of the phase, the students participate in the "lone viatch" (a mini solo) to help serve as a transition into the more rugged Phase II programme.

One (1) approved high school credit (Environmental Science) is granted for the successful completion of this phase.

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- 2 -

PHASE II – a combined high adventure and experiential education programme.

This phase has been modelled after the "Outward Bound¹¹ programmes. It includes lengthy hikes and expeditions, group survival, rock climbing, rappelling, mountain rescue, initiative tests, ropes course, marathon, a community weekend, a service day and a solo experience. Through these adventure-laden and challenging activities, it is hoped that students will develop an appreciation of nature and acquire an awareness of themselves as well as their environment. This phase also requires a constant effort by staff to draw parallels between the daily challenges of the natural environment and the urban and domestic challenges of society after graduation from D.A.R.E.

One (1) approved high school credit (Physical and Health Education) is granted for the successful completion of this phase,

SUMMARY

The goal of the DoA.R-E. programme is not primarily to teach outdoor skills to the individual student; rather, it is to effect behaviour modification. We believe the concept of working in teams and attempting to overcome pre-designed challenges to achieve short term goals has the effect of improving a child's peer relations and helps to break the failure pattern that he or she has had to cope with for many years. As well, the intimate relations developed between staff and students during trips provide us with a better opportunity to counsel and guide them.

It is our firm belief that the above programme assists students to become aware of their potential and aids them in establishing a desire for achievement. Through the student's participation in D.A.R.E. they are helped to discover their own qualities as well as to develop pride in a better self-image. Thus, it is hoped that all students will develop a new sense of purpose which will benefit them on their return to regular society.

ACCIBSNT SURVEY CONCLUSIONS

The Owner-Directors of eight camps participated in composing a basic, simple accident questionnaire. The term 'accident' was defined as one involving nurse or doctor and restricting patient in any way from full activity for at least two days. The questionnaire was so simple and basic that the sex and age of the accident victim was omitted unintentionally. One camp did include this information.

Types of camps are as follows:

Girls	-	3
Boys	-	1
Co-ed	-	3
Boys	&	
Girls-	-	1
not co-ed		
TOTAL!		8

A total of 39 accidents were described - 22 in July; 17 in August* Up to 1,377 campers attend these camps*

One girls' camp had not one accident that fitted the definition. Only k accidents, 2 at each of the other 2 girls¹ camps are recorded. The only accident at the boy-girl (non co-ed) camp was to a staff member.

Thirty four accidents happened at four camps. Where the boys are is where the great majority of accidents are.

Rough play, rambunctious behaviour and little regard for caution are more often than not the cause*

Cuts were the most numerous - *Ik*, Sprains were next in order of frequency-9| fractures - 5? serious bruises - 3» severe blows - 3j and 1 each of burn (2nd & 3rd degree); joint shift; puncture and pulled ligaments.

Exactly 1/3 of the accidents were in free time , 2/3 during activity.

1/3 of the accidents were listed as avoidable; 2/3 unavoidable*

Perhaps the most unique was - a punch in the mouth by one 10 year old boy to another, over the possession of a basketball. Two teeth were knocked out. The teeth were placed in ice-water and, along with the camper, rushed to Toronto, where three dental surgeons reset them.

Quotes from each of two letters follow:

The other hospital visits were for runny noses, migraine headache, asthma, and rash. The usual run of the mill things but not considered under the category of accidents."

"The accident forms did not cover one particular situation we experienced this year (1976) which I believe should be a vital concern to everyone in camping if they are not aware of it. In July we had an eleven year old boy who was allergic to peanuts. He ate one peanut in a chocolate brownie. Within twenty minutes he was in severe shock, losing pulse and very blue in colour, despite the use of his allergy medicine and his pills. Fortunately we have a doctor on staff and he administered adrenalin. Two more doses of adrenalin were necessary on the way to the hospital twenty miles away The boy was fine within an hour of entry to hospital and re-entered camp activities within 2k hours.

Several concerns*

1. Many camps do not have a doctor
2. Is adrenalin available to all camps, especially those without a doctor.
3. Allergies are so common on our health forms that they can sometimes be taken lightly.

k, Severe reactions to an allergy presuppose the possibility of doing A.R. as the system is too congested- adrenalin and intravenous must be used.

