

A CASE STUDY OF SELECTED EFFECTS OF AN ORGANIZED
SUMMER RESIDENTIAL CAMP UPON STAFF MEMBERS

by


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A DISSERTATION

Presented to the Department of Recreation and Park Management
and the Graduate School of the University of Oregon
in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy

December 1980

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perceptions were the: Profile of Organizational Characteristics-Form SLM, Berger Questionnaire and the Profile of Conflict Characteristics. Each instrument was administered on a pre- to post-test basis. The following research questions were addressed:

1. Does the staff's perceptions of organizational climate change from pre- to post-testing period?
2. Does the staff members' acceptance of self change from pre- to post-testing period?
3. Does the staff members' acceptance of others change from pre- to post-testing period?
4. Does the staff members' perception of conflict characteristics change from pre- to post-testing period?
5. Are there relationships at the pre-testing period between staff members' perceptions of: organizational climate, acceptance of self, acceptance of others and conflict characteristics?
6. Are there relationships at the post-testing period between staff members' perceptions of: organizational climate, acceptance of self, acceptance of others, and conflict characteristics?
7. Do the relationships obtained between staff members' perceptions of organizational climate, acceptance of self, acceptance of others and conflict characteristics change from pre- to post-testing period?
8. Are there differences in staff members' real and ideal perceptions of organizational climate at pre- and post-testing periods?

Results of the data analysis revealed the following:

1. Staff's perceptions of organizational climate and conflict characteristics decreased significantly from system 3 (consultative) at pre-testing to that of a hybrid of system 2 (benevolent authoritative)/system 3 at post-testing.
2. Staff's perceptions of acceptance of self and acceptance of others were within normative ranges, yet did not change significantly from pre- to post-testing periods.
3. Relationships of moderate strength were found to exist between staff's perception of organizational climate, acceptance of self, acceptance of others, and conflict characteristics at both testing periods as indicated by Pearson product moment correlations.
4. The difference between staff's perceptions of real and ideal organizational climate was significant at both periods. Staff members indicated that the camp's organizational climate should be participative, although in actuality it was perceived as consultative at pre-testing and a hybrid of "benevolent-authoritative/consultative" at post-testing.

The data indicated high staff ideals at the beginning of camp, yet toward the completion of camp it would appear that resolution of staff differences had not reached closure.

Based on these findings the following recommendations were made:

1. Similar studies should be conducted at a variety of camps with a follow-up testing period conducted after camp is over.

2. The development of a taxonomy of camp administrative practices that may be used for comparative purposes.
3. Implementation of specific camp administrative process strategies to test directionality of changes in conflict characteristics.
4. Relationships between organizational climate, conflict characteristics and staff effectiveness should be studied.

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ACKNOWLEDGMENTS

A five year plan has reached an end. My travels in this span have been aided by many people. This final project reflects the efforts of many people who have provided me with support and the opportunities to grow in mind and spirit.

My appreciation does not do justice to the gifts that you all have provided me with. These people are:

Barbara, my wife, who has a lifetime to recover the support she has provided in the process;

Dr. Gale Orford, who chaired my committee and has provided me with more than support,

Dr. Phyllis Ford, Dr. Lorraine Davis and Dr. Raymond Lowe, dissertation committee members, and people who have made a deep impression within me during our stay at the University of Oregon.

Dr. Harold Smith, Chris McKay, Jake Gelvin, Pat McKee, and Kristy Knoll who were supportive through the dissertation process.

The staff and campers of the Easter Seal Society of Pennsylvania during the past five years.

DEDICATION

Within the area of Easter Seal camping, there is a special person who has provided leadership, guidance and opportunities to thousands of people in the span of three decades. I count myself as one of those fortunate people to have shared camping and living with Jeanne Feeley. As a teacher and as a friend, she has opened many avenues that have enhanced my growth. To those of you who have yet to meet Jeanne, may you some day experience the meaning of her camp name, Happy, as this dissertation is dedicated to Happy.

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Within our democratic society, the interactions of people and environment place a premium on individual development with cooperation viewed as the method utilized to achieve this aim (Irwin, 1950). Yet,

. . . an alarming number of people do not understand the importance of cooperative living or the necessity for faith in their fellow man, which is so vital in the solving of group problems (Irwin, 1950, p. 20).

Furthermore, the relationships between an individual and environment can be conceived of as having two sets of interactions. One set of interactions is composed of the impact the individual has on the environment. The second set of interactions is formed from the impact of the environment on the individual.

One such setting in which these two sets of interactions interface is that of an organizational environment. The performance of groups of people in pursuit of organizational goals reflects the degree of harmony that exists between the environment and the individuals. One subset of environment-individual interactions is composed of the employees' relationships. The dynamics involved within task and maintenance functions of employees not only create a substantial part of the working atmosphere but are crucial factors in the delivery of organizational services.

Organizations delivering leisure services are beginning to examine these dynamics from an interactional perspective (Edginton & Williams, 1978; van der Smissen, 1976; Feldman, 1976; and Doty, 1960). One such group of leisure service providers is that of the organized camping movement. Since 1861, organized camping has been evolving (Shivers, 1971; Irwin, 1950). Currently, organized camping represents an estimated one billion dollar industry, with a clientele estimated at 9,000,000 and 375,000 staff (Kester-Oliver, 1980). As an organization, a camp provides an environment in which staff and clientele interact in an outdoor setting. In terms of social interactional opportunities, camps are socio-behavioral settings in which a controlled environment can be structured (Feldman, 1976). The purpose of this study was threefold: to depict the environment of a summer residential camp serving individuals with disabilities; to describe the operations of the camp (i.e., program activities, procedures, clientele characteristics and critical incidents); and to describe the relationships between staff members' perceptions of organizational climate, acceptance of self, acceptance of others and cohesiveness.

A variety of camps exist today with a variety of operating philosophies reflecting the wide range of services provided; i.e., day, residential, public, private, adventure, recreational, therapeutic, glamor sports, weight reduction, etc. (Shivers, 1971). Carlson capsulates the many approaches to organized camping and offers the following as generalized goals:

1. Learning to live outdoors and become acquainted with the outdoor environment;
2. Experiencing individual growth and development;
3. Learning to live and work together;
4. Practicing health and safety;

5. Developing new skills and interest and perfecting old ones;
6. Developing spiritual meaning; and
7. Enjoying a recreational experience (Carlson, 1975, p. 14).

Thus, organized camping provides a setting in which group living in the out-of-doors is a function of the people, outdoor life and the camp community (Dimock, 1948). The camping experience contributes to self-understanding; provides an opportunity to develop a sense of belonging and harmonizes the forces of conformity and divergency (Rodney & Ford, 1971). An organized camp exists for the well-being, happiness and development of its members (Dimock, 1948).

The camp can be completely devoted to the task of meeting the basic emotional needs of the individual for a sense of worth and achievement, and for a sense of acceptance and belonging (Dimock, 1948, p. 30).

The benefits that accrue to an individual as a result of an organized camping experience remain unsupported by the research literature, as there is little evidence available (Carlson, 1975; Lowry, 1974; Redl, 1974; Wittekin, 1974; Clark & Eells, 1974; Dimock & Hendry, 1929). Those studies that have been done have focused attention on the benefits of camping to the service recipients (campers). Virtually no attention has been focused on the effects of an organized camping experience upon the staff members, and the subsequent carryover from staff to campers. Yet it is the camp leadership, and camp staff, that is considered most essential to the achievement of a particular camp's goals (Myers, 1980; Myers, 1976; Leadley, 1976; Doty, 1960; Gump et al, 1953; Benson & Goldberg, 1951).

Camp provides an opportunity for children and adults to have

interactions in an environment that promotes enjoyment, dignity, respect and responsibility (Rodney & Ford, 1971). The staff of a camp is its spiritual and value center. As the tone of growth and satisfaction is initiated by the staff, it is hypothesized that there is a significant relationship between the character standards of the staff and outcomes in the life of the camper (Ledlie, 1961; Dimock, 1948; DeAlton, 1948).

Boorman (1941) characterized a camp as a laboratory for democratic practices in which the ideals of freedom, equality, and fellowship can be realized. Thus, outcomes such as more cooperative attitudes and behaviors, a greater individual sense of democracy through experiential learning, more fun and genuine interest, and a greater personal development will result from camp experiences under the leadership of qualified staff (Sorenson, 1938).

The importance of staff is underscored by the notion that there must be an atmosphere for the staff members to function effectively.

It must be recognized that the implementation of the camp objectives does depend upon the ability of the staff, and the ability of the staff is often directly related to the administration of the camp and to the efficiency of the organization (Rodney & Ford, 1971, p. 21).

According to Blumenthal (1948), a concept of camp administration is that of having a social purpose; the advancement of the welfare of the individual and the group.

Another facet is that of the needs of a counselor as a person. Just as the program is said to be camper-centered, there must be some counselor-centeredness, if the counselor is to meet personal expectations (van der Smissen, 1976, p. 13).

Camp is the expression of democratic values which stresses an individual's freedom of choice, sharing of responsibilities and discussion between individuals. An administrative climate to facilitate the social purpose must be constructed in a manner that promotes cooperation, provides participation in decision-making, encourages personal adjustment, recognizes the importance of staff to camp functioning and provides a sense of belonging which is essential for high staff morale (Rodney & Ford, 1971; Benson & Goldberg, 1951).

. . . if camping was to be directed toward enhancement of the individual and the group, the administrative methods, affecting as they do, the individual and the group, must be consistent with such a goal (Blumenthal, 1948, p. 43).

Thus, camps that advocate the practicing of democratic values must develop avenues which facilitate participation, responsibility, accountability and decision-making to be consistent with proposed goals. Research has indicated that a camp staff that perceives leadership in a democratic manner results in campers being satisfied and having a higher level of achievement (Christensen, 1969; Dimock, 1969; Shuster, 1968). Precisely how the organized camp develops such an atmosphere and the effects upon the staff members has not been reported in the research literature (Myers, 1976).

Statement of the Problem

The purpose of this case study was to depict a summer residential camping environment, chronicle the operations of a camp, and examine the relationships of selected effects of a summer camping experience upon staff members. The following variables were utilized to indicate

the development of a camp staff as a group and as individuals: organizational climate, acceptance of self, acceptance of others and staff cohesiveness. Relationships between these variables as well as the magnitude and direction of change were investigated utilizing the following instruments: Profile of Organizational Characteristics (Form SLM), Berger Questionnaire and Profile of Conflict Characteristics. This study investigated the variables of concern during the 1980 summer camping season at Camp Daddy Allen located in White Haven, Pennsylvania.

Research Questions

The following research questions were addressed in this case study of selected effects of organized camping upon staff members at Camp Daddy Allen:

1. Does the staff perceptions of organizational climate change from pre- to post-testing period?
2. Does the staff members' acceptance of self change from pre- to post-testing period?
3. Does the staff members' acceptance of others change from pre- to post-testing periods?
4. Does the staff members' perception of conflict characteristics change from pre- to post-testing periods?
5. Are there relationships at the pre-testing period between staff members' perceptions of: organizational climate, acceptance of self, acceptance of others and conflict characteristics?

6. Are there relationships at the post-testing period between staff members' perceptions of organizational climate, acceptance of self, acceptance of others, and conflict characteristics?
7. Do the relationships obtained between staff members' perceptions of organizational climate, acceptance of self, acceptance of others and conflict characteristics change from pre- to post-testing periods?
8. Are there differences in staff members' real and ideal perceptions of organizational climate at the pre- and post-testing periods?

Delimitations

For purposes of this study, the following delimitations were established:

1. Only the responses of Daddy Allen staff members eighteen or older (n = 35) were used in the narrative aspects of the case study, and only the perceptions of the twenty-seven first year staff members, aged eighteen or older were included in the research question aspects.
2. Only the data that were related to the 1980 summer camping season at Daddy Allen, June 15 to August 16, were included.

Limitations

For purposes of this study, the results were limited by the following factors:

1. The study was limited by the reliability and validity of the measurement instruments.
2. No other evaluative instruments were being used to corroborate the self-reports and perceptions of staff members.
3. The study design did not examine cause and effect relationships among the variables of concern.
4. The degree to which Camp Daddy Allen was different from other residential camps serving disabled populations and other populations.
5. The researcher in this investigation and the camp director of Daddy Allen were the same person, thus the possibilities of personal biases are introduced.
6. The influence that previous Daddy Allen staff members had upon non-experienced Daddy Allen staff members.

Definition of Terms

For purposes of this study, the following terms are defined:

1. Camping experience--all activities and emotional involvements of a nine week summer residential camping program at Camp Daddy Allen.
2. Camp Daddy Allen--a summer residential camping facility operated by the Easter Seal Society of Pennsylvania for individuals with a neuro-orthopedic disability.
3. Camp Administrative Processes--the practices and behaviors identified by Rensis Likert (1976) as leadership, motivation,

communication, decision making, goal-setting and control/ ordering.

4. Organizational climate--an indicator of the camp administrative processes as measured by the Profile and Organizational Characteristics (Form SLM).
5. Acceptance of Self--an individual's perception of how one feels about oneself as measured by the Berger Questionnaire.
6. Acceptance of others--an individual's perception of how one feels about other people as measured by the Berger Questionnaire.
7. Staff cohesiveness--the feeling of identity and solidarity a group of people share with each other as measured by the Profile of Conflict Characteristics scale.
8. Pre-testing periods--assessment of the Daddy Allen staff during the week prior to the arrival of campers, June 15 to 22.
9. Post-testing period--assessment of the Daddy Allen staff during the eighth week of the 1980 camping season, August 3 to 10.
10. Daddy Allen Staff Members--those individuals who are under contract to the Easter Seal Society of Pennsylvania to perform specified functions during the 1980 camping season at Daddy Allen.
11. Campers--those individuals with neuro-orthopedic disabilities who are accepted to participate in a 2-week residential camp experience at Camp Daddy Allen.

12. Daddy Allen administrative philosophy--the provision of opportunities for staff members to share in the responsibilities of creating and maintaining a camp community while reserving the right of the camp director to make unilateral decisions in matters of health and safety.

Significance of the Study

An avenue of investigation into the effects of an organized camp experience that has not been followed focuses on camp staff members. These individuals are affected by the goals and ideals of an organized camp. Much of the research into organized camping has focused on how campers are affected, yielding both positive and negative results; studying the staff population offers an alternative approach to the effects of organized camping. The purported benefits of a camping experience in terms of self-development sense of belonging, avocational skill development, friendship formation and appreciation of nature are areas in which staff members can be assessed. The goals and objectives of an organized camp program represent an ideal state. The reality of program success must be measured against its stated goals and objectives (Dustin, 1980; Stein & Sessoms, 1977; van der Smissen, 1976). The members of a camp staff are a vital evaluation assessment base for measuring what does occur versus what might occur.

A second significant aspect of this study was that it investigated the dynamics of key forces interacting within the camp environment. Many of these dynamics have yet to be examined. The case study approach can produce knowledge in terms of ideas, suggestions and

researchable hypotheses.

It seems almost an absolutely essential technique when exploring completely new fields. That is when we have no idea of communalities, the categories of variables which play a part in a situation and where we are trying to formulate new concepts or a new framework within which to carry out controlled experiments later . . . (Helmstadter, 1970, p. 52).

This study chronicled actual administrative practices, as well as how staff members perceive the organizational climate within a camp. In addition, information was obtained to depict the camping milieu in terms of staff characteristics, camper characteristics, program activities and critical incidents. Statistical information was then obtained to characterize the effects of the Daddy Allen milieu upon the staff members' acceptance of self, acceptance of others, and cohesiveness.

A third significant aspect of this study was that of providing information to the rehabilitation field in terms of professional development. The staff of Daddy Allen was composed of individuals who are entering or have entered the rehabilitation, educational, and allied health fields.

In recent years there has been an increasing demand for specific information, professional guidance, and direct assistance to help personnel initiate activities, upgrade programs, answer questions and attack programs which create roadblocks to progress in various aspects of physical education and recreational programs for handicapped children (BEH, 1969, p. 1).

Thus, the camp environment provides an opportunity to explore the development of the skills and attitudes of pre-service professionals and professionals working with disabled individuals (Wald, et al, 1970).

. . . we must know more than we now know about the range of factors that have influenced current personnel preparation and employment practices, the effects of recent training efforts and the essential performance characteristics for particular job tasks and service and training approaches (Meyer, 1980, p. 117).

This study examined the process and the interaction between organizational climate, acceptance of self, acceptance of others, and staff cohesiveness to describe what is happening in terms of staff growth and change. The review of literature supporting this line of inquiry is presented in Chapter II.

CHAPTER II

REVIEW OF RESEARCH AND RELATED LITERATURE

The purposes of this case study were threefold: to depict the residential environment of a summer camp, chronicle the operations of Camp Daddy Allen, and examine the relationship of selected effects of the summer camping experience upon staff members. This chapter is divided into the following sections that present the related literature of the subject under investigation: effects of organized camping, organized camping and people with physical disabilities and management and organizational climate; acceptance of self and others, and group cohesiveness.

Effects of Organized Camping

The benefits of an organized camping program are thought to have many desirable effects on people who participate in this type of experience. The lack of research supporting these claims is unfortunate. Lowry (1974), in commenting on this lack of evidence in validating cause and effect claims, feels that the Hawthorne effect could account for any accrued benefits. Redl (1974) warns of possible negative benefits resulting from organized camping such as: environmental changes (urban to natural setting) that result in the overpowering of a child's security; opportunities that result in a child's pent-up behaviors and hostilities, and separation from one's family

with a subsequent feeling of rejection. The camp staff is an important element in minimizing these dangers as they facilitate the integration of individual needs and camp objectives through teaching, understanding and motivating (Doty, 1960). However, evidence found by Doty (1960) shows that campers exhibiting the greatest character growth were with staff who were not exemplary.

The achievement of success in a camp program is related to the criterion measures utilized in its evaluation.

How do we measure its success? Happy faces, enthusiasms, increased appetites, experiences to describe to others, and greater acceptance of reality are among the signs, and we observed them frequently among all our camp groups (Wittekin, 1974, p. 71).

Clark and Eells (1974), in calling for more research, foresee the need for investigations that study what camping does, who is affected, and how one is affected. Their article suggests that camping has differential meanings to staff, campers, parents and referral agencies. Research studies offer the possibility of evidence that may or may not validate the current claims of camping benefits as well as providing information that can be used to strengthen existing camp programs.

There have been numerous studies examining the effects of organized camping upon campers (Barber, 1957; Beker, 1959; Davidson, 1965, Duke, 1968; Johnson, 1970; Kreiger, 1970). The results that have been obtained are often contradictory as to the benefits of the camping experience.

Johnson (1970) investigated the social changes of values that could be attributed to an organized camping experience. Using an instrument developed in an earlier project (Johnson), the researcher

investigated changes in children's values at 47 different ACA accredited Pennsylvania camps. Results showed that campers' overall social values were lower at the end of camp than before camp. Female campers, however, had higher social value scores at both testing periods than did the male campers.

Kreiger (1970) investigated self-concept changes in relationship to sex, age and observable behavior in 110 campers attending a four-week summer camp. Utilizing the Lipsett Self-Concept Scale and Bower's Behavior Rating Scale as pre- and post-camp measures, Kreiger found a significant positive self-concept change along with a strong decrease in poorly-adjusted behavior. No differential effects on self-concept as a result of camping were observed for the factors of sex, age, or observable behavior change.

In terms of what happens to staff, Irwin (1950) suggests that camp counseling is one of the most educative experiences a young person may have, with staff frequently obtaining more from the camping experience than service recipients. Another avenue of investigation has been the interactions of staff (counselors) and campers. To date, there is a lack of substantial research in determining the relationships between staff variables and camper change variables (Myers, 1978). Myers (1976) in a review of residential camp leadership studies concluded there is little evidence to support the contention that leadership success is significantly related to camper growth and development.

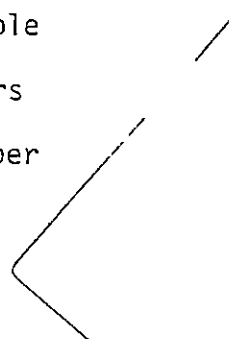
Dimock and Hendry (1929) in a case study of Camp Ahmek investigated the effects of camping on 216 male campers and 28 male counselors utilizing non-standardized instruments, changes in campers and

counselors were monitored. Counselors were classified on a four-scale rating system (ABCD) and data indicated that the better counselors, A and B counselors had greater improvement on effectiveness scales than C and D counselors. An overall coefficient of .80 was reported between behavior change and classification of the counseling staff. The investigators suggested the need to develop a research methodology to monitor the effects within an organized camp.

Doty (1960), investigating the character dimension of organized camping, found that the staff in the first year of the research project could not handle the tasks and responsibilities of a camp oriented to character education, i.e. value formation and responsibilities.

Gump, et al., (1957) investigated the effects of the program at the Michigan Fresh Air Camp. The interactional patterns of 23 boys, ages 9-11, were observed during camp activities. The boys were also observed in their interactional patterns at home. Comparisons between these sets of observations indicate the camp environment provided more opportunities for adults to interact socially with the children than did the children's home environment. Parents in home environments spend more time engaged in behavior management than social interaction. This suggests the camp milieu, through social interactions, can result in behavioral changes of campers due to the nature of the adult-child social interactions.

Lumpkin (1957), in a study of camp leadership, investigated 416 counselors in twenty-four camps to determine if there was a measurable difference in the attitudes of successful and unsuccessful counselors toward campers. Utilizing the Camp Counselor Attitudes Towards Camper



Inventory developed by Lumpkin, results showed that successful counselors' responses reflected a high degree of social and emotional security characterized by being more flexible and permissive; lacking in fear of being imperfect and handling disciplinary problems, and respecting the rights, abilities, and feelings of campers.

Shuster (1968) in studying the relationship between counselor attitudes and camper's group satisfaction reported significant differences in satisfaction and achievement scores. Utilizing the Minnesota Teacher Attitude Inventory (MTAI) high counselor scores correlated highly with positive camper reactions. Counselors with high MTAI tended to have and perceive their leadership role in a democratic style while those with low MTAI score tended to have authoritarian styles.

Myers (1978) investigated the relationship between 100 camp staff members and 122 campers, ages 10-14, in seven camps accredited by the American Camping Association during the summer of 1976. Relationships between components of staff leadership and attitudes, campers' self-concepts, interpersonal affect and environmental attitudes were examined. Utilizing the Dimock L Inventory and instruments developed to measure staff leadership, evidence was obtained that suggest 12-24 percent of the variance between some leadership components and camper development. However, the primary components, participative-sharing, friendliness-cooperation, flexibility did not significantly account for changes in campers' self-concept, interpersonal affect, and environmental attitudes. Results of staff leadership attitudes revealed no significant overall change over the course of the summer; however, there was a significant decrease in flexibility and a tendency for staff to

become less friendly and slightly more autocratic as the summer progressed. In those camps, where the director became less democratic, so did the staff. In the two camps that the camp director became more democratic, the staff did also.

Organized Camping and People with Physical Disabilities

The opportunities for people with physical disabilities to participate in activities that non-disabled do are limited by factors of attitudinal accessibility, barrier (physical) accessibility, unadaptive equipment, transportation and economics. Organized camping is one such environment that can enable the limiting factors to be overcome as community life is experienced in the natural environs. Research into the effects of such an experience are needed (Freeberg, 1969; BEH, 1969; Hansen, 1972; Buchanan, 1975; Fradkin, 1976). Hansen (1972) listed the leading benefits of organized camping as purported by their frequency of appearance in the literature: recreational activities, learning opportunities, expanded environment, socialization/informal group participation, and independence/self-confidence. The effects of these benefits, however, have been subject to little inquiry.

Research investigations have revealed contradictory evidence in terms of camper changes. Studies by Holden (1960), Sessoms et al. (1978), and Glick (1978) have revealed significant positive personality changes. Investigations by Herzog (1956), Lefebvre (1972), Dibner and Dibner (1973), Rappaport (1974), McGuire (1976) have revealed no or slightly negative changes in personality and physical fitness variables.

A recent research development in the benefits of camping and the

disabled has explored staff changes. "Each adult involved in a camping program for the handicapped grows in awareness of himself as a human being and of his effect on the behaviors of others" (Shea, 1977, p. 12).

Randolph (1956) investigated the pre-camp training programs of nineteen Easter Seal camp staffs. Although she did not measure the impact of the training programs, recommendations were made that training programs should be 3 to 5 days in length and utilize role-playing techniques to better prepare staff for the summer's experiences.

Ross (1971) developed a pre-camp training program for an Easter Seal camp staff in Pennsylvania. A questionnaire was administered at the completion of a three-day training period and at the end of the camp season to determine the effectiveness of the training. Staff members considered the methods and information presented as useful for their effectiveness. Areas in which staff asked for additional focus were: camp philosophy, cooperation among staff and methods of adapting activities to needs of the campers.

Sessoms, et al. (1978) studied the effects of an Easter Seal camping experience during the summers of 1975 through 1977. As part of this study, data were collected on the characteristics of effective counselors and the effects of a model pre-camp training program. Analysis of staff demographic information indicated that counselors who ranked superior were 19 years old and had at least two years of college. Results of a 11-item semantic differential scale administered to supervisory personnel revealed that superior staff possessed the following characteristics: cares about others, handles responsibility, has enthusiasm, sets a good example, is eager to learn and is energetic.

The research team also developed a model pre-camp. Staff were pre- and post-tested during the pre-camp on two measures: a Cognitive Scale, relating to knowledge of the physically disabled, camp responsibilities and structure of the camp; and a Delbecq assessment of staff concerns concerning their camping experience. Results showed a significant increase in the cognitive scale score change and a significant decrease in the concerns of staff regarding performance expectations. Changes in campers' self-concept and independent living functions led the researchers to conclude that staff training is a significant factor in the maximization of camper development.

These studies support the notion of Ball and Ball (1979) and American Camping Association (1978) that pre-camp training should facilitate a staff member's growth, maturity and skill development which then can be applied to relationships with campers. However, this application has not been an area of research emphasis.

The problem arises in analyzing the effects on the camper and the camper experience. We don't really know, and can only guess, that trained personnel enriches the camping experience for the camper (Bates, 1972, p. 127).

A promising line of investigation has been recently initiated that examines specific effects and how staff members function within camp. Lewko, Bullock, and Austin (1978) studied the nature of communication patterns between counselors and handicapped children at a camp for the disabled. Twenty-five counselors were observed in 236 performance based interactions utilizing a Performance Based Sequential Dyadic Interaction System. Results showed that in 20.4 percent of successful outcomes, counselors did not provide any feedback. In fifty percent of the

unsuccessful outcomes, no or negative feedback was provided. Researchers concluded that counselors need additional training in communication interactions that will generate a more supportive climate of camper behaviors, that will then enhance the camping experience.

Austin and Lewko (1979) examined the effects of an organized camping experience on the attitudes of staff members toward the disabled. The researchers hypothesized that a camp experience would lead staff to have a more positive attitude toward the handicapped. Utilizing a modified Attitudes toward Handicapped Individual Scale (range 0-120), 42 staff members were assessed on a pre- to post-camp testing schedule. Results showed a significant improvement in the staff members' attitudes toward the handicapped. These research results of organized camping experiences have provided information about the changes and behaviors of staff members. Although the data are not conclusive, it appears that within camps for the disabled, staff members' skills and attitudes can be enhanced.

An obstacle to the provision of services that responds to the needs of the physically disabled is the recreation professional who lacks sufficient knowledge or understanding of the psychological, physiological and social conditions of the disabled (Glick, 1978, p. 3).

Not only does the organized camp address traditional concerns, it can aid in the professional preparation and skill development of its staff members.

Management and Organizational Climate

An organization is a complex set of relationships between the needs and abilities of its members, the goals of the organization and

the nature of the task responsibilities involved in its functioning (Shull et al., 1970; McGregor, 1960; Argyris, 1957). Earlier theories of organizational management and administration often excluded the needs of individuals that center on respect, appreciation, influence and achievement (Bowers, 1976; McGregor, 1960). "A major challenge of the 1980s for most organizations, both private and public, will lie in our relationships with and responsiveness to employees at all levels . . . managers must now concern themselves with employee satisfaction" (Bannon, 1980, p. 33).

As management and administrative theory has evolved, it is becoming more apparent that the assumptions based on the negative potentials of people's behaviors are giving way to an outlook that concentrates on the socio-purposeful behaviors of people (Williams, 1980). In this sense, management practices that encourage participative behaviors by employees are heralding a new era within the working environs. Participative leadership styles are more frequently associated with a cohesive working group marked by member satisfaction.

Organizational climate is a result of actions taken by management that affects the behaviors of individuals within the organization (Likert & Likert, 1976). However, it is important to recognize how these actions are perceived by individuals within a working environment (Steers, 1977). The reality of actions and the reality of perceptions have led to conflicting research on the determinants of organizational climate. Downey et al. (1975) and Pritchard and Karasick (1973) show that an individual's background can account for differences in the perception of an organizational climate. Research by Likert and Likert

(1976), Likert (1967), Friedlander (1966) and Likert (1961) indicate that organizational climate is set by the administrative behaviors within an organization. Thus, supervisory personnel in terms of attitudes, behaviors and actions are not only influencing the work environs, but providing the opportunities that will be perceived by others within that environment.

A theory of administration that examines the administrative processes of leadership, motivation, communication, interactions, influence, decision-making, goal setting and control is Likert's system four. Likert (1961, 1967, 1976) has developed a management approach that emphasizes the beneficial outcomes of cooperative efforts between management and non-management forces. This approach requires an interactional framework that goes against traditional management practices. People are seen as having the abilities to share information in an open atmosphere that involves all levels of an organization. Each member has specified functions; however, the communication channels that exist in a participative atmosphere of management require the cross functioning of managers and non-managers in problem-solving and decision making roles. The more people are invested in the activities of decision-making, problem-solving, conflict resolution and goal-setting, the greater the productivity, the more efficient the work will be, and a higher degree of quality will exist.

The administrative processes that profile organizational climate can be categorized by the following systems (Bowers, 1976):

System one--is an exploitative authoritative system in which an atmosphere of distrust and fear prevails. Communication is downward

with management making the decisions assuming the roles of responsibility. Rewards and punishment are the motivational techniques utilized by management.

System two--is a benevolent-authorative system which focuses on rewards more than punishment as its motivational base. Management promotes some teamwork cooperation; however, communication flows downward with policy decision-making powers based at the top.

System three--is a consultative system in which management utilizes the ego motivational components of responsibility and initiative as well as rewards of the employees. Decision making is being delegated to different levels of an organization as communication is marked by upward and downward channels. Orders from management are issued after subordinates have been consulted.

System four--is a democratic-participative system in which the major ego motives plus group processes result in a general feeling of responsibility and satisfaction throughout the organization. Cooperation and teamwork emphasize communication flow between all levels of the organization. Organizational goals are established by group participation. The participative (system four) organization provides a framework in which cooperation becomes a catalyst of human motivation rather than the motivational aspects of human behavior based on fear and distrust assumptions.

Research investigations into system four theory have focused on the identification of characteristics of successful organizations versus non-successful organizations. Likert (1973) shows that organizations

who have 20 to 40 percent higher productivity and generally more satisfied employees are closer to System four than organizations who are lower on these variables. Marrows, Bowers and Seashore (1967) investigated the results of an intervention program within an organization. Administrative processes, training programs, and technology were attuned as management shifted toward being more employee-centered and participative. Results showed that the company had a 26 percent increase in productivity with a significant decrease in turnover, absenteeism and manufacturing costs.

Studies by Soucie (1975), Coates (1974) and Langlois (1973) have indicated that people idealize System four characteristics although their perceptions of reality place the organizational climate closer to a consultative system.

Nogradi (1977) examined 34 supervisors and 132 staff members of different Canadian recreation departments; using the Profile of Organizational Characteristics and two instruments measuring job commitment and involvement. Significant relationships were found between organizational climate and job commitment and involvement. Those people who perceived the organizational climate as being participative had higher job commitment and greater degree of job involvement than people who perceived the organizational climate as being consultative. It was concluded that administrative processes have potential as a change agent in the development of employee commitment.

In examining democratic administrative practices within organized camping, Boorman (1941) stated the following are difficulties that must be overcome:

1. Encouraging individuals to take responsibility for initiating, planning, evaluating and decision-making that in camp activities;
2. Encouraging individuals to be concerned about affairs that are broader than their own self interests.

Further, if the operation of a camp is to be characterized as democratic, staff must have a willingness to share in responsibilities to be cooperative, to avoid non-constructive criticism of fellow staff and to avoid cliques (Benson & Goldberg, 1951). Then, in the evaluation of a camp operation if the following elements are found, we may consider that a democratic climate has evolved (Boorman, 1941):

1. Mutual trust among campers and staff;
2. Avenues for self-expression and guaranteed civil liberties;
3. Opportunities for groups of campers and staff to experience planning and carrying out camp projects;
4. Acceptance of people as being worthy;
5. Healthy active participation of campers and staff without coercion.

Acceptance of Self and Others

The goals and objectives of organized camping have emphasized the enhancement of individual worth and understanding. Spellman (1966) views the camp staff member as a change agent. This necessitates that one has a knowledge of one's capacity to be of use to others and the recognition of one's own values. The art of the change agent, thus becomes the acceptance of differing values without rejecting another

person's values because they are not one's own. Self-acceptance, itself, is built upon the knowledge that others are accepting of you (Johnson, 1972). Thus, the camp environment affords staff and campers the opportunity to support each other in the acceptance of self and each other.

In its broadest sense, the concept of self is concerned with the body of attitudes a person holds about oneself (Trotter, 1971). Self exists at the moment of birth. Throughout one's lifespan, self undergoes a process of development and changes. These changes reflect not only the way a person views self, but also the interactions the person has with one's environment.

According to Jersild (1954) "self" consists of three components: perceptual, conceptual, and attitudinal. A person's perceptual component includes: "the way a person perceives himself--the image he has of the appearance of his body--the picture he has of the impression he makes on others" (Jersild, 1954, p. 179). A person's conceptual component includes:

the person's conception of his distinctive characteristics, his abilities, resources, assets, lacks, limitations and his conception of his background and origins, of his future, and of what he might become (Jersild, 1954, p. 179).

The attitudinal component of self concerns:

the feelings a person has about himself and his origins the background, his attitudes toward his present status and future prospects, his tendency to view himself with pride or shame, his convictions concerning his worthiness or unworthiness, and his attitudes (which may be mixed of self-acceptance or self-rejection (Jersild, 1954, p. 179).

