

CAMP MARGARET BATES - DIRECTOR'S REPORT

June 25 - August 19, 1967

I OBJECTIVES

The prime objective at Camp Margaret Bates resident camp this summer was to demonstrate that the most successful approach to a happy camp experience for girls 7-17 years of age entails progression through girl-planning and the patrol system. This approach must begin at the first level of a camping experience. It is no longer possible to satisfy a younger girl at camp just by "keeping her happy and letting her adjust." She must face a sense of accomplishment. The first week of camp provided an adjustment period and allowed campers to sample many program areas. The second week was aimed toward specific program goals which each girl helped to set for herself.

Secondly, the staff worked very hard at having a happy and relaxed camp where each camper was respected as an individual. In this manner, the girls felt free to express themselves creatively and were free to benefit from girl-planning.

Another important objective was to prove that girls this age are no longer "little children", but people with ideas and attitudes about a wide range of subjects. The staff felt it quite important to accept certain facts that tend to be overlooked when working with this age group. These facts were:

1. Today girls even 9, 10 and 11 years of age are receiving an education that includes many subjects that previously were taught on the junior or senior high school level.
2. The campers think about and discuss such topics as religion, race, sex and world problems with great ease.
3. Biologically, they are more physically mature and larger in stature than their mothers were at the same age.
4. Girls at this level want approval very much. They also feel the need to become more independent.

Finally, if all other objectives were met, it was possible to expand the program in order to meet the needs of each camper. This final objective was established so that the younger girl could show real progression in camp. No camper should ever feel that a given camp will maintain the girl at the same level year after year.

II PERSONNEL

The staff met every challenge and accomplished all objectives. Training was a continuous process as every staff member was new in her job. Our staff was very young and idealistic, all wanted to try new ideas, and each member gave and received much in the area of human relations. Every possible problem encountered at a camp was met by this staff. Each problem served to unite rather than disrupt, challenges became adventures. Our greatest asset was not experience but purpose. This staff had a dedication to the children that is rarely seen. Further, their belief in the

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II Personnel (continued)

Girl Scout movement was absolute. Of great importance was the staff's desire to progress and learn throughout the summer. The best example of their total commitment was seen during the largest of the three fires. Cooks, unit staff and water-front staff participated without question in fighting a frightening blaze we had from sparks off the diesel engines of the Pennsylvania Railroad which burned 120 acres.

In evaluating their experience at camp, the staff felt that they had learned much and were grateful for the opportunity. Many are planning on returning.

III CAMPERS

The "campers" were a source of delight and amazement. Discipline and homesickness were dealt with on an individual basis. Woodpiles were chopped, trees were bickered at, trees were pushed and staff sorely tried. The campers were not bad, they just needed to understand that for the responsibility of a girl-planned camp to be given, the responsibility for self-discipline had to be accepted. Discipline problems did not appear any more frequently in any particular age group or program level.

Homesickness is a fact of camp. It was found that the best solution is to admit that it is a normal part of growing up. Further, the ideas held in the past are somewhat naive. Omitting word "home" from conversation does not solve the problem, but tends to emphasize. Our methods of meeting this challenge were unorthodox, but successful. Again, the answer was based on the needs of the individual.

The camp newspaper, written and edited by the campers, depict a true picture of this age girl, her feelings and concerns. We are including some of the newspaper articles written by campers which illustrate how the campers themselves reacted to certain situations.

The Situation or ConcernThe Camper's Expression to
the Situation or Concern

Homesickness

My Little Bed

If this problem had not been met with the proper attitude, this reflection on home could not have been made

Here at camp we have a cozy and comfy bed. At home the bed is clean and soft, but not the same cherished comfort. That's because you don't dream of fun at home.

Awareness of Problems

Unit Scramble

The campers were always alert to their own needs, and were open in asking for and receiving help.

Wednesday, Timber Top had a unit scramble. In rest hour we each filled out a questionnaire which when the counsellor went over them determined new patrols. The four patrols are arts and crafts, camping, waterfront and nature.

These people also scrambled tents. We played telephone and found out where we should be and have our stuff. This was a great way to make new friends - our Counsellors are pretty smart people.

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III Campers (continued)

Honesty Concerning Performance

Sunday, June 25th

Mistakes were admitted and without a feeling of embarrassment.

One of the patrols in our unit was going over the Flag Ceremony. While we doing it we didn't hitch two hooks together and the rope with one of the hooks was up in the air. We got help from another unit and men plus truck and finally got it down.

Perfection

The Polar Bear Swim

In looking back, the camper had second thoughts. Forcing the issue would have ended in a negative attitude.

Timber Top went for a polar bear swim about 6:30 in the morning. About seven girls went in the water and rest stayed out. It was cold outside but the water was warm. It looked like fun.

I was one of those who stayed out.

Observation

Leaves

Given the opportunity, the campers are free to turn their observations into profound and haunting statements.

Leaves, leaves, leaves
How lovely you look in the trees.
You are the smallest of the tallest
in the whole wide world.

Leadership

Patrol Leaders

If the patrol system is utilized, campers learn to recognize early the qualities needed.