As said, the case does not fit into our accident report, but I do believe it should be a concern. Bee stings can result in the same situation*

As a result of our experience we now stock a bee sting kit which a lay person may use in administering a small dose of adrenalin. If the doctor had been out for an hour, or the allergic reaction occurred on a canoe trip, we would have lost a camper!"

J C U a N H Y TO
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Summary of an Victress

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Jourrfey to Kanawa

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There is speculation that the word Kanawa travelled far. It has been identified in the Amur River valley in Mongolia and was adapted with slight adjustments in sound and inflection by the Spaniards who encountered the term from the Carib Indians in the faraway Caribbean Sea. Probably then, as the bold adventurers from Asia pressed down the length of the North American continent and beyond, they carried with them not only the descriptive word but also the magnificent art of canoe construction and decoration. A further remarkable fact is that a canoe is built in the Kootenay Lakes district by the Kutenai native people which replicates a design called the sturgeon nose which emerged from the distant valley mentioned above. Much has been hypothesized regarding the migrations across the Bering Straits and the canoe supports the thesis that it did indeed occur in the misty past.

Less reliable hypotheses can be developed regarding other influences on the North American canoe and kayak. With the knowledge that the Malaysians and Polynesians were extraordinary mariners, it is probable that those great sea-going people traversed the Pacific Ocean from Malaysia to Polynesia and then beyond. Either by accident or the desire to penetrate what was beyond, those travellers of the deep may have arrived on the shores of the Americas. Gradually they worked their way to the zone of the rain forests and the great green giants of the west coast. And there were transplanted the dugout techniques as well as the attractive art forms that adorned those majestic craft. This view would appear to refute the findings of modern explorers but it is still a possibility. Although there is always the possibility of coincidental invention, innovation, and creative art expression, there still persists the remarkable fact that somehow long ago, a group of human beings landed on those western shores and began anew.

Meanwhile on the east coast, the growing discoveries of frequent Viking visitations raises the notion that east coast native craft in particular could have been influenced by their early explorations. The Beothuk canoe of Newfoundland for example reveals an arch along the upper gunwale which has a striking resemblance to the Norse craft. Just as the Europeans quickly recognized the advantages of the aboriginal North American craft over their cumbersome long boats, so it is within reason to expect that the native people at least reflected some influence from the seagoing water-craft of the visitors.

In any case, ancient tribal traditions did control in part the design of the North American hand propelled craft. This sometimes appeared to be overwhelming and in fact, seemed to displace what might be considered a utilitarian approach to their manufacture. The Kutenai is a very good example. Other influences were of course evident* For example, availability of natural materials was a factor as well as the nature of the waterway to be navigated. The purpose for which the craft was to be used further influenced their construction, size and shape. Some common applications were for hunting, trapping, moving a family to avoid environmental depletion and proceeding as war parties to do battle. These important factors as well as other minor contributing influences on design resulted in a most fascinating range of craft that evolved from man's early flirtation with a floating object. That experimentation enabled him to move from one situation to another with relative ease. To allow one's imagination to reflect on the discovery of floating material that could support a person is in itself worthy of record.

When one considers the advantages of hand propelled craft it is no small wonder that those simple shells were so significant, especially on the North American landscape. They were not difficult to make—materials were available in every region where waterways were navigable. For the same reason, repairs were accomplished with ease. The fact that propulsion was readily accomplished and, in addition, the paddler faced in a forward direction added to the advantages afforded by the canoe or kayak. Because these craft could be portaged into remote places and around hazardous areas, they were again highly valued by their makers. It would be impossible to conceive a more practical or simpler design than that contained in these marvellous products of the natural world fashioned by extraordinary ingenuity. In fact no real improvement has been made on either the canoe or kayak by modern technology; only in more durable materials.

With the advent of the fur trade there emerged the great canoes that traversed the long haul from Montreal to Edmonton. The huge 36' models or

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"canots du maitre" could carry 8,000 lbs. of cargo and the companion "canots du nords" could load more than half that amount. At Grand Portage trade goods or furs were transferred from the larger craft over an eleven mile portage to the canoes which carried on to penetrate the Canadian West to Edmonton. Some of those hardy voyageurs were known to have carried four "pieces" or 350 lbs. across that long obstacle in Lake Superior territory. No country in the world can match that colourful, rugged transportation system which existed for many decades.