The self as a summation of its component parts interacts with the

natural and social environs it encounters. The experiences one has influences the manner in which one views self. Rogers considers the awareness one has of these experiences as being crucial in forming a self-concept.

The self-concept of self structure may be thought of as an organized configuration of perceptions of the self which are admissible to awareness. It is composed of such elements as perceptions of one's characteristics and abilities, the percepts and concepts of the self in relation to others and to the environment, the value qualities which are perceived as associated with experiences and objects, and goals which are perceived as having positive or negative valence (Rogers, in Wylie, 1961, p. 7).

The center of an individual's existence is self. It is the foundation of future relationships with others in the environment.

The self is the individual's basic frame of reference, the central core around which the remainder of the perceptual field is organized. In this sense, the phenomenal self is both the product of the individual's experience and producer of whatever new experience he is capable of (Combs & Snygg, 1959, pp. 16-17).

The individual, in experiencing his/her unique existence, may or may not be in agreement with others as they experience his being (Jersild, 1954). One's ability to perceive how others view self presents information that can aid in the development of an adequate self-concept.

. . . A person's ability to become aware of himself will be influenced by the way he feels about himself, and the way he feels about himself will depend, in part, on the way others feel about him and encourage him in the process of self-discovery (Jersild, 1954, p. 595).

The relationship between self and others is built upon the attitudes that people have of themselves. As one respects self, one can respect others. As one loves self, one can love others. As one judges self,

one can judge others. In general, the greater the adequacy one holds of self, the greater the acceptance of both self and others (Combs & Snygg, 1969).

Some people feel that giving and receiving feedback cannot be solely learned by practice but require a basic philosophy or set of values which must first be learned. This basic philosophy is that the individual be accepting of himself and others. As this acceptance of self and others increases, the need to give feedback which can be construed as evaluative or judgmental decreases (Hansen, 1973, p. 119).

The acceptance of self, however, is a life-long endeavor.

The influence of other people indirectly and directly differentiates self into ideal and real states. As each person strives to be the self that is desired and hoped for, the ideal self is contrasted to what he/she is or has been. This process of internal evaluation suggests the need for approval by others as well as personal approval to confirm the way an individual views himself/herself.

This implies a dissatisfaction with our own self, a failure to respect it, and non-acceptance of ourselves as we really are. It further implies that love and recognition are forthcoming only on the condition that this ideal image is attained or realized (Martin, 1975, p. 12a).

This discrepancy between an ideal and real self-concept can be the source of many human difficulties. The feeling of an inability to cope with the world and the feeling of being unloveable, can result from an individual viewing himself as inadequate, incompetent, ugly, stupid, or inferior (Lipsett, 1968; Ellsworth, 1967). A poor self-concept can reflect a lack of self-confidence, a fear of the unfamiliar, hypersensitivity to criticism, a resistance to independent functioning and/or limited interest in activities (Shea, 1977). The camp employee whose acceptance of self becomes a drawback to effective functioning will not facilitate the development of a democratic camp climate.

Staff Cohesiveness

Staff cohesiveness is the degree to which there is solidarity and identity within the group as it maintains harmonious and consistent intragroup relations (Feldman, 1976). As members of a community with specified goals, the camp staff functions as an important subgroup in the environmental interactions. Within the working environment, the accomplishment of an organization's goals and objectives is determined by the amount of cooperation that exists between people in all levels of the organization (Likert & Likert, 1976; Likert, 1967; Likert, 1961). The attitudes that people have toward each other and the amount of loyalty and solidarity they share with each other have a crucial impact on the productivity of the organization. Studies by organizational development groups at the University of Michigan and Ohio University have consistently shown that when conflict becomes too extreme within employee ranks, and dissatisfaction occurs between people resulting in intra-organization competition, productivity is decreased (Hershey & Blanchard, 1977; Likert & Likert, 1976). Evidence is now accumulating that the most mismanaged resource within industry and governmental agencies is human resources. When employees are supported by management in a manner that promotes cooperation and respect, people grow closer together with a more efficient and productive output as a result. Not only does a highly cohesive group meet the needs of the group, it meets the needs of individual members (Behling & Schriesheim, 1976). A camp staff is a potential group of interdependent individuals who attempt to satisfy physiogenic and psychogenic needs of its members (Behling & Schriesheim, 1976).

The cohesiveness of a group is further a function of its ability to clarify its goals, mobilize its resources to achieve goals, and resolve conflict that arises between its members (Feldman, 1976; Cartwright & Zander, 1968). Johnson and Johnson (1976) stipulate a minimal level of acceptance, support and trust among group members is essential to the development of a cohesive group with the establishment of this foundation, a group is further developing its capacity to cooperate with in turn influences its solidarity and enhances its member's positive self-attitudes. There is less of a threat of individual insecurity within a cooperative atmosphere which further solidifies a group's overall functioning (Cartwright & Zander, 1968).

As organized camping is a laboratory for democracy (Bennett, 1966), the participatory atmosphere in turn influences the cohesiveness of the individuals.

Acceptance of the inevitability of conflict characterizes the new democracy of the conflict between persons and society, of the conflict between individuals and organizations and indeed a willingness to seek rational grounds for its resolution (Bennett, 1966, p. 180).

Conflict and how a camp staff handles differences among its members is an indicator of its cohesiveness. Controversy and conflict are positive situations compared to those situations that are consistently ignored, avoided or suppressed (Johnson & Johnson, 1976). "One of the clearest kinds of growth is the ability to transform conflict into creative problem solving which makes group activity exciting and fun" (Gibb & Gibb, 1978).

In summary, the camp environment as a laboratory of democracy presents opportunities for the following to happen: integration of

interests not at the expense of winner take all; creative and cooperative efforts fostered on behalf of many; conflict resolution (reconciliation, concession, compromise); personal conviction and understanding elicited by participating in the process; checks and balances of individuals and group, and shared responsibility that fosters growth, thinking and initiative (Sorenson, 1941). This inquiry will present further information on the operations of a summer residential camp vis a vis a case study methodology as explained in Chapter III.

CHAPTER III

METHOD

This investigation of selected effects of a summer residential camping experience upon staff members addressed the following purposes: a description of the residential environment of Camp Daddy Allen; a chronicle of the actual camping operations at Daddy Allen; and an examination of the relationships between selected effects of the camping experience upon Daddy Allen staff members. The relationships that were investigated include the following variables: organizational climate, acceptance of self, acceptance of others and cohesiveness of the Daddy Allen staff. Included in this case study are the examinations of the magnitude and direction of change in the above-mentioned variables. The procedures that were followed in this study are presented in the following sections of this chapter: Subjects of Study, Data Collection, Instrumentation and Data Treatment.

Subjects of Study

Camp Daddy Allen is located in White Haven, Pennsylvania. The camp is a 160 acre site leased from the Commonwealth of Pennsylvania within the boundaries of Hickory Run State Park. Since 1941, Camp Daddy Allen has been serving neuro-orthopedically disabled individuals in Pennsylvania. The 1980 camp season consisted of one week of pre-camp training and four two-week sessions serving individuals ranging in age from

six through eighty-five. Categorical groupings of disabling conditions included the following service recipients: cerebral palsied, muscular dystrophied, spina bifida, blind, deaf, multiply disabled and mentally retarded. The emphasis of the camp program was socio/recreational, with its focus on the provision of opportunities that center on what people can do within the reality of their disabilities (see Appendices A pp. 162-163 and G pp. 254-257).

A maximum number of forty-one individuals was contracted to provide support services for the camping population who attended Daddy Allen. For purposes of this study, camp staff below eighteen years of age (four) and kitchen management (two) were excluded from the pre- and post-testing aspects of this investigation. Data were obtained from thirty-five staff members of which three people were not present for either pre- or post-testing periods. Of the remaining thirty-two individuals, only those individuals who were first-year staff members were tested statistically for relationships among the study variables: organizational climate, acceptance of self, acceptance of others and conflict characteristics (n = 27).

Data Collection

Demographic data were obtained from the camp records and the camp director's seasonal report concerning staff and camper characteristics. Program information, operational procedures, types of activities and schedules were obtained from the camp director's seasonal report. Critical incidents during the 1980 camping season were obtained from the following sources: camp director's daily report, the assistant

director's evaluation, the counseling coordinator's evaluation, water safety instructor's log and the infirmary session summary.

Data concerning the selected effects of summer residential camping were collected at two testing periods. The first data collection time was held during the Wednesday morning session of pre-camp (second day). At this time, the research was explained to staff members. An introductory letter was given to each staff member explaining anonymity and confidentiality (see Appendix C). After all staff members had read the letter, an open session was held for questions and concerns in regard to the research project. After answering the questions, a coding identification sheet and the Berger Questionnaire were administered with directions given as to how to complete both instruments. Each staff member created a code number based on the initials of their mother's name and their birth date in numerical form. Each questionnaire contained a demographic information section that addressed the respondent's age, sex, educational level, camp staff experience, camper experience and experience with disabled individuals. The completed questionnaires were collected and held by the researcher until the completion of camp.

On the last day of pre-camp training, Saturday, an afternoon staff meeting was convened to administer the Profile of Organizational Characteristics-Form SLM (POOC) and the Profile of Conflict Characteristics (POOC). The researcher repeated the same instructions as given at the first data collection period. Code numbers were retained by staff members and placed on each testing instrument. The completed questionnaires were collected and held by the researcher until the completion of camp.

The post camp testing period was conducted on the second Saturday of the final session. Seven weeks had elapsed since the pre-camp testing period. An afternoon staff meeting during an extended rest hour was held for the administration of all three questionnaires. The questionnaires were coded by the staff members with their codes utilized in the pre-testing administration. All three questionnaires, Profile of Organizational Characteristics, Berger Questionnaire, and Profile of Conflict Characteristics were completed at this session. The researcher collected the completed responses and held them for future analysis. The data were analyzed using various programs from the Statistical Package for Social Services (SPSS).

Instrumentation

The instruments utilized in this study of organized summer residential camping are the following: Profile of Organizational Characteristics--Form SLM (Appendix D), Berger Questionnaire (Appendix E) and the Profile of Conflict Characteristics (Appendix F).

The Profile of Organizational Characteristics--Form SLM and the Profile of Conflict Characteristics were purchased from Rensis Likert Associates, Inc., Ann Arbor, Michigan. Permission to use the Berger Questionnaire was obtained from the author of the questionnaire.

Profile of Organizational Characteristics

The Profile of Organizational Characteristics (POOC)--Form SLM is a sixteen item questionnaire measuring six administrative processes: leadership (3 items), communication (3 items), motivation (3 items), decision (2 items), goals (2 items) and control (2 items). The POOC--

Form SLM is a shortened version of Likert's original 51 item questionnaire (Likert & Likert, 1976). Reliability coefficients ranging from .90 to .96 using the Spearman-Brown formulas have been reported (Nogradi, 1977; Likert, 1967). Predictive validity coefficients ranging from .61 to .93, using the P00C to predict performance or outcome scores, have also been determined (Nogradi, 1977; Likert, 1967).

An eight point Likert rating scale is used to indicate the typology of organizational climate. Lower scores signify system 1 or authoritarian climates while scores at the upper end, seven-eight, indicate a democratic-participative climate. The P00C Form SLM also describes how a person perceives the organizational climate presently (real = now) as well as how one would like the climate to be (ideal = like).

Berger Questionnaire

The Berger Questionnaire is a 54 item inventory measuring the acceptance of self and others. A five-point Likert rating scale ranging from "not true of myself" (1) to "true of myself" (5) is used (Shaw and Wright, 1967).

Split-half reliability coefficients ranging from .75 to .89 have been reported (Berger, 1952). Concurrent validity coefficients of .73 to .90 have also been found (Berger, 1952).

∴ Thirty-six items reflect the acceptance of self (AOS) component of the Berger Questionnaire. These items are summated and a composite 'self' is obtained. The higher the total, the greater acceptance of one's self. Normative data collected by Berger (1952) show college students with a mean 'self' acceptance of 135.50 and standard deviation of 22.36.

The remaining twenty-eight items reflect the acceptance of others

(A00) component of the Berger Questionnaire. The composite 'others' acceptance score is completed in the same manner as acceptance of self. Normative data collected by Berger (1952) on college students revealed a mean 'other' acceptance score of 105.15 and standard deviation of 14.38. A correlation of .356 was obtained between acceptance of self and others of the normative college student sample.

Profile of Conflict Characteristics (POCC)

The POCC developed by Rensis Likert is a fifteen item questionnaire designed to describe the nature and extent of conflict existing within an organization (Likert & Likert, 1976). To each item of the questionnaire, a response is made utilizing an eight item Likert rating scale. Lower scores indicate that an organization is using methods of conflict resolution typical of system 1 or authoritarian organizations. Higher scores (closer to eight) indicate that an organization is resolving its conflict in a manner of system 4, democratic-participative organizations. The POCC has been developed from the data bank in which the Profile of Organizational Characteristics was developed. The POCC is an elaboration of the conflict characteristics of the original instrument of which reliability and validity coefficients have been reported above.

Data Treatment

Data obtained from the camp director's seasonal report, camp director's daily log, assistant director's evaluation, counseling coordinator's evaluation, water safety instructor's log and infirmary

session summary were placed in narrative form to describe and depict Camp Daddy Allen. The following statistical procedures were used to address the research questions: frequency analyses, correlated t tests, Pearson-product moment correlations, z-tests and multiple regression analysis.

Frequency distributions were made of the following characteristics of Daddy Allen staff members in the study sample: age, sex, education, Daddy Allen work experience, Easter Seal camp experience, non-Easter Seal camp experience, organized residential camper experience, and work experience with individuals with physical disabilities and/or mental retardation. Within the study sample of Daddy Allen staff members, measures of central tendency were calculated for the following variables at pre- and post-testing periods:

- 1) Profile of Organizational Characteristics (real) and (ideal)
 - a) leadership
 - b) communication
 - c) motivation
 - d) decision
 - e) goal
 - f) control
- 2) Acceptance of Self
- 3) Acceptance of Others
- 4) Profile of Conflict Characteristics

In addressing the research questions of Chapter I, the following analyses were made of staff members without previous Daddy Allen work experience:

Research Question 1: Does the staff's perceptions of organizational climate change from the pre- to post-testing period?

The mean score and standard deviation were calculated for the staff members' Profile of Organizational Characteristics (now) and POCC (like) at pre- and post-testing periods. The correlated t-test for difference between the means was then applied to the following hypotheses:

- a) There are no differences between the mean POCC (now) scores at pre- and post-testing periods; and
- b) There are no differences between the mean POCC (like) scores at pre- and post-testing periods, at the .05 level of significance.

Research Question 2: Does the staff members' acceptance of self change from the pre- to post-testing period?

The mean and standard deviation scores were calculated for the staff members' acceptance of self (AOS) at pre- and post-testing periods. The correlated t-test for difference between the means was then applied to the following null hypothesis: There are no differences between the AOS scores at pre- and post-testing periods at the .05 level of significance.

Research Question 3: Does the staff members' acceptance of others change from pre- to post-testing periods?

The mean and standard deviation scores were calculated for the staff members' acceptance of others (A00) at pre- and post-testing periods. The correlated t-test for difference between the means was then applied to the following null hypothesis: There are no differences between the mean A00 scores at pre- and post-testing periods at the .05 level of significance.

Research Question 4: Does the staff members' perception of conflict characteristics change from pre- to post-testing periods?

The mean and standard deviation scores were calculated for the staff members' profile of conflict characteristics (POCC) pre- and post-testing periods. The correlated t-tests for difference between the means was then applied to the following null hypothesis: There are no differences in the mean POCC scores at pre- and post-testing periods at the .05 level of significance.

Research Question 5: Are there relationships at the pre-testing period between staff members' perception of: organizational climate, acceptance of self, acceptance of others and conflict characteristics?

The means and standard deviation scores were calculated for each of the variables under study at the pre-testing period. A zero-order correlation matrix based on all possible pairs of variables was then generated. A stepwise regression analysis was then applied to account for the percentage of variance that organizational climate, acceptance of self and acceptance of others has upon the dependent variable, conflict characteristics in testing the following null hypothesis: There are no relationships between the dependent variable (POCC) and the independent variables (POCC, AOS and AOO) at the .05 level of significance.

Research Question 6: Are there relationships at the post-testing period between staff members' perceptions of organizational climate, acceptance of self, acceptance of others, and conflict characteristics?

The means and standard deviation scores were calculated for each of the variables under study at the post-testing period. A zero-order correlation matrix based on all possible pairs of variables was then generated. A stepwise regression analysis was then applied to account

for the percentage of variance that organizational climate (POOC), acceptance of self (AOS) and acceptance of others (A00) has upon the dependent variable, conflict characteristics (POCC) in testing the following null hypothesis: There are no relationships between the dependent variable (POCC) and the independent variables (POOC, AOS and A00) at the .05 level of significance.

Research Question 7: Do the relationships obtained between staff members' perceptions of organizational climate, acceptance of self, acceptance of others and conflict characteristics change from pre- to post-testing period?

Zero-order correlation matrices were generated at pre- and post-testing periods between all possible pairs of variables. The z-test of significance was then applied to differences between the Pearson product moment correlation coefficients to test the following null hypothesis: There are no differences between the correlation coefficients of the same variable pair at pre- and post-testing periods at the .05 level of significance.

Research Question 8: Are there differences in staff members' real and ideal perceptions of organizational climate at pre- and post-testing periods?

The mean and standard deviation scores for the staff members' Profile of Organizational Climate, now or real and like or ideal, were calculated at pre- and post-testing periods. The correlated t-test for differences between the real and ideal means at pre- and post-testing periods then applied to the following null hypotheses:

- a) There are no differences in mean POOC (now) and POOC (like) scores at the pre-testing period; and
- b) There are no differences in near POOC (now) and POOC (like) scores at the post-testing period at the .05 level of significance.

The findings relevant to each of the research questions, the depiction of Daddy Allen, and description of Daddy Allen programs, activities, operations and critical incidents are presented in Chapter IV. Conclusions resulting from the research data are presented along with recommendations for future camping research in Chapter V.

CHAPTER IV

DATA ANALYSIS

The purpose of this study was threefold: to depict the environment of a summer residential camp serving individuals with disabilities; describe the operations of the camp, i.e., program activities, procedures, and critical incidents; and investigate the relationship between staff members' perceptions of organizational climate, acceptance of self, acceptance of others and cohesiveness.

The analysis of the 1980 camping season is presented in the following sections of this chapter: depiction of Daddy Allen, Daddy Allen operational description, and an analysis of the research questions. A discussion will follow each of the above-mentioned sections.

Depiction of Camp Daddy Allen

The 1980 camping season, June 15 through August 16, at Daddy Allen represents the 39th year of continual operation of a residential camping program by the Easter Seal Society of Pennsylvania. Currently, the camp program and its operations are accredited by the American Camping Association. The program has evolved from serving a polio-afflicted population base to a heterogeneous mixture of children and adults with a variety of primary and secondary disabling conditions. The philosophical orientation of the camp program has evolved from an eight-week "clinical emphasis" (i.e., physical therapy, occupational

therapy, and speech therapy) to an emphasis placed on socio-recreational experiences within the context of community life during four two-week (twelve day) sessions (Appendix A, p. 162 and Appendix B).

The operation of Daddy Allen is two-phased: actual summer operation and pre- post- actual operations. During the pre- and post- operations the Director of Recreation and Camping for the Easter Seal Society of Pennsylvania assumes direct leadership functions for all four Easter Seal camps. The direct leadership functions of the actual summer operation are assumed by the seasonal Camp Director of Daddy Allen. This is summarized in the organizational flow chart found in the staff manual (Appendix A, p. 171).

Within the pre-actual operation phase, the Director of Recreation and Camping made the following arrangements: procurement of Daddy Allen lease from the Department of Environmental Resources, Commonwealth of Pennsylvania; procurement of medical supervision; procurement of adequate insurance coverage; securement of fire department coverage; water sampling, through Department of Sanitation, Department of Environmental Resources, Commonwealth of Pennsylvania; preparation of Daddy Allen operating budget; placement of potential campers in appropriate sessions; securement of telephone service; procurement of government donated foods through Department of General Services, Commonwealth of Pennsylvania; procurement of food management service; and season personnel selection. Other functions supportive of the Daddy Allen summer operation in accordance with American Camping Association Standards and the Easter Seal Society of Pennsylvania standards were also performed by the Director of Recreation and Camping.

The pre-actual operation phase concluded with a spring Director's meeting three weeks prior to the opening of Daddy Allen, on June 17, 1980. At this meeting of camp directors and key staff members, the Director of Recreation and Camping updated the progress on arrangements prior to the opening of camp. Follow-through efforts on the initial contacts were delegated to each of the seasonal camp directors. Each of the camp staffs met to share and come to understandings in terms of personal philosophies, interests, needs, and skills. The Daddy Allen pre-camp agenda was formulated with the input of the staff members present at the meeting: Director, Assistant Director, Counseling Coordinator, Assistant Nurse, and Chauffeur. Recruitment of staff for positions yet to be filled were also delegated to the seasonal camp directors.

The staff members were personally interviewed by and hired by either the Director of Recreation and Camping or the seasonal Director of Daddy Allen. Each prospective staff member was given a clear picture of the camping operations including descriptions of the "custodial"-personal hygiene responsibilities involved with severely disabled individuals. Materials given to staff members prior to the beginning of camp are found in Appendix G.

Within the period of Spring Director's Meeting to pre-camp orientation, five counselors, one laundress, one kitchen helper were hired to complete the Daddy Allen staff. The Daddy Allen staff was composed of the following positions: Director, Assistant Director, Counseling Coordinator, Waterfront Director, Craft Director, Chauffeur-Maintenance, Nurse, Assistant Nurse, Camp Aide, Launderer, Counselors (24), Chef-Manager of kitchen, Assistant Cook and kitchen helpers (4).

The responsibilities and criteria for each position and the organizational responsibility network are found in Appendix A, pp. 172-181 and page 228.

The geographic residences of the staff members were distributed in the following manner: Eastern Pennsylvania-coal region (seventeen); Oregon (nine), Eastern Pennsylvania (two), Western Pennsylvania (four), New York (two), Central Pennsylvania (six), and New Jersey (two). Of the initial staff, twenty-seven were hired by the Director of Recreation and Camping and fourteen by the seasonal Camp Director. Further staff demographic information can be found in the section concerning the analysis of the research questions. The salary structure for a first year counselor began at fifty dollars per week plus room and board. Other positions based on experience and education were adjusted accordingly.

Camper recruitment was the primary responsibility of the forty-four local Easter Seal Societies. The Easter Seal Society of Pennsylvania is a decentralized non-profit voluntary health organization. Organized camping is offered as the only direct service of the state society. Each local society determines the focus and philosophy of its program services and contracts for camping services. Each local society recruits and makes financial arrangements for the purchase of the camping opportunity. The Director of Recreation and Camping coordinated the placement of campers within the appropriate session of each of the four camps. Financial billings, parental permissions, and camper health reports (see Appendix H) were coordinated and organized as an integrative effort by the Director of Recreation and Camping. Potential

campers were found within the following community situations: family residences, community living arrangements, state institutions, group homes, and independent living residences. The cost of a twelve day session at Daddy Allen was 200 dollars.

Camp Daddy Allen is operated as a residential facility within the confines of Hickory Run State Park. The history of Hickory Run State Park is to be found in Appendix J. The 100 acre group campsite used by the Easter Seal Society contains fifty-two buildings. The following buildings form the central part of camp and contain electricity: Camp office and canteen, Director's retreat, Infirmary, Showerhouse/laundry, Kitchen staff living quarters, Dining Hall/Kitchen, Recreation Hall, Arts and Crafts Center, Nature Center, and Storage Barn. Camper and staff quarters are located on the periphery of the central camp as shown in Appendix A, p. 167. There are four separate living units each containing the following structures: a unit lodge, a unit wash-house (cold water only), and eight residential cabins. The unit structures are considered rustic wooden structures as they are without electricity (see Appendix G).

As part of the lease arrangements with the Commonwealth of Pennsylvania, Hickory Run State Park personnel provide maintenance and repair of the physical structures. In addition to the structures named above, two grassy general purpose areas (A and B Field), a blacktop activity area (Weaver Field), vespers spot, campfire ring, and waterfalls/stream (JaysNest) are located on the Daddy Allen site. A swimming pool is located on the neighboring group campsite and was shared with the 4-H camp. A series of macadam and park dirt pathways connect the various

structures and areas within the Daddy Allen site and boarding areas. The vegetation of the campsite contains a variety of second growth hardwoods and softwoods, mountain laurel, rhododendron, and various ferns, lichens and grasses. From the Daddy Allen location, people had access to the trails and specialty areas of Hickory Run State Park including Sand Springs--a day use swimming and picnic area; Boulder Field, fjord, and Hickory Run Dam. Among the natural creatures that visited Daddy Allen, one could find deer, bear, wild turkey, pheasant and snipes. In summary, the environment at Daddy Allen contains a variety of natural phenomena and beauty.

Built in the 1930s, without disabled individuals in mind, many of the architectural barriers have been removed through the addition of ramps and removal of inside walls (i.e., shower stall) to facilitate the movement of individuals with physical disabilities. However, the campsite provides a variety of terrains and architectural barriers that are being addressed currently as evidenced by correspondence between the Easter Seal Society of Pennsylvania and the Commonwealth of Pennsylvania (Appendix I).

Discussion

Camp Daddy Allen is an operation that is the third oldest of its kind within the United States. Opportunities are provided for people of various interests and backgrounds to experience community life in a setting of natural beauty.

Through this camping experience, people can share their strengths and limitations in developing relationships with each other.

Daddy Allen Operational Description

The description of the actual operation of Daddy Allen during the 1980 camping season is presented in the following subsections: pre-camp, session one, session two, session three and session four. Included in the subsections are descriptions of the following: policies, procedures, clientele, program activities, critical incidents and staff evaluations.

Pre-camp

The opening of Camp Daddy Allen involved the preparation of the physical site, establishing contacts with local suppliers, unpacking and storage of program supplies and setting up of the living quarters for the advance staff. Nine staff members and two people from the food service management prepared the camp, Sunday, June 15th, and Monday, June 16th, for its opening on Tuesday, June 17th. The following list represents those items that were done during this period.

June 15

- van arrived from Middletown
- opened "Honeymoon Suite"
- opened office
- opened retreat
- opened infirmary
- moved supplies into office, infirmary and kitchen
- utilities turned on in camp
- mail picked up
- food supplies purchased for ten people
- staff transported from bus/airplane terminal to camp
- Daddy Allen entrance identification signs put up
- telephone calls made to pharmacist, hardware, gas station, commercial laundry, firewood supplier, cleaning supplies, purveyor, canteen purveyors and pre-camp in-service educators
- established times for Hickory Run tour and truck for mattresses with state park personnel as part of pre-camp

- dining hall and kitchen equipment cleaned
- blankets received from cleaners
- donated food supplies received from storage
- inspection of camp made listing broken equipment and miscellaneous repairs
- reflectors placed on buildings
- showerhouse cleaned, disinfected and stocked with supplies
- kitchen living quarters established

The work responsibilities were delegated by the Camp Director and the Assistant Director to various staff members.

On Tuesday morning, staff members began arriving. Each member was greeted by the Camp Director who then introduced each member to the Assistant Director. From the camp office, each staff member was walked to Unit IV and shown a cabin to sleep in and to temporarily place their personal belongings. After time was spent changing, getting settled, saying good-byes to family and/or friends, the staff members joined a working party under the direction of the counseling coordinator. Staff members, participated in disinfecting and preparing the units for habitation. At four-thirty the working parties stopped, with an hour of personal time given before the meal. At this time, the following tasks had been completed: staff orientation packet collated; bathrooms stocked; mattresses moved to Unit IV; Units II, III, IV, V cleaned; bed frames moved; public address system set up; sheet room open; reflectors put on buildings; and showerhouse stocked with necessary supplies.

The majority of staff members were housed in Unit IV cabins/or lodge. The evening session was an introductory session aimed at acquainting staff members with each other and establishing an atmosphere of trust and comfort. At the evening session the following activities occurred:

- a) Welcome address by the camp director--stressing the importance of individual differences and those commonalities the people have and the importance of health and safety within the camp operation.
- b) Name Game--staff members sat in a large circle. One individual stated their first name and favorite dessert, then the next person had to state that person's name and dessert plus their own name and dessert until the thirty-eighth person repeated all the names and desserts.
- c) Delbequi--a technique in which each staff person wrote anonymously their concerns and expectations. After all people were done, the concerns and expectations were tabulated on poster paper for the whole staff to examine and question.
- d) The Daddy Allen Staff Manuals and pre-camp schedule were then handed out (Appendices A and J). Concerns raised in the Delbequi Session were shown where they would be addressed in pre-camp.
- e) An evaluation form was filled in by each member of the staff concerning the days activities (Appendix O).
- f) The first days session ended with the teaching and singing of Tell Me Why, which was the traditional way of ending an evening program at Daddy Allen.

The Director, Assistant Director and Counseling Coordinator met for an hour examining the evaluation forms, formulating work parties and reviewing the next day's agenda.

Wednesday, June 19th, the staff awoke to reveille via the P.A. system at 7:00 a.m. Breakfast was held at 7:30 a.m. with the teaching of dining room procedures integrated with the actual meal. After breakfast, the staff met and had their first introduction to the research project. Upon completion of this session, the assistant director took the staff on a familiarization walk around camp. Emphasis was placed on the physical location of different program areas as well as what types of activities occurred in each area. Location of supplies and operation of equipment (i.e., washing machine and dryer) were achieved on this walk.

During this session, various staff members were blindfolded, carried on cots, pushed in wheelchairs, walked with crutches. On-the-job training in terms of proper body mechanics was done by the medical staff during the walk. Prior to the walk around the immediate high use areas of Daddy Allen, each staff member was asked to find an inanimate 'strange' object. The tour ended at 1:30 a.m. Staff members were then assigned to various work projects including the following: mattress, blanket, sheet, detail; disinfect, clean and report damages if any, to Nature Center, Recreation Hall, and Arts and Crafts. Lunch was held from 12:30 to 1:30 p.m. with a break at the conclusion of the meal.

The afternoon session convened at 2 p.m. under the direction of state park environmental educators. The agenda of the outdoor education workshop can be found in Appendix J. The evening meal was held at 5:30 p.m. The evening session began at 7:30 p.m. This session included the following activities: a discussion of the philosophy of Easter Seal camping, a discussion of rules and regulations, general information, values awareness, evaluation and singing. The session was conducted by the camp director with the purpose of actively involving people with a discussion of the content in the first 21 pages of the staff manual. Whenever possible, different staff members read aloud parts of the staff manual. Whenever rules and regulations, policies, and procedures were discussed, staff members brainstormed the rationale(s) for such policies. At this session, staff members were given the opportunity to decide on what type of procedure should be utilized in determining the hour of curfew. The staff decision was an honor system using the card file

system for signing in and out. The specific policy was in accordance with the standards established by the American Camping Association. Following a fifteen minute break, a values awareness session was held. Each staff member created a personal shield-coat of arms that addressed the following areas:

Draw your greatest achievement,

Draw three of your hobbies,

List one thing you would never change in your life under any circumstances,

List one thing that you would change in your life,

Describe briefly what you would do if given a magic wand,

List three words that you want to be known for by others of the staff.

As exemplified by these last two activities, the administrative philosophy facilitated staff participation and community responsibilities. After the completion of the exercise, the camp staff shared their shields in triads. A staff snack was held as the total staff looked at the shields and the strange objects collected during the day. At the completion of the snack, an evaluation session was held using the same format as day one pre-camp. Singing in a circle, and ending with Tell Me Why concluded the second day of staff training. The director, assistant director, and counseling coordinator met for an hour session; reviewing the staff evaluations and preparing for the next day's events (i.e., work parties, first unit assignments and unit leaders).

The third day of pre-camp, Thursday, began with reveille at 7:00 a.m. with breakfast served at 7:30 a.m. The morning's activities began at 8:30 with each of the activity centers being set up. All of the

program supplies in winter storage at the barn were moved to their respective activity centers (i.e., nature, arts and crafts, swimming pool, recreation hall, or office). Supplies were shelved and inventoried in this process. At 10:30 a.m., a park ranger from Hickory Run State Park arrived and spoke of the history of Hickory Run State Park, state park rules and regulations, and then provided a motor tour of the state park. Lunch was held at 1:00 p.m. The afternoon session began at 2:00 p.m., covering medical topics including first aid, infirmary procedures and problem solving, and medical terminology. The materials used in the nurses' agenda are to be found in Appendix K. Dinner was held at 6:30 p.m. after an hour rest from the afternoon session. The evening session began at 8:00 p.m. This session focused on a discussion of unit functioning and operations. Units would be co-ed with staff and campers assigned separate living quarters. Cabins within units were designated as either male or female cabins. Each unit staff would determine who would be responsible for a specified cabin; however, the responsibilities were shared between co-counseling pairs in actuality. Campers would be assigned to each unit by the director, assistant director and counseling coordinator. Camper living assignments were formulated based on the following factors obtained from the admission forms: mobility, age, sex, weight and designated camper preference (Appendix H). If on registration day, information was obtained that required changes in unit living assignments, those changes were coordinated by the counseling coordinator.

Unit IV was designated as the wheelchair unit as it was the most centrally located, most accessible, and had the flattest terrain of the four units. Each staff member (counseling and older support staff)

would have an assignment in Unit IV during one session. The last session, however, staff would have an opportunity to select two people that they would like to live and work with in a unit. The assignment during the first three sessions would be made by the director, assistant director and counseling coordinator. Units III and V handled those people in wheelchairs that could not be housed in Unit IV. Unit II would be used for ambulatory individuals. Unit assignments were then made for the first session. The people chosen to be unit leaders had been talked with during the day by the director and had agreed to function as unit leaders. The director, based on input from the counseling coordinator and assistant director, had made those decisions at the post evening review session on the prior night.

Each unit group was then given a problem to solve as a group. Lutts and Mipps was the exercise chosen to facilitate exploration of group functioning and the sharing of individual resources. A discussion was held afterwards focusing on the processes involved in solving the problem.

A session then followed on knife, ax, and fire-building precautions. Two staff members conducted this session which featured minimizing the dangers through proper handling procedures, knowledge of the equipment's capabilities, and a correct way to construct a fire. At the conclusion of this segment, a short break was held.