On the whole patrol leaders enjoy their job and like taking the responsibility. They like to work with their patrol and find it necessary to go to the patrol meetings so they know what is happening in camp. Most campers want to be a patrol leader and find that their patrol likes to work and enjoy their picking of patrol names.

Enthusiasm

It was found that a toad can generate as much excitement as an elaborate water carnival.

In Journey's End some girls found two toads. One was a baby toad and the other was a big one. Right now the two toads are in a plastic container that you can see through. Now many girls are catching insects for the toads and they are watching the toads eat them. It is an exciting thing to see.

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IV PROGRAM

The Fine Arts units for the 1st and 2nd sessions were so popular that a 2nd unit for fine arts activities was set up for each of these two sessions. Paper sculpture, collages, ceramics, drawing, painting, crafts, music and dramatics challenged unusually good expressions of feelings from all the campers, and in many individuals there was evidence of genuine creative talent.

An art show and an original dramatic and music presentation at the end of each session gave a focus to the fine arts activities and helped the campers and staff evaluate their two weeks.

Although the 1st and 2nd sessions for these two units were designated as fine arts, the campers in these as well as the other three units planned hikes, cook-outs, nature explorations and went swimming and boating.

The camp newspaper became a daily experience for the Camp Margaret Bates campers. Budding journalists, poets and artists contributed their newspaper articles and arts daily as they were inspired and created.

The screened in round house behind Leeper Lodge was changed into a nature museum. Campers had their introduction to the study of ecology as they discovered and studied all the flora and fauna in its natural habitat within their units and camp. Each unit had as a project one of the white screens, which enclosed their museum, on which they drew and painted all the leaves, flowers, reptiles and animals they found. These made colorful and informative backdrops which could be raised and lowered. The director brought scientific specimens of frogs, crawfish and other small animals which the campers could study under microscopes. The nature house became a transient home for insects, snakes and small rodents. The campers fed and observed them for several days and then released them to their natural environment.

Singing was a joyous, unifying activity. The campers sang in the dining hall, on the trail, as they did their camp kapers in the units and around their campfires.

Fire drills and evaluations became real as the camp experienced three forest which were set by sparks from the diesel engines of the Pennsylvania Railroad near camp. However, the campers, unaware of the realism of these occasions, only improved their singing and added new games and songs to their repertoire.

All in all, the program at Camp Margaret Bates was full, well rounded and enriched by the skills of the staff members and the imagination and enthusiasm of the campers.

CAMP MARGARET BATES ATTENDANCE REPORT - 1967

| DISTRICT | I | | II | | III | IV | TOTAL |
|---------------------------|----------|----------|----------|----------|----------|-----------|-----------|
| | F.A. | Gen. | F.A. | Gen. | | | |
| Chagrin Valley | 9 | 9 | 7 | 7 | 10 | 5 | 47 |
| Chippewa | 2 | 4 | 2 | 2 | 2 | 0 | 12 |
| East | 0 | 2 | 0 | 0 | 3 | 1 | 6 |
| Euclid | 6 | 2 | 0 | 5 | 5 | 0 | 18 |
| Geauga | 0 | 1 | 5 | 6 | 14 | 0 | 26 |
| Grand River | 5 | 0 | 0 | 3 | 1 | 1 | 10 |
| Heights | 6 | 8 | 3 | 5 | 12 | 9 | 43 |
| Hillcrest | 8 | 13 | 3 | 10 | 17 | 5 | 56 |
| Lakewood | 3 | 4 | 5 | 2 | 4 | 6 | 24 |
| Little Mountain | 4 | 3 | 9 | 3 | 4 | 0 | 23 |
| Metropolitan | 0 | 2 | 0 | 3 | 1 | 1 | 7 |
| Parma Hills | 5 | 6 | 6 | 8 | 5 | 10 | 40 |
| River-Bay | 3 | 3 | 6 | 3 | 14 | 17 | 46 |
| Shaker | 0 | 9 | 3 | 7 | 17 | 7 | 43 |
| South | 1 | 2 | 1 | 2 | 5 | 2 | 13 |
| Wenofa | 2 | 10 | 1 | 9 | 4 | 12 | 38 |
| West | 2 | 0 | 1 | 2 | 0 | 4 | 9 |
| West Park | 1 | 1 | 0 | 2 | 10 | 3 | 17 |
| Wintergreen | 1 | 1 | 0 | 4 | 7 | 4 | 17 |
| Non-Scout | 0 | 1 | 9 | 0 | 0 | 6 | 16 |
| Out of Council | <u>0</u> | <u>1</u> | <u>0</u> | <u>0</u> | <u>1</u> | <u>0</u> | <u>2</u> |
| Total | 58 | 82 | 61 | 83 | 136 | 93 | 513 |
| Non-Scout (Fed. Funds) | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>5</u> | <u>40</u> | <u>45</u> |
| Grand Total | 58 | 82 | 61 | 83 | 141 | 133 | 558 |
| Girl Scout Camperships | 0 | 8 | 6 | 3 | 6 | 8 | 31 |

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10/10/67