Travellers of the Canadian wilderness, each in their own time, and for their own special purpose, used the only medium that was genuinely effective; namely the canoe or kayak. The explorer, settler, surveyor, missionary,

engineer, law enforcer, military person, prospector, voyageur, factor, government official all employed that simple shell of nature to accommodate their needs. Without those craft the history of North America would have been Very different indeed.

Although native craft are in themselves an absorbing and complicated study, the story does not end with that long standing and important group! The entry of the newcomer to this continent for the purposes of settlement brought on a fascinating era which is still unfolding in our contemporary culture.

Many of the people who made the courageous decision to start a new life in a relatively unknown land had developed a variety of fine craftsmanship skills. The application of these to the romantic and adventurous impressions those early Canadians had of the Canadian canoe produced some astounding results. Builders like Herald, Stephenson, Gordon, Strickland, and English vied to supply eager purchasers with the best craft that could be conceived. Not only were these put together like fine furniture but in addition a whole series of construction innovations appeared. The flush batten, double cedar metal batten, cedar ribs, leather gunwales, and lapstrakes became known to the world of canoe building. At the same time, fascinating debates arose on preferred materials as for example between white cedar and basswood. One of the ways to prove a point seemed to be in racing success and so the canoe competition events were established. Because, for the most part, friendly rivalry existed among builders, there was a tendency toward cells of building individuals or groups. For example, Gore's Landing on Rice Lake was one; Lakefield was another; and of course, Peterborough is well known as a centre for respected canoe manufacture. Other builders in less well known locations

made important contributions as well: Bush in Coldwater is a good example. In most cases the individual craftsmen were the foundations for the emergence of a number of companies. A few of the better known groups were: Rice Lake, Lakefield, Brown, Ontario, Canadian, Peterborough, Chestnut, Odette and so forth. Generally it appears that those distinguished groups were unusually good manufacturers but lacked distribution skills with the result that there were constant economic difficulties.

It is not surprising then that twenty odd years ago, Kandalore took more than a passing interest in the canoe and later its first cousin, the kayak. Because those craft allowed campers and their leaders to travel into the wild hinterland, a special status was awarded them. When Professor M.G. Griffiths of the University of Toronto donated a fine basswood dugout built by the Payne Brothers near Lakefield, it was placed in a prominent position in the camp dining hall. This created sufficient interest that soon others were added including some fine specimens from the late George Douglas, author of "Lands forlorn". When the dining area was sufficiently invaded by "old canoes" a special building was planned.

Through the sixties, what is now known as the old building was constructed. Red pine logs salvaged at low cost from the "Highway 35" project were used. It was a labour of love with many volunteers and camp staff donating their energy under the able supervision of builder W.G. Locke from Minden. However, the completion of the building did not solve the growing problems of a rapidly growing collection!

With increasing numbers of visitors, the acquisition programme virtually exploded. Categories of craft were roughly established as follows:

bark canoes

skin kayaks

dugout canoes

specialized native canoes and kayaks

all wood canoes

racing craft

cloth covered wood canoes

large freight or trade canoes

rowing craft Furthermore, a variety of related acquisitions

were made, including: paddles and other propelling devices, building tools and equipment; arts and crafts depicting small craft; library and archival materials; medals and memorabilia and so forth. All of this accelerated the need for more space and so Phase II was planned.

Under the able tutelage of Allan Mackie from Prince George, B.C. a series of log construction schools were held at the museum site. These contributed very significantly to the development of a majestic 3 storey log structure of "piece-on-piece" design. It is planned to be a museum presentation in its own right and represents an important presentation in the total heritage concept associated with Kanawa. When linked to the original building it will contain a Hall of Honour for the world of canoeing, kayaking and rowing craft. As such it will represent a tribute to outstanding builders, paddlers, and wilderness travellers who have navigated the varied waterways of this continent. In anticipation of the future, Phase III will be in the form of a well known historic log building which will be reconstructed and-refurbished commencing in the early spring of 1978.