The assistant director conducted the next segment of the evening session, addressing camp committees. The assistant director then explained the function of each committee: nature, arts and crafts, special events, rainy days, athletics. Each committee would generate

program ideas and would be responsible for conducting programs during the camp season. The assistant director would coordinate the efforts of these committees and provide assistance with the actual development of a particular program. Staff members were then given the choice of which camp committee they would like to participate in. Each staff member wrote preferences for their first and second choice of committees. The third day of pre-camp ended with evaluations and singing.

The post-evening meeting of the director, assistant director and counseling coordinator focused on the following topics: unit leaders, staff evaluations, cabinizing the first session living units for staff and campers. A meeting was held with the unit leaders concerning their roles and job functions. Materials to be found in Appendix L were explained and discussed. The remaining topics were then addressed by the director, assistant director and counseling coordinator.

Reveille and breakfast began the fourth day of pre-camp, Friday, in a similar fashion as the previous three. The morning session focused on the emergency procedures used at Daddy Allen. Areas covered included: natural disasters, missing persons, accidents, fire and fire drill. Specific procedures may be found in Appendices A and J. Each unit was given a specific signal to call for assistance via marine air horn sirens. Following this session, a discussion was held about the first session campers and mental retardation. A handout used in this session is to be found in Appendix J. The director led this discussion emphasizing the low-functioning abilities of children and adults who were to arrive on Sunday. The main emphasis of the twelve day session would be health and safety. The people that would arrive Sunday would

demand a tremendous amount of energy in terms of eating, sleeping, bathing, rooming and transportation. Camp program would start at 7:30 a.m. and end with the evening meal, and going to bed. The point was made that this session would be atypical of the camping season and would try all the staff members' patience. Emphasis was placed on counting; as people got up, as people toileted, as people moved from one location to another, etc. Lunch followed, with experienced staff assuming the roles of severely retarded and disabled individuals needing to be fed. Staff were given on-the-job training on how to spoon food, pour liquids, position themselves at the table and what to become aware of in terms of feeding patterns and table manners.

Following the meal, the Activity Director of White Haven Center, an institution serving individuals with mental retardation, followed the morning sessions by talking of institutionalized life and what to expect from the individuals coming to camp. After this discussion, a break was held. The assistant director continued the afternoon session focusing on operational procedures (i.e., laundry, showering, office, excursions, cookouts). These procedures may be found in Appendices A and J. Within the discussion, a typical day as found in Appendix A, p. 191. was focused on. A typical session was covered as shown in Figure 1.

Discussion of the Typical Session

The first Sunday would be explained during the latter morning session on Saturday. Monday's activities would be highlighted by camp council whose function would be to coordinate and plan evening programs and special events. Each unit during this Sunday night gathering, would select two campers and one staff to represent the interests and needs of their respective units on the camp council. During the week, morning and afternoon programs would be decided upon by individuals, cabins, and/or units. Staff

FIGURE 1. Regularly Scheduled Activities During a Session at Daddy Allen

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
FIRST WEEK	staff meeting staff brunch registration welcome meal unit meeting	camp council cabin unit function staff activities meeting camper functional profile	cabin & unit activities	sleep-in cabin & unit activities	cabin & unit activities		unit cook-in unit meeting camper functional profile
SECOND WEEK	sleep-in, continental breakfast brunch slow day Vespers		awards for Council Fire final council fire	packing final banquet unit meetings camper functional profile	campers home clean camp staff meal evaluation session new assign- ments camper medical forms moving break		

meetings would be held on Monday night of each session. The first Monday would be used to review individual camper's concerns and cautions, establish unit staff goals, begin camper functional profiles and review camp council decisions for the session. The first Wednesday and the second Sunday would be sleep-in mornings in which units would bring a cold cereal breakfast, juice, milk and pastry to the unit for breakfast, one half to one hour later than normal reveille. Friday evening would be a unit cook-out dinner which would provide the kitchen staff an opportunity to disinfect the dining hall and have an evening meal off. The unit staffs would meet Saturday night after campers were in bed to review their unit functioning and do the second observation of the camper functional profiles. The second Sunday would be characterized as a slower day with a large brunch held at 11:30 a.m. Vespers would be held after the evening meal and would represent a non-denominational spiritual gathering. Campers and staff would have the opportunity to share readings, thoughts, songs or skits with each other. The second Monday night would serve as an inservice education meeting, reviewing the plans for the rest of the session, and a chance for the staff to come together. The second Tuesday would focus on preparation for the Final Council Fire in which awards would be given to staff and campers by each other. The evening program would consist of the following: the story of previous years' totem pole, new members of the Daddy Allen tribe welcomed; recognition given to the camp council members, a symbol offered to the camp council fire (which would light magically) by each unit; the presence of Wakonda (spiritual being) would be noted; the campers would select a symbol to represent that session on the 1981 totem pole; and singing of traditional camp songs (i.e., Today, Sarasponda, and If I Had a Hammer).

The second Wednesday would be a packing day and preparation for the Final Banquet and dance that evening. Unit staffs would meet later that night to complete the camper functional profiles. The second Thursday would begin one half hour earlier. Campers' luggage would be brought to the dining hall. Linens would be stripped and taken to the laundry, and mattresses would be taken out of the cabins to be aired, prior to the morning meal. Campers would remain in the dining hall after the meal with the unit leaders. Staff working parties, under the lead of the next session's unit leaders, would begin disinfecting and preparing camp for the next session. An afternoon staff meal would be served. Following the meal, staff members would evaluate the session (Appendix O), and receive their new unit assignments, examine campers' medical forms and move to their new unit. Staffs' days off would begin at four o'clock on Thursday and last until Sunday morning, ten o'clock.

Dinner followed a half hour break. The evening session began with camper unit assignments and medical forms. Each unit met for one hour examining the medical forms and sharing information with each other. Staff with previous Daddy Allen experience served as consultants to those who had questions about camper information. The Director of Recreation and Camping joined the evening session and conducted her annual fireside welcome to Easter Seal camping. Following this segment, the staff listened to the tape Macaroni at Midnight--an inspirational talk of what camp has meant to one individual. The fourth day of camp concluded with traditional camp songs.

The fifth day of pre-camp began with reveille and breakfast served at 7:30 a.m. Following the meal, staff members by unit, made beds and stocked the unit with its necessary supplies. Staff moved into their living quarters during this time. The staff reconvened at 11:00 a.m. to discuss the following registration procedure for Sunday:

1. a designated staff person would direct vehicle parking
2. the camp director would welcome each camper and explain the registration procedures
3. designated staff members would check in luggage
4. the assistant director would greet campers and give name tag to camper
5. campers would check in with secretary to open a canteen account
6. campers would be screened by nursing staff
7. a counselor would walk with camper to their unit and introduce the camper to the unit leader
8. the unit staff and campers would begin unpacking
9. the evening meal would be served at 5:30 p.m.

10. After the meal, units would return to finish unpacking and discuss regulations, policies, activities and camp council.

Each staff member was given typical questions to ask when talking with campers and parents or guardians (Appendix J). Role playing was done in terms of greeting individuals, talking confidently, and respectfully.

Lunch was held at noon after a general cleaning of camp (white winging) and the completion of a variety of miscellaneous tasks (i.e., setting up the tennis court, surveying the staffs' swimming abilities, fire extinguishers placed in Arts and Crafts, disinfecting the Dining Hall, completion of nature trail signs and distribution of air horns (emergency communication system)).

The first part of the afternoon session was devoted to the second phase of the research pre-testing (Profile of Organizational Climate and Profile of Conflict Characteristics). Upon completion of the questionnaires, time was spent reviewing activities that can be done in camp (see Appendix A, pp. 203-205). Unit staffs brainstormed various program ideas. Unit staffs were given time to create late duty, rest duty and supply rosters and review camper medical forms. Evaluations were done of Saturday's pre-camp sessions. The last event was the stringing of the flag pole. Staff was given from four o'clock p.m. to ten o'clock for their rest and recreation period. Taps was played at eleven o'clock. Sunday began with a serve-yourself continental breakfast from 8 to 9:00 a.m. From 9 to 11:30 a.m. unit staff made name tags for their campers, color coding each tag with appropriate symbols for allergies, seizures, etc. Name tags above beds were also made during

this time. Unit staffs selected who would be in the units with the unit leader and who would serve as welcomers/runners during registration. Brunch was served at 11:30 a.m. Staff, after completion of the meal, were given approximately one half hour to prepare themselves for registration. Those staff who were to serve as welcomers met in front of the dining hall at 12:55 p.m. for a supportive circle and song. Registration began at one o'clock for the institutional session.

Discussion

Pre-camp provided the initial opportunities of staff relationships and understandings to grow. Emphasis was placed in the sessions on staff accepting the responsibility for the health and safety of people in camp. Opportunities were provided for staff to develop skills in outdoor living, community living, observation and evaluation, health and safety, interpersonal functioning, personal hygiene facilitation, activities of daily living and body mechanics which is similar to Ross (1971) and Sessoms et al. (1978) work on pre-camp training.

The educational and actual skill development sessions represent an avenue in which pre-service professionals and professionals within human services can continue to grow and explore. This type of experience is advocated by the Myers (1980) and Wald, et al. (1970) as viable contributions to the professional and personal development of future human service providers.

Sessions

The actual program for each of the sessions at Camp Daddy Allen will be described in the following section. Within each session the

following areas were used to describe the session's events and activities. Clientele description, living arrangements, program schedule, critical incidents, and staff evaluation.

Session I

As seen in Table 1, a total of 120 campers attended either one week or the full two weeks of Session I, June 22 to July 3. Twenty-eight campers attended the first week only. Thirty-four campers attended the second week only. A total of fifty-eight campers attended the full two-week session.

TABLE 1. Crosstabulation of Campers' Age by Sex

Age	Male	Female	Total
6-15	1	0	1
16-20	3	3	6
21-44	38	46	84
45-65	15	12	27
66-85	2	0	2
86-up	0	0	0
Unknown	0	0	0
Total	59	61	120

Of the campers in attendance, fifty-one percent were female and forty-nine percent were males. Ninety-three percent of the individuals were over twenty-one with 29 of these people forty-five years or older.

As seen in Table 2, the primary disability of these people was mental retardation, although many people had multiple disabilities. Of these campers, 94 (seventy eight percent) were returning campers. Forty-eight percent (57) of the individuals were wheelchair bound with

TABLE 2. Crosstabulation of Campers' Primary Disabilities by Sex

	Male	Female	Total
CP	1	1	2
MD	0	0	0
Spina Bifida	0	0	0
Accident	0	0	0
Other	0	1	1
MR	58	59	117
Total	59	61	120

approximately ten percent independent wheelers. Twelve individuals scheduled to attend Daddy Allen did not show for reasons of sickness, personal choice, or unacceptable behaviors.

Of those people who did attend Daddy Allen, 118 were from state institutions (White Haven, Hamburg, Pennhurst, Selingsgrove). Two campers lived at home with their families. The following totals of campers had medical conditions that demanded alertness of the staff:

Thirty seven campers with seizure precautions
 Nine campers with sun precautions
 Three campers with skin sensitivity
 Nineteen campers with food/diet control
 Eleven campers with drug allergies

During the first week of the session the living arrangements were:

Unit II 17 campers and 5 staff (counselors)
 Unit III 20 campers and 6 staff
 Unit IV 29 campers and 8 staff
 Unit V 20 campers and 7 staff

During the second week of the session the living arrangements were:

Unit II 21 campers and 5 staff
 Unit III 21 campers and 6 staff
 Unit IV 28 campers and 8 staff
 Unit V 20 campers and 7 staff

Staff (water safety instructor, camp aide, arts and crafts director, secretary and chauffeur) assisted with Units III, IV, V that housed individuals requiring additional care.

Program Schedule

The first session camping with individuals with various degrees of mental and institutional retardation resulted in a variety of activities. Each unit was responsible for creating its session program. With this population, staff was more assertive in terms of decision-making. Although health and safety were of primary concern, as much as campers could initiate and complete activities of daily living (i.e., washing, eating and bathrooming) as well as camp events they were encouraged to do so by staff. The counseling coordinator was responsible for integrating and charting the different activities. As seen in Figures 2 and 3, a variety of large group, small group and individual activities took place.

The first two days of the session were devoted to providing and learning what it takes to provide a healthy and safe camping experience. Staff learned how long it takes to transport twenty-nine individuals in wheelchairs from beds to wheelchairs, cabins to washhouse, washhouse to dining hall, etc. Staff were learning how to work effectively, so that campers and staff could enjoy other types of camp activities. With the large number of wheelchair people, staff learned to schedule rest hours in locations that would facilitate afternoon experiences in other areas of the camp. Showers were major activities with each unit showering every other day either during the morning or afternoon activity

FIGURE 2. Activities Done During the First Week of Session I

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MORNING	Unpack Settle in & get acquainted	II -Nature trail III-Showers IV -Games @ Rec. Hall V -Exercise & Microplots @ Jay's Nest	Unit sleep-in eat in All camp Field Trip	8:15 Pat Drogan Dancersize Class II -Make hats & Kites @ ACC III-Showers & games IV -Showers & games V -Letter writ- ing @ Council Ring	8:15 Pat Drogan Dancersize Class PRESTO - CHANGO Camper change II -Showers	8:15 Pat Drogan Dancer- size Class II -Finger Painting @ Dining Hall III-Showers IV -Face Painting V -Ball game @ Rec. area
REST HA. LOCATION	II, III, V in Units IV @ shower- house	II -Pool III-Jay's Nest IV -Unit V -Washhouse	II -Unit III-Jay's Nest IV -Infirmary V -Pool	II -B Field III-Rec. Hall IV -Unit V -Showerhouse	All in Units	II -Rec. Hall III-Courts IV -Infirmary V -Dining Hall
AFTERNOON Registration Unit settle in & Relax	Settle in	II -Swimming III-Stories & stick collect- ing @ Jay's Nest IV -Games @ Unit V -Unit activity	II -Showers, Unit clean- up III-Swimming IV -Showers V -Swimming	II -Fly Kites III-Letter writ- ing IV -Hose down & Shower	More Presto- Chango	II -Write Post cards - Rec. Hall III-Nature Trail IV -Showers V -Finger painting @ Dining Hall
EVENING Get acquainted dinner	SINGING		EATING		UNIT COOKOUT & UNIT FUN	SLEEPING
						SESSION <u>1</u> WEEK <u>1</u>

FIGURE 3. Activities Done During Second Week of Session I

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MORNING Sleep-In! Relax! :00 - 3:00 Continental Breakfast 11:30 - Brunch	II - Showers III - Make hats for dance @ A&C IV - Hike & Picnic @ "A" Field V - Rec. Hall/ basketballs	II - Hike to stream & Picnic III - Shower mission IV - Cowboys & Indians / prepare fire- wood @ Council Ring V - Hike & Picnic @ Falls	Unit Sleep-in! & Picnic Pack your bags! II & III - Shower V - Mini Olympics	DEPARTURE & CLEAN-UP		
REST HR. LOCATIONS II, IV, V - Din- ing Hall III - Unit	II - Dining Hall III - Rec. Hall IV - "A" Field V - Washhouse	II - Near pool III - Dining Hall IV - Infirmary V - Falls	II, III, IV in Units V - Infirmary	CLEAN-UP		
AFTERNOON Extended Rest (Post Cards) Vespers Quiet thoughts & Singing	II & III CDA DISCO DANCE w/ Phil Demora IV - Hike from "A" Field V - Showers	P. Drogan Exerci- se II - Swimming III - Painc counse- ors bodies @ A&C; Marcee & Randy's Magical Mystery Tour IV - Showers V - Take in sights All prepare for P.J. Dinner & Awards Ceremony	II & III - Scrub- up V - Showers All prepare for FINAL BANQUET	CLEAN-UP		
EVENING SINGING EATING SLEEPING		P.J. DINNER Awards Ceremony	FINAL BANQUET & DANCE Farewells!!!			
						SESSION <u>1</u> WEEK <u>2</u>

periods. On Tuesday, people began doing different activities such as walking the nature trail, playing beach ball volleyball on a tennis court, and environmental awareness using micro plots to examine the wonders of nature. Swimming was done in the afternoon activity period with primary emphasis placed on enjoyment of the water. The rules and regulations of the swimming program as well as types of structured activities can be found in Appendix N. During the

time period before the morning meal, flag raising and musical exercise programs took place. Different people were given a chance to be responsible for raising the flag. During meals, capable campers helped serve food, clean tables and assisted in feeding other campers who needed help.

On Friday of the first week, a changeover occurred as first week campers and second week campers ended and began their camping experiences, respectively. Campers went home with transportation provided by their institutions. Other campers arrived in camp. Friday evening program consisted of the individual unit cookouts. The second week of camp saw a greater variety of activities as more of the campers functioned at a higher level in terms of personal hygiene and social awareness. The session ended with campers and staff dressing up for a final banquet followed by live music provided by local community volunteers.

During this session, total staff meetings and unit staff meetings occurred. During the first Monday night staff meeting, the following items were discussed: sharing of camper precautions by units, how to take care of soiled linen, who will leave on Friday and times of changes, how to do camper functional profiles, and establishment of unit goals. Each camper had a functional profile done by their counselors. The camper functional profile is shown in Appendix M along with instructions for completing it. The following goals resulted as each unit established simple, realistic goals:

- Unit II
- 1. Have the unit cleaned by breakfast
- 2. Journey through the nature trail safely.
- 3. Have a good time and enjoy the day.

- Unit III
1. Will survive showering (1-½ hrs.)
 2. Will gather laundry together
 3. Have a good time at the falls
 4. Will be back in time for dinner (early even)
- Unit IV
1. Help each other wake up and get ready for the morning
 2. Thank everyone that helps out
 3. Wrap-up clothing inventory
- Unit V
1. To have planned activities ready each day
 2. Organize more--give duties to each person
 3. Hold unit meetings at regular and specific times.

Thursday evening an emergency staff meeting was held. This meeting will be discussed under critical incidents. The second Monday evening staff meeting focused on: positive feedback of staff performance, the rest of the session, advance planning for excursions, brainstorming of food available for cookouts, inservice education for the upcoming session and staff committee meetings. The excursion procedure was discussed with attention placed on accomplishing the necessary requisitions forty-eight hours in advance (Appendix N). The inservice education focused on what to expect of children and young adults. The handouts found in Appendix Q generated a discussion of how to earn respect with the following concepts covered:

show people consequences of their actions
 children want attention, yet need encouragement
 to find useful ways of behaving
 remember children play and as staff can we
 remember to play
 techniques for quieting children at bedtime

Each staff met and began brainstorming different types of activity ideas using a handout of nature and ecology ideas (Appendix Q) and 200 ideas in the staff manual (Appendix A).

During the session, at various meals the director, assistant

director, nurse and assistant nurse would discuss the day's occurrences. Following selected meals, the counseling coordinator, assistant director, director and unit leaders would exchange ideas, information and concerns. Based on the unit leaders' input, a feedback session was held on the second Thursday afternoon staff meeting where each unit staff member wrote three things they liked about each of the fellow unit staff members and one area in which that person could improve. Staff would be given time to read and question the comments that were addressed to them.

Critical Incidents

The weather during this session was consistently warm and clear. Temperatures were consistently in the high 70s and low 80s, as climate facilitated camp activities and programs. During this session a number of events occurred which warranted special attention.

The first incident concerned a camper who on the first night of being in camp, Sunday, was taken to the hospital for respiratory problems. The late duty person noticed a camper having irregular breathing patterns. The camp nurses determined that hospitalization was required. The chauffeur, a counselor and a nurse accompanied the camper to the hospital. The camper returned to the institution after being stabilized at the hospital.

The second critical incident occurred three days later. A camper was lost for thirty-three hours, to be found in excellent physical condition, one half mile from Daddy Allen. In those hours of dealing with a missing person, approximately 15,000 acres of land were searched in a

massive rescue mission involving many volunteers. A detailed chronicle of the events is to be found in Appendix P.

The third critical incident also occurred on the first Wednesday of the session. The chef-manager had not been providing adequate services in terms of the contract between Easter Seals and the food service company. The food service management replaced this individual with a more experienced person. On Thursday after the camper was found, and the evening meal prepared, the new chef-manager was taken to the local hospital for a condition that was under treatment. The medical personnel at Daddy Allen had screened the chef on Wednesday and were aware of the individual's condition. The emergency trip was taken as a precautionary measure and resulted in the chef returning to camp, but necessitating further medical treatment. On Monday the person was re-hospitalized and the food service management provided temporary replacements until a permanent chef could be hired. The permanent chef arrived during the break weekend, resolving the temporary status of the previous chefs.

From the infirmary perspectives, the following incidents occurred as they are summarized in Figure 4. As typical of the change from institutional food and routines to camp food and life, the major attention of the nurses was focused on gastro-intestinal blockages and flows. Although the weather was dry and warm, the major focus of staff treatment was centered on respiratory conditions.

Additional perspectives of Session I are presented by the following excerpts from the assistant director's and counseling coordinator's seasonal evaluations.

FIGURE 4. Infirmary Session I Summary

Camp		Medical Report	Date	
DANNY ARIZON		Period	JUNE 22 - JUNE 30, 1980	
Minor Cases	Treatment	Campers	Cases	
			Staff	
Athlete's Foot	Desenex	0	1	
Backache	-	0	0	
Gastro-Intestinal				
Nausea	Maalox, light diet	5	2	
Vomiting	NFO, Maalox	4	0	
Diarrhea	Kaopectate, diet	5	1	
Constipation	M.O.M. Evacugen, Ducolax or Enema (Fluicid)		3	
Headache	Tylenol	6	20	
Choking	Cleared Obstruction	2	0	
Infection				
Wound	-	0	0	
Eye	Wash, Neosporin	2	1	
Impetigo	-	0	0	
Bladder	-	0	0	
Insect Bites				
Bee Sting	Bee sting Antiseptic	0	1	
Mosquito Bites	Caladryl	4	0	
Menstrual Cramps	Tylenol, Heat, Rest	6	6	
Poison Ivy	-	0	0	
Sunburn	Solarcaine	1	0	
Toothache	Tylenol; Ambesol	4	1	
Upper Respiratory	ASA, Dimetapp	7	24	
Cold				
Sore Throat	ASA, Chloraseptic, Throat lozenges	3	24	
Earache	Tylenol	0	1	
Skin Irritations	Clean & Dry Meds as ordered	6	0	
Wounds				
Bruises	Tylenol or no treatment needed	5	0	
Lacerations	Cleaned & dressed, Antiseptic	0	2	
Brushburns/abrasions	Cleaned & Antiseptic	11	0	
Blisters/corns	Cleaned, dressed, padded PDM	5	2	
Sprain	Acc. Ice, Elevate, rest	2	0	
Splinters	Removal & cleaned	3	4	
<u>Major Cases</u>				
Regina G.	Respiratory Distress	Erio-I	Runaway	exposure
Dol C.	Circ. & Resp. difficulty			
Charles E.	Lymphocytosis-Viral syndrome			
Total Number of Cases For Session				
<u>Infirmary Report</u>				
	<u>Admissions</u>	<u>Discharges</u>	<u>Total</u>	
Campers	3	3	3	
Staff	1	1	1	

During the institutional session, the staff found it difficult to plan programs. The main reason for the problem was the enormous amount of time it took to attend to the physical care of the campers. Another reason was the varied abilities of the campers. Working in cabin groups was extremely difficult due to the number of staff required to attend to needs. Therefore, most activities were done in Unit groups. The basic program for the evening was preparation for bed and sleep.

With the exception of the handful of returning staff, I think we were all pretty scared when that opening Sunday came around--no one knew quite what to expect. Then, when the campers did arrive and we had begun to realize their needs, the tears started to fall. Eventually however, as the units began to get the bugs out of their organization, the daily schedule began to run smoother.

I believe that the turning point of the session came when we had the changeover in population. With a week's experience under our belts and with a partial change-of-faces, the whole staff seemed somewhat refreshed and in better spirits.

This session was more or less an extension of pre-camp in that we talked of what camp is all about but we needed to see it happen with campers to really understand it. By making mistakes in a slower-paced session we all learned and are more prepared for the sessions to come.

I feel that the teamwork and cooperation we had talked about was present as evidenced by all the help unit four received and by how well the people within the units worked together. The staff did grow and the campers did have fun in a safe and healthy atmosphere. There was some fun in it for all of us.

After cleaning and preparing camp for Session II on the second Thursday, an afternoon staff meeting was held following a staff meal. Each staff member anonymously evaluated the session using a form found in Appendix O. The evaluations were tabulated by the assistant director and presented during the following Sunday's morning staff meeting. Results of the staff members' responses are presented in Figure 5 as a frequency distribution.

As seen in Figure 5, a majority of staff members perceived the overall functioning of camp (Section I) as average or better.

FIGURE 5 . Staff Evaluation of Session I

CAMP DADDY ALLEN
EVALUATION OF THE SESSION 1980

SESSION 1

Section 1	Poor	Below Average	Average	Above Average	Ostg.
1. The objectives of the camp were appropriate for the campers	1	2	18	5	3
2. The objectives of the camp were met		3	16	8	2
3. The objectives were designed to meet the camp's goals & objectives		1	17	11	1
4. The activities were appropriate for the campers		2	22	5	2
5. Adequate staff was available to provide camper /w assistance to complete activities	7	14	3	5	
6. Adequate time & materials were available to complete activities	3	12	13	4	
7. The group size was appropriate for activities.	5	13	7	5	
8. Overall, the camp experience was effective.	1	3	19	7	1
Section 2					
1. Can establish routine of daily life for the group.			13	15	1
2. Can set & enforce behavior limits	1	6	12	10	
3. Can control potentially emotionally charged situation	1	3	15	10	
4. Consistent in behavior & sessions		3	10	6	
5. Can communicate verbally & non-verbally /w campers		3	13	14	1
6. Can adapt camp program to be therapeutic.	1	5	10	12	1
7. Can work independently or as a team member.			10	16	3
8. Can communicate /w peers & supervisors.		4	13	10	3
9. Have good observation skills		3	13	12	2
10. Can motivate the group		4	18	9	1
11. Have good listening skills		3	11	13	3
12. Have ability to interact /w campers on their level.		1	11	13	4
13. Understand child development		2	16	10	1
14. Ability to explain ideas clearly		5	16	9	

Specifically, items 1, 2, 3 and 8 relating to camp objectives, goal attainment, appropriate activities and effectiveness of camp respectively were seen as average or better by at least eighty-nine percent of the responding staff. For items 5 (adequate staff), 6 (adequate time), and 7 (group size), a majority of responding staff perceived these areas as average or below.

In Section 2, individual perceptions of how each one functioned during the session were rated. For each of the fourteen skill areas, at least seventy-five percent of the respondees considered their personal performance as average or better.

In Figure 6 below, the open-ended evaluation responses of the staff are shown. Thirteen staff felt that eating was the most liked activity by the campers, followed by dancing with eleven staff responses.

FIGURE 6. Staff Evaluation of Session I

Section 3

1. What activity did you feel was most liked by the campers?

Dancing-11	A&C-4
Eating-13	Singing-3
Swimming-6	Showers-2
Games & Activities-7	
2. What activity was liked least by the campers?

Exercise(walking)-11
Rest hour/bed time-6
Showers-4
A&C-4
3. If you could change one thing at camp, what would it be?

Larger staff-9
Shorter institutional session-9
More time for activities-4
Staff attitudes-2
4. ~~Better dispersion of w/c-3~~
What one thing would you want not to be changed?

Layout of camp-5
Staff closeness-9
Unit closeness-6
Having an institutional session-3
5. Name one activity you think should occur more often.

Entire camp activities-8	Campfires-2
Dances-6	Ball games-2
Swimming-6	
Sleep-in meals-2	
6. Name one activity you think should occur less often.

Sleep-ins-2
Canteen visits-2
Walking-2
7. Specify any problem you encountered during the camp session.

Problems dealing with people/communication-16
Too much to do & too little time-5
Not enough personal time-5
Late Duty difficulties-3

Open-ended responses showed differing perceptions of the same activity (e.g., two staff felt more sleep-ins should occur while two staff felt the opposite). Of importance is the feeling of staff closeness, with nine people indicating they would not change this. Fifteen people had problems of communication with either staff or campers.

Session II

The second session was designed as a children and young adults session, ages eight through sixteen. As seen in Table 3, a total of fifty-one campers attended this session, July 6th to July 17th. All were at Daddy Allen for the full session.

TABLE 3. Crosstabulation of Campers Age by Sex

Age	Male	Female	Total
6-15	27	13	40
16-20	5	3	8
21-44	2	1	3
45-65	0	0	0
66-85	0	0	0
85-up	0	0	0
Total	34	17	51

Of the campers in attendance, sixty-seven percent were male and thirty-three percent were female. Seventy-eight percent were between the ages of six and fifteen.

As seen in Table 4, the primary disability was other (nineteen) followed by cerebral palsied campers (twelve).

Of these campers, forty-four (eighty-six percent) were

TABLE 4. Crosstabulation of Disabling Condition by Sex

Disability	Male	Female	Total
CP	7	5	12
MD	0	0	0
Spina Bifida	0	0	0
Accident	2	2	4
Other	15	4	19
MR	7	3	10
Unknown	3	1	4
Total	34	17	51

returning campers. Eighty-two percent of the campers were ambulatory with the remaining individuals wheelchair bound. Ten individuals scheduled to attend Daddy Allen did not show for various reasons. Ninety-four percent of the campers resided with their families in communities throughout Eastern Pennsylvania. Three campers resided in a group home. The following totals of campers had medical conditions that demanded alertness of the staff:

Six campers with drug allergies
 Three campers with seizure
 Three campers with allergies
 Three campers with food/diet control

Campers and staff during the session lived in the following unit arrangement:

Unit II 13 campers and 6 staff
 Unit III 13 campers and 6 staff
 Unit IV 15 campers and 8 staff
 Unit V 10 campers and 6 staff

The water safety director, arts and crafts director, chauffeur, secretary and camp aide also were assigned to a unit to serve as support staff when their other responsibilities were accomplished.

Program Schedule

Emphasis of this session, reflected a different approach than that of the first session. Campers were given much more responsibility in the planning and creation of the camp program. In addition, the independent mobility of the campers was greater as well as having an interest in doing many more activities. The radius of activities expanded from the immediate Daddy Allen site to the different areas within the state park. The time spent on personal hygiene needs and medications was significantly less than the previous session.

Beginning with registration day, campers were involved with unpacking and inventorying their clothes. After the welcome meal, each unit returned to their unit where the following took place:

- a) learning each others names
- b) learning camp rules
- c) electing camp council representatives
- d) sharing interests and creating evening program ideas
- e) creating a unit name, song and chant

The schedule of activities done during this session are presented in Figures 7 and 8. As evidenced by the activity schedule, many of the units and cabins took a variety of hikes and excursions to Sandy Springs, fiord, and various streams. Along these hikes, people would collect trash, take time for environmental awareness and sing. Looking for snipes and wampus captured the imaginations of many campers and staff. Major programs included Olympics, Haunted House, and talent shows. The nature programs expanded from hikes to projects such as cleaning and clearing culverts and clearing the council fire ring. Different cabins and units began using the outpost areas (A and B fields) for sleeping out.

FIGURE 7. Activities Done During First Week of Session II

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MORNING	II -Showers/ Games @ Rec. III-ASC Unit song & banners IV -In unit for songs & banners V -Chapel for unit theme	II -Clean-up unit Softball @ "B" Field III-Showers IV -Games/Rec, Mal V -Games/Unit	SLEEP-IN & EAT- IN III, IV -Depart for Sand Springs II -Letter write V -Nature Trail	II & V-Hike to Sand Springs III- Rec. Hall/ volleyball showers IV -Council Ring Talent Show prep.	II -Showers/clean culverts III-Flord IV -Nature Trail V -Unit clean-up Make hacky- sacs	II -Breakfast cookout III-IV -Organize Crazy Olympics V -Breakfast Cookout
REST HR. LOCATION	II -Jay's Nest III-"B" Field IV -Showerhouse V -Pool by the bridge	All at Units	I/- Pool III & IV -Sand Springs V -falls	II & V -Sand Springs III-Unit IV -ASC	II -Unit III-Flord IV -Pool V -Unit	Pool side - ALL UNITS
AFTERNOON Registration & Un-pack THE BLOB-WALKS	II -Mike Reimer's Point Trail III-Cowboys & Indiana/Soft- ball @ "B" IV -Showers/ Council Ring V -Swimming	II -Falls/Fish & Letter write III-Swim & Letter Write IV -Plan activit- ies /@ Unit V -Showers/ Camp Tour	II -Swimming III & IV -Sand Springs V -Creek & Bugs	II-Sand Springs III-Swimming IV-ASC / Talent Show Prep. V -Sand Springs	II & V-Set-up for Campout/volle- ball III-Flord IV -Swimming & showers	CRAZY OLYMPICS Water & Field Games
EVENING Units get acquai- ted & planning songs. Rules & Regulation Marshmallow Apast	RECREATION BEFORE ALL MEALS CDA's FIRST PJOK & R REVIVAL DANCE	New Games	Nature Scavenger Hunt	Talent Show	UNIT COOKOUT II & V -Rain-out Sleepout IV -Stories III-Games	Final Crazy Olympic events & Awards Ceremony III & IV -Sleepout @ "B" Field
						SESSION 2 WEEK 1

Code: Roman numerals = Units
A & C = Arts and Crafts

FIGURE 8. Activities Done During Second Week of Session II

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MORNING Unit sleep-in & cook-in II - Plan Vespers III-IV Plan Vespers V -Showers & Plan Vespers	II -Haunted House prep/ Shower III & IV - Hike to Falls V -Halloween Costumes/Unit	II & V-Depart / Sand Springs III-Mike/Reimer's Point IV- Asc-Sports D-Jewelry E-Painting F-Showers Fishing	Unit Cook-in & Sleep-in II & III-Showers V- Hike around Camp ALL PACK II	BYE - BYE II PREPARE FOR SESSION 3	COA REST HOUR	
REST HR. LOCATION At the Units	III & V - Falls II & IV - Unit	II & V-Sand Springs III & IV/Units	IV - At Unit			
AFTERNOON Cookie Bake Haunted House Swimming Relax	II -Haunted House prep/ Swim III-IV-Picnic / Swimming V -Finish Hacky Sacs near stream	II & V-Beech Fun @ Sand Springs III-Mature Trail Showers IV- A,C -Swim D-Body Paint E-Falls & Swimming F-Body Paint	IV & V-Showers ALL PREPARE FOR FINAL BANQUET			
EVENING VESPERS	Costume Dinner Halloween Night Haunted House II & V-Sleep-out	Council Fire & Awards, Songs, Marshmallows	FINAL BANQUET & LAST CHANCE DANCE Farewells			
						SESSION <u>2</u> WEEK <u>2</u>

Code: Roman numerals = Units
Alphabet = Cabins in unit

Additional opportunities were provided for campers to assume responsibility of camp life. Campers assisted with the canteen operation, ordering supplies, taking orders, and tallying daily receipts. Campers assumed the editorial positions of the camp newspaper as two staff members worked with them to create the paper which was then given to each camper when they went home.

Staff members were forced to change pace to keep up with the young campers. The first Monday night staff meeting focused on sharing camper information, staff as a model, brainstorming use of USDA food, camp committee involvement, report of camp council decisions and mid-season evaluation:

The staff on special events took on the responsibility of planning Olympics; on evening program--Talent Show; on Nature - Scavenger Hunt, and Rainy Day - Haunted House. Wherever campers could be involved, they were. The Haunted House was created by the older campers, in Unit II. The Rec Hall was converted into a house of horrors, including a tape of mysterious sounds that highlighted a cauldron of steaming vapors, as the older campers became the inhabitants of the haunted house.

Each staff member was given a self-evaluation form to complete (Appendix 0). During the next two weeks, either the camp director or assistant director would talk with each staff member about their evaluations.

The following Monday night agenda was created by the whole staff as the counseling coordinator solicited items from staff members. Topics covered included: ways to relax at the end of the day, clumping of units and kitchen concerns.

Certain staff members needed assistance in unwinding at the end of the day. The staff brainstormed ideas that might help. An area of concern was the "lumping" of people by units in activities. A carryover from Session I was occurring as people would go to activities as units. The staff reached agreement that activities would be done in smaller groups or at an individual level. Different cabins from different units

would plan to do activities together. The last item concerning the kitchen will be addressed in critical incidents.

Critical Incidents

The weather during the session was hot and sunny, with temperatures in the low 80s. Toward the end of the session, the dryness became humidity with temperatures in the 90s.

The shift from the first session to active children and young adults in the second session took adjustment by the staff. Although staff and campers reflected a happiness with each other, learning how to keep up with children, playing in smaller groups, dealing with active/ changing attention spans, and traveling to other areas within the state park kept the staff on-guard.

Another critical incident was the performance of the kitchen staff. The original second cook left for a vacation. The chef/manager was left without a second cook for five days. The quality of service deteriorated as the food service management and camp director did not see eye-to-eye. As a result, the camp director, Director of Recreation and Camping, and upper level food service management personnel met with the camp staff on the last Thursday of the session. The result was replacement of the chef/manager. One of the kitchen staff members hired by Easter Seals left as a result.

The last critical incident was the expected loss of two staff members who had notified the camp director that they would not be able to honor their contractual agreement due to family matters. One person was the water safety instructor and the other was a kitchen

staff member.

Because of advance notice, the camp was able to find a replacement WSI for the rest of the summer. The loss of the kitchen staff person plus the other kitchen person leaving, left the kitchen short staffed for the third session. The situation was alleviated by having the camp aide assume launderer duties, the launderer assume kitchen duties and rotation of counseling staff members to the kitchen.

From the infirmary perspective, the following incidents occurred as summarized in Figure 9. A marked decrease in the frequency of camper and staff cases can be noted from Session I. The most frequent camper visits was due to insect bites as that part of the Pennsylvania summer is noted for, and blisters that can be attributed to the amount of walking/hiking. Among staff visits, the most frequently cited reason was upper respiratory disorders.

Additional perspectives on Session II are presented by the following excerpts from the assistant director's and counseling coordinator's seasonal evaluation.

The second session came as a surprise to many. The children and young adults were much more active and capable. After a period of adjustments programming began to happen. There was input from campers in the unit groups and within camp council. The staff had to adjust from programming for campers to programming with them.

The following are observations:

More outings took place

The nature program started to spark some interest

The staff could relate better to children than they could to campers in the first session

This session proved to be a learning session

The second session turned out to be the 1st real session of camping. Many things were talked about during pre-camp never started happening until the second session. Because of this, I don't feel we were running full swing and offering the most we could until the 3rd session.

FIGURE 9. Infirmary Session II Summary

Camp <u>Daddy Allen</u>		<u>Medical Report</u>		Date <u>7/6/30 - 7/17/30</u>
		Period <u>2nd Session</u>		
<u>Minor Cases</u>	<u>Treatment</u>	<u>Cases</u>		
		<u>Campers</u>	<u>Staff</u>	
Athlete's Foot		0	0	
Backache		0	0	
Burns		0	9	
Gastro-Intestinal				
Nausea		4	4	
Vomiting		4	1	
Diarrhea		6	7	
Constipation		9	3	
Headache		2	27	
Infection				
Wound		0	0	
Eye		1	1	
Impetigo		0	0	
Bladder		0	0	
Insect Bites				
Bee Sting		0	1	
Mosquito Bites		10	2	
Menstrual Cramps		0	4	
Poison Ivy		0	0	
Sunburn		3	3	
Toothache		0	1	
Upper Respiratory				
Cold		3	21	
Sore Throat		4	16	
Earache		1	1	
Skin Irritations		1	0	
Wounds				
Bruises		0	0	
Lacerations		5	5	
Brushburns		13	3	
Blisters		3	1	
Sprain		2	12	
Splinters		6	3	
<u>Major Cases</u>				
-- Laurie A	-- Recurrent	-- Patty H	(Burns)	
sore throat				
<u>Total Number of Cases For Session</u>				
<u>Infirmary Report</u>				
	<u>Admissions</u>	<u>Discharges</u>	<u>Total</u>	
Campers	<u>1</u>	<u>1</u>	<u>1</u>	
Staff	<u>2</u>	<u>2</u>	<u>2</u>	

The second session brought new problems to the staff. All of a sudden it was time to shift gears for the incoming children. The change was a welcome one for the staff because they were tired from activities rather than "hospital care."

The programming was a little hectic because there was not a priority the previous session. However, the adjustment was made rapidly and I think that plenty of opportunity was made for the campers to have fun.

The staff was probably at its best in this session because it still had energy and also because they had campers who could do things and enjoy more.

The staff evaluation period was held during the second Thursday afternoon session with the results shown in Figure 10.

The staff members' perceptions of overall camp functioning (Section 1) reflect a majority of staff viewing the session as average or better. For each of the items, at least eighty-four percent of the respondents perceived Session II as average or better. When compared with Session I, more people perceived camp as above average and outstanding during Session II.

A similar response pattern was obtained in personal functioning (section 2). More respondents perceived their skill performance as above average and outstanding as compared with their performance during Session I.

In Figure 11, the open-ended evaluation responses of the staff are shown. Staff perceived the haunted house (eleven) and swimming (eleven) as the most liked activity by campers.

A greater range of responses was obtained for each of the questions. This reflects the diversity and variety of activities that were done during this session. As in Session I, the responses of staff members during this session began experiencing more difficulties with each other as indicated by the responses to question seven.

FIGURE 10. Staff Evaluation of Session II

CAMP DADDY ALLEN
EVALUATION OF THE SESSION 19 80

SESSION II

Section 1	Poor	Below Average	Average	Above Average	Ostg.
1. The objectives of the camp were appropriate for the campers	0	2	11	15	3
2. The objectives of the camp were met	0	4	15	11	1
3. The objectives were designed to meet the camp's goals & objectives	0	3	17	9	2
4. The activities were appropriate for the campers	0	3	11	15	2
5. Adequate staff was available to provide camper /w assistance to complete activities	0	5	3	19	4
6. Adequate time & materials were available to complete activities	3	4	16	6	0
7. The group size was appropriate for activities.	1	4	10	13	3
8. Overall, the camp experience was effective.	0	0	15	13	13
Section 2					
1. Can establish routine of daily life for the group.	0	0	16	15	0
2. Can set & enforce behavoir limits	0	3	17	11	0
3. Can control potentially emotionally charged situation	0	5	12	11	2
4. Consistent in behavoir & sessions	0	2	16	11	0
5. Can communicate verbally & non-verbally /w campers	0	0	11	17	3
6. Can adapt camp program to be therapeutic.	0	2	15	14	0
7. Can work independently or as a team member.	0	3	9	14	0
8. Can communicate /wpeers & supervisors.	0	2	14	15	0
9. Have good observation skills	0	2	16	12	1
10. Can motivate the group	0	4	5	20	1
11. Have good listening skills	0	1	6	20	1
12. Have ability to interact /w campers on their level.	0	1	3	22	3
13. Understand child development	0	1	10	20	0
14. Ability to explain ideas clearly	0	1	16	14	0

* NOT ALL PEOPLE RESPONDED TO EACH STATEMENT

FIGURE 11. Staff Evaluation of Session II

Section I

1. What activity did you feel was most liked by the campers?
 haunted house (11) evening activities (2)
 games night (2) Olympic Day (2)
 Sand Springs (9) dance
 swimming (11) A&C prep for program
2. What activity was liked least by the campers?
 Tell Me Why Sleep out Late meals
 Rest hour (12) Results of Scavenger Hunt baseball game
 Singing (3) Evening-Olympic Day
 Showers (2) A&C(3)
3. If you could change one thing at camp, what would it be?
 decentralize planning of act.
 paint backboard announcements more=unit time overnight/out of camp
 light lunch food srvc.(2) small group (2)more personal time
 Tell Me Why inter unit act. play w/campers unit committees
 up motivation flexibility of rest hr. uninvolved campers
4. What one thing would you want not to be changed? cont'd
 unit outings, adaptability, unit set-up, nice staff (2), awards night,
 all camp activities(2), programs, ratio of staff/campers(3), late duty,
 order, 3 meals/day, admitting severely handicapped, Job Johnny location,
 normalization, love of campers 7 camp, unit closeness, length of rest hr.,
 traditions-totem pole, council fire,final banquet(5) togetherness.
5. Name one activity you think should occur more often.
 all camp act.-pool, small group, sleepouts, hikes, polar bear swims,sports,
 dances(3), fishing, tire out campers, rotate staff @ meals, unit meetings,
 weekend excursions, working on totem pole, cookouts, campouts,
 environmental activities.
6. Name one activity you think should occur less often.
 announcements, sitting around, total unit activities, late meals, bathroom,
 swimming, boisterous meals, evening all camp act., eating in the dining hall,
 frisbee & ½ wait to eat, canteen.
7. Specify any problem you encountered during the camp session.
 adaptation to heat & humidity, dealing w/frustration, behavior problems,
 M.R.'s mingling, late meals-irritable, unit outings-boring, staff looking
 out for own needs, slow transportation of w/c. losing patience, stubborn
 campers, discipline, dictatorship, unit leader, inconsistency, special treat-
 ment of certain campers (see below)
 #3 cont'd:group by disabilities, staff/central staff relations(2), bugle,let
 campers do enjoyable things, working units.
- #7 cont'd: public criticism, listening & getting others to listen, not
 experiencing all units, not enough personal time.

Session III

The third session was designated as a children and young adult session, ages six through sixteen. As seen in Table 5, a total of fifty-four campers attended this session, July 20th to July 31st. All campers in this session were scheduled to attend Daddy Allen for the full session.

TABLE 5. Crosstabulation of Campers' Age by Sex

Age	Male	Female	Total
6-15	19	11	30
16-20	11	10	21
21-44	2	1	3
45-65	0	0	0
66-85	0	0	0
86-up	0	0	0
Total	32	22	54

Of the campers in attendance, fifty-nine percent were male and forty-one percent were female. Fifty-six percent of the campers were between the ages of six through fifteen.

As seen in Table 6, the primary disability group was "other" (n = 22), followed by campers with cerebral palsy (n = 16).

TABLE 6. Crosstabulation of Campers' Primary Disability by Sex

Disability	Male	Female	Total
CP	9	7	16
MD	0	0	0
Spina Bifida	1	2	3
Accident	2	0	2
Other	12	10	22
MR	6	2	8
Unknown	2	1	3
Total	32	22	54

Of these campers, a total of thirty-seven were returning for another season of Daddy Allen camping. Sixty-nine percent were ambulatory individuals. Five individuals scheduled to attend Daddy Allen did not show for various reasons. Eighty-seven percent of the

campers resided with their families; five resided in group homes and two campers were institutionalized at a center for the mentally retarded. The following totals of campers had medical conditions that demanded alertness of the staff:

Six campers with seizures
 Six campers with drug allergies
 Four campers with other allergies
 Three campers with food/diet control

Campers and staff during the session lived in the following unit arrangements:

Unit II 11 campers and 5 staff
 Unit III 12 campers and 6 staff
 Unit IV 18 campers and 6 staff
 Unit V 12 campers and 7 staff

The water safety instructor, arts and crafts director, chauffeur, secretary and camp aide were also assigned to a unit to serve as support staff when their other responsibilities were accomplished.

Program Schedule

The program emphasis of this session, reflected a similar approach to that of the second session. Staff had acquired the necessary information and skills to fully utilize the resources of Daddy Allen and Hickory Run State Park to a greater extent than either of the first two sessions. Although there were more individuals in wheelchairs than the second session, those campers were able to wheel independently which facilitated their opportunity to participate in a variety of activities.

The basic goal of involving campers in responsibility and decision-making opportunities was initiated in the same manner as Session II. The schedule of activities done during this session is presented in Figures 12 and 13.

FIGURE 12. Activities Done During First Week of Session III

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MORNING	II -Fish @ Lake Nature Trail III ACC/Games IV -Berry Picking V -ACC for work	POLAR BEAR SWIM II -ACC/Berry Picking III -Showers/Nature Trail IV -Body Painting	UNIT SLEEP-IN & BREAKFAST II -Staff Laundry/Showers III -Unit Banner Hike to Flord/Games X-Mas gifts V -A,B,D-Clean C-Games IV -Banner/X-Mas Gifts/Talent Show prep.	POLAR BEAR SWIM III -IV-Sand Springs II -X-Mas/Talent @ ABC V-A,B,D-Fishing under bridge C-X-Mas/Talent @ ABC	II -Shower/Berry Picking Cab.A C-Nature/Weaving @ Falls D&E-Hike-Ralmer's Pt. III -X-Mas @ ACC/Showers IV -Fish/Allentown Trip/X-Mas prep V -X-Mas A,C/B,D @ Sand Springs	POLAR BEAR SWIM II -Breakfast @ Falls & Stream III -Sleepout clean-up/Berry Picking IV -Chapel/X-Mas Gifts V -B,D-X-Mas Gifts, A-Sand Springs C-Flord/Chapel Excursion
REST HR. LOCATION	II -Pool III -Pool IV -Pool V -Jay's Nest	ALL @ UNITS	II, III, IV @ Unit V -Nature Center	III & IV-Sand Springs II -Jay's Nest V -Infirmery	VAMPUS HUNT II -Pool III -Unit IV -Infirmery V -A,C-Jay's @ Sand Spr.	II -Pool III -Unit IV -Pool V -B,D-Jay's; A,Sand Spr C, Pool
AFTERNOON	II & III-Swimming IV -Swim & Shower V -B,D Swimming A,C Berry Picking & Play in stream UNPACK	II -Swimming III - Falls to fish C stream study IV -Write letter V - Showers	II -Unit lunch/Talent prep Swim / Gifts III -Letters & Swimming IV -Showers V -Lunch @ Nature Center, A-cabin sign & Nature Tr, B,D-stream study C-Swimming	III & IV-Beach fun @ Sand Spr II -Swimming V -B,D Showers, rehearsal @ Nature Cntr. A,C -Swim	II, III, V-A-Swim IV -Showers V -B,D-Sand Spr. Beach for FUN	II -Swimming III -Pizza Lunch/Swim IV -Pool/Swim V -B,D Swimming A-Sand Springs C-Flord/Chapel
EVENING	UNIT FUN!	II -Snake Skinning w/ Ranger Rice III -Marshmallow Roast/Sing IV -Singdown/Generals V -Games @ Rec. Hall	SPORTS NIGHT	TALENT SHOW "Recreational Singers"	UNIT COOKOUT II -Coffee House III -Sleep-out @ "M" Field IV -Vampus Hunt/Showers/X-Mas Gifts/Duck Duck Goose III & V - Duck Duck Goose	VARIETY SHOW SESSION WEEK

Code: Roman numerals = Units
 Alphabet = Cabin in Unit
 A & C = Arts and Crafts
 Sand Spr = Sand Springs
 Nature Tr = Nature Trail

FIGURE 13. Activities Done During Second Week of Session III

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<u>MORNING</u> SLEEP-IN BREAKFAST Wiffleball @ Weaver Field	P.J. BREAKFAST Finish decorating for the holiday Dig hole for Totem Pole "BUCKWHEAT SWIM"	II -Unit Breakfast Wishboats @ Arts & Crafts III-Showers V -Painte Pinatas Fishing w/ Bob & Mike NATURE DAY	SLEEP-IN w/ BREAKFAST Packing II -Showers III-Cabin Signs	BYE - BYE II Clean-up for Session IV		
<u>REST HR. LOCATION</u> II,III,V -Units IV -Dining Hall	II -Infirmery III-Unit IV -Unit V -Nature Center	II,III,V - Units IV -Nature Center	All @ Units			
<u>AFTERNOON</u> RELAX Swimming Holiday Workshop	II -Sports @ Weaver Field III-Grass slide @ the pool IV -Showers V -Make Pinatas @ Nature Cnt	II -Swimming V -Showers IV -Nature @ Games Fishing w/ Bob & Mike NATURE DAY	IV & V-Showers Randy's Soccer Day Prepare for Final Banquet			
<u>EVENING</u> VESPERS V- Sleep-out "A" Field	Holiday Dinner Exchange Gifts Santa's Surprise I I I I	Council Fire Awards Ceremony Wish Boats @ the stream	New Year's Eve DINNER DANCE	HOME FOR A HOLIDAY II		

SESSION 3
WEEK 2

Code: Roman numerals = Units

As reflected in the schedule, many activities were done in much smaller groups. Needs and desires of the campers were better handled during this session than during the previous session. The highlight of this session was the traditional Christmas in July program, in which campers and staff shared in merriment and exchanging of gifts constructed through the crafts program. During this session, volunteers from the community, entertained the Daddy Allen community with a variety

show featuring blue grass music, songs from Disney, and top 40 music. The session's programs concluded with a New Year's Eve dance featuring a local group who played at the Final Banquet for all sessions.

The staff meetings were focused on keeping the staff spirit up-lifted. At the first Monday night meeting, the following items were discussed: camper information, bypassing, snake bites procedures, kitchen routine, bears and Secret Santa. Emphasis was placed on communicating with others, so as to avoid misunderstandings and fostering bad feelings. Handouts used to facilitate this discussion are found in Appendix R. Due to an alert from the park rangers, a snake bite procedure was presented by the nursing staff. A warning was also given concerning food and trash, as the bear population was becoming more active in populated areas of the state park. With the staffing pattern changes in the kitchen, counselors who had worked in the kitchen reported on the "other" side experience. Each unit was given notice as to when they would be responsible for providing a person for a day in the kitchen. The final item focused on reviewing the camp council program decisions.

The second Monday night staff meeting focused on the following: amount of food on excursions, darkroom, wish list, the fourth session, and reviewing the rest of the week. Staff questioned the amounts of food that were being packed. The director took their recommendations to the chef/manager. A darkroom was created in the Nature Center to begin an introductory program. A staff member volunteered the use of personal equipment, and explained how the program would function. The staff members next brainstormed a list of program supplies that would

improve the camp operations (Appendix R). The next item of business, concerned the fourth session population. The director spoke of three broad classifications of individuals who were scheduled to come: emancipated adults, unemancipated adults, and institutionalized adults who were moderately retarded. The main points of the discussion focused on the role changes that staff would make in dealing with a session in which the people are peer age or older than staff. Many of the campers have been coming to Daddy Allen since childhood and look upon the two weeks as a vacation. The thrust of programming would become one of enabling, although health and safety precautions would be maintained. Items brought up by various staff included: how to handle smoking, what to do about sexual relations, bed times and what to do with a person who just wanted to sit. The discussion was continued during the Thursday afternoon staff meeting.

Critical Incidents

The weather during this session was marked by temperatures in the 90s and high humidity. Low rainfall resulted in the forest becoming extremely dry. With water low in the streams, the rattlesnake population had crossed the road and were beginning to move into high country. Staff was warned of areas in which snakes could be found and what to do if someone was bitten. During this weather period, the bear population was scrounging for food. More visitors were entering the state park, leaving plenty of trash which attracted hungry bears.

The temperature and humidity slowed everyone down. Although a variety of activities were done, rest hour was lengthened during the

heat of the day to provide relief for staff and campers. Increased emphasis was placed upon drinking fluids, as the medical staff became concerned with the effects of the weather on people in camp.

The operation of the kitchen returned to "normal" functioning. The food service management replaced the chef/manager with an experienced camp chef. Some of the staff, however, did not enjoy the idea of working for a day in the kitchen. The camp director's decision to assign staff to the kitchen was not consultative in nature. However, the right of the director to make such a decision was reserved as a matter of health and safety.

The last critical incident involved the breakdown of the water pump at the pool. The pump broke with four days left in the session. The state park was responsible for fixing the pump. The pool was able to be used for two more days, until the pH and bacteria count were unacceptable for usage. People were accommodated by trips to Sand Springs and the waterfalls as the heat and humidity took its toll.

From the infirmary perspective, the following incidents occurred as summarized in Figure 14.

The greatest frequency of camper visits were due to gastrointestinal (19) and upper respiratory conditions (18). Staff visitations were in response to upper respiratory-colds (70) and headaches (25). It would appear that staff was beginning to show the physical effects of the summer experiences as body resistance was wearing down.

Additional perspectives on Session III are presented by the following excerpts from the assistant director's and counseling coordinator's seasonal evaluation.

FIGURE 14. Infirmary Session III Summary

Camp <u>Daddy Allen</u>		<u>Medical Report</u>		Date <u>7-31-80</u>	
		<u>Period Session III</u>			
<u>Minor Cases</u>	<u>Treatment</u>	<u>Campers</u>	<u>Cases</u>	<u>Staff</u>	
Athlete's Foot		0	1		
Backache		0	0		
Gastro-Intestinal					
Nausea		4	9		
Vomiting		1	2		
Diarrhea		1	1		
Constipation		19	2		
Headache		8	25		
Infection					
Wound		3	0		
Eye		0	4		
Impetigo		0	0		
Bladder		0	0		
Insect Bites					
Bee Sting		0	0		
Mosquito Bites		1	2		
Body Lice		0	1		
Menstrual Cramps		0	0		
Poison Ivy		0	0		
Sunburn		0	0		
Toothache		0	2		
Upper Respiratory					
Cold		18	70		
Sore Throat		0	12		
Earache		7	2		
Skin Irritations/Sores		13	0		
Wounds					
Bruises		0	0		
Lacerations		4	3		
Brushburns		11	1		
Blisters		6	0		
Sprain		2	7		
Major <u>Splinters</u>		1	4		
<u>NONE</u>					
<u>Total Number of Cases For Session</u>					
<u>Infirmary Report</u>					
	<u>Admissions</u>	<u>Discharges</u>	<u>Total</u>		
Campers	1	1	1		
Staff	3	3	3		

. . . , the 3rd session was better than the previous two. The staff had more to work with, having just experienced a similar session. Programming began to take on a more "individual" face. Cabin groups or just small groups of campers got together and did activities. This kind of activity was seen more in the third session.

The staff committees by this time had been utilized and had produced a list of ideas to do at any time of day or night. This year another new idea was tried. Cabin groups or units were given evenings free to do the activities that they wanted to do. Evening program (entire camp) then could also be tailored to meet individual needs.

Third session was probably the least successful session this summer. After second session the staff was looking for more of the same quality campers. With the exception of the Unit II, the overall functioning of campers was significantly lower than in second session.

Staff exhaustion, aggravated by intense heat, resulted in a state of "sloppiness" in which enthusiasm was low and people failed to see what was to be done in order to keep camp going. In essence, the session was the prime example of "burnout."

The staff evaluation period was held during the second Thursday afternoon staff session. As shown in Figure 15, the staff members' perceptions of overall camp functioning in Section 1, reflected a majority of individuals viewing the session as average or better. These frequencies reflect a slight shift of people to the above average ratings in this section from Session II, as more people saw the camp as above average or outstanding for Session III. In section 2, a similar trend is noted in terms of personal skills. A majority of staff tended to perceive their own functioning as average or better. More staff members perceived their performance in these skill areas as above average than in either of the two previous sessions.

The open-ended evaluations (section 3) reflect a variety of responses as shown in Figure 16.

FIGURE 15. Staff Evaluation of Session III

CAMP DADDY ALLEN
EVALUATION OF THE SESSION 19 80

SESSION 3

Section 1	Poor	Below Average	Average	Above Average	Ostg.
1. The objectives of the camp were appropriate for the campers	0	1	11	17	2
2. The objectives of the camp were met	0	1	8	22	0
3. The objectives were designed to meet the camp's goals & objectives	0	1	9	18	2
4. The activities were appropriate for the campers	0	0	7	17	7
5. Adequate staff was available to provide camper /w assistance to complete activities	0	2	7	17	4
6. Adequate time & materials were available to complete activities	0	0	3	11	4
7. The group size was appropriate for activities.	0	0	6	17	6
8. Overall, the camp experience was effective.	0	0	8	17	6
Section 2					
1. Can establish routine of daily life for the group.	0	1	10	15	1
2. Can set & enforce behavior limits	0	2	9	19	0
3. Can control potentially emotionally charged situation	0	2	12	14	2
4. Consistent in behavior & sessions	0	4	11	12	2
5. Can communicate verbally & non-verbally /w campers	0	2	14	13	1
6. Can adapt camp program to be therapeutic.	0	3	16	11	0
7. Can work independently or as a team member.	0	1	11	18	1
8. Can communicate /wpeers & supervisors.	0	4	12	13	1
9. Have good observation skills	0	2	13	14	1
10. Can motivate the group	1	2	10	12	8
11. Have good listening skills	0	0	13	16	2
12. Have ability to interact /w campers on their level.	0	0	7	19	4
13. Understand child development	0	0	15	13	0
14. Ability to explain ideas clearly	0	1	17	13	0

FIGURE 16. Staff Evaluation Session III

Section 3

1. What activity did you feel was most liked by the campers?
variety show 6, water 11, berry picking 2, cookouts, water slide 3, physical av activity, X-Mas 2, wish boats 2, New Year's Eve, unit talent show, fire engine ride 2, sports night 2, photography, terrariums, excursions.
2. What activity was liked least by the campers?
rest hr., 8, clean up 2, going to bed, stream study, Nature Day, evening activity, Vespers, getting up, A&C, singing, Jeff's monologues, hiking.
3. If you could change one thing at camp, what would it be?
combina AD&CC, better equipped A&C, sleep-ins waste time, generate enthusiasmm, openness, electricity @ washhouse, Jeff, chance to work w/others, activity specialist, Mark & Yvonne policemen, Tell Me Why, snack for campers, more salary, starchy meals, paper work for excursions, early bird, central staff, more personal time, campers not doing what they wanted to do.
4. What one thing would you want not to be changed?
council fire & wish boats, camp setting, small staff/camper ratio, 2, X-Mas (big events) 2, rest hr., Nature 2, traditions, cookouts, vespers, sleep-ins 2, trust in staff, unit unity, polar bear, cabin activities, break before eve. program, sleep outs, love to give, final banquet, moonlight, unit set-up, spirit, blueberries.
5. Name one activity you think should occur more often.
dances 3, fire engine rides, fishing w/Rice, water slide, wish boats, big activities, variety show, Sand Spring, sending notes to staff, Nature activities cabins (between) unit activity, swimming, Wampus Hunts, Nature day, sleep-outs, listening, terrarium building, excursions, polar bear every a.m., spontaneous activity, athletics, combined unit activity, shorter day, cont'd.
6. Name one activity you think should occur less often.
less all camp eve. activity 2, having to be @ certain places @ certain times, sleep-in brfk., Tell Me Why 3, eating @ units, exciting the campers, games night, too many campers, real long walks, ill planned excursions, meals in dining hall, large activities in Weaver Field late nite.
7. Specify any problem you encountered during the camp session.
No problems (best yet), ability to communicate w/central staff, 3, communication 2, frustration w/organizing 2, staff conflicts, personal conflicts, putting nature programs together, obnoxious kids who won't listen, patience, "Meria", CFP's, pinpointing cause of problems, small group activities-the hwo too, personality differences, work not evenly dispersed, being w/wc 3 session staying awake & rested, unit problems in beginning, trouble communicating within unit & knowing what's going on.

#5 cont'd. singing @ mealtime, singing @ campfire.

From the responses, people perceived a greater number of areas within camp they would change than in the previous two sessions. The pattern of differing perceptions of the same activity is evidenced in the responses. Of interest are the responses to question seven which indicate various levels of conflict between staff members. The difficulties expressed by staff as people who have had seven weeks to live,

work and play with each other might also be a function of fatigue and tiredness. The status of staff's physical, mental and spiritual well-being suggests time is needed for rest and rejuvenation.

Session IV

The last session at Daddy Allen was the adult session.

As seen in Table 7, a total of seventy-six campers attended the last session: August 3rd to August 14. Of these seventy-six, seventeen attended only one week of the session. Two campers were returned home early for medical and social reasons.

TABLE 7. Crosstabulation of Camper's Age by Sex

Age	Male	Female	Total
6-15	0	0	0
16-20	3	1	4
21-44	41	24	65
45-65	4	3	7
66-85	0	0	0
85-up	0	0	0
Unknown	0	0	0
Total	48	28	76

Of the campers in attendance, sixty-three percent were males and thirty-seven percent were female. Ninety-five percent of the campers were twenty-one years of age or older. As seen in Table 8, the primary disability of these people was cerebral palsy (35) with twenty individuals diagnosed primarily as mentally retarded.

TABLE 8 . Crosstabulation of Disabling Condition by Sex

Disability	Male	Female	Total
CP	21	24	35
MD	0	0	0
Spina Bifida	0	1	1
Accident	4	0	4
Other	9	5	14
MR	12	8	20
Unknown	2	0	2
Total	48	28	76

Of these campers, sixty-five were returning to Daddy Allen for another camping experience. Sixty-four percent of the campers were ambulatory with approximately fifty percent of those in wheelchairs, independent rollers. Six individuals scheduled to attend Daddy Allen did not show for various reasons.

Of those people who did attend Daddy Allen, fifty-two percent were from family residences, twenty-two percent from institutions and twenty-two percent from group homes, and four percent lived independently.

The following totals of campers had medical conditions that demanded alertness of the staff:

- Ten campers with seizures
- Five campers with drug allergies
- Four campers with food/diet control
- Three campers with other allergies
- Two campers with skin sensitivity

During the first week of camp the following living arrangements were made:

Unit II	22 campers and 4 staff
Unit III	18 campers and 5 staff
Unit IV	19 campers and 8 staff
Unit V	16 campers and 6 staff

When the first week campers went home on Friday, the remaining campers (3) in Unit III, were placed in Unit V and staff from Unit III were assigned to work in the other units. Staff (water safety instructor, camp aide, arts and crafts director, secretary and chauffeur) were assigned units to work in when their job duties were done.

Program Schedule

The adult session at Daddy Allen was composed of three different groups of individuals: emancipated adults, unemancipated adults, and institutionalized mentally retarded adults. For purposes of program development, different approaches were developed to facilitate the Daddy Allen camping experience. For the first two groups of individuals, the philosophy of camper responsibility and decision-making were continued. Opportunities were provided in which individual needs could be met. The requirements for staff to be with campers at all times were waived, providing the adults could manage their way about camp. Adults when going by themselves or a small group within camp would tell a unit member where they were going. Hours of sleep for these individuals was determined in part by their ability to handle activities of daily living. If a person could not take care of dressing, they would have to negotiate with staff in terms of staying up later and sleeping in later. During this session the evening would get dark between 8:30 and nine. Many of these adults chose to return to their living units and chat with the late duty person or

on the cabin porches. For those capable of taking care of themselves, a coffee house set-up was established, where after taps (9:30 p.m.) individuals could have coffee, cheese, play cards, listen to music provided that they clean up after themselves and could get to bed independently or with negotiated assistance.

For the adults with mental retardation, staff assumed a greater role of supervision and decision-making. Although opportunities were provided for these people to do as much as they could, the program day was not as long. Some of the people attended evening programs; however, a majority retired to bed after the evening meal.

As shown in Figures 17 and 18 a variety of programs and activities took place. For those individuals who had medical clearance, trips to a local pub were made as an evening out of camp. Staff accompanied campers yet were prohibited from alcoholic indulgence. A highlight of this session was an annual excursion to the horse track for those that could afford the excursion. The totem pole dedication took place during the second Wednesday morning activity program. Many of the adult campers and staff had hand-carved the symbols of each session on the 1980 totem pole. Each session had selected a symbol that represented their stay at Daddy Allen.

Camper changeover was done on Friday of the first week, as the institutional people returned home. There were 56 campers left for the remaining six days.

During the second week of the session, starting Tuesday, various parts of the camp were closed down. Rest hour was extended during this week by one hour as various tasks were done in areas not being utilized.