Because the project has assumed such unexpected proportions and to assure its perpetuity for all time, the project was incorporated as a non-profit charitable institution in June of 1975. This has been coupled with a significant reorganization to deal with the ever broadening range of considerations that must be related to such an undertaking. For example, there is need for work by museologists, researchers, restoration and preservation personnel, and security supervisors. To be sure, none of these demands were anticipated with the humble beginning of a dugout canoe!

The Kanawa International Museum of Canoes, Kayaks and Rowing Craft, and Heritage Trail are now offering a variety of possibilities for the camping movement. Some of these are as follows:

- group visits to the museum
- a paddle in a large trade canoe
 - a loan of a display for your home community
- descriptive materials that will be published for use in canoe programs
- visitations to the museum rare book holdings and archival materials

Many persons have made distinguished contributions to the growth of the project. It has been a remarkable quest in which each specimen represents a story of unique character. One of the publications to be offered will be a summary of some of those episodes in which the craft was located, acquired, and then delivered to the Kanawa home. In this respect it is hoped that the project will continue to enjoy the co-operation of everyone who is sensitive to the importance of heritage. It can be stated with some-confidence that there is no future for a nation that does not respect its past!

THE OLD CANOE

My seams gape wide so I'm tossed aside
To rot on a lonely shore While the leaves
and mould like a shroud enfold,
For the last of my trails are o'er; But I
float in my dreams on Northland streams
That never again I'll see, As I lie on
the marge of the old portage
With grief for company.

When the sunset gilds the timbered hills
That guard Temagami, And
moonbeams play on far James Bay
By the brink of the frozen sea, In
phantom guise my Spirit flies
As the dream blades dip and swing
Where the waters flow from the Long Ago
In the spell of the beck'ning spring.

Do the cow-moose call on the Montreal
When the first frost bites the air,
And the mists unfold from the red and gold
That the autumn ridges wear? When the
white falls roar as they did of yore
On the Lady Evelyn, Do the square-tail leap from
the black pools deep
Where the pictured rocks begin?

Oh! the fur-fleets sing on Teraiskaming
As the ashen paddles bend, And
the crews carouse at Rupert House
At the sullen winter's end; But my days are
done where the lean wolves run,
And I'll ripple no more the path Where the gray
geese race 'cross the red moon's face
From the white wind's Arctic wrath.

Tho' the death fraught way from the Saguenay
To the storied Nipigon Once knew me
well, now a crumbling shell
I watch the years roll on. While
in memory's haze I live the days
That forever are gone for me, As I
rot on the marge of the old portage With
grief for company.

George T. Marsh.

Tho¹ they rest inside, in our dreams they'll glide
On the crests of the streams of yore In
the mid-day sun, they'll make their run
And night on a distant shore. The trav'lers
are gone with their unmatched brawn
Who plied the mapless way But their craft we
keep, tho' the paddlers sleep;
Their stars we seek today.

"-

Kirk A. W. Wipper.

DEVELOPMENT OF THE NEW CHILDREN'S SERVICES DIVISION

An Address by JUDGE GEORGE M. THOMSON
Associate Deputy Minister Children's
Services Division of the Ministry of
Coinnunity and Social Services Province of
Ontario

Presented at the Spring Meeting of the Society of Camp Directors of Ontario

Toronto, Ontario, April 27th, 1978

programs for retarded children.

I would also like to tell you in some detail about why we were created. What were the problems that led to the decision to create the Children's Services Division? First of all, it was realized that there was an enormous industry in place within this province to help children and that industry did not seem to be working very well. At a minimum it was growing at a great rate with no end in sight and all we seem to be doing was finding more problems rather than discovering effective answers. Some of the reasons for this are easy to outline. For example, we are obviously doing much better than we think; it is just that we hear a great deal about, our failures and rarely recognize our successes. Secondly, many point out that it is a positive step that we are finding the problems. In the past we have had a tendency to not recognize and even avoid such issues as child abuse and the risks of institutional care. It is a major step forward that we are no longer denying or ignoring such issues. Thirdly, there simply are more problems to find; for example the learning disabled child has only recently come to our attention in a major way.