FIGURE 17. Activities Done During First Week of Session IV

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MORNING	II -Showers & Cabin Signs @ the Chapel III-Table games IV -Arts & Crafts V -Berry Picking	II -Hike to Sand Springs III-Showers IV -Falls V -Arts & Crafts	SLEEP-IN BREAKFAST II -Baseball/ showers III-Sand Springs IV -Talent Show prep. V -Letter writing	II -Blueberry Picking III-Showers IV -Sand Springs Nature weaving V -Plant holders	BACKWARDS DAY! II- Arts & Crafts Showers III- Syn - By & moving IV -Play games/ coffeehouse prep V -Falls	HOLIDAY DAY II -Falls IV -Decorate for the Holiday V - Bustille Day prep
REST HR. LOCATION	II -Unit III-Weaver Field IV -Infirmary V -Rec. Hall	II -Sand Springs III-"A" Field IV -Falls V -Showerhouse	II -Unit III-Sand Springs IV -Unit V -Weaver Field	II, III, IV- Unit V -Shower house	II -Unit IV -Showerhouse V -Falls	II -Falls IV -Unit V -Unit
AFTERNOON	II -Letter Write III-A, Totem Pole & hauling wood B, C, D, F-Ball games/ AAC IV -Showers V -Games-Bowling @ Rec. Hall	II -Beach FUNIE Sand Springs III-Plenic Lunch @ "A" Field IV -Water Fight V -Showers	II -Talent show prep III-BEACH FUNIE @ Sand Spr. IV -Showers V -Mini-Olympic @ Rec. Hall	II -Pizza Lunch III-Arts & Craft balls & magazines IV -Sand Spring & prep for carnival. V -Showers	II -Swimming III-Showers V -Plenic Lunch Falls/Swim	II-Plenic Lunch IV-Pizza Lunch & Swimming V -Pizza Lunch & Arts & Crafts
EVENING						
Get Acquainted & Plan Ahead	AUCTION	50's Dance COFFEE HOUSE @ ARTS & CRAFTS NIGHTLY	Coffee House Talent Show	CARNIVAL/ LAS VEGAS NIGHT Unit III- Wak-out & party	"TVIP TRIP I" Adefine's Party Tom's Party	"TVIP TRIP II" II -4th of July IV -Birthday day & party
						SESSION <u>4</u> WEEK <u>1</u>

Code: Roman numerals = Units
 Alphabet = Cabins in Units
 Bustille Day - French Revolution Daddy Allen style
 Auction - Counselors' services auctioned

FIGURE 18. Activities Done During Second Week of Session IV

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MORNING SLEEP-IN BREAKFAST II -Unit Meeting IV -Clean-up/ Vespers prep V -Vespers prep	II -Showers/ Pick Berries behind US IV -Terrariums V -To Sand Springs	II -Games near Unit & clean up IV -Arts & Craft Sand Springs V -Token Pole/ Wish Boats	SLEEP-IN BREAKFAST Token Pole Dedication	BYE - BYE CAMPERS III	BYE - BYE STAFF III	
REST HR. LOCATION II -Unit IV -Unit V -Pool	IV -Showers V - Sand Springs II - Nature Center	II -Unit IV -Sand Springs V - IV's lodge	In Units			
AFTERNOON II -Wish Boats IV -Arts & Craft V -Swimming	II -Ball game IV -Showers V -BEACH FUN! R Sand Springs	II -"Lunch-IV" Unit Party IV -Sand Spring Swimming V -Showers	Prepare for Final Banquet IV -Lunch in Unit	Close Up Camp		
EVENING Vespers IV -Sleep-out	Council Fire	Pocahontas Cookie Making Coffee House	Banquet & Farewell II -Sleep-out in Unit lodge	Staff Banquet		
						SESSION WEEK <u>4</u> <u>2</u>

Code: Roman numerals = Units

The first Monday night staff meeting dealt with the following: camper information, demonstration of equipment, rotation at mealtimes, final season evaluation, camper functional profiles, visitors, and camp council decisions. A gift of camping equipment had been made. A staff member who did the presentation on campfire safety presented how to use the equipment safely: propane stove, compass, cookout gear and

backpacks. Each staff person was given a final season evaluation form to be completed by the next staff meeting (Appendix O). Units were given time to begin their camper functional profiles. The decisions of camp council were announced with staffing plans for accompanying campers to the racetrack. Based on volunteers plus at least one unit staff member from each unit, a staff traveling roster was generated. Staff also discussed how to break the routine of sitting at the same tables during meal times. A consensual decision was reached stating that as long as one staff member was familiar with the campers, the other staff member could exchange tables with another staff. The last item discussed concerned a visit of some of Department of Environmental Resources' Officials to camp Tuesday. Two other groups of people would also be in camp: a local Rotary group on Thursday evening and a group of special education students from East Stroudsburg State College for the weekend.

A staff meeting was held on Sunday afternoon during an extended rest hour for completion of the post-test questionnaires. Those individuals on rest hour duty completed their questionnaires after different members of their units returned to the units.

The second Monday night staff meeting focused on reviewing the trip plans for the raceway, handing in evaluations, brainstorming capital repairs to the Daddy Allen site and how the camp was going to be closed. The brainstorming ideas can be found in Appendix S. Beginning on Tuesday, the nature center would be closed, the infirmary would start packing; Unit III would be closed. The activity areas such as Arts and Crafts, swimming and Rec. Hall would close on Wednesday. A half-hour

would be allotted for inventorying and packaging supplies. Staff then would have an hour for their rest.

Critical Incidents

The weather during this session was humid and hot during the early part of the session. Toward the second week, rain began during the evening hours, cooling the atmosphere. The days, however, remained optimal for being in the outdoors.

The pool did not get back in operation until Wednesday. People utilized the day use area for swimming and the water falls for cooling off.

Visitors to camp added another dimension to be dealt with. State officials visited camp to assess the importance of the Easter Seal operation and the condition of the camp. The result of the visit was an increased commitment by the Commonwealth of Pennsylvania to improve the facilities used by individuals with disabilities. Part of the second Monday night staff meeting addressed what capital improvements needed to be made (Appendix S).

A second group of visitors was a local Rotary group who had contributed money and supplies to Daddy Allen for the past thirty-five years. The people joined the Thursday evening meal and participated in Monte Carlo Night.

A third group of visitors/volunteers came from a summer session special education class. The students were oriented by the camp director, and then assigned a staff member to work with. The reactions

of staff were favorable as people saw where they had been eight weeks previously.

The last critical incident to be discussed is the general state of staff members' physical, mental, spiritual and social well-being. During this last session, one was forced to make further adjustment and respond to adults who can be extremely physically and mentally demanding. The previous seven weeks of camping had taken their toll as the anticipation of the camp's end approached. The responsibility of health and safety, facilitating joy and good times weighed heavily as the final day approached.

From the infirmity perspective, the following incidents occurred as summarized in Figure 19. The highest frequency of camper visits were attributed to skin irritations (44) within the adult population, as many of the wheelchair individuals required attention to skin areas that were breaking down. Gastro-intestinal disorders were the second highest reason for medical treatment. Among staff, upper respiratory disorders and headaches were the greatest reason for treatment. The fatigue factor was evidenced by the frequency of these two categories.

Additional perspectives on Session IV are presented by the following excerpts from the assistant director's and counseling coordinator's seasonal evaluation:

Different is the word that describes the adult session. After dealing with children for 4 weeks, a large adjustment had to be made. Adults require different kinds of program. The emancipated adults were free to do what they wanted as long as they conformed to the camp rules and the state park rules. Compromising and negotiating were necessary. A coffeehouse was set up to give the adults a chance to get together at night to talk. Some of the folks even went out to a local bar. For others just sitting around and enjoying each other's company during the day.

FIGURE 19. Infirmary Session IV Summary

Camp <u>Daddy Allen</u>		<u>Medical Report</u>	
		<u>Period</u> <u>Session IV</u>	<u>Date</u> <u>8/13/80 - 8/14/80</u>
<u>Minor Cases</u>	<u>Treatment</u>	<u>Campers</u>	<u>Cases Staff</u>
Athlete's Foot		0	5
Backache/Muscle Ache		3	1
Gastro-Intestinal			
Nausea		5	2
Vomiting		7	2
Diarrhea		6	2
Constipation		31	2
Headache		13	29
Choking		1	0
Infection/ Inflammation			
Wound		0	0
Eye		3	0
Impetigo		0	0
Bladder/Vaginal		5	0
Insect Bites			
Bee Sting		0	0
Mosquito Bites		11	2
Menstrual Cramps ABD Cramps		5	5
Poison Ivy		0	7
Sunburn		0	0
Toothache		0	0
Upper Respiratory			
Cold		2	39
Sore Throat		1	14
Earache		0	0
Skin Irritations			
Wounds		44	1
Bruises		9	0
Lacerations		3	0
Brushburns /abrasions		21	4
Blisters/corns		5	1
Sprain		0	2
Splinters		0	2
<u>Major Cases</u>			
Rich B - Poss spastic colon	Bob C - daily	Barb G - Fracture 3r	
to MD's Sleep & rest	care for decub. RN &	left foot. To ER for	
ordered	prevention IMJ (list	X-ray Immobilized. Pain	
Total Number of Cases For Session			
<u>Infirmary Report</u>			
	<u>Admissions</u>	<u>Discharges</u>	<u>Total</u>
Campers	2	2	2
Staff	1	1	1

The fourth and final session as a time for adjustment once again. With the incoming adults, the staff had to realize that they were no longer dealing with children. However, many of the campers were at a child's level so all the difficulty was in deciding how to deal with each camper. As can be expected, errors in judgement were made regarding this, but after the first few days the staff had a good idea of who could do what and did an excellent job of adjusting their expectations accordingly.

The folk in Unit IV were probably the most pleasant to work with and the staff had a good time with them. Overall, I think the staff was in higher spirits because the end was in sight.

I feel the staff did a really good job all summer long doing what only a handful of people can do well. They gave a lot of themselves and learned a lot from it, but they'll probably never really be able to relate their experience to others. They made 1980 at CDA what it was--a success.

The final Thursday was different than other sessions. Camp was totally cleaned and all supplies and equipment returned to their winter storage places. A large truck was borrowed from the state park to facilitate this process. The kitchen had been partially closed and items not being used stored away during the week. A brief afternoon session was held on Wednesday to evaluate the final session. Results of this evaluation are shown in Figures 20 and 21.

As shown above, of the staff that completed the last session evaluation, a majority felt that the overall camp functioning of section 1 was average or better. The only item where the majority of staff felt there was below average functioning concerned adequate time. Within section 2, a majority of staff felt their own personal functioning was average or better. There was a decrease in the frequency of staff who perceived their personal functioning as outstanding compared to sessions II and III.

FIGURE 20. Staff Evaluation of Session IV

CAMP DADDY ALLEN
EVALUATION OF THE SESSION 19

SESSION 4

Section 1	Poor	Below Average	Average	Above Average	Ostg.
1. The objectives of the camp were appropriate for the campers	0	2	9	12	1
2. The objectives of the camp were met	1	5	8	10	0
3. The objectives were designed to meet the camp's goals & objectives	0	1	11	12	0
4. The activities were appropriate for the campers	0	4	6	11	2
5. Adequate staff was available to provide camper /w assistance to complete activities	0	8	6	11	2
6. Adequate time & materials were available to complete activities	1	13	11	9	0
7. The group size was appropriate for activities.	0	2	14	7	1
8. Overall, the camp experience was effective.	0	2	9	11	2
Section 2					
1. Can establish routine of daily life for the group.	0	0	9	14	1
2. Can set & enforce behavior limits	0	0	12	12	0
3. Can control potentially emotionally charged situation	0	2	14	8	0
4. Consistent in behavior & sessions	0	4	11	8	0
5. Can communicate verbally & non-verbally /w campers	0	0	10	11	3
6. Can adapt camp program to be therapeutic.	1	2	11	10	0
7. Can work independently or as a team member.	0	2	10	12	2
8. Can communicate /wpeers & supervisors.	0	2	13	8	1
9. Have good observation skills	0	1	11	10	2
10. Can motivate the group	0	1	13	9	1
11. Have good listening skills	0	2	7	13	1
12. Have ability to interact /w campers on their level.	0	1	8	15	1
13. Understand child development	0	1	9	14	0
14. Ability to explain ideas clearly	0	2	12	10	0

FIGURE 21. Staff Evaluation of Session IV

Section 3

1. What activity did you feel was most liked by the campers?
carnival 2, radio 2, totem pole 2, A&C 2, Banquet 2, beach 2, swimming 1,
pocono 6, council fire 2, dances 2, the trip to the bar, falls,
fireside singing
chattig w/friends 4
tableboard games 1
2. What activity was liked least by the campers?
showers 3, walking long distances 3, beach, A&C 3, athletics 1, getting up in A.
singing, picnics in Units, going to bed, rest 2,
3. If you could change one thing at camp, what would it be?
salary, more mud fights, electricity in washhouse, more dining hall activity,
loudness at meals, stereotyped judgements, lighter meals, people with lots of
cars needed - no camp, more unit evening planning, breakfast, bugle 2, more
personal time, segregation of central staff & counselors, one evening of
unplanned activities, no MR's ,ast session, individual freedom.
4. What one thing would you want not to be changed?
natural environment, lack of electricity in cabins, evening program,
Pocono Downs, staff unity & closeness, final banquet, water activities,
1 1/2 hr. rest, rustic atmosphere, the adult session, food, interunit visits
by campers, totem pole 2.
5. Name one activity you think should occur more often.
mtn. pies, off camp activities 3, sleep-ins, longer rests 1, dances,
swimming 2, mud fights, spontaneous activities, more sleep outs/cookouts,
showers, outdoor activities, dances, camper imitations, campfires in units.
6. Name one activity you think should occur less often.
sleep-in breakfasts 2, unit activity night, traveling on path, dances hills &
wheelchairs, late night activities, table games, whole camp activities,
A&C, emphasis on totem pole, scavenger hunts, meals in dining hall
7. Specify any problem you encountered during the camp session.
Too many staff working in 1 unit, short temper (counselor), camper moodiness,
central staff-preconceived ideas about units, grouchy campers, trying to
coordinate diversified activities, for the different units, putting up with
certain counselors, finding camper level, patience, hired unactivated staff,
unwillingness of staff to let campers do activities apart from units.

The open-ended evaluations (section 3) shown above, again reflect the pattern of diversity and contradictory perceptions of various staff members.

Staff members after the evaluation session and lunch continued to close camp. A majority of the tasks that were required to open camp were repeated in reverse sequence to close camp. By six o'clock camp was physically closed, ready to be reopened for the 1981 season. Staff

members prepared themselves for the final staff banquet held at a local restaurant.

On Friday morning, the Daddy Allen site was inspected by the park superintendent. Camp was left in better shape than it was found. Each staff member was given a short exit interview which included a personal evaluation, certification of completing an Easter Seal training institute, and the final paycheck. By one o'clock, the Daddy Allen van was returning to Middletown with camp records and reports, supplies and miscellaneous items that are put in winter storage.

Discussion

Camp Daddy Allen provided opportunities for a heterogeneous mixture of service recipients to attend an organized residential camping experience. In each of the sessions, staff members either made adjustments to the camper population or the environment which was used for program activities.

With a majority of staff being first year employees emphasis by the camp administrators was placed on health and safety measures first. As staff became familiar with activities of daily living, camp procedures, and amount of time associated with walking distances, the radius of program activities expanded from the immediate campsite to Hickory Run State Park areas.

The effectiveness of staff reached an apex during the third session, as they had secured the necessary knowledge and skills to facilitate socio-recreational experiences within the objectives of the Daddy Allen program (Appendix B). The demands of residential living required

adjustment by staff members. The majority of staff had not experienced the demand that are associated with twenty-four hour-a-day responsibilities for the well-being of the camper population. For many of the staff, this camping experience provided them with insights of what parents and the families of individuals with disabilities are faced with 365 days a year.

The responsibility for creating the summer's program was shared among the staff members and campers. Staff were encouraged to participate in camp committees, unit meetings and staff meetings. Sixteen individuals were given the opportunity to assume unit leaderships and develop their skills in leading and coordinating other staff members. The environment at Daddy Allen, however, is not typical of the environments that staff members spend nine months of the year in. Academic environments at the university undergraduate level are not known for fostering the cooperative and group membership abilities of individuals that are necessary for democratic practices to succeed in a camp program. American family life has not provided opportunities for today's youth to develop skills necessary for democratic living. The situations that arose during the summer provided an opportunity for people to practice democratic living.

Camp was not an ideal community. By the third session, the humidity was affecting peoples' attitudes and performance. The difficulties with the kitchen did not facilitate an ideal situation either. Staff members at Daddy Allen learned not only of themselves, but who the other staff people were. Each of the staff had strengths and weaknesses, and as the summer progressed people had to face their perceptions of self and

others. The session evaluation responses indicated the areas in which staff experienced difficulties with this process.

Within the summer's experiences, a majority of the staff members were generally pleased with the effectiveness of the camp program. Further descriptions of staff perceptions are presented in the Analysis of Research Questions section.

Analysis of Research Question

The data used to address the research questions are presented in this section. Along with these data, a demographic profile of Daddy Allen staff is presented to complement the perceptions of staff as measured by the research instruments. Results of the data analyses are presented in the Staff Demographics Profile and Research Question subsections.

Staff Demographic Profiles

A demographic profile based on age, sex, education, work and camp experience factors was compiled for the Daddy Allen staff (n = 35). Staff below 18 years of age and food service management were excluded from this profile. As shown in Table 9, ninety-seven percent of the staff were between the ages of eighteen and twenty-seven.

Almost one-third of the staff (10) was twenty years of age. Seventy-one percent of the staff were female. Thirty percent of the staff had completed their third year of college. Seventeen percent of the program and counseling staff had received a bachelor's degree or continued with formal academic education.

TABLE 9. Frequency Profile of Daddy Allen Staff by Age,
Sex and Education (n = 35)

	Absolute Frequency	Relative Frequency %	Cumulative Frequency %
<u>Age (years)</u>			
18	6	17.1	17.1
19	3	8.6	25.7
20	10	28.6	54.3
21	6	17.1	71.4
22	3	8.6	80.0
23	3	8.6	86.6
27	3	8.6	97.1
30	1	2.9	100.0
<u>Sex</u>			
Female	25	71.4	
Male	10	28.6	
<u>Education</u>			
High school grad.	1	5.7	5.7
1st year college	9	25.7	31.4
2nd year college	5	14.3	45.7
3rd year college	11	31.4	77.1
4th year college	2	5.7	82.8
B.A./B.S.	3	8.6	91.4
Post B.A.	2	5.7	97.1
Post Masters	1	2.9	100.0

As shown in Table 10, eighty-five percent of the staff were working at Daddy Allen for the first time. Thirty-seven percent of the staff had worked in non-Easter Seal organized camps. Sixty-two percent of the staff (22) had been in an organized camp as a camper. Of the staff, thirty-one individuals had some type of work experience with individuals with disabilities.

TABLE 10. Frequency Profile of Daddy Allen Staff by Organized Camp Experiences and Job Experiences (n = 35)

	Absolute Frequency	Relative Frequency %
Daddy Allen work experience		
No	30	85.7
Yes	5	14.3
Easter Seal camp work experience		
No	32	91.4
Yes	3	8.6
Non Easter Seal camp work experience		
No	22	62.9
Yes	13	37.1
Organized camper experience		
No	13	37.1
Yes	22	62.9
Work experience with disabled individuals		
No	4	11.4
Yes	31	88.6

Discussion of Demographic Profile

The composition of the staff at Daddy Allen based on demographic characteristics reveals a variety of backgrounds and experiences. A residential camp staff such as Daddy Allen must be interested in, or be prepared to develop interests in working with individuals with disabilities, living-in-the-outdoors and participating in community life. The degree to which these three criteria are met in part may be explained by the degree to which the staff is homogeneous.

There were a number of staff whose pre-service educational backgrounds are in preparation for working with the disabled (i.e., special education, therapeutic recreation, physical therapy) yet not within an outdoor-residential setting. There were a number of staff who had had experiences with residential camps, yet not directed toward serving individuals with disabilities. The dynamics involved with these individuals becoming a cohesive staff may be hypothesized to be a function of the administrative structure, willingness of individuals to live and work in an outdoor/community life, and characteristics and behaviors of the people who are the service recipients. This is consistent with the thoughts of Blumenthal (1948), Dimock (1948), and Rodney and Ford (1971). This also supports the notions of Benson and Goldberg (1951) and Boorman (1941) who contend that individuals must be in a readiness state for camp living and responsibilities.

Daddy Allen functioned as a provider of continuing education for individuals aspiring to the human service fields. This function supports the writings of Wald et al. (1970) and Meyer (1980) who advocate alternative educational and training options for the development of professional helping skills, attitudes, and competencies.

Research Questions

The perceptions of twenty-seven first year staff members were used to address this study's research questions. The instruments utilized in obtaining staff perceptions were the Profile of Organizational Characteristics, Berger Questionnaire and Profile of Conflict Characteristics.

Findings for Research Question 1: Does the staff's perceptions of organizational climate change from pre- to post-testing period? As shown in Table 11, the staff's Profile of Organizational Characteristic (Real) mean and standard deviation scores were calculated at pre- and post-testing periods.

Each of the administrative processes was scored on a Likert-scale, ranging from one to eight, by the staff members. For interpretive purposes a one or two indicates an authoritarian climate; three or four indicates a benevolent-authoritarian climate; five or six indicates a consultative climate; and seven or eight indicates a participative-democratic climate.

Results of the data analysis, show a total mean Profile of Organizational Characteristics (99.667) as indicative of consultative climate at pre-testing. At post-testing, the mean total P00C-real score (81.481) indicates a consultative climate.

Examination of the administrative processes, mean scores: leadership (6.35), motivation (6.778), communication (6.102), decision-making (5.648), goals (6.167) and control (6.111), indicate that the camp organizational climate was perceived as consultative at the pre-testing period by staff members.

A closer examination of the specific leadership item means reflect the consultative perceptions of staff (e.g., item 1--quite a bit of trust and confidence was shown in subordinates (6.630); item 1--people felt quite free to talk with superiors about their work (5.815); and item 3--subordinates ideas were often sought and used constructively (6.630). Within decision processes, staff members perceived that

TABLE 11. T-test of Differences in Mean P00C Real Scores from Pre- to Post-Test Periods (n = 27)

	Pre			Post			t Value	Total Signif Level
	Mean	Std. Err.	Std. Dev.	Mean	Std. Err.	Std. Dev.		
Total P00C (16 items)	99.667	2.098	10.902	81.481	1.942	15.288	6.23	.001
Leadership (3 items)	6.358	.138	.716	5.259	.232	.203	4.38	.001
Item 1	6.630	.214	1.115	5.590	.240	1.238		
Item 2	5.815	.245	1.272	4.704	.357			
Item 3	6.630	.194	1.006	5.481	.279	1.451		
Motivation (3 items)	6.778	.163	.847	5.580	.231	1.200	5.64	.001
Item 1	6.963	.196	1.018	5.926	.292	1.517		
Item 2	6.519	.279	1.451	5.185	.346	1.798		
Item 3	6.852	.198	1.027	5.630	.303	1.573		
Communication	6.102	.193	1.005	4.741	.197	1.023	6.41	.001
Item 1	6.333	.261	1.359	4.444	.274	1.423		
Item 2	6.148	.175	.907	4.963	.264	1.372		
Item 3	5.630	.312	1.621	5.185	.200	1.029		
Item 4	6.296	.255	1.325	4.370	.347	1.801		
Decision	5.648	.196	1.017	4.759	.247	1.281	2.91	.007
Item 1	5.185	.278	1.442	4.556	.284	1.476		
Item 2	6.111	.222	1.155	4.963	.259	1.344		
Goal	6.167	.217	1.127	5.204	.222	1.154	3.68	.001
Item 1	5.926	.315	1.639	5.444	.179	1.450		
Item 2	6.407	.209	1.083	4.963	.236	1.224		
Control	6.111	.263	1.368	5.037	.247	1.285	3.49	.002
Item 1	5.667	.325	1.687	4.370	.307	1.597		
Item 2	6.556	.258	1.340	5.740	.291	1.514		

item 1--general policy decisions were made at the top with more delegation to subordinates (5.185) and item 2--subordinates were generally consulted in decisions related to their work (6.111). Both items reflect consultative climates or a system 3 organization.

At the post-testing periods, staff perceived the leadership (5.590), motivation (5.580), goal (5.204) and control (5.037) processes as indicating a consultative climate. The mean score of the communication (4.741) and decision (4.759) processes; however, indicate a benevolent-authoritarian climate. Within the decision processes, staff members perceived that item 1--policy decisions were made at the top with some delegation to subordinates (4.556) and item 2--subordinates were occasionally consulted in decisions related to their work (4.963).

A correlated t-test was applied to test the null hypothesis that there are no differences between the mean P00C (real) scores at pre- and post-testing periods. As shown in Table 11, significant decreases were obtained in the mean scores of each of the administrative processes: leadership ($p < .001$), motivation ($p < .001$), communication ($p < .001$), decision ($p < .007$), goal ($p < .001$) and control ($p < .002$) and the total P00C score ($p < .001$). The meaningfulness of the statistical differences can only be applied to the decision and goal administrative processes, as the differences of the other administrative processes are within the consultative range. These two meaningful differences reflect a change in staff perceptions from a consultative climate at pre-testing to a benevolent-authoritarian climate at post-testing.

Based on the findings, the null hypothesis that there will be no

differences in the staff perceptions of organizational climate was rejected at the .05 level of significance.

The ideal organizational climate was addressed by the staff by responding to the same items on the P00C, an ideal profile was generated for the staff perceptions at pre- and post-test periods. The ideal mean and standard deviation scores are presented in Table 12.

The mean total score (115.963) of staff members' perceptions of the ideal organizational climate at pre-testing is indicative of a participative climate. Of the administrative processes, only the decision process mean (6.926) indicates a preference for a consultative climate. Thus, for the specific items of the leadership process, staff members perceived they would like item 1--quite a bit of trust and confidence shown in them (7.259); item 2--to be very free to talk with superiors about work (7.259); and item 3--to have subordinates' ideas sought and used very frequently (7.296).

At post-testing, the mean total score (112.630) of staff members' perceptions of the ideal organizational climate is indicative of a participative climate. The mean score of the administrative processes decision (6.741), goal (6.944) and control (6.870) indicate a preference for a consultative climate. The administrative processes of leadership, communication and motivation indicates a preference for a participative system.

Correlated t-tests were then applied to test the null hypothesis that there are no differences between mean P00C (like) scores at pre- and post-testing periods. As shown in Table 12, no significant differences were obtained between the mean scores at pre- and post-test

TABLE 12. T-test of Differences in Mean P00C-Ideal Scores from Pre- to Post-test Periods (n = 27)

	Pre			Post			t Value	Total Signif Level
	Mean	Std. Err.	Std. Dev.	Mean	Std. Err.	Std. Dev.		
Total P00B	115.963	1.228	6.382	112.630	2.538	13.183	1.64	N.S.
Leadership	7.272	.111	.578	7.036	.137	.712	1.42	N.S.
Item 1	7.259	.147	.764	6.963	.164	.854		
Item 2	7.259	.137	.712	7.074	.176	.917		
Item 3	7.296	.129	.669	7.074	.168	.874		
Motivation	7.531	.096	.500	7.296	.184	.958	1.89	N.S.
Item 1	7.370	.201	1.043	7.196	.198	1.031		
Item 2	7.481	.098	.509	7.185	.278	1.442		
Item 3	7.741	.086	.447	7.407	.179	.931		
Communication	7.296	.083	.433	7.130	.178	.923	1.00	N.S.
Item 1	7.519	.124	.643	7.370	.170	.884		
Item 2	7.222	.123	.641	7.037	.203	1.005		
Item 3	7.111	.123	.641	7.111	.202	1.050		
Item 4	7.333	.141	.734	7.000	.214	1.109		
Decision	6.926	.140	.730	6.741	.229	1.188	.87	N.S.
Item 1	6.667	.207	1.074	6.741	.275	1.430		
Item 2	7.185	.131	.681	6.741	.211	1.095		
Goal	7.185	.136	.709	6.944	.195	1.013	1.15	N.S.
Item 1	6.963	.217	1.126	7.185	.200	1.029		
Item 2	7.407	.110	.572	6.704	.238	1.235		
Control	7.074	.166	.863	6.870	.211	1.099	.89	N.S.
Item 1	6.889	.247	1.281	6.741	.230	1.196		
Item 2	7.259	.137	.712	7.000	.282	1.368		

periods. Although no significant differences were obtained, there are indications that ideal staff perceptions did change from participative to consultative climates in the areas of decision and control processes. Based on these findings, the null hypothesis that there will be differences in ideal staff perceptions of organizational climate was not rejected, at the .05 level of significance.

Formative Discussion of Question 1. The data collected from staff indicated that the real administrative climate was perceived as a system 3 (consultative) organization. The statistical differences do not show a meaningful change in the type of organizational climate for four of the six administrative processes. Within the communication and decision processes, however, the staff perceived a change from pre-camp to the end of camp, consultative to benevolent-authoritarian. Part of this change may be accounted for by the influence of staff fatigue and tiredness at the end of camp testing period. Evidence obtained from staff evaluations suggest that staff perceptions may have been affected by a "burn-out" syndrome. An alternative explanation proposed by the author is that staff members did not have sufficient skill development within decision and communication processes to function effectively in a manner indicative of system 3 and system 4 organizations. This would support the theories of Boorman (1941) that people must be prepared to accept the responsibilities of democratic living. The data lends support to the Rodney and Ford (1971) statement that camp administrators can influence the abilities of staff through the efficiency of organizational processes. There is also the possibility that as the camp season progressed, the staff members were subsumed with the

responsibilities of daily programming; thus, time was not set aside to focus on the development of decision and communication skills, as other matters received priority attention. This explanation partly is supported by the discussion items covered at staff meetings and the content of pre-camp orientation which lacked a specific focus on decision and communication skills. By the summer end, it is likely that situations had arisen in which staff made decisions and communicated in ways that reflect a hybrid, benevolent-authoritarian-consultative organizational climate.

The ideal staff perceptions of a participative organization are similar to the findings of Soucie (1975), Coates (1974) and Langlois (1973). The ideal staff perceptions of organizational climate did not change significantly; however, a pattern evolved from pre- to post-test periods. The ideal participative perceptions of the pre-test period shifted toward a consultative organization at post-testing for three of the administrative processes. This shift coupled with the changes in real perceptions of organizational climate further support the theory of Boorman (1941) that people must be prepared and ready to function in a democratic camp environment. The author proposes that both the real and ideal staff perceptions at the post-test period were based on actual experiences versus the assumptions made at pre-test of what might occur. To account for the ideal perceptions found, it is proposed that staff became more realistic of what the organizational climate should be like.

Findings for Research Question 2. Does the staff members' acceptance of self (AOS) change from the pre- to post-testing period?

A total acceptance of self score was generated for each staff person based on thirty-six items (self) in the Berger Questionnaire. Designated items were reversed in scoring for purposes of generating an acceptance of self total score.

As shown in Table 13, the mean and standard deviation scores of staff members' perceptions of acceptance of self were calculated at pre- and post-test periods.

TABLE 13. Staff Members' Perception of Acceptance of Self at Pre- and Post-test Periods (n = 27)

	Mean	Std Dev	Std Err	t-Value	Level of Significance
Pre Acceptance of Self	145.926	16.934	3.259	.64	N.S.
Post Acceptance of Self	146.963	18.670	3.593		

Both the pre (145.926) and post (146.963) mean acceptance of self scores reflect self-concepts within the normative ranges for college students as reported by Berger (1952).

A correlated t-test for difference between means was then applied to test the null hypothesis; that there are no differences between AOS scores at pre- and post-testing periods. Statistical analysis staff perceptions revealed no significant differences between the mean AOS score. The null hypothesis that there will be no differences in staff perceptions of their acceptance of self from pre- to post-test periods was not rejected at the .05 level of significance.

Findings for Research Question 3. Does the staff members' acceptance of others (A00) change from pre- to post-testing periods?

A total acceptance of others score was generated for each staff person based on twenty-eight items of the Berger Questionnaire. Designated items were revised in scoring for purposes of generating an acceptance of others total score.

As shown in Table 14, the mean and standard deviation scores of staff members' perceptions of acceptance of others, were calculated at pre- and post-test periods.

TABLE 14. Staff Members' Perceptions of Acceptance of Self at Pre- and Post-test Periods (n = 27)

	Mean	Standard Deviation	Standard Error	t-Value	Significance
Pre A00	110.741	6.346	1.221	1.01	N.S.
Post A00	109.000	8.297	1.597		

Both the pre (110.741) and post (109.00) mean acceptance of others scores reflect an acceptance of others within normative ranges for college students as reported by Berger (1952).

A correlated t-test for difference between means was then applied to test the null hypothesis that there are no differences between the means, A00 scores at pre- and post-testing periods. Statistical analysis of the staff perceptions revealed no significant differences between the mean A00 scores at pre- and post-test periods. The null hypothesis that there will be no differences in the mean A00 scores from pre- to post-test was not rejected at the .05 level of significance.

Formative Discussion of Research Questions 2 and 3. The staff's perceptions of acceptance of self and acceptance of others were

maintained from the pre- to post-test periods. The mean scores of staff for both variables are within the normative range for college students as reported by Berger (1952). The camp experience did not detract from one having an adequate self-acceptance or one's acceptance of others which is a goal of organized camping (Dimick, 1948; Rodney & Ford, 1971).

The normative "self" and "others" scores supports the notion of Johnson (1972) that as others accept you, a nurturing environment is created in which one can accept self. The Daddy Allen camping milieu in part explains the creation of an accepting environment. The tasks involved in facilitating camper mobility, activities of daily living and play would probably discourage a non-accepting person from seeking employment at Daddy Allen.

Findings for Research Question 4. Does the staff members' perception of conflict characteristics change from pre- to post-testing periods?

Each of the conflict characteristics items were scored by staff on a Likert scale ranging from one to eight. For interpretive purposes, a one or two indicates an authoritarian organization, three or four indicates a benevolent-authoritarian organization, five or six indicates a consultative organization, and seven or eight indicates a participative organization.

As shown in Table 15, the staffs' Profile of Conflict Characteristics mean and standard deviation scores were calculated for both testing periods.

TABLE 15. T-test of Mean Differences in Profile of Conflict Characteristics, (POCC) from Pre- to Post-Test Period (n = 27)

	Pre			Post			t Value	Total Value Signif
	Mean	Std. Err.	Std. Dev.	Mean	Std. Err.	Std. Dev.		
Total POCC (15 items)	93.593	2.030	10.548	75.593	2.652	13.779	-5.84	.001
Item 1	5.296	.732	1.207	4.370	.283	1.471		
Item 2	5.630	.251	1.305	4.667	.329	1.710		
Item 3	6.222	.216	1.121	5.333	.745	1.271		
Item 4	7.148	.138	.718	6.185	.200	1.039		
Item 5	6.444	.187	.974	5.037	.309	1.605		
Item 6	6.370	.152	.792	4.963	.247	1.285		
Item 7	6.593	.194	1.101	5.370	.280	1.079		
Item 8	6.593	.153	.797	4.926	.238	1.138		
Item 9	5.667	.261	1.259	4.815	.288	1.495		
Item 10	5.667	.282	1.468	4.370	.273	1.418		
Item 11	6.852	.088	.456	5.519	.216	1.122		
Item 12	6.370	.152	.792	5.259	.174	.903		
Item 13	5.074	.366	1.900	4.000	.297	1.544		
Item 14	6.444	.180	.934	5.444	.216	1.121		
Item 15	6.593	.134	.694	5.333	.714	1.109		

The mean total POCC scores, Pre (93.593) and post (75.548), indicate conflict characteristics of a consultative organization. All the pre-test mean conflict characteristics item scores except item 4 (7.148) indicate a consultative organization (e.g. item 1--each opposing party tries quite a bit to understand the other's point of view [5.296], item 10--each opposing party can state quite well the other points of view [5.667]; and item 12--negotiation, bargaining and compromise are used to resolve conflicts [6.370]). Item 4 reveals that conflicting parties consistently try to inform each other correctly (7.148).

At the post-test period, staff perceived that items 1, 2, 6, 8, 9, 10, 13 indicate a benevolent authoritarian organization (e.g., item 1--each opposing party tries some to understand the other's point of view

(4.370); item 10--opposing parties state the others point of view moderately well (4.370) and item 13--people to a little extent use a third party to reach acceptable solutions (4.000). The other items indicate a consultative organization. In each mean item post score, the calculated mean was lower than its counterpart pre-mean score.

A correlated t-test was then applied to test the null hypothesis that there would be no differences in the POCC scores at pre- and post-test periods. As shown in Table 15, a significant difference ($p < .001$) was obtained between the mean total POCC pre- and post-scores. The conflict characteristics as perceived by staff had changed from a consultative organization at pre-testing to that of a hybrid-consultative benevolent-authoritarian organization at post-testing. The null hypothesis that there will be no difference in the staff perceptions of conflict characteristics was rejected at the .05 level of significance.

Formative Discussion of Research Question 4. The change in staffs' perceptions of conflict characteristics suggests that there were unresolved situations among staff. Evidence of personality differences, communication difficulties, and difficulties in cooperative ventures were reported in open-ended staff evaluation comments. These comments corroborate the manner in which conflict was handled from that of a consultative organization (pre-camp) to that of a hybrid-benevolent-authoritarian/consultative organization (end of camp).

The data concerning conflict perceptions suggests that staff did not function in a manner that is the most beneficial or productive. The ways in which the Daddy Allen staff perceived their handling of

interpersonal and situational conflict, are indicative of organizations that are not utilizing their resources to the utmost (Hershey & Blanchard, 1977; Likert & Likert, 1976). It would appear that in dealing with conflict, staff members did not find the rational ground that Bennett (1966) states will resolve inevitable conflict.

The dynamics involved in the perceptual changes of conflict are a possible explanation for this shift to have occurred. During pre-camp, emphasis was placed on the cooperative efforts of staff to learn the necessary job skills, know and trust one another, and prepare camp for usage. If any conflict did exist during this period, it was minimized probably as a result of the Daddy Allen staff directing their enthusiasm and energies toward maintaining staff cohesiveness. Individual differences had not had an opportunity to surface. By the summer's end, the inevitable conflicts between staff had occurred; yet they were not resolved in a manner that would facilitate greater productivity and staff effectiveness. It is the opinion of the author, that during camp, with opportunities presented for staff to learn to deal with conflict, constructively and creatively, consultative or participative camp organizations will result.

Findings for Research Question 5. Are there relationships at the pre-testing period between staff members' perceptions of: organizational climate, acceptance of self, acceptance of others and conflict characteristics?

The mean and standard deviation scores of the above-mentioned variables were calculated. As shown in Tables 16 and 17 below, zero-order

TABLE 16. Pre-test Pearson Product Correlation Coefficients of POOC (Total) Real, POOC (Total) Ideal, AOS, AOO and POCC (Total) (n = 27)

	1	2	3	4	5
1	1.0000	.4830*	.0594	.2216	.3754
2		1.0000	-.0079	.4404*	.0476
3			1.0000	.2192	-.1434
4				1.0000	-.1407
5					1.0000

Code: 1 = Profile of Organizational Characteristics = Real
 2 = Profile of Organizational Characteristics = Ideal
 3 = Acceptance of Self
 4 = Acceptance of Others
 5 = Profile of Conflict Characteristics

*p < .05

correlation matrices based on Pearson product moment coefficients were generated. As shown in Table 16, there were two significant correlations: Profile of Organizational characteristics (real) / Profile of Organizational Characteristics (ideal) (.4830) and Profile of Organizational Characteristics (ideal) / Acceptance of Others (.4404) at the .05 level of significance.

Table 17 shows the correlation coefficients between the administrative processes, acceptance of self, acceptance of others and conflict characteristics. Of the real administrative processes, motivation was significantly related the most frequently to the other variables; real-decision process (.5082) real control process (.4977), real goal process (.5238) ideal motivation (.6825), of the ideal process, communication is significantly related the most frequently. There are no significant

TABLE 17. Pre-test Pearson Product Correlation Coefficients of Administrative Processes--
Real and Ideal, AOS, AOO, and POCC

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.0000	-.0047	.2250	.5055*	.1695	.2197	.4587	.0097	.0069	.1754	-.1862	.2253	-.3511	.0890	.3631
2		1.0000	.2985	.5082*	.5238*	.4977*	-.0815	.6829*	.3696	.2937	.3698	.2153	.3044	.2154	.1358
3			1.0000	.2714	.4046*	.3794	-.1267	.0796	.6455*	-.3038	.0669	.1074	.1558	.3147	.2507
4				1.0000	.3300	.4368*	.1253	.2427	.1802	.3779	.0938	.2061	-.0907	.1909	.1510
5					1.0000	.8172*	-.0525	.2351	.4958*	-.0312	.6700*	.3726	.0753	-.0205	.3021
6						1.0000	.0982	.3134	.5750*	.1048	.6817*	.6282*	-.0237	.0256	.3551
7							1.0000	.2510	.0887	.2928	.1072	.4083*	-.4540*	.3242	-.0093
8								1.0000	.4444*	.4455*	.3809*	.4402*	.1582	.4571*	-.1762
9									1.0000	-.0344	.5031*	.4150*	.2272	.4837*	-.0271
10										1.0000	.1947	.4671*	.0246	.1493	-.0740
11											1.0000	.6054*	.1805	.0923	.2213
12												1.0000	-.1062	.2178	.2423
13													1.0000	.2192	-.1434
14														1.0000	-.1407
15															1.0000

Code: 1 = Real Leadership 6 = Real Control 11 = Ideal Goal
2 = Real Motivation 7 = Ideal Leadership 12 = Ideal Control
3 = Real Communication 8 = Ideal Motivation 13 = Acceptance of Self
4 = Real Decision 9 = Ideal Communication 14 = Acceptance of Others
5 = Real Goal 10 = Ideal Decision 15 = Conflict Characteristics

*p < .05

significant variable correlations with conflict characteristics. The null hypothesis that there will be no relationships at pre-testing between organizational characteristics, acceptance of self, acceptance of others, and conflict characteristics was rejected at the .05 level of significance.

Stepwise regression analyses were then applied to test the null hypothesis that there are no significant relationships between the independent variables POOC-real, AOS, and AOO and the dependent variable, POCC. As shown in Table 18, the separate and collective contributions of POOC, AOS, and AOO to the various POCC were calculated in the regression analysis.

TABLE 18. Summary of the Stepwise Regression Analysis of Staff Members Perceived Conflict Characteristics (POCC) on Organizational Characteristics (POOC), Acceptance of Others (AOO) (n = 27)

Variable	Simple R	Multiple R	R Square	R Square Change	F Value	Signif. Value
Total POOC	.37541	.37541	.14093	.14093	4.10130	.054
Accept Others	-.14069	.44005	.19365	.05291	2.88181	.076
Accept Self	-.14337	.45615	.20807	.01443	2.01436	.140

The real Profile of Organizational Characteristics had the highest correlation with conflict characteristics (.3754) and was entered first into the regression equation. This step resulted in a multiple R of .3751 which explains 14.09 percent of the variance in conflict characteristics. This generated an F value of 4.101 which is significant at .054 level. Acceptance of others was next entered into the equation.

This step resulted in an improvement of 5.27 percent in the explained variance of conflict characteristics. Acceptance of self was entered last and resulted in an improved variance explanation of 1.44 percent. A total of 20.80 percent of the variance in pre-test conflict characteristics can be explained by the independent variables. An overall F value was calculated to test the statistical significance of the multiple r square coefficient at each step. There were no significant relationships obtained at .05 level of significance. The null hypothesis that there will be no relations among the independent variables and conflict characteristics was not rejected at the .05 level of significance.

As shown in Table 19, the separate and collective contributions of the real administrative processes, acceptance of self and acceptance of others to the variation of conflict characteristics were calculated in the regression analysis.

The real leadership process had the highest correlation with conflict characteristics (.3631) and was entered first. When the real goal process was entered last, a total of 29.24 percent of the variance of conflict characteristics could be explained by the combined variances of administrative processes acceptance of self and acceptance of others.

An overall F value was calculated to test the statistical significance of the multiple r square coefficients at each step. There were no significant step coefficient increases obtained at the .05 level of significance. The null hypothesis that there will be no relationships between the independent variables and conflict characteristics was not rejected at the .05 level of significance.

TABLE 19. Summary of the Stepwise Regression Analysis of Staff Members Perceived Conflict Characteristics (POCC) on Administrative Processes (Real), Acceptance of Self (AOS) and Acceptance of Others (A00) (n = 27)

Variable	Simple R	Multiple R	R Square	R Square Change	F Value	Signif. Level
Leader	.36314	.36314	.13187	.13187	3.79762	.063
Control	.35508	.45990	.21151	.07963	3.21889	.058
Accept Others	-.14069	.49223	.24229	.03078	2.45150	.089
Communicate	.25069	.51273	.26289	.02060	1.96155	.136
Decision	.15101	.52892	.27975	.01686	1.63133	.195
Motivation	.13580	.53788	.28932	.00956	1.35698	.279
Goal	.30209	.54073	.29939	.00308	1.12157	.390
Accept Self	-1.4337	.54115	.29284	.00450	.9175	.515

Findings of Research Question 6. Are there relationships at the post-testing period between staff members' perceptions of real organizational climate (POCC), acceptance of self (AOS), acceptance of others (AOL) and conflict characteristics (POCC)?

The mean and standard deviation scores of the variables were calculated. As shown in Tables 20 and 21 below, zero order correlation matrices based on Pearson product moment coefficients were generated. As shown in Table 20, the real Profile of Organizational Characteristics had statistically significant correlations with the ideal Profile of Organizational Characteristics (.4170), Acceptance of Others (.4624) and Profile of Conflict Characteristics (.7335). There were no other correlation coefficients that were statistically significant at the .05 level of significance. This pattern was not in evidence at the pre-testing period.

Table 21 shows the correlation coefficients between the administrative processes, Acceptance of Self (AOS), Acceptance of Others (A00) and Profile of Conflict Characteristics (POCC).

TABLE 20. Pearson Product Moment Correlations between P00C-Real, P00C-ideal, AOS, AOO, POCC (n = 27) at Post-testing

	1	2	3	4	5
1	1.0000	.4170*	.0829	.4624*	.7335*
2		1.0000	.2636	.3525	.0612
3			1.0000	.1338	-.1917
4				1.0000	.2695
5					1.0000

Code: 1 = Profile of Organizational Characteristics = Real
 2 = Profile of Organizational Characteristics = Ideal
 3 = Acceptance of Self
 4 = Acceptance of Others
 5 = Profile of Conflict Characteristics

*p < .05

The post-test matrix contains more statistically significant correlation coefficients than the pre-test matrix. The real motivation processes were most frequently (twelve) related significantly to the other variables. The ideal communication and motivation processes were significantly related to eight other variables at the .05 level of significance or better. The Profile of Conflict Characteristics was significantly related to real leadership (.6369), motivation (.5326), decision (.8362), communication (.7422), and control processes (.3923).

Based on these findings, the null hypothesis that there will be no relationships between organizational characteristics, acceptance of self, acceptance of others, and conflict characteristics was rejected at the .05 level of significance.

Stepwise regression analyses were then applied to test the null

TABLE 21. Pearson Product Moment Correlations between the Real Administrative Process, AOS, AOO, and POOC at Post-testing

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.0000	.5872*	.7185*	.6326*	.2514	.5449*	.4672*	-.0136	-.0805	-.0992	.0123	-.0561	-.1502	.2761	.6369*
2		1.0000	.6600*	.6895*	.5685*	.6751*	.4938*	.4469*	.4153*	.3343	.4652	.4049*	.2184	.4775*	.5325*
3			1.0000	.8092*	.4172*	.5197*	.4186*	.1404	.2273	.1068	.0413	.1783	.1365	.3831*	.7422*
4				1.0000	.5286*	.6244*	.3052	.2902	.2387	.1659	.2561	.1890	-.0109	.2587	.8362*
5					1.0000	.5067*	.2869	.5754*	.5291*	.5170*	.6517*	.4849*	-.0077	.5402	.3501
6						1.0000	.6077*	.4125*	.4535*	.4221*	.6073*	.6649*	.1963	.3403	.3923*
7							1.0000	.5973*	.6260*	.6332*	.3674	.5479*	.1197	.2690	.1683
8								1.0000	.8101*	.7462*	.7049*	.6419*	.1891	.2095	.1173
9									1.0000	.8208*	.6712*	.7575*	.3226	.3539	.0368
10										1.0000	.7389*	.7258*	.1947	.3317	-.0490
11											1.0000	.6596*	.2338	.3913*	.0582
12												1.0000	.2767	.2704	-.0113
13													1.0000	.1338	-.1917
14														1.0000	.2695
15															1.0000

Code: 1 = Real Leadership 6 = Real Control 11 = Ideal Goal
 2 = Real Motivation 7 = Ideal Leadership 12 = Ideal Control
 3 = Real Communication 8 = Ideal Motivation 13 = Acceptance of Self
 4 = Real Decision 9 = Ideal Communication 14 = Acceptance of Others
 5 = Real Goal 10 = Ideal Decision 15 = Conflict Characteristics

*p < .05

hypothesis that there are no significant relationships between the independent variables, POOC-real, AOS, and AOO, and the dependent variable, POCC. As shown in Table 22, the separate and collective contributions of POOC, AOS, and AOO to the variation of POCC were calculated in the regression analysis.

TABLE 22. Summary of the Stepwise Regression Analysis of Staff Members' Perceived Conflict Characteristics (POCC) on Organizational Characteristics (POOC), Acceptance of Self (AOS), Acceptance of Others (AOO) (n = 27) at Post-testing

Variable	Simple R	Multiple R	R Square	R Square Change	F Value	Signif. Level
Total POOC	.73348	.73348	.53799	.53799	29.11168	.001
Accept Self	-.19173	.77603	.60222	.06423	18.16741	.001
Accept Others	-.26946	.77774	.60487	.00265	11.73643	.001

The POOC-real had the highest correlation with conflict characteristics (.7334) and was entered first into the regression equation. This step resulted in a statistically significant F value (.001) of 29.111. Fifty-three percent of the variance in conflict characteristics was explained by total organizational characteristics-real. Both Acceptance of Self and Acceptance of Others when added to the regression analysis resulted in significant increases in the amount of explained conflict characteristics variance. With all three independent variables in the regression equation, 60.48 percent of the variance in conflict characteristics was explained. This represents an r square change of 6.28 percent from the first regression step. The null hypothesis that there will be no relationships between the independent variables and conflict characteristics was rejected at the .05 level of significance.

As shown in Table 23, the separate and collective contributions of the real administrative processes, acceptance of self, and acceptance of others to the variation of conflict characteristics were calculated in the regression analysis.

TABLE 23. Summary of the Stepwise Regression Analysis of Staff Members' Perceived Conflict Characteristics on Administrative Processes (Real), Acceptance of Self (AOS), and Acceptance of Others (A00) at Post-testing (n = 27)

Variable	Simple R	Multiple R	R Square	R Square Change	F Value	Signif. Value
Decision	.83621	.83621	.69924	.69924	58.1241	.001
Accept Self	-.19173	.85593	.73261	.03337	32.8791	.001
Communication	.74221	.87108	.75878	.02617	24.1168	.001
Control	.39282	.87878	.77225	.01346	18.6491	.001
Leader	.63694	.88222	.77831	.00606	14.7456	.001
Accept Others	.26946	.88501	.78325	.00493	12.0451	.001
Goals	.35007	.89133	.79448	.00123	10.4924	.001
Motivation	.53261	.89175	.79522	.00075	8.7376	.001

The real decision process had the highest correlation with conflict characteristics (.8362) and was entered first; 69.92 percent of the variance in the perceptions of conflict characteristics can be explained by the decision processes. Each additional variable added to the regression equation significantly increased the explained variance. A total of 79.52 percent of the variance in conflict characteristics was explained by the variance in the combined efforts of administrative processes, acceptance of self and acceptance of others. The null hypothesis that there will be no relationship between the independent variable and conflict characteristics was rejected at the .05 level of significance.

Findings for Research Question 7. Do the relationships obtained between staff members' perceptions of organizational climate, acceptance of self, acceptance of others, and conflict characteristics change from pre- to post-testing periods? The Pearson product moment correlation matrices from pre- and post-testing periods were compared. The z-test of significance was then applied to test the null hypotheses that there are no differences between the correlation coefficients of the same variable pair at pre- and post-testing periods. Table 24 shows the results of the data analysis.

The most significant differences were found between the variable pairs of decision process (real) / conflict characteristics (.01) and communication process (real) / real decision process (.01). In each of the compared variable pairs the magnitude of the relationship increased except with real goal processes / real control process. The amount of explained variance between the variable pair ranges from 1.2 percent to 69.89 percent. The null hypothesis that there will be no differences between the correlation coefficients of the same variable pairs at pre- and post-test times was rejected at the .05 level of significance.

Formative Discussion of Research Questions 5, 6 and 7. The relationships of the study variables at the pre-test period reflect an inconsistency in the perceptions of staff. This may be accounted for by the first year staff members not having experienced eight weeks of Daddy Allen residential camping. The knowledge, activities, and experiences of pre-camp training formulated the basis for the staff perceptions of organizational climate, acceptance of self, acceptance of others, and

TABLE 24. Z-Value Differences between Correlated Pairs of
Staff Perceptions at Pre- and Post-test Periods
(n = 27)

	Pre-test Pearson r	Post-test Pearson r	Z- Value
Leadership/R			
Motivation (R)	-.004	.587	2.359*
Communication (R)	.228	.7185	2.329*
Motivation (R)			
Leadership ideal	-.081	.494	2.157*
Communication (R)			
1) decision (R)	.271	.809	2.930**
2) leadership (I)	-.126	.419	1.980*
3) conflict	.251	.742	2.420*
Decision (R)			
1) conflict	.151	.836	3.650**
Goal (R)			
1) control (R)	.817	.506	2.040*
2) decision (I)	-.031	.517	2.090*
3) accept of others	-.021	.542	2.165*
Control (R)			
1) leadership (I)	.098	.608	2.101*
Leadership (I)			
1) communication (I)	.089	.626	2.23*
2) accept of self	-.454	.119	2.11*
Motivation (I)			
1) communication (I)	.444	.810	2.25*
Communication (I)			
1) decision (I)	-.034	.821	4.13*
Decision (I)			
1) goal (I)	.194	.739	2.60*

*p < .05

**p < .01

conflict characteristics, which resulted in the low correlation coefficients between the variables.

The pre-camp training period not only provided opportunities to gain skills and knowledge and physically prepare camp, but served as the foundation for building cooperative attitudes and trust among staff members. The challenge of an interdependent staff facilitating the attainment of Daddy Allen camping goals synchronized with the enthusiasm and energies that staff initially brought to camp. The lack of relationships between perceptions of staff, however, may reflect a diversity among staff that may be accounted for by a mixture of apprehension, unrealistic expectations, lack of knowledge, and lack of realistic encounters with fellow staff members. Further evidence of staff differences was presented by the staff demographic profile where differences in the backgrounds of staff members were found for age, camp experience, and geographic residence.

By the post-test period, the relationships between staffs' perceptions of the research variables had become more consistent as evidenced by the higher correlation coefficients and the differences in pre- and post-test correlation coefficients. The strength of the relationships between organizational climate processes and (1) acceptance of others and (2) conflict characteristics provides evidence to support the importance of administrative processes held by Rodney and Ford (1971), Blumenthal (1948), and Boorman (1941).

In particular, the decision process as perceived by Daddy Allen staff, was found to have the strongest relationship to conflict characteristics. Johnson and Johnson (1976), Bennett (1966) and Gibb

and Gibb (1978) suggest that conflict can be used in a constructive manner, however, when not used constructively, less cohesiveness results with a decrease in the ability of a group to meet its goals. The staff of Daddy Allen encountered the syndrome of not using conflict productively. With the emphasis placed during pre-camp on unit responsibility and decentralized camping, staff was provided the opportunity to make decisions, communicate, and establish goals. It is the opinion of the author, that these opportunities produced conflict in which staff decision making skills were not adequate for the decentralized responsibilities.

At both testing periods the obtained relationship between staff members' expressed acceptance of self and others was lower than the normative coefficient reported by Berger (1952). The low amount of explained variance between these two variables, 4.84 percent (pre) and 1.96 percent (post) supports the notion that although some staff members were self-accepting there were obstacles in accepting others or vice versa. The expressed Acceptance of Self and Acceptance of Others scores were not statistically significant in explaining the variance of conflict characteristics. This non-significance supports the theoretical importance of the camp administration postulated by Rodney and Ford (1971).

Findings for Research Question 8. Are there differences in staff members' real and ideal perceptions of organizational climate at pre- and post-testing periods?

As shown in Table 25, the staff members' mean administrative process

TABLE 25. T-tests of Differences in Real and Ideal Administrative Processes at Pre- and Post-test Periods (n = 27)

Administrative Process	Post					Pre				
	Mean	Std. Dev.	Std. Err.	t Value	Sign.	Mean	Std. Dev.	Std. Err.	t Value	Sign.
Leadership										
Ideal	7.037	.712	.137	8.60	.0001	7.27	.518	.111	6.95	.0001
Real	5.259	1.203	.232			6.358	.716	.138		
Motivation										
Ideal	7.296	.958	.184	7.73	.0001	7.531	.500	.096	6.27	.0001
Real	5.580	1.200	.231			6.778	.847	.163		
Communication										
Ideal	7.129	1.023	.197	10.25	.0001	7.296	.433	.083	7.78	.0001
Real	4.740	.923	.178			6.102	1.005	.193		
Decision										
Ideal	6.741	1.281	.247	6.45	.0001	6.926	.730	.140	6.62	.0001
Real	4.759	1.118	.229			5.648	1.017	.196		
Goal										
Ideal	6.944	1.013	.195	9.90	.0001	7.185	.709	.136	6.32	.0001
Real	5.203	1.154	.222			6.167	1.127	.217		
Control										
Ideal	6.870	1.285	-	9.62	.0001	7.074	.863	.166	-4.70	.0001
Real	5.037	1.285	.247			6.111	1.368	.263		

and standard deviation scores (ideal and real) were calculated for pre- and post-test periods.

A correlated t-test was then applied to test the null hypothesis that there will be no difference in staff ideal and real perceptions of organizational climate at pre- and post-test periods. The differences between mean scores of each of the administrative process pairs (real and ideal) was significant at pre- and post-test periods. All the t-values were statistically significant at the .001 level of significance. Five of the administrative processes at pre-testing were ideally perceived as being participative. Only the decision process was perceived as being consultative. Each of the real administrative processes was perceived as being consultative. At the post-test period, each of the ideal and real mean scores was lower than the corresponding pre-test mean score. The ideal decision, goal, and control process scores indicate a consultative organizational climate while ideal leadership, motivation and communication scores indicate a staff preference for a participative organizational climate. The real post mean scores indicate a hybrid consultative-benevolent authoritarian organizational climate in operation. Based on these findings, the null hypothesis that there will be no differences in ideal and real staff perceptions of organizational climate for both test periods was rejected at the .05 level of significance.

Formative Discussion of Question 8. The data of first year Daddy Allen staff members reveal significant findings and response patterns. The staff perceived differences between an ideal and real camp

organizational climate at both test periods. The post-test period differences indicate a change in ideal characteristics that perhaps can be accounted for by a more realistic appraisal of skills and abilities of staff. When staff first enters camp, then ideal perceptions are not grounded with a knowledge of how a camp operation responds to the needs and ability levels of staff and campers. As the summer progressed, staff acquired knowledge of each other, and were able to perceive the ideal and real organizational climate from the vantage point of experienced Easter Seal staff.

Summary of Findings

Within the delimitations and limitations of this study, the findings are as follows:

1. The Daddy Allen program served a variety of individuals with disabling conditions which was a program goal.
2. The program at Daddy Allen was diversified with emphasis placed on unit functions and decision-making.
3. A majority of staff members viewed the overall functioning of camp as average or better for the four sessions.
4. A majority of staff members perceived their personal skills as average or better for the four sessions.
5. A series of critical incidents occurred during the summer which had unknown effects (e.g. a lost camper who was found, kitchen staffing problems, heat and humidity).
6. Significant differences were obtained between the staff's pre- and post-perceptions of organizational climate-real.

7. No significant differences were obtained between staff's pre- and post-test perceptions of ideal organizational climate.
8. No significant differences were obtained between staff's pre- and post-test perceptions of acceptance of self.
9. No significant differences were obtained between staff's pre- and post-perceptions of acceptance of others.
10. Significant differences were obtained between staff's pre- and post-staff perceptions of conflict characteristics.
11. Moderate pre-test relationships were obtained between staff's perceptions of organizational climate, acceptance of self, acceptance of others, and conflict characteristics.
12. Strong post-test relationships were obtained between staff's perceptions of organizational climate, acceptance of self, acceptance of others, and conflict characteristics. A significant amount of variance in staff's perceptions of conflict characteristics can be explained by the combined effects of the administrative processes, acceptance of self and others.
13. Significant differences were obtained between staff's ideal and real perceptions of organizational climate at both test periods.

A summary of the research procedures as well as conclusions and recommendations are presented in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was threefold: to depict the environment of a summer residential camp serving individuals with disabilities; to chronicle the operations of the camp (i.e., program activities, procedures, clientele characteristics and critical incidents); and to describe the relationships between staff members' perceptions of: organizational climate, acceptance of self, acceptance of others and cohesiveness. The summary and conclusions are presented in the following sections of this chapter as they pertain to the limitations of this study: a summary of procedures, summative discussion and implications, conclusions and recommendations.

Summary of Procedures

Camp Daddy Allen, an organized summer residential camp serving individuals with disabilities, was the subject of this case study. Permission was obtained from the Easter Seal Society of Pennsylvania to conduct an investigation of the camp program at Daddy Allen.

A general depiction and description of Daddy Allen during the 1980 camp season was obtained from the following primary sources: Camp Director's Seasonal Report, Camp Director's Daily Log, Water Safety Instructor's Log, and the Infirmary Session Summaries. A narrative of the camp program describing the various programs and activities as well

as the procedures used in facilitating daily and weekly events was developed from these sources.

A third purpose, that of describing the relationships between staff members' perceptions of organizational climate, acceptance of self, acceptance of others and cohesiveness were addressed. Data were collected to describe the relationships of first year staff perceptions ($n = 27$) at pre- and post-test periods. The following instruments were used to analyze the staffs' perceptions: Profile of Organizational Characteristics, Berger Questionnaire and Profile of Conflict Characteristics.

Various statistical procedures were utilized in the analysis of the obtained data. Frequency analyses were made of demographic data to create a staff profile based on age, education, work and camp experience. Measures of central tendency were calculated for the organizational climate, acceptance of self, acceptance of others and conflict characteristics scores. Correlated t-tests of significance were applied to the mean pre- and post-test scores of these variables. Zero order correlation matrices were generated to obtain Pearson product moment relationships between organizational climate, acceptance of self, acceptance of others, and conflict characteristics at both test periods. A stepwise regression analysis was applied to account for the variance in conflict characteristics by the independent variables, organizational climate, acceptance of self, and acceptance of others at pre- and post periods.

Summative Discussion and Implications

A summative discussion of the 1980 camping season at Daddy Allen is presented. The focus of this discussion is centered on the implication of the data obtained in this case study.

Based on the narrative report of the summer program at Daddy Allen, opportunities were presented for staff and campers to become responsible for the creation of daily activities and programs, unit life and hygiene, maintenance of personal health and safety. Processes were developed in which community responsibilities were decentralized with staff assuming leadership and followship role (e.g., staff committees, rotating unit leaders, camp council, unit meetings, in-service education and general staff meetings).

The perceptions of first year staff confirm these decentralization processes as the data indicates a consultative organizational climate was created. Opportunities were provided for staff to participate in the six administrative processes by the end of pre-camp orientation. Staff were accepting of self and others within normative range expectations. Staff perceived that conflict was being dealt with in a manner indicative of a consultative organization. The pre-camp orientation activities emphasized a synergistic approach to involving staff with the responsibilities of camp community life.

As the camp season progressed, people maintained their perceptions of acceptance of self and others. The nature of the camp program, provision of socio-recreational opportunities for individuals with disabilities, mandated that staff be self-accepting and accepting of others. The statistical measures of acceptance of self and others did

not change in either direction. Each of the staff experienced a variety of individuals with differing needs, interests, and abilities. In the opinion of the author, people without a normative self-acceptance and acceptance of others would not endure the physical, mental, and spiritual demands of Easter Seal camping.

The 1980 staff were able to live within the camp philosophy. Staff evaluations indicate the camp's goals and objectives were attained. In the process of goal attainment, staff members experienced conflict. Although an optimal level of conflict is viewed as constructive, the staff perceptions of a system 2 organizational climate (benevolent-authoritarian) at post-testing, suggests that closure was not reached in some situations. Staff evaluative comments corroborate the conflict perceptions as difficulties in communicating with others, personality differences and unit-staff dysfunctioning were reported in the evaluations. The camp ideals and the ideal perceptions of staff at both test periods, however, suggest that a participative climate should be in operation. Conflict situations would then have been resolved in a constructive manner, and not in the mode of a benevolent-authoritarian organization. This discrepancy between what should and what did occur can be explained in a variety of ways.

The Daddy Allen administrative philosophy provided the climate for staff opportunities to assume community responsibilities. Staff were encouraged and did participate in camp committees, unit meetings and staff meetings assuming a variety of task and maintenance functions. In the course of the summer's events, a series of critical incidents occurred in which the camp director made unilateral decisions as health

and safety of people were of primary importance, e.g., lost camper and kitchen staffing. The degree to which these decisions by the camp director affected staff's perceptions of organizational climate and conflict characteristics is unknown. The unilateral decision situations, however, at the post-testing period may have been focused upon by the first year staff members overshadowing the situations in which the staff members were creating a consultative organizational climate. The author proposes that the abilities, skills, and readiness of first year staff to function in a participative organization were not sufficiently developed to realize the ideal situation. Many of these staff typify individuals who have not had opportunities to develop democratic living skills. In general, families do not provide opportunities for one to experiment with democratic practices and educational institutions at the primary, secondary, and higher educational levels often stifle the development of personal attitudes that would facilitate democratic and cooperative skills. When faced with decentralized camp living, the consequences of community responsibility often clash with staff members' individual lifestyles and preferences that have not taken into account risk management, accountability, and group decision-making.

The data suggest that for a camp staff to create a participative climate, the decision process is an area in which skills must be developed. Although emphasis should be placed on developing communication channels in camp, further effort should be concentrated on decision-making skills. The pre-camp orientation period focused on developing working skills (i.e., activities of daily living, hygiene, and program leadership skills). People were communicating, giving and receiving

information that would facilitate the performance of staff roles. This process was maintained throughout the summer. The staff evaluation comments and the focus of staff meetings provided evidence that there were difficulties in the information exchange processes. The perceptions of staff showed the decision processes as the producer of the difficulties. The author proposes that with effective decision making skills, individuals will resolve conflict in a manner that will lead to a more cohesive staff and a lessening of interpersonal conflict.

Conclusions

Within the limitations of this study, the following conclusions are reached:

1. The organized summer residential camp for individuals with disabilities facilitates the development of skills necessary for human service professionals as evidenced by: the usage of observation and evaluation instruments, leadership of program activities; teaching and aiding in activity of daily living; living, playing, working with service recipients; participation in unit and staff meetings.
2. The organized summer residential camp for individuals with disabilities facilitates the growth and development of campers and staff as evidenced by session evaluations responses of staff members and the staff perceptions of acceptance of self and acceptance of others.
3. The camp administrative processes, specifically decision processes, influence the cohesiveness of staff as a function

of resolving conflict. The relationships of the administrative processes to conflict characteristics indicate that a staff that develops and utilizes participative skills in making decisions will be able to use conflict constructively.

4. Staff members must develop skills of democratic living to function effectively as evidenced by the various evaluative responses and the ideal perceptions of how a camp organization should function.
5. The camping season at Daddy Allen verifies the requirement of a flexible diversified staff that can pool resources and knowledge to deal with a variety of individuals and debilitating conditions on a 24-hour-a-day basis as evidenced by the various ages, and disabling conditions of the Daddy Allen camper population.

Recommendations

The following recommendations are made to further the impact of residential camping upon staff members at Daddy Allen.

1. There should be implementation of specific strategies within the pre-camp orientation period and inservice education sessions to develop decision-making skills of staff members.
2. There should be implementation of specific strategies within the pre-camp orientation period and inservice education session to develop staff members' communication skills (e.g., paraphrasing, perception-checking, and description of feelings).

3. The pre-camp orientation period should be lengthened from five days to seven days to allow more time for training and absorption of concepts.
4. Further examination of staff infirmary visits should be made to study the impact of fatigue and stress factors as the summer progresses. Alternative strategies could then be developed to prevent or minimize the impact of stress or fatigue factors upon Daddy Allen staff members.
5. A continued emphasis be placed on the practical application of the ideals of democratic processes as espoused by Boorman (1941), Dimock (1948), and Irwin (1950).

The following recommendations are made for the consideration of the organized camping movement:

1. Similar studies should be conducted at a variety of camps with a follow-up testing period conducted after camp is over. Replication of this study would provide information as to the various patterns of camp administration practices and actual camp environments. The inclusion of a follow-up test period would provide staff responses without the influences of the fatigue and end of camp feelings. Secondly, a follow-up test period would allow staff members a time period in which the experiences of the camp world can be placed in perspective to "other" worlds.
2. There should be development of a taxonomy of camp administrative processes that may be used in comparison studies of organized residential camps.

3. Criterion for staff effectiveness should be developed. Goal free evaluation techniques (Howe, 1980), parent and camper evaluative perceptions and camper growth and development measures should then be used to verify staff effectiveness. With these criterion measures, relationships between organizational climate, conflict characteristics and staff effectiveness should be studied.
4. Comparative assessments of the effectiveness of various camps' inservice educational strategies and informational feedback systems should be made. Knowledge obtained from the studies should then be available for actual usage by organized camps.
5. A national symposium be held to exchange information concerning the development of laboratories of democratic living within the organized camping movement.