At the same time a number of the reasons are not so easy to recognize. For example, approximately ten years ago we began to do better research into the effectiveness of children's programs. In deciding whether a service worked, we began to compare the children in it to a well selected control group. To our horror, in many cases the people we left alone seemed to as well if not better than those we treated. Some of this research was very shattering to read. It upset many of the myths we had accepted without question for a number of years.

We also began to recognize that most of what we do touches only the symptoms

and rarely deals with root causes. Even good prevention work with families can be too late. For example, much of the work done with native families in the Grassy Narrows Reserve in Northwestern Ontario is of limited effect when provided in the context of a polluted river which makes life within that reserve virtually impossible. As another example • some of our efforts to prevent child abuse can be thwarted by an economic situation which increases unemployment; and thus helps to create family situations which further' the risks of abuse. We have also discovered that the help we offer often can inadvertently have a negative effect. For example, we have learned about the possible effects of placing labels on persons, about the self-fulfilling prophecy. The label we use in the name of helping can help to produce the very thing we are trying to prevent. Labelling theories create havoc with many of our other time-tested and accepted beliefs. For example, we accept the theory that the child of the single-parent family is at greater risk and thus is in need of more help and treatment. Some suggest this is an excellent example of the self-fulfilling prophecy in that the child of the single-parent family is selected for special attention and then the presence of such children in many of our treatment programs is looked to as proof of the validity of the theory.

It is acceptable to place labels on persons if we do, in fact, have the ability to pick well, to predict accurately those children at risk. However, much of the research suggests that our ability to predict human behaviour is weak at best. Many of the studies indicate that we have a tendency to overpredict those children who will become future problems. This would not be a concern were it not for the fact that the labelling involved in making such predictions may help to create the problem. The whole field of prevention thus becomes a subject of some concern. One should not avoid them but we should be wary of projects which attempt to pick out those very young children which need special assistance, if only to consider the risks I have mentioned.

Not only are our predictive

capabilities poor but also, early identification creates the problem of use of limited resources on many children who simply do not need the resources because .they would not have become future problems.

An additional difficulty arises from the fact that when it comes to helping people we tend to ignore facts and rely upon our subjective feelings instead. Judges are a good example of this tendency and there are several studies which show that the values, backgrounds and life experiences of judges play a greater role in the decisions they make than anything else. In fact, there is evidence which suggests that good actuarial tables, properly used, could possibly perform a better job than do judges. The reality is that we tend to be blind to some facts because we care; our motivations create blind spots.

We are also discovering that that .which we offer in the name of help can, in fact, often be less than we promised. So, for example, in the child welfare field, a great breakthrough occurred about ten years ago when it was publicly discovered that a number of children do badly while in care. It was discovered that some children move very often from foster home to foster home and go through a large number of child care workers. This discovery, coupled with the realization that many family units, if

helped, can cope with problems previously thought to be beyond help, led to a real shift in our attitude toward the problem family. Much more effort was made to assist the family with the child remaining within it. Over the past year or two the move has been in the opposite direction as some individual children have done very badly when returned to their families inappropriately.

Perhaps the problem is summed up by a remark I heard last week relating to the issue of evaluation of social services. A person I know who recently returned from Europe stated that many, European social scientists think it funny that

North Americans invest so much in research and evaluation. Their feeling is that we tend to have the 'attitude that we ought to and somehow can cure the human condition, whereas they recognize that the best we can do is to keep trying to alleviate the suffering that comes from it. The former approach encourages extensive evaluative work whereas the latter suggests that much of it is perhaps unnecessary.

A second major problem which led to the formation of the Division is that we have tended to compartmentalize problems and children keep failing to fit nicely into the categories we create. We compartmentalize in two ways. First of all we do so around programs. Government has been one of the biggest offenders in this regard, and services were created with the hope of differentiating between the child as offender, the child as disturbed and the neglected child. As a result of this, children's services were spread across a number of governmental ministries, and co-ordination of effort became very difficult to achieve. The problem was compounded by the realization that the dollars spent varied widely from program to program and yet it was difficult to differentiate between services in terms of the child served and the effectiveness of the services. We have also tended to compartmentalize around professions. We live in an age of massive proliferation of professions a factor which is not just because of increased knowledge, but also because of such issues as status and territorial imperative.

The result of this compartmentalization was that children often fell between the lines which separated programs and professions, labels were often placed upon children to secure their entry into programs and the whole area of children's services was characterized by both duplication and large gaps in services.

Not only was there a lack of government co-ordination, but also a failure on the part of the services themselves to work together. Once again there was often a lot of duplication of effort along with large gaps in service. This has been most evident when it comes to dealing with the most difficult, multi-problem child whom nobody wants.

A third major difficulty arose from the fact that we placed great emphasis upon treatment and poured most of our money into the so-called "back end" of the system, particularly in the area of residential care. Our method of funding such services often created inappropriate incentives to place children in residential care with little or no money available to assist the child in his or her home. It also created a demand for residential services. The tendency to make use of whatever exists by defining demand in a way which, for example, fills all available beds has become known as Roemer's Law.

An additional problem has arisen from the fact that our information about the services we have for children is poor at best. For example, we often talk about the shortage of spaces for children and yet when we develop good information about what does, in fact, exist we find many available beds and spaces. As a further example, there is a great deal to indicate that the system usually adjusts well to change. For example, in California a recent effort was made to reduce the number of children in training schools through the development of community alternatives. The program was successful in that the number of children sent to training school declined substantially. However, a later researcher came along and discovered that while the number of children had decreased the average child was kept a number of months longer, so that the total days spent by the remaining children in training school added up to more than the larger number of children had previously spent in residence.

In other words, the system adjusted to - the change and it wasn't until some time later that this information became known to those who established the new approach.

Finally the whole question of children's rights has developed over the past few years as an issue to be considered. This is a rights' issue which is more difficult than many others. This is because the child has a right to be treated as an individual while also having a right to be protected, to have someone make decisions for him or her in appropriate circumstances. The issue of children's rights becomes particularly difficult when we look at the research which suggests that we should be concerned and doubtful about the effectiveness of many of the decisions we make for and on behalf of children.

Having outlined the problems, the next question is what we are doing about them. On a very large scale the government has brought all of children's services together into the one Division and we are in the midst of integrating all of our programs and attempting to move many of our dollars and resources into the area of prevention and assistance to the family itself. We are also trying to pass decision-making to the local level by developing children's services committees with real authority to determine priorities at the local level. Some committees will begin to function on a pilot basis this year and each one will include on it representatives from local government, representatives from the services themselves and persons who represent the clients or users of the services.

That is the large decision which we are attempting to implement. Rather than concentrating on this I thought I would rather cover a few' of the multitude of smaller and internal issues which we are facing. I will simply pick out a few in the time available to me.

In the area of training schools we presently have ten of them within the Children's Services Division. Shortly after we were formed we decided to face the question of whether we should have training schools, and which children should be in the secure care which training schools represent. We reached the decision that training schools ought not to be abolished but that they should be limited to the clearly dangerous child who needs very intensive, secure treatment. The other children who are less dangerous but now find themselves in training schools should be dealt with within the community.

In determining which children ought to be in training schools and which ought to be left within the community, we must face the very real question of how far we should go to protect the child from himself or herself. Perhaps the best example in this area is the unmanageable, promiscuous female who has been traditionally dealt with as a child in need of extensive assistance and one who, in some cases, should be committed to training school. Only in the past few years has research demonstrated that it is always the female child who is treated this way for promiscuity and the results of training school committals in such cases are generally not positive. We involuntarily have to face the fact that treatment often does not succeed with such children but, it is still difficult to leave them alone to take risks which are hard to justify when some children do very badly on their own. The only refuge becomes the realization that if we do not take such risks with children, the chances of failure may be even greater within the treatment facility or the training school.

In the area of children's rights we have adopted the viewpoint that the most important right is to be heard when decisions are being made which affect the child. As a result we have suggested that more children appearing before

the courts should have lawyers, that the child in care should have a specific staffperson who functions as an advocate for him or her and that there should be a grievance procedure available for any child who is living within one of the services which the Children's Services Division operates or funds. We have also suggested that there should be a set of guaranteed rights for the child in residential care covering such issues as the right to medical care, the absence of corporal punishment and as much contact with parents as is possible in the circumstances. Finally we are developing an information system which will enable us to identify and provide help to the child who is doing very badly within our services; for example, the child who is moving from foster home to foster home while in care.