APPENDIX A

DADDY ALLEN STAFF MANUAL AND MEDICAL GLOSSARY

THE EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS OF PENNSYLVANIA
P. O. Box 497, R. D. #1, Fulling Mill Road, Middletown, Pennsylvania 17057



Camp Staff Manual

CAMP DADDY ALLEN

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Camp Daddy Allen has been awaiting our arrival to begin the 40th season of Easter Seal camping at Hickory Run. We are coming from many locations and diverse experiences to share in the creation of a community for the summer months. The rewards and benefits of Easter Seal camping reflect the joys and hardships of people coming together to face the challenges of community life.

As we share our insights, doubts, strengths and limitations, may each of us come to appreciate the uniqueness of each other and ourselves, not only the common values but our differences as well. I hope that as our camping experiences unfold, we can provide each other with the support and encouragement to seek the beauty and mysteries of life in an atmosphere of mutual respect. In so doing, may we come to find the fun and excitement of camping, a dynamic force that touches the intricate balances between community and individuality.

This manual serves as a guide through your stay here. Use it well. There is much to explore, to appreciate and cherish, and above all, an opportunity for harmony among us to flourish.

Together in camping,


Jeff Glick
Director

PHILOSOPHY, AIMS, and OBJECTIVES

Although camping is only one part of the comprehensive program of the Easter Seal Society for Crippled Children and Adults of Pennsylvania, and its affiliate local societies, its contribution becomes increasingly valuable to the ultimate physical and social rehabilitation and development for the handicapped persons entrusted to our care.

Camp Daddy Allen believes that it is the right of the handicapped to receive the same opportunities that are offered to the non-handicapped. They possess the same fundamental needs for love, protection, security, acceptance and approval as the non-handicapped, and, therefore, should be given a chance to fulfill these needs. Handicapped individuals must be offered the opportunity to have fun, to make new friends, to achieve, to set goals, and to be accepted for who they are.

It is the staff's responsibility to work with what the camper can do and not dwell on what one cannot do. Campers must be helped to recognize their abilities, adjust to their limitations, and accept their responsibilities.

In our camping program we hope to provide each camper with these opportunities:

- To have social and physical experiences in camp living.
- To develop an understanding of himself and an acceptance of ones handicap.
- To instill confidence in each camper so that he may live harmoniously with a group and enjoy the rights and privileges of his peers.
- To stimulate each camper to develop physically, so that one may live the most abundant and satisfying life possible.
- To develop new skills and interests and broaden horizons otherwise not attainable.
- To let each camper know one is a participating member of society.
- To make maximum use of abilities and minimize disabilities.
- To provide therapy treatments if necessary to maintain current status.

The Easter Seal Society for Crippled Children and Adults of Pennsylvania believes that in its camping program the campers come first; that personnel desires come second; and that the safety of every camper is every staff member's responsibility at all times.

Aims for the camper, in summary:

- To have fun.
- To learn new skills.
- To make new friends.
- To do the things that all campers do.

Staff Goals- In our camping program we hope to provide each staff with these opportunities:

- To have social and physical experiences in camp living.
- To develop an understanding of self and an acceptance of others.
- To instill confidence so that one may live harmoniously with a group and enjoy the rights and privileges of peers.
- To develop new skills and interests and broaden horizons otherwise not attainable.
- To let each staff member know one is a participating member of society.
- To make maximum use of abilities and minimize disabilities.
- To provide therapy treatments if necessary to maintain current status.

Camp Community- Camp Daddy Allen attempts to provide opportunities in which the total community members (campers & staff). realize the following:

- To conserve natural resources by learning camping skills.
- To minimize energy consumption in such a way that Camp Daddy Allen is in a better condition after our camping season. We are stewards of the land.
- To become interdependent in group living skills thru experiences, in nature and any other camp life activities. By doing so, exhibit mutual respect for one another.
- To seek answers as well as questions pertinent in our lives by experiencing and where an exchange of ideas is encouraged through inquiry and discovery.
- To continue to express one's creativity through activities in which cooperation facilitates group & individual development.
- To increase one's concern for the welfare of self and others by experiencing the give and take of group living.
- To be responsible for the consequences of our actions while striving to enjoy life.

GENERAL INFORMATION FOR CAMP STAFF

1. Mail- Outgoing mail may be deposited in the basket just inside the front doors of the dining hall or in the mail slot at the camp office. Incoming mail arrives in camp late each morning. The secretary will sort the mail by units and distribute it to unit leaders at lunchtime.
2. Telephone- The phones in the office and the infirmary are for camp business only. Staff members may use the phone at the rear of the kitchen for personal calls. Except in an emergency, any phone calls to staff members received at the office will not be held while the staff member is located. If you arrange for anyone to call you, have them use the kitchen number and call when you are off duty. (717) 943-9059
3. Valuables- Small items may be stored in a locked office closet if desired. Money may be deposited in the camp office by opening a "canteen account". Small withdrawals may be made during canteen hours. Larger amounts may require advance notice as only a limited amount of cash is kept in camp - the rest is placed in a White Haven bank. The canteen will not extend credit to any staff member.
4. Camp Vehicle - The camp vehicle is for official camp use only. Only the chauffeur, the camp director, and designated assistants are permitted to drive it. The driver will pick up small items needed by staff members while on other camp business. Check with the secretary about the schedule.
5. Laundry- Staff members may use the laundry facilities to do personal laundry when they are off duty and after all camp laundry is finished for the day. Do not ask the laundry person to do your own items. Follow directions for the use of machines and try to conserve detergent and bleach. When you do put laundry into the machines, please remember to come back for it when the cycle ends. Use clotheslines instead of dryers whenever possible.
6. Injury or illness- Staff members must report any illness or accidental injury to the camp nurse. The nurse will consult the doctor if necessary. The nurse will report all serious staff injuries or illnesses to the camp director so that substitute counselor can be arranged.
7. Lights out- Because of the long, hard working day, lights should be out in the central camp area by midnight. After, staff members will not be in the opposite sex quarters.
8. Campers- Campers personal laundry will be put into plastic bags to be sent home, unless it is soiled or if the camper does not have enough clothing to last his/her stay. Soiled or needed items will be done by the laundress at the scheduled times designated for the purpose. Commercial laundry- sheets, pillow cases, blankets, these items will be done by a commercial laundry service at the end of each session. If these articles become soiled during the camp session, they will be laundered by the camp laundress.

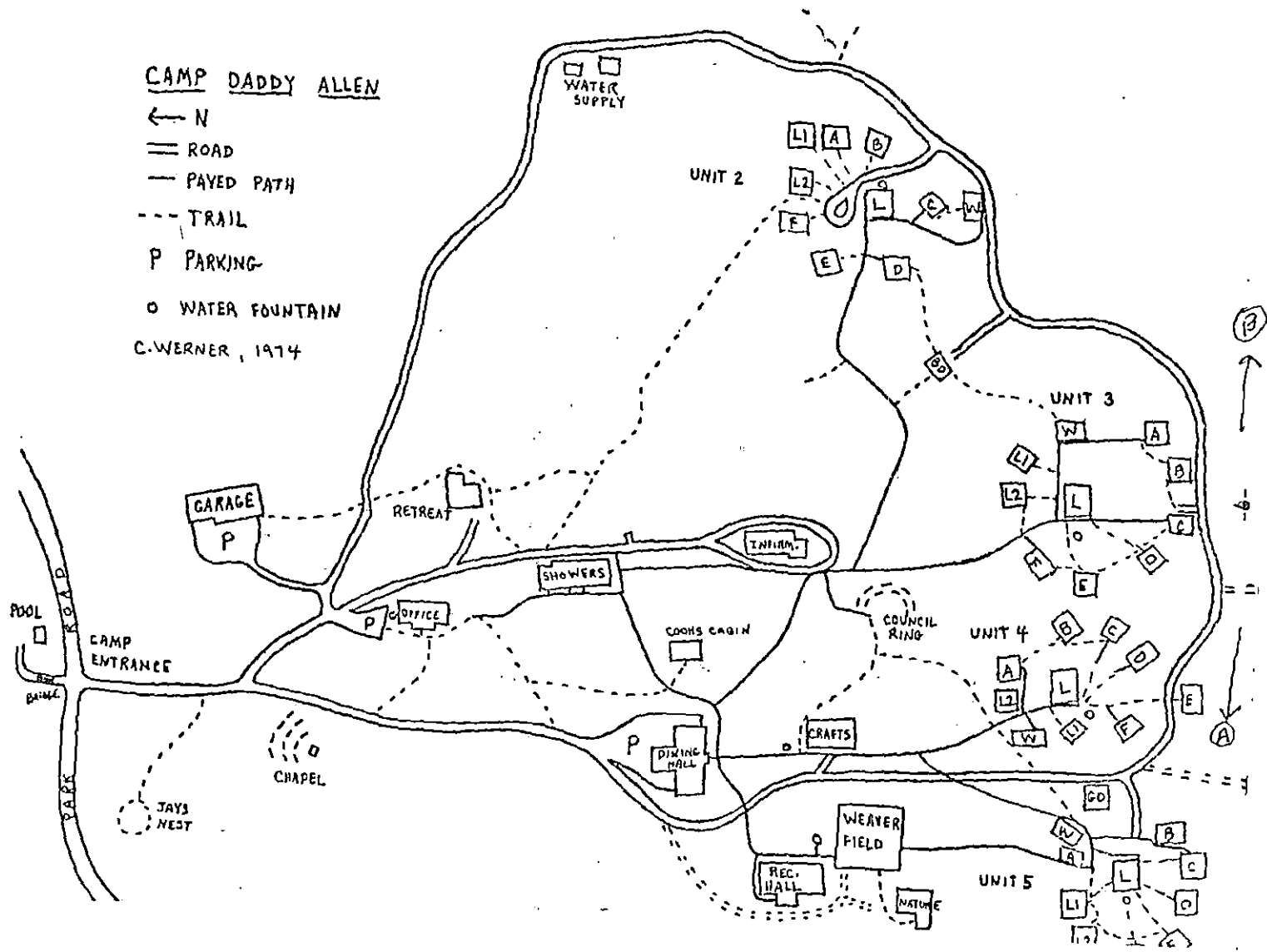
9. Volunteers- All visitors to camp are required to notify the director of their presence in camp. If they wish to participate within the camping program, an orientation to Daddy Allen will be required and provided by the director - or assistant director, and a physical screening done by the nurse.

HIKES AND EXCURSIONS

Camp Daddy Allen and surrounding areas in Hickory Run State Park provide many locations for outdoor activities. An attempt is made here to list some of the areas and types of activities for campers to enjoy.

<u>Area</u>	<u>Location</u>	<u>Travel</u>	<u>Activity</u>
Sleepout Field	Beyond GD cabin	Hike or van	Overnight sleepout, campfire, cook meals
"A" Field	Beyond Unit 3	Hike or van	Overnight sleepout, campfire, cook meals
Jay's Nest	Near Chapel	Hike	Meal hike, pack or cook over fire
The Falls	Down hill from camp entrance	Hike	Meal hike, pack, No Fires
The Fjord	Down from falls	Hike or van down, van return	Meal hike, pack, No Fires
Hickory Run Lake-east shore	Via Park Service Road	Hike or van	Meal hike or overnight sleepout, campfire, cook or pack meals
Boulder Field	Several miles from camp	Van	See unusual geologic formations. Pack lunch, No Fires
Sand Springs	Upper end of lake	Hike or Van	Cook or pack meal, sunbathing, swimming
Fire Tower (if open)		Van	Scenic view, pack lunch, No Fires
Trout Nursery	East end of Park	Van	See large tanks of fish, pack lunch, No Fires
Hawk Falls	East end of Park	Van, hike rough trail	Scenic area, pack lunch
Above Unit 2		Hike	Berry-picking in season

NOTES: Arrange with chauffeur- Van out, hike back "Survival Hike"
 Arrange with Camp Office for chauffer and also Guided Tour of Park with Park Ranger.



Daddy Allen Regulations and Policies

- * All personnel will be governed by the same regulations and policies.
- * Possessions or consumption of alcoholic beverages while on camp property is prohibited and warrants dismissal.
- * Participation in or use of narcotic drugs and or marijuana while employed at CDA is prohibited and warrants dismissal.
- * Staff members are required to participate in all activities as job description requires.
- * A general staff meeting will be held each Monday night. All staff members are required to attend unless you are assigned another duty. There is mandatory attendance for other meetings when announced.
- * The camp director will make a daily inspection of the camp grounds. It is the responsibility of all staff members to maintain their respective living area and that of their campers.
- * The following sign out system for leaving camp will be used:
 - One third counselors off each night.
 - One third central staff off each night.
 - One third auxillary staff off each night.The same person will not be out each night, even though the quota may not have been filled by another person. Staff members must sign out whenever leaving camp and sign in upon return.
- * All camper medical and health forms are available for staff use during the camp sessions. Information is confidential and is to be regarded as such. The nurse will be responsible for keeping and maintaining these records. Any medication taken by staff are to be kept with the camp nurse.
- * Staff members are permitted to smoke if they do so out of the presence of campers. There is no smoking in wooden structure buildings.
- * No guest should be invited to visit camp staff unless willing to participate in the camp program. If a guest wished to stay for a meal or overnight a fee will be charged.
- * All visitors must sign in at the camp office.
- * Campers may visit staff living quarters, if they are invited to do so. No campers in the kitchen.
- * Disinfectant, soap, toilet paper, cleanser, paper towels, etc., are kept in the designated supplies areas. Unit leaders will check on the need for these supplies in each unit and replenish them daily or as needed.

- * Absence from work is granted by the camp director on an individual basis and in the case of illness on the advice of the camp doctor or nurse.
- * No pets at camp.
- * Each staff member will be evaluated at mid-season and at the end of the camp season by the camp director or assistant director.
- * We discourage the acceptance of gratuities. This is in accordance with ACA Standards.
- * All campers take showers every other day. Counselors are to check campers bodies for pressure sores, infections and rashes.
- * The kitchen is off limits to all staff except those assigned to snack duty, the camp nurses, and the camp director.
- * No swimming at nights.
- * We adhere to all regulations of the Hickory Run State Park.
- * All staff members 18 years and older with the exception of the medical staff, assistant director, counselor coordinator, and director, will be assigned late duty. All staff will have snack duty.
- * Personal vehicles must be kept in the specified parking area by the garage. The Department of Environmental Resources of the Commonwealth and the Easter Seal Society cannot be held liable for bodily injury resulting from the use of personal automobiles, loss due to fire, theft, flood, hurricanes, storms, etc.

REGULATIONS

The following are excerpts from the general State Park Regulations which are posted at the Park Office and in the group camp assigned to you:

1. Motor vehicles are permitted ONLY on park roads and parking areas and must not be driven in a reckless or negligent manner.
2. Garbage and all refuse must be placed in the receptacles provided. Please help us keep the camps clean, sanitary and ready for immediate occupancy.
3. Fires are permitted only in designated places. All fires must be completely extinguished before leaving the camp.
4. Damaging, defacing or removing any plant, sign structure, equipment or other material is prohibited.
5. Pets are not permitted in State Park overnight areas.
6. Disorderly or boisterous conduct is not permitted.
7. Swimming is permitted only in designated places and under proper supervision.
8. Alcoholic beverages are prohibited in Pennsylvania State Parks.

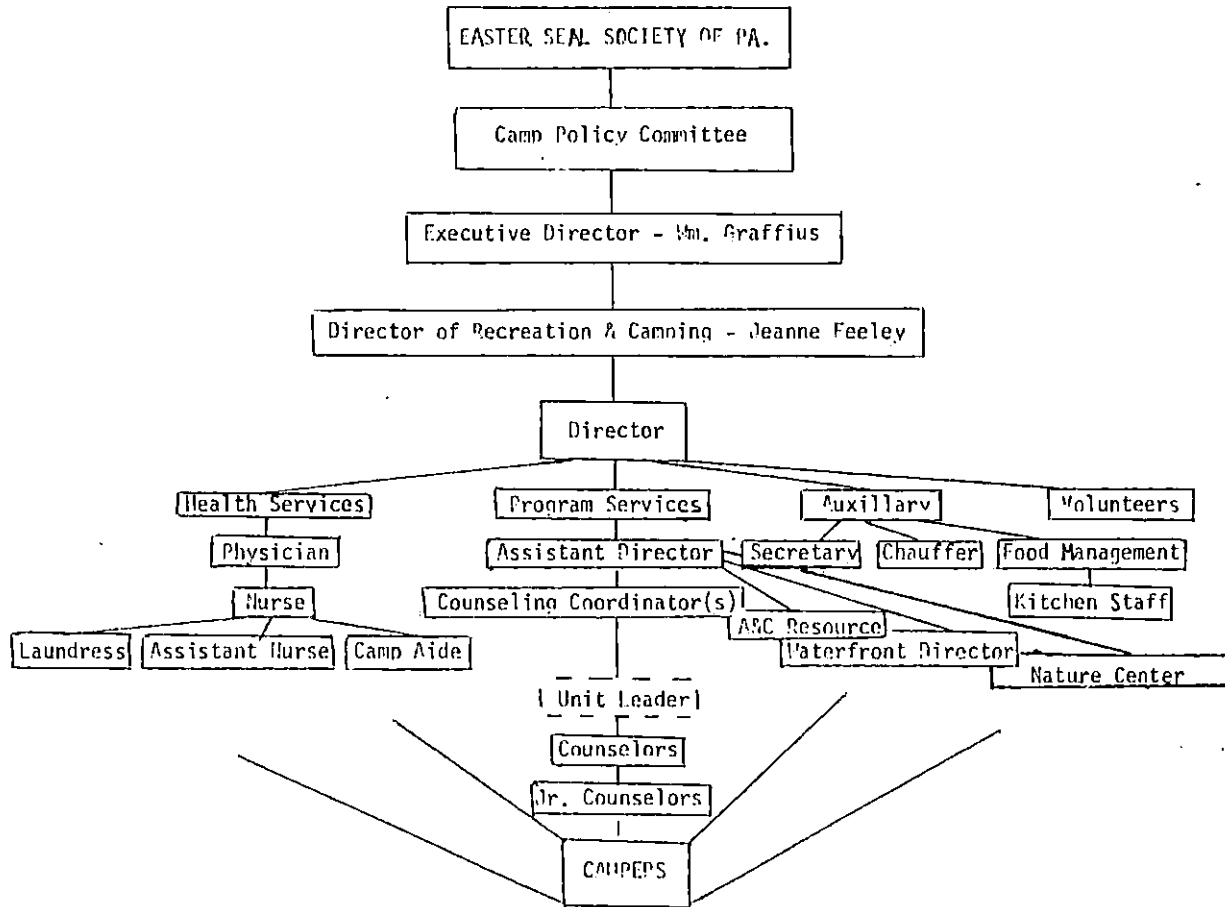
SUGGESTIONS

Please check in at the Park Office before going to the designated camp. When your camping period is over, remain in camp until a Park employee can check out your group. You are expected to leave the camp in the same condition in which you found it when you arrived. Please insure that all doors and shutters are closed, all water taps are shut and all fires are extinguished.

These requirements are easy to observe and come as a natural routine in any good camping program. They are based on respect for the other person.

Thank you for your cooperation.

1979 - ORGANIZATIONAL CHART



JOB DESCRIPTIONS

Camp Director: Responsible to the Director of Camping and Recreation of the Easter Seal Society of Pennsylvania

Responsibilities:

1. To provide staff training, give guidance, and supervision of all personnel.
2. To delegate responsibilities of all administrative personnel.
3. To conduct all staff meetings, evaluations, and continuing education programs throughout the camping season.
4. To be responsible for public relations both within the camp and the community at large.
5. To approve and do all purchasing and ordering of supplies.
6. To work within the financial budget as set up by the Pennsylvania Easter Seal Society.
7. To be directly responsible for hiring and firing of any personnel.
8. To be responsible for recruitment of volunteer staff, orientation, and their general supervision.
9. To be responsible for all administrative details of camp including relations with local societies, campers, parents, etc.
10. To have a knowledge of all camp activities.
11. To be directly responsible for the health, safety, and the general welfare of all persons in attendance at camp.
12. To conduct a staff meeting with central staff on a daily basis.
13. Conduct emergency procedures in preparing staff for specific responsibilities.

Assistant Camp Director: Responsible to the Director

Responsibilities:

1. Share with the director the general welfare of the camp.
2. Coordinate activities with the nurse, arts & crafts resource person, waterfront director, and counseling coordinator.
3. Conduct staff meetings when necessary with staff.
4. Assist with the coordination of activities and policies regarding volunteers.
5. Assume duties and responsibilities of camp director in absence of director.
6. Assume responsibilities of developing and coordinating camping programs.
7. Develop schedules in the following areas:
 - a) Cabinization
 - b) Dining hall seating
 - c) Daily activities
 - d) Laundry schedule
 - e) Evening program
 - f) Awareness of needed supplies
 - g) Scheduling- Staff duties
 - h) Offsite activities and trips
 - i) Sleepouts and cookouts
8. Provide food management with necessary requisitions for camp-outs.
9. Maintain inventories and needed supplies for camp programs.
10. Assume any additional responsibilities as requested by director.
11. Provide staff and campers with program ideas, activities, and resources.
12. Provide leadership that enables campers and staff to realize their potentials and capabilities during a camping session.
13. Maintain program budget within established appropriations.

Counselors: Responsible to unit leader, counseling coordinator, assistant director, director, and campers

Responsibilities:

1. Perform duties requested by counseling coordinator (s).
2. Develop ability to work with all age groups.
3. Be thoroughly familiar with all types of programs and the planning of activities and program.
4. Know camp safety procedures.
5. Assist in feeding campers, and guide all campers in cleanliness and personal health standards.
6. Assist in moving campers from one area to another.
7. Care for equipment and facilities in your charge, (Fishing, camping, recreational, etc. equipment.)
8. Strive to insure that the campers in your charge experience a spirit of happiness and companionship in line with the goals of socialization and recreation as set forth by the society.
9. Complete all oral and written evaluations required of you.
10. Direct any camp activity requested of you.
11. Supply or contribute your ideas for program activities.
12. Encourage the independence stressing capabilities of each camper.
13. Assist the camper in realizing individual needs and personal goals.
14. Report any evidence of camper or staff injury or illness to the camp nurse no matter how seemingly insignificant.

Unit Leader: Responsible to counseling coordinator, assistant director, and director

Responsibilities:

1. Be responsible for organization and functioning of unit.
2. Distribute mail to unit members.
3. Distribute necessary supplies (paper, cleaning, etc.) for the unit.
4. Be responsible for daily scheduling of activities for unit.
5. Develop duty rosters for unit.
6. Assume counseling responsibilities.
7. Responsible for unit cleaning.

Secretary: Responsible to Director

Responsibilities:

1. Supervise canteen and canteen procedures.
2. Do clerical work for summer operations as requested by director and assistant director.
3. Act as receptionist and switchboard operator.
4. Be responsible for the post office operations.
5. Keep all records as directed by director and keep office clean.
6. Do mimeographing and typing as requested.
7. Participate in all camp activities whenever possible.
8. Keep chauffeur driving schedule.
9. Maintain supply records.

Waterfront Director: Responsible to assistant director and director

Responsibilities:

1. Insure the safety of all users of the waterfront areas.
2. Enforce waterfront regulations and educate staff and campers of necessary safety.
3. Keep waterfront area clean.
4. Direct all waterfront activities.
5. Test and classify all swimming abilities of all personnel.
6. Coordinate all camp activities pertaining to the waterfront.
7. Care for all waterfront equipment and test water for lab.
8. Participate and assist in all camp activities whenever possible.
9. All other tasks assigned by the camp director.
10. Prepare water samples for state health examiner.
11. Work with assistant director in development of overall camp program.

Kitchen Aides: Responsible to cooks and director

Responsibilities:

1. Set tables three times a day.
2. Wash dishes three times a day.
3. Sweep dining hall after each meal.
4. Do any work requested by cooks.
5. Keep stockroom in order, load and unload supplies.
6. Scrub kitchen floor daily at the time set by cooks.
7. Empty garbage cans and wash them twice weekly.
8. Keep dining hall in clean presentable manner.
9. Scrub dining hall once per week.
10. Clean returned utensils from campouts.

11. Participate in camp activities whenever possible.
12. Notify director of needed supplies.

Camp Aides: - Responsible to Nurse and Director

Responsibilities:

1. Assist wherever needed in camp program.
2. Notify director of needed supplies.
3. Keep dining hall and bathroom clean & supplied.

Laundress: Responsible to Nurse and Camp Director

Responsibilities:

1. Wash, dry, and fold personal laundry of campers.
2. Notify director of needed supplies, soap, bleach, and any other equipment.
3. Wash towels and other items needed for safety and care of campers.
4. Keep shower house and laundry clean.
5. When tasks are complete, assist wherever needed in camp program.

Volunteers: Responsible to Director

Responsibilities:

1. Assist in camp program wherever needed.
2. Assume responsibilities delegated by director or assistant director.
3. Assist campers with necessary bathing, brushing teeth, feeding, pushing wheelchairs, etc.
4. Participate in all activities and comply with all rules and regulations that other staff members must comply with.

Food Manager and Assistant Cook: Responsible to Director

Responsibilities:

1. Assist in menu planning.
2. Make all supplemental food, meat, produce, and miscellaneous food orders.
3. Be in direct charge of kitchen help.
4. Enforce all Camp and Health Dept. regulations pertaining to the operation of the dining hall.
5. Prepare and serve all food.
6. Maintain and clean all kitchen equipment.
7. Prepare food and supplies for cookouts and or assign that duty to one of the kitchen personnel.

Nurse Supervisor: Responsible to Director

Responsibilities:

1. Care of all sick and injured.
2. Make decision in consultation with director in having personnel see doctor or visit hospital.
3. Assist in maintaining health standards throughout camp.
4. Set up infirmary maintaining it as a clean sanitary health center.
5. Meet with doctor to secure written order for management of specific problems peculiar to campers in residence.
6. Administer and keep locked all drugs and medication for campers and staff.
7. See that all medications are prescribed by family or camp physician.
8. Keep daily records in bound book in accordance to ACA regulations.
9. Conduct screening interviews with parents of campers on opening day of each session to inquire about special health problems.
10. Instruct staff periodically about first aid procedures and provide continuing education.
11. Be available to administer medical aid whenever needed.

12. Liaison with physician, hospital, and director.
13. Examine campers periodically for abrasions, blisters, etc.
14. Check on food service personnel hygiene and report any problems to the director.
15. Consult with the director on dietary requirements of campers and staff.
16. Provide supervision for laundress and camp aides.
17. Prepare first aid kits for emergency use on campouts and out of camp trips, etc.
18. Screen all staff members and volunteers upon arrival in camp.

Assistant Nurse: Responsible to Nurse Supervisor and Camp Director

Responsibilities:

1. Carry out those duties and responsibilities assigned by the Nurse Supervisor.
2. Takes and records temperatures, respiration, and pulse.
3. Observe campers' reactions and conditions and reports changes to the Nurse Supervisor.
4. Assists counseling staff in maintaining proper ADL for campers.
5. Assists in maintaining medical logs and charts as authorized by the Nurse Supervisor.

Arts and Crafts Resource Person: Responsible to camp director and assistant director

Responsibilities:

1. Plan, supervise and present arts and crafts activities beneficial to campers.
2. Requisition and care for all necessary equipment used in the arts and crafts program.
3. Responsible for the physical condition of the craft shop.
4. Enforce safety rules in craft shop.
5. Serve as resource person for program activities.

6. Work with assistant director in coordinating program and program materials.
7. Participates and assists in all camp activities whenever possible.
8. All other tasks assigned by director.

Chauffeur: Responsible to Director

Responsibilities:

1. Operate vehicle with extreme caution.
2. Perform required daily maintenance on vehicle, gas, oil, battery, etc. and keep record.
3. Keep truck clean both inside and out. Wash as needed.
4. Conduct business as liaison with local suppliers.
5. Provide transportation for overnights, off site trips, etc.
6. Perform light maintenance, minor plumbing, carpentry, etc.
7. Clean and maintain garage and other storage areas.
8. Transport luggage, bedding, supplies, etc.
9. Assist director where needed.
10. Assist total camp program.
11. Maintain adequate wood supply.
12. Assist directors in setting up equipment.
13. Maintain inventory supply.

LAUNDRY AND HOUSEKEEPING PROCEDURES

Camper's Personal Laundry - Each cabin will bring camper's personal laundry to the laundry room on the scheduled day. If an individual camper needs clean clothes before the scheduled day, arrange with the laundry person to try to have it done.

Bring only the items that campers will need during their stay in camp. We do not expect campers to return home with everything clean. In fact, some parents will send enough for the entire session with the request that we do not wash any clothing for the camper. Counselors should use discretion about what needs to be washed.

Laundry Schedule

<u>Sun</u>	<u>Mon</u>	<u>Tue</u>	<u>Wed</u>	<u>Thu</u>	<u>Fri</u>	<u>Sat</u>
Bath towels, kitchen towels, washcloths, and, wet or soiled sheets each day throughout the session.			Unit 2	Unit 3	Unit 4	Unit 5
<u>Sun</u>	<u>Mon</u>	<u>Tue</u>	<u>Wed</u>	<u>Thu</u>	<u>Fri</u>	<u>Sat</u>
Unit 2	Unit 3	Unit 4	Unit 5	Sort and count laundry to be sent out; Wash towels and washcloths.	Day-Off	Day-Off

Linens - Dirty towels, washcloths, and sheets may be exchanged for clean ones at the laundry room. Try to make these last as long as possible. Wet or soiled sheets should be rinsed in the sinks in the units before being brought to the laundry area. Please be sure to bring dirty items before taking clean. This is important so that an inventory of clean linens can be maintained.

Clean sheets, pillow cases, towels and washcloths are stored in the linen room at the rear of the showerhouse. Mattresses, sleeping bags, and blankets are stored in the rodent-proof section of the garage. Sleeping bags or blankets that need to be drycleaned should be brought to the laundry.

Housekeeping Supplies - Disinfectant, soap, toilet paper, cleanser, paper towels, etc., are kept in the linen room at the rear of the showerhouse. Unit leaders should check on the need for these supplies in each unit and replenish them daily or as needed.

Camp Staff Personal Laundry - Staff members may use washers and dryers during their free time and after all camper laundry has been done. Do not ask the laundry person to do staff laundry.

CLEANLINESS IN CAMP

It is the shared responsibility of everyone who uses a camping area to preserve and maintain the facilities at all times. Counselors and campers alike should do as much as they can to take care of the various areas which are used in Camp. Certain minimum procedures listed here should be followed:

Daily Cabin Clean-up

1. Before Breakfast: Pull covers down to air beds; Check for wet sheets and remove and rinse out and bring to laundry.
2. After Breakfast: Make beds, arrange individual belongings in neat order, put dirty laundry in bags, pick up trash, sweep floor and porch, open windows.

Daily Unit Clean-up

This should be organized and scheduled by each Unit Leader. Basic tasks should include these:

1. Keep unit wash-house in good condition. Use disinfectant to clean toilets and floor if necessary, use cleanser to clean sinks, keep all windows open, place trash in can, keep adequate amounts of toilet paper, etc., available.
2. If the unit lodge is not being used for living quarters - sweep floor and porch, pick up trash, stack firewood.
3. Pick up litter on paths in unit area.

Other Areas in Camp

Although certain members of the staff will be given the responsibility of maintaining certain areas in camp, everyone should help out at all times by keeping the following in mind:

1. Place trash in proper receptacles; Pick up candy wrappers, etc., that others have dropped.
2. Leave major areas of common use ready for others -
 At the showerhouse take towels and personal items along, pick up trash, open all windows when through showering.
 At the dining hall do not leave personal items on windowsills and around tables, help keep the bathroom clean, pick up trash around the ramps outside.

If everyone helps, we will have a healthy, safe, and happy camp.

CAMPER SAFETY REGULATIONS

1. Campers are not permitted to enter the kitchen, the rooms at the rear of the showerhouse, or, the garage.
2. Counselors and campers should be very careful in the areas of certain natural hazards in Camp including: the area around the Jay's Nest, the intersection at the Camp entrance, the bridge near the pool, and the rocky area and the dam at the Falls.

3. Campers are not permitted in Staff members quarters unless invited.
4. Campers are required to wear braces, crutches, etc., according to medical specification.
5. Shirts are to be worn in the dining hall.

Hurricane

Although it may be the last thought in our minds, it is very possible for a hurricane to pass through camp during the camping season. Because of this possibility, the camp has a responsibility of presenting a set procedure to insure the safety and health of each of its campers and staff members.

Procedure

- a. If word is received of an approaching hurricane, all designated personnel will be notified by the Director's announcement to meet inside the dining hall.
- b. Cabin counselors will remain with their campers until notified to leave.
- c. The duties of the designated staff will then include the following areas as designated by their supervisor:
 - (1) Bring all blankets, flashlights, urinals, and bedpans, etc. to the recreation hall.
 - (2) Campers and staff will then move into the recreation hall after closing all windows in cabins and other buildings.
 - (3) Blankets will be placed over all windows in the recreation hall.
 - (4) All power will be cut off by turning off switches in the powerhouse by the maintenance person.
 - (5) All available containers such as sinks, bathtubs, wash basins, etc., will be filled with water.

Kitchen staff will be responsible for making food provisions and the locking of freezers.

Nurse will provide first aid supplies along with medications for the campers and staff as well as medical records.

Above all, the staff must be able to establish feelings of comfort and security in each camper. He must feel that we are prepared and not worried.

Tornado

a. Tornado Warning Procedure:

Upon hearing that tornado warnings have gone into effect, designated persons will be notified to report to the camp office. These people under the direction of the Camp Director will be responsible for closing windows and doors to all camp buildings and storing loose objects. At this time it is not necessary for the entire camp to be on the alert. We do not want to create panic which would disrupt the campers' activities. The

concern of the administrative staff should be that of being prepared and alert.

b. Tornado Alert Procedure:

Upon the sighting of a tornado, all people in camp will be asked to move to own cabins. Designated staff will then be told to place blankets over windows to insure campers from being hit by flying glass in case of a broken window. Again, counselors must be calm and insure security in the campers.

Lightning Storms

These storms are prevalent during the summer. When some occur, counselors must remain calm and direct the camper's attention.

a. Precautions: If a severe storm occurs, turn off all fans and electrical equipment. Shut all windows in cabins. Move campers away from windows if need be.

b. Procedure: The Camp Director and Designated Staff will be on duty in the dining hall. Use flashlights, horns to signal or vocal alert if any accidents occur. The camp nurse will remain on alert until advised of the situation.