A third approach which we have taken is one of establishing programs which attempt to fund the child rather than the resource. Too often the tendency in the past has been to try to match the child to the resource rather than to develop resources which meet the identified needs of the particular child. Thus, in Toronto, we have set aside a separate fund of dollars which are not attached to any one program and which are used to create individual contracts for the hard-to-serve child. The child's needs are identified and then a special program is developed for that child. Thus far this approach has proved to be quite successful.

An issue which has been the subject of much discussion lately has been the field of child abuse. In order to illustrate the problems here I would ask that you place yourself in the position of a judge of the Family Court. A twelve year old native girl has been abused by her father. She has been quite badly hurt and the Children's Aid Society has taken the child into care and wants you to make an order which keeps her in care rather than sending her

back home. As the judge in such a case, what would you do? An immediate response would be to call in experts in the area and ask such experts what is the risk of further abuse to the child. The answer which you are most apt to receive is that the research is uncertain in this area. Estimates range from 10% to 20%. If the expert before you suggests that there is a 20% chance of further abuse, what do you as judge do with this opinion? One could argue that this would mean that if you left all children at home in such cases you would have an 80% success rate which is much better than that achieved by many of our treatment programs.

If you were to ask a number of experts which is the better approach in a case such as the one before you you would be almost guaranteed to receive a wide range of responses. Some would suggest that every child in this situation ought to be permanently removed from the family while others will argue that the greatest chance of success lies in leaving the child at home, with offered help and treatment.

One approach often taken by judges is to ask the child herself. This, too, creates problems because often the child who seems to come from the worst family environment has an incredibly close attachment to that family. If you went further and asked the child welfare agency what are the chances for this child in care and the agency was perfectly open to you, the answer would be that the prognosis would not be terribly high because of the age of the child and because of her minority status.

One approach the judge would be to ask the social worker what he or she recommends. Here there are problems as well, particularly these days when many social workers are loath to recommend risky decisions for fear of the media criticism which might result if the child does badly after having

been returned home. Furthermore there are many studies regarding decisionmaking by social workers which suggest that the background and values of such social workers have a major effect upon their perception of the parents and children with whom they work. Thus it is very difficult to know what weight you as judge should place upon the opinion of the social worker before you, particularly if this is a social worker you have never had in front of you before. The problem is compounded if you are prepared to ask yourself how you make your own judgements because the research is equally clear that your response is sure to be a subjective one based very much upon your own values and experiences. Perhaps you are even prepared to admit that you know there is a great danger in taking risks which place the responsibility upon you if the child does badly.

The point of my example is to illustrate the great uncertainty which exists in this whole area. There are no magic, easy answers notwithstanding our desire to embrace them. Rather the whole field is composed of people making decisions about and for other people often with somewhat clouded perspectives and with imperfect skills at best. In my view the only answer is to do what we can to improve individual decision-making, knowing that we will always be taking risks and that we will never have absolute answers or cures.

Finally, in the face of all of the pessimistic things I have said, one must ask what, if anything, does work.. This is a difficult question to answer because many of the studies question everything we do for children and families. However there is a fair amount of evidence which suggests that volunteer programs and what are called "self-help" services seem to have some success.

In particular, persons who **are prepared to make a commitment, particularly those who have been through some of the same experiences as the child they are helping, seem to have had some real success where**

experts have not been able to help at all. One feature of such programs is that there is little, if any, **labelling but rather simply caring people who function as positive models for the child in trouble. There is much to suggest that these persons can have a major effect upon such children.**

This is, in my view, relevant to those of you here tonight because it gives me an opportunity to tell you about an approach which a number of ex-Mazinaw campers have been trying with the help of Brian and Blackie. It is an approach which was first started with the Taylor-Statton bursary fund and simply involves financial contributions to send a child to Mazinaw each summer. We established as a goal that of finding one child who could stay for a number of years because of our belief that it would take a number of summers to have the impact which we were confident a summer camp such as Mazinaw could have. At the beginning I was somewhat naive and sent Brian two of the most difficult children in Kingston, both of whom were soon back in my hands. After two or three years we found a boy who was only beginning to display symptoms of delinquency but who clearly had a number of serious family problems. This year will be his third year and the Taylor-Statton bursary fund has agreed to finance him this year. We are looking for another child to send to camp with him. Mazinaw has become a lifeline for him; he clings throughout the year to the opportunity which arrives each July. The best thing about it and, being realistic, we should not be unrealistically hopeful is that he is being placed in a non-judgemental environment full of positive models and the opportunity to engage in activities

activities which I remember as / that did more for my self worth than anything

else I attempted as a child.

This kind of approach is being tried elsewhere and, as with everything that we do, should not be adopted as a magic panacea. However, I can tell you that both the research and our experience to date suggests that it is at least ■ as good as much of the \$300 million industry I am part of. It may be that the army of ex-campers out there known to all of you and perhaps even government itself might be convinced to adopt this approach for many more children.

After a year in my present job in which I have seen almost no children, I am not pessimistic about our ability to resolve the large issues given to us on our arrival. I am, though, convinced that we will do it not through large organizational change but rather by putting together a multitude of decisions about individual children -- decisions made by people, both professionals and laypersons, whose main qualification is that they care about and respect the children themselves.

I am very pleased to have been invited to speak to you this evening. As a former Mazinaw camper who stayed so long he was considered part of the permanent vegetation, I feel a special allegiance to the programs for children which you represent. As I deal with services for children with special needs, the importance of those which reduce the number of children in that category becomes very apparent.

This is also a special evening because it provides me with an opportunity to renew some very old acquaintances and, in particular, to see Blackie Blackstock again, a man whom I have idolized from the age of seven.'

I have been given a free hand in determining the topic of my speech. It has been difficult to make a choice because of the range of expertise present in this room. Some of you know very little of the Children's Services Division while others, such as Barry Lowes, know a great deal of our work and, in Barry's case, function as main-stays of the Division.

Rather than the standard speech on the wonders of reorganization and the joys of integration and co-ordination, I thought I would exercise my prerogative and pick out some difficult issues we are presently facing which might affect and interest you or about which you might have some valuable opinions and ideas.

In order to establish the context of my speech I should first tell you what is meant by children's services. Those children's services which we either run or pay for include day care, children's aid societies, group homes, treatment centres, probation, children's mental health programs, training schools, family court clinics, observation and detention homes and, eventually,

The Society of Camp Director*' Vinnea - Rosedale -
October, 1950.

Guest: Mr. Phil Up Epstein - lawyer, graduate of
University of Toronto

and the. Lous School
- 10 summers' experience working at
camps
- involved in negligence claims and
family Law

These are serious battles* at home, between parents*
- devotees. and separation. These cause problems for
children and we must know our notes.. What is happening
today? How are courts dealing with problems? How
can camp directors* respond to these problems?
Statistics* on divorce and separation are, increasing
rapidly. What will the children live? Thus, there
are battles* over custody of children, The. &in* the
innovation in custody has* occurred over the. past few
years* in areas of joint custody which can mean shared
custody. Generally, children stay in one. home. - one
parent* has care. - but both parents* have involvement in
child's upbringing.

What happens when there is no joint custody
agreement? It is this situation that, for camp
directors*, can lead to problems. The party who is
awarded custody has all the rights of both parents
according to the law of this province. How the non-
custodial parent feels cut off. The province
recognizes* this problem and now has* given second reading
to a new bill Children's Law Reform Amendment Act. This
bill may be in force by the summer of 1981, and
provide that any parent who is entitled & acts** to a
child is also entitled to reasonable information about
health and welfare of that child. Directors* may have to

consider how records are kept because both parties may have access to them. It's important that custody problems are cleared up before the child arrives at camp. Know your position as a camp director'. Areas such as "child kidnapping" and camp fees must be a part of the director's¹ concerns.

With so many marriages breaking up these days has
been an increase, of trauma amongst children.
Separation problems can arise at camp with
many children blaming themselves. Camp
personnel should be made, sensitive, to these,
situations*

M*. Epstein concluded his speech by
referring to the Family Law Reform Act (1975)
whereby he mentioned No-fault Separation. A
side, effect has been an alarming increase in
divorce. As camp directors too, have the
opportunity to help children cope with this
situation; we can give, them confidence and
self-worth.