The Staff

The staff is the key to the success or failure of any camp program. A good staff member is mature, sincerely loves people, and has a philosophy based upon the feeling that each person is an individual of worth and deserves to develop to his fullest capacity.

Essential Qualifications of a Staff Member

- A genuine liking for people
 - A love of the out-of-doors
- An ability to mingle with people on their own level
 - An ability to teach some skill
- An ability to work with others
 - Faith in people
- Some understanding of psychology or group work methods
 - Emotional maturity
- A health and safety consciousness
 - A personal, social, and spiritual philosophy

Qualities of a Good Staff Member

Health:

- Stamina enough to last through a strenuous day.
- Regular, well-balanced meals.
- Regular sleep in sufficient quantity.
- Smoking not at all or moderately and in an appropriate place.
- Abstinence from intoxicating liquors and drugs.
- Sufficient vigorous exercise each day.

Acceptability to Others:

- Pleasing and neat appearance.
- Cleanliness of person and clothing.
- Graciousness and mannerliness.
- Tact.
- Cooperativeness.
- Cheerfulness.
- Sense of humor.
- Good English.
- Warmth.
- Poise.

You have a contract. You have accepted a job at camp and with that you have assumed certain definite obligations. You have agreed to live up to the rules and regulations of camp. You have agreed to accept and perpetuate the aims and objectives of the camp. You have agreed to fulfill to the utmost every aspect of your contract.

Leadership

The staff is the key to the success or failure of any camp program. A staff member is mature, sincerely loves people, and has a philosophy based upon the conviction that each person is an individual of worth and deserves an opportunity to develop to his fullest capacity.

The leadership process involves some fundamental elements that must be considered before one can effect good leadership. The following will act as an outline for this process to develop:

Purpose: setting up goals and objectives.

Plan: setting forth ways to accomplish goals and aims, and actual procedures for doing so.

Execute: the carrying out of plans.

Evaluate: determining whether or not the project was successful and deciding how to improve the project for the next program.

Each of you can be a major influence in the lives of those who pass your way. Therefore, you must approach your dealings with campers with maturity and a sense of dedication. You may ask, "How does one really accomplish this?" Here are some ideas:

- be objective
- try to anticipate trouble spots
- be a good listener
- be enthusiastic
- have a good sense of humor
- set goals for yourself and campers
- be tolerant
- work
- be cheerful
- set a good example
- be flexible and resourceful
- be punctual
- be loyal
- be an educator
- be a learner

While at camp you must fill many roles - some might include that of a parent, friend, teacher, helper, counselor, leader, brother, sister, and listener.

Remember that you are on the job every waking hour of the day and on call at any hour of the night. You are the people closest to the individual during his entire camp period. Our campers are individuals first, and handicapped individuals second.

Adaptability to Camp Life:

Love of people
 Enjoyment of hard work.
 Skills and knowledge of outdoor living.
 Adaptability.
 Can take as well as give orders.
 Love of fun.
 Interest in a wide variety of fields.
 Specialization.
 Promptness at all appointments and in all tasks.
 Dependability.
 Industry.
 Persistence.
 Curiosity.

EFFECTIVE Staff

Having the ability to remain selfcontrol in midst of conflicting demands.

Poise and efficiency in directing several simultaneous activities.

Habitually quiet, poised and courteous in relations with campers.

Constructive and encouraging in comments and manner.

Conversational and friendly in relations with campers.

Original and intriguing in voice and manner.

Possessing a sense of humor.

Eliciting willing response from campers.

Enthusiastic (although often quietly about campers and counseling).

Participating with interest in campers' activities.

Interested in helping campers to direct their own conduct rather than securing conformity through personal domination.

NON EFFECTIVE Staff

Displaying an inadequacy to group demands, easily disturbed.

Confused and bothered by interruptions and unforeseen demands.

Demanding, imposing, impatient in relations with campers.

Resorting to threats and punishment, sarcastic, cross.

Tense, stern and unfriendly with campers.

Voice and manner prosaic and colorless
 No time for anything but work.

Serious, too occupied for fun or humor.

Eliciting apathetic even antagonistic responses from campers.

Harassed, disturbed, unsure with no interest or enthusiasm.

Always the director of campers' activities, never a participant.

Asking campers to conform to the counselors way.

Possessing sufficient self-restraint to allow campers to work through their own problems. Helping only when need is apparent.

Imposing directions and requirements upon campers, oblivious of campers' initiative and resourcefulness.

Intelligently independent of inhibiting restraints of traditional practices.

Impressed with the necessity of pleasing someone else.

Ingenious in utilizing opportunities for leading.

Unaware of opportunities for vitalizing counseling.

Evidencing a planned, but flexible procedure with materials and individual needs anticipated.

Absorbed in controlling the immediate situation--no plan in evidence.

The Counselor - A Leader

The counselor is parent, friend, teacher, helper, counselor, and leader all rolled into one. He is never boss. The boss drives his men; the leader coaches them. The boss depends upon authority; the leader on good-will. The boss inspires fear; the leader, enthusiasm. The boss assumes the task; the leader sets the pace. The boss says "I"; the leader says "We." The boss says "Get there on time"; the leader gets there ahead of time.

The boss fixes the blame for the breakdown; the leader fixes the breakdown. The boss knows how it is done; the leader shows how it is done. The boss says "Go"; the leader says "Let's go." The boss makes work a drudgery; the leader makes it a game.

The counselor can be a major influence in the lives of those who pass his way. Therefore, he must approach his dealings with campers with maturity and a sense of dedication.

1. Be objective--do not "over-identify" with campers. Campers sense favorites and counselor pets very quickly.
2. Be a "good listener." Campers love to tell adults about themselves. When you listen, you show them you are interested.
3. Don't burden campers with your own personal problems. They're at camp for a good time.
4. Reach out to your campers. Don't wait for campers to come to you.
5. Be enthusiastic. Children readily reflect such enthusiasm and good humor.
6. Try to anticipate trouble spots. "Preventive counseling" can many times eliminate behavior problems before they arise.
7. Have a good sense of humor. A smile is always contagious.
8. Set goals for your campers. Look for areas of accomplishment.
9. Be tolerant. Remember back to your own childhood. Develop a "child's viewpoint."
10. Be unselfish. Place the child's interests before your own.

11. Work. Stay on the job. Yours is a twenty-four-hour day.
12. Be cheerful. It rubs off.
13. Be sympathetic with the camper's enthusiasm.
14. Set a good example at all times. You are under his constant appraising observation.
15. Do not threaten or promise anything which you cannot reasonably and fairly bring to conclusion.
16. Be punctual and thorough in every detail of your camp life.
17. Be loyal to the camp's ideals and the organization for which you work.
18. Be an educator in terms of moral standards, ideals and character.

Code of a Staff

I am a friend.
 I have time for any camper.
 I have a broad appreciation.
 I am dependable, prompt, and courteous.
 I set an example worth following.
 I do at least one thing really well.
 I am loyal to the camp, its objectives and management.
 I expect to grow as well as the campers.
 I am ready for adventure.
 I have a philosophy of life worth sharing.

The Staff Job

We need to approach the job of staff member with a good mental attitude. There are certain specific mental qualities or patterns that mark a staff member. It is impossible to describe them all, but here are some:

You're in camp. You must adjust yourself quickly to an environment quite different from the one in which you have spent the winter. You must forget fraternity parties, exams, and movies and become a vital part in the set of activities designed to interest the handicapped camper.

You are an example. What you are and what you do will speak so loudly that campers seldom will pay attention to what you say. Campers frequently are hero-worshippers; they will imitate you; they will use your actions as criteria in judging what is right and what is wrong. Make yourself the best model possible. Do nothing yourself that you would not want your campers to do.

You have a responsibility. Remember that you are on the job every minute. In taking campers out of their homes, we must be prepared to give them the best possible care. We must not defeat our purpose by allowing accidents and over-fatigue to occur. Finally, our primary responsibility is to give each camper the best possible time.

DAILY SCHEDULE

7:00 Counselors rise and shine!

7:30 Reveille

8:15 Flag-raising ceremony

8:30 Breakfast (Announcements before the meal; dismissal by tables when finished.)

Cabin and unit clean-up

10:00 - 12:00 Activities period

12:00 Prepare for lunch

12:30 Lunch (Dismissal as a group after singing and announcements.)

Rest hour

3:00 - 5:00 Activities period

2:45 - 4:15 Canteen open

5:00 Prepare for supper

5:15 Flag-lowering ceremony

5:30 Supper (Announcements before the meal; dismissal by tables when finished.)

Evening program - time to be announced at supper.

Bedtime - time will vary with age group and program.

Taps - 30 minutes after bedtime.

Staff snack - 30 minutes after Taps.

Some regular schedule changes -

1. On Wednesdays and Sundays the breakfast schedule is flexible. Campers may sleep in and come to the dining hall anytime between 8:30 and 10:00 for breakfast. The menu will consist of juice, cold cereal, donuts, etc., and the utensils will be plastic or paper. The counselor and every camper in the cabin must arrive together.

2. Supper on Fridays is a cook-out in the units. This is to enable the kitchen staff a time to scrub the dining hall once each week.

3. Special program days will also make schedule changes necessary. These will be announced at mealtimes.

Daily Procedures

Camp programing falls into two main categories--cabin group living and specific activity areas. Cabin counselors are responsible for the general welfare of their cabin group. Camper age level, group handicap and numerous other factors determine the amount of actual physical assistance staff must assume in various situations. (The term supervise used in this manual in reference to the counselor's job means to be an active participant on the immediate scene of action.) Cabin duties and responsibilities shared by these counselors should supplement rather than duplicate one another. No one system of division of jobs is sure fire; you will have to work out your own plan of expediency in accordance with individual and group personality.

Sincerity of purpose, individual initiative and insight are qualities which help to determine superior or mediocre counseling. It is impossible to draft an absolute analysis of the counselor's job--it is what he/she makes it.

Supervision Before Breakfast:

Get yourself and your group up with reveille.
 Check for wet beds.
 Place soiled bedding outside lodge area.
 Dress campers needing help; check for skin irritation.
 Latrine--going to toilet, washing face and hands, brushing teeth.
 Get your campers to flag-raising on time.
 Generate enthusiasm for the day.

Mealtime:

Get your campers to meals on time.
 Make sure they have all washed and visited the toilet before the meal.
 Encourage table manners, and keep noises at a minimum.
 Encourage campers to eat a well-balanced meal with a small portion of all foods on the table.
 Enforce diets where applicable and watch for campers stuffing themselves.
 Seconds are served only after everything on the plate is finished.
 Encourage camper independence.

Cabin Clean-Up:

All beds and personal possessions to be straightened up.
 Encourage camper involvement.
 Counselors' quarters to be kept in good order.

Activity Periods:

Make sure campers are at activity periods on time.
 Assist activity leaders in planning and carrying out activities with your cabin group.

Rest Hour

Make sure that all campers make a latrine stop before rest hour. Campers with swim scheduled for the afternoon should be suited up before rest hour begins.
 Quiet cabin quickly.
 Assist campers in reading and writing letters.
 Notify rest duty of any special care that may have to be given to your cabin.
 Get the cabin group to the activity on time.

Mail

Incoming mail will be classified by cabin in the office for distribution after rest hour daily. Out going mail is to be deposited in the basket on the secretary's desk.

Evening Programs

Get campers to program on time. Make sure they have made a latrine stop. Sit with and among the campers.
 Encourage camper involvement and become involved yourself.
 Make sure that campers are dressed appropriately for the weather.

Bedtime

Visit the latrine with your campers. See that they brush their teeth and wash thoroughly.
 Check camper health needs. Report to the nurse on her rounds.
 Quiet campers quickly. Give back rubs and read or tell a story.

Camper Health Needs

Every counselor is expected to cooperate with the camp nurse in providing for camper health needs. Watch for signs of illness or injury and report immediately to the nurse. Many times ailments may be prevented when good health habits are followed.

Prevention of colds Keep a weather eye open for causes of colds. Wet shoes will cause problems. After swimming, campers should be taught to dry thoroughly before putting their clothing back on.

Showers Every camper should have a good shower or bath every other day.

Teeth cleaning Insist that campers brush their teeth at least twice a day.

Elimination Check each member of your cabin daily for bowel movements and record BM's on chart.

Posture Good posture is especially important for the handicapped. Set a good example.

Extra Rest Some campers will need more rest and sleep than others. PATCH your campers for tell-tale signs of overtiredness and dark circles under their eyes. Encourage these campers to sleep later in the morning or at rest hour.

Care of Property and Equipment

Leaders and campers must cooperate in seeing that grounds and equipment are maintained in the finest condition possible. Treat camp property as if it were your own. It is good to remember that the lower the expense for repairs and replacements, the more that can be spent on new equipment and improvements. Return items to the site they were originally borrowed from.

Camp Reports and Records

Staff members are to review their camper folders of their cabin before each session. Camper follow-up records are to be completed and turned into the camp director before the last Thursday of the session. These reports are used by referral agencies, parents, and other interested individuals and provide valuable liaison between the camp and those working with the camper at home. Camper records are important and proper consideration should be given to their completion.

Staff Rules and Regulations

In a close-knit society as a summer camp, certain rules of order must be followed for the good and safety of all. Signing the camp contract implies a professional obligation and loyalty to abide by these policies. It is good to remember that you are working for the Easter Seal Society and that your actions and appearances will reflect upon the entire organization.

THE PROGRAM

1. What is a program?

Program is everything that an individual experiences at camp. The camp's program is a well-rounded and flexible one, offering new experiences to individuals whose physical limitations and lack of opportunity have too long kept them indoors. The focus of the program is not to repeat activities that can be done at home, but to capitalize on the natural environment, the beauty and wonder of the out-of-doors applying the following principles.

2. Programming

The objectives of a camping program for specialized groups are the same as those for any camping program-- to have fun and to learn new skills through new experiences. Children and adults conditioned to living with a disability have the same needs as others, and a good program will offer opportunities to meet some of these basic needs.

While even poor programming will afford new experiences and teach new skills, a maximum realization of the educational potential should be aimed for all times and through all activities. Opportunities to associate, to be an integral part of a group, to engage in friendly competition, and to extend social and recreational horizons are presented in and through good camp programming experiences. The term "program" refers to the total situation and experiences within the given camp and session. Some of the basic standards necessary for good programming are:

1. Variety and diversification with opportunities to actively or passively participate.
2. Competitive and non-competitive activities
3. Activities of high organization (many formal rules of play) and games of low organization (few rules of play).
4. Occasion for campers to participate in the planning and leading of central activities.
5. Opportunity for spontaneous selection of and participation in activities.
6. Opportunities for leisure and relaxation, and recognition of special fatigue factors inherent in individual limitations.
7. Maximum utilization of the physical environment and natural setting of the camp area.

The overall framework of the camp program may be found to consist of units or activities. Activities refer to individual events offered within the total program. Some examples of activities may be arts and crafts, swimming, nature study, etc. These activities should offer:

1. Opportunity for:
 - a. Participation in large groups (8 or more people)
 - b. Participation in small groups (3 to 7 people)
 - c. Dual participation (2 people)
 - d. Individual participation
2. Individual adaptation to compensate for the physical, mental, social, and psychological limitations of the participants.
3. Opportunities for selection and choice, the degree of rigidity of time and group scheduling depending on participants' abilities and limitations.
4. Graduated degrees of difficulty and experience allowing camper to develop and extend his physical, mental, and social skills.
5. Opportunities to develop interests and learn skills having a carry-over (or carry-back) value to non-camp settings.
6. Opportunity to help the camper develop realistic concepts of his relationships, abilities, and potentials in all aspects of life.

The Test of a Good Program Activity

1. Is the activity in accord with the idea of simple outdoor living? Does it further an understanding and love of the out of doors?
2. Does it answer youth's longing for fun, adventure, and dramatic suspense? Do campers want to do it or are they merely going through it to satisfy the whims of adults? Is it interesting in itself without thought of award or outside inducement?
3. Does it foster camper initiative, resourcefulness and creative expression or is it a cut-and-dried process where campers follow instructions of cut along dotted line, then join A and B?
4. Does it broaden interests and appreciations and help youngsters to see that the world is so full of a number of things to do?
5. Is it free from actual physical danger? Does it contribute to the greater health and vitality of the campers?
6. Could it be done just as well or better in the camper's home community?
7. Does it have carry-over value for use in other situations or after camping days are over?
8. Does it help to develop group consciousness and adaptability to group living?
9. Does it fulfill fundamental desires and help the camper achieve a high state of mental health?
10. Can it be made a true group project to which every member can feel he has contributed, or are all the places of importance usurped by a few of the more aggressive or talented?

RECREATION LEADERSHIP

Experienced recreation leaders know that certain leadership techniques used at the right time and in the proper places will make activities go smoothly and successfully. They also know that these techniques are of secondary importance to the basic objectives of the program.

Leaders should:

1. Keep in mind that the fact that people should be one's greatest concern and that their moods, likes, dislikes and varying appreciations of things about them must be understood if people are to be effectively served.
2. Give the impression that you have plenty of time to help people. This will give you a calm, quiet manner that will inspire confidence.
3. Be thoroughly familiar with the activities before you use them and be well prepared for each meeting.
4. Use types of recreation which you enjoy yourself and which you believe will bring the greatest satisfaction to the members of the group.
5. Strive to make each "get-together" or meeting a social, happy experience.
6. Insist on fair play, and if you make a promise, keep it.
7. Recognize real effort to perform well, and give credit and praise whenever possible.
8. Try to solve disciplinary problems in a tactful, thoughtful manner. You want the offender to remain a member of your group; otherwise you have lost your influence over him.
9. Use every opportunity to help people realize the value of good conduct and accept codes of behavior.
10. Attempt to develop the leadership qualities and capacities of the individuals with whom you are working.

The story-teller can tell a story best when he knows the literature and background of the race or country from which it came, when he knows and understands the characteristics of that group and its customs and ideas. Knowing these characteristics, customs and ideas helps the story-teller make the story his own. The re-telling of a story must be a faithful one and close to the people or the author from which it came.

- A. Master the structure of the story
 - 1. Beginning and ending important
 - 2. Learn pattern of story
 - 3. Observe sentence structure
 - 4. Know characters and situations
- B. Master the style of the author
 - 1. Make author's expressions your own
 - 2. Make author's style your own
 - 3. Retain mood of story; reproduce dramatic events
- C. Learn the story
 - 1. Prepare as whole, not in parts
 - 2. Avoid memorization
- D. Make the story your own
 - 1. Visualize happenings
 - 2. Imagine sounds, tastes, scents, color
 - 3. Reproduce those happenings as though you were seeing and experiencing them

TELLING THE STORY

The art of story-telling must not be confused with the art of acting. The story-teller should interpret and express the ideas, moods, and emotions of the author, but should never identify himself with any character. Suggestion, not imitation, is the goal. Correct use of voice, application of the fundamental principles of oral communication and above all, the use of imagination and real thought will produce a well told story.

- A. Voice
 - 1. Volume-to be heard easily; sufficient breath, controlled
 - 2. Clarity-to be understood; articulation-especially "t" and "d"
 - 3. Variety-to interest; change of pitch and speed
 - 4. Quality-to please; resonance and depth
- B. Expression
 - 1. Know what you want to say
 - 2. Think what you mean
 - 3. Express what you feel; mood, style, word pictures, characters

TELLING THE STORY
(Continued)

C. Methods of effective communication

1. Pause

- a. Before any change of idea: to give audience and story-teller a chance to finish thinking about one idea before starting in on the next one.
- b. Before any very significant word: to create suspense and to emphasize the important word or idea.
- c. Before and after any difficult or unusual word: to allow audience a chance to grasp the unfamiliar term.
- d. Before any character speaks and after character has finished speaking; to make perfectly clear who is speaking.
- e. Before introducing any important new character; to allow audience the pleasure of making a new acquaintance.

2. Change of speed

- a. Important phrases should be taken more slowly.
- b. Poetic and imaginative passages should be taken more slowly.
- c. Parts narrating action should be taken more rapidly.
- d. Conversation should be taken at a speed that suits the character speaking.
- e. Sad parts should be taken more slowly, happy parts more rapidly.

3. Change of Pitch

- a. Basic tone for narrative.
- b. Slightly different pitch for each character: not too much dramatization.
- c. Falling inflection for sad parts, rising inflection for happy.

4. Emphasis

Bring out words that carry meaning (usually nouns, verbs, adverbs); adjectives and pronouns only when needed for contrast, and usually the second time a word is mentioned it is not as important as it was the first time.

5. Building up to climax

- a. One-two-three method; increase volume, raise pitch and decrease speed on each part, so that third incident is done with the loudest and highest voice and tempo.
- b. Climax within one sentence; start on low pitch; gradually raising it.

PROCEDURE IN LEADING GAMES

1. Dyer Blair. The New Vacation Church School, Harner Brothers: New York, 1934, pp. 126-127.

I. Procedure with Games:

1. In introducing a game
 - a. Name it.
 - b. Put group in formation to play it.
 - c. Explain it briefly.
 - d. Demonstrate it.
 - e. Ask for questions.
 - f. Start it without delay.
2. Correct minor faults while game is in operation.
3. If an event goes badly, stop it, correct difficulty, restart it.
4. Turn mistakes, if possible, into laughter.
5. If a game does not go right, try another (the good time of the player comes first).
6. Know the game thoroughly before attempting it.
7. Make all preparation in advance-having all needed equipment on hand-and in charge of an assistant.
8. Plan for participation by all, e.g., the physically handicapped or incapacitated can keep score.
9. Huddle players as much as the playing conditions will permit use mass psychology.
10. Be ready to adapt games-larger or smaller circles or lines-and to introduce variety one "IT" or several "ITS".

II. Procedure for Group Games:

1. Have leaders or captains.
2. Make sure of equal teams- count your men, ask each leader. How many?
3. Where there is mingling of players, mark members of one team as to easily identify them.
4. In elimination games, or relay races, have definite positions for those to take as they fall out of the game.
5. Have goals and boundaries plainly marked.
6. Teams may be selected for novelty
 - a. Talls, shorts, mediums, etc.
 - b. Fats, thins, mediums, etc.
 - c. First half of alphabet, second half
 - d. Blonds, brunettes.
7. Encourage the losing team.

III. Hints for Play Leaders:

1. Spirit of enthusiasm and air of confidence on part of leader.
2. Develop the play spirit, making events interesting and funfui.
3. Maintain general condition of order; which allows such relaxation as shouting, but halts "horsenlay".
4. Insist on fair play - enforce rules.
5. Obtain quiet and attention before attempting to explain anything, train players to "stop, look and listen" when whistle is blown.
6. The leader himself should get into the game occasionally.

ROLE PLAYING

DEFINITION AND DESCRIPTION

Role playing is the spontaneous acting out of structured experiences in which the collective aspects of a group problem is out in the foreground and the individual's private relation remains in the background.

Role playing used effectively helps a person step into another's shoes. It can effectively present both sides of a controversy. The participant may be permitted to make a wrong choice and by doing so find out that it is not satisfactory. Dealing with innumerable problems or tension-centered situations, the Christian leader has many uses for role playing: parent-teen problems, church-school staff misunderstands, helping a teacher gain confidence with his students and helping members of the class face questions thoroughly and objectively, etc.

USES

Role playing has been found useful in the following three ways:

1. Understanding the feelings of people. It is found that persons taking roles are actually able to experience the emotional feeling of the role. They gain a new understanding and insight into people. Similar insights into feelings may be gained by the observers of role playing, although probably not so deeply.
2. Understanding the forces in a situation that block or facilitate good human relationships. Role playing is effective in bringing highly charged personal emotions into the light. A role player represents a hypothetical character and, therefore, may discuss his actions and attitudes without threatening anyone's self-respect or status within the group.
3. Securing experimental evidence as to which of several possible solutions will work best. An excellent laboratory for testing ideas and plans of action is provided in role playing.

TECHNIQUE-STEPS TO BE FOLLOWED:

1. Define the problem (warm-up, awareness, identification)
2. Select the participants.
3. Have members participate as observers (looking for specific reactions or feelings)
4. Role play the problem
5. Have the actors report their feelings
6. Have the observers share their opinions
7. Replay revised roles (if desired)
8. Follow up with general discussion

200 THINGS TO DO AT CAMP

Fifty (50) Ideas for Nature Programs

- | | |
|----------------------------------|----------------------------------|
| 1. Nature hikes | 26. Nature movies |
| 2. Nature trails | 27. Mosquito and fly control |
| 3. Bird watching | 28. Mind studies |
| 4. Bird feeding stations | 29. Star gazing |
| 5. Bird identification | 30. Harvesting (farm visits) |
| 6. Live animal trapping | 31. Cattle feeding (farm visits) |
| 7. Animal tracking | 32. Milking (farm visits) |
| 8. Leaf collections | 33. Bird shelters |
| 9. Tree identification | 34. Animal shelters |
| 10. Insect collecting | 35. Fish shelters |
| 11. Moth and butterfly mountings | 36. Minnow seining |
| 12. Live bait for fishing | 37. Snake catching |
| 13. Fishing, cleaning of fish | 38. Study of poison plants |
| 14. Shell collecting | 39. Tree cutting (dead ones) |
| 15. Frog catching | 40. Raising chickens and rabbits |
| 16. Erosion studies | 41. Aquariums |
| 17. Soil studies | 42. Nature museums |
| 18. Planting | 43. Seed collections |
| 19. Gardening | 44. Plaster casts |
| 20. Stone collecting | 45. Study of fish diets |
| 21. Stone polishing | 46. Study of animal diets |
| 22. Whittling | 47. Bird migrations |
| 23. Wood carving-wood weaving | 48. Conservation |
| 24. Berry picking | 49. Developing worm beds |
| 25. Trips to fish hatcheries | 50. Clearing underbrush |

Fifty (50) Ideas for Evening Programs

- | | |
|--|---|
| 1. Flotilla | 23. Junior olympics |
| 2. Evening Dip | 24. Square dancing - social dancing |
| 3. Free boating-canoeing, sailing
prior to darkness | 25. Holiday celebrations |
| 4. Fishing | 26. Indian dances |
| 5. Power boat ride | 27. Snipe hunt |
| 6. Talent program | 28. Amateur night |
| 7. Games night | 29. Counselor hunt |
| 8. Dramatics | 30. Cabin night |
| 9. Ceremonials | 31. Camper show |
| 10. Song fest | 32. Counselor show |
| 11. Story telling - camper-counselor | 33. Moonlight riding-horseback,
chuck wagons |
| 12. International night | 34. Free evening |
| 13. Treasure hunt | 35. Campfire |
| 14. Movies | 36. Vesper service |
| 15. Resource people | 37. Cook-out |
| 16. Quiz program | 38. Health talks (camp nurse or
doctor) |
| 17. Folk dancing | 39. Campcraft demonstrations |
| 18. Carnivals - circuses | 40. Team sports - volleyball, soft-
ball, baseball, horseshoes |
| 19. Star gazing | 41. Fashion show |
| 20. Scavenger hunt | 42. Camper wrestling or boxing show |
| 21. Record playing | |
| 22. Readings | |

50 Ideas for Evening Program (continued)

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|-----------------------------------|--------------------|
| 43. Counselor wrestling or boxing | 48. Concert |
| 44. Indoor track meet | 49. Moonlight hike |
| 45. Nature show | 50. Masquerade |
| 46. Craft show | |
| 47. Guest night for other camps | |

Fifty (50) Ideas for Craft Programs

Short term projects

1. Minor repairs on sports, camp craft equipment
2. Paper airplanes
3. Paper boats
4. Paper hats
5. Paper masks
6. Paper sculpture
7. Felt craft
8. Bracelets, rings, etc.
9. Gimp craft
10. Fish traps
11. Insect nets
12. Live animal traps
13. Whittling
14. Clay modeling
15. Finger painting
16. Sketching
17. Sign making
18. Wood boats
19. Wood airplanes
20. Wood candle holders
21. Shell craft
22. Watercolor painting
23. Soap carving
24. Potato carving
25. Props for dramatics

Longer projects

26. Kick boards
27. Paddle boards
28. Boats
29. Canoe racks
30. Paddle and oar racks
31. Piers
32. Rafts
33. Nature trails
34. Swimming lane markers, wood and rope
35. Buoy markers
36. Torpedo buoys
37. Animal houses
38. Bird houses
39. Cedar chests
40. Conner craft
41. Tin craft
42. Totem poles
43. Weaving
44. Trail shelters
45. Model boats, planes
46. Oil paintings
47. Outdoor fireplaces
48. Council rings
49. Tree planting, gardens
50. Concrete boat anchors

Fifty (50) Ideas for Waterfront Programs

- | | |
|--|--|
| 1. Teaching swimming | 14. Making kick boards (each camper paints his own design on his board) |
| 2. Teaching diving | 15. Repairing equipment |
| 3. Teaching life saving | 16. Buddy system (lost bather drills) |
| 4. Teaching boating | 17. Pageants |
| 5. Teaching canoeing | 18. Carnivals |
| 6. Teaching sailing | 19. Long distance swims (with medical approval and boat and lifeguard escorts) |
| 7. Swimming meets (camp and inter-camp) | 20. Motor boat rides |
| 8. Boat races | 21. Boat trips |
| 9. Canoe races | 22. Canoe trips |
| 10. Surf-board instruction and races | 23. Sailboat trips |
| 11. Sailing races | 24. Evening dinn |
| 12. Building boats, canoes, floats, surfboards (long term project) | |
| 13. Making oars, canoe paddles (short term craft projects) | |

Fifty (50) Ideas for Waterfront Programs (continued)

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|---|--|
| 25. Recreation or free swim | 40. Tug of war in shallow water. |
| 26. Water polo (deep or shallow water) | 41. Water skiing |
| 27. Water volleyball (shallow water) | 42. Aqua planning |
| 28. Water basketball (deep or shallow water) | 43. Fly casting practices (hookless bait) |
| 29. Skin diving (with expert instruction and supervision) | 44. Plug casting practice (hookless plugs) |
| 30. Synchronized swimming | 45. Minnow catching or trapping |
| 31. Clown diving | 46. Bait gathering (crabs, frogs, etc.) |
| 32. Clown swimming | 47. Worm digging (prior to fishing trips) |
| 33. Demonstrations (life saving, boating, swimming, canoeing, etc.) | 48. Demonstrations and practice in cleaning fish |
| 34. Dry land drills or strokes and life saving | 49. Fly tying and bait making |
| 35. Fishing trips | 50. Fossil collecting (marine life) |
| 36. Exploring trips | |
| 37. Sand craft (good on cold days) | |
| 38. Stone scaling (when no one is in swimming or on the lake) | |
| 39. Target practice (stone throwing at No. 10 cans, No. 2 cans, etc., when no one is swimming or on the lake) | |

This round up of program ideas has been contributed to Edward J. Slezak, camp director and member of the faculty, University of Michigan.

" CHILDREN LEARN WHAT THEY LIVE "

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with shame,
He learns to feel guilty.

If a child lives with ridicule,
He learns to be shy.
If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.

The center of camp is the camper. He is the only reason for operating the summer camp. As the center about which all life revolves, we need to give our immediate attention to knowing him, to helping him learn to do things for himself, and to help him learn to do things with others. The counselor is in camp for that purpose.

1. The child and his needs.

What a child needs is a matter he and we may often differ about. We must always ask ourselves, "Whose problem is it, ours or the campers?", but in general, we can recognize certain wants which we, as leaders, must meet.

All of us can understand a camper's need for acceptance. Even we feel the same way when we enter a new situation. Acceptance is a two way thing: both the camper and counselor are involved. The counselor may have trouble accepting certain children because of differences in education, habits, previous experience, and their handicap.

In every normal group we seem to find children who stand out as being different. They need to be spotted and given special attention. They are apt to be the ones who most easily slip away from the group.

Some children are easily discouraged. There is the camper who drops out of the group when he isn't on the best team. Although it is clear that his attitudes need to be changed, it is possible that he would get more satisfaction if the structure of the group was different. Also it would often be nicer if children could go to camp for fun instead of for the competition and points. However, many campers want competition and points. At the same time it is generally better to have teams so set up that there will be fun and recognition for all instead of awards for only a few individuals.

When there is a free choice a child who clings to a safe activity should be encouraged by the counselor to move into

other experiences. A good way to get him to do this is to use his relationship to a friend in the camp group. Perhaps it is just as well to let campers sample all of the activities there are in camp.

Children have different reasons for not wanting to try new activities. They may be embarrassed or for some reason not like the particular group involved. It is important to have camp groups set up according to age.

Children may show their reluctance to try new activities by complete avoidance, denying that they have any interest or by saying they want to finish something else first. The counselor always needs to remember that you can say you dislike one thing when all you mean is that you like another thing better.

If a camper wants to be approved by the group badly enough, he will be apt more often to go along with what they want to do.

Security

This is thought by most people to be the most important need. "Security" is now a fashionable and somewhat overworked term, but its importance is very clear. It includes both physical and emotional security, and is especially important when any child comes to camp for the first time, most importantly during the first few hours at camp and the minutes before bedtime.

Counselors should introduce themselves to all campers and for the first two or three days wear their name tag so that all campers get to know them. Children will have their tag to wear as soon as they come to camp, and we, too, should try our utmost to learn their names. Anyone recognizes a real welcome when they come to a new place for the first time. Cabin counselors should be enabled to give more than the usual attention to their cabin groups during the first few days of camp.

A tense child is apt to bring his troubles to camp and have them repeat themselves in a different setting.

In trying to meet emotional needs, it is important to remember that proper rest and sleep have their place too.

When a camper is not really secure, he may show it in various ways. He may get homesick and want to get back to the familiarity of home life. He may drift from his own cabin group and counselor to others. He may try to attach himself to a group that is predominantly older or younger. On the other hand, he may make continual attempts to create discontent and trouble. Other youngsters, in contrast to this, may become quiet, passive and withdrawing. Sometimes they will carry on with their usual activities and duties but show the need for security by continually seeking approval for what they do. The counselor needs to know all these various ways in which children may show their insecurity, be able to recognize them, and to know when to call for help in dealing with the situation.

Protection

Security and protection may be thought of as the same things, but there is a difference in that security is generally an internal affair and protection consists in the measures taken by others to make things safe and tolerable. It remains to make sure that the campers know how to avail themselves of the safeguards which have been set up. These cannot be put into proper action unless there is discipline.

Both the child and the camp must have discipline. It is difficult to say when a given regime is too strict or too indulgent. The Camp Director must consider both his obligation to make things physically safe for the camper and at the same time afford himself legal protection. There are many things which can be done by the family which cannot be

legally condoned in an organized group situation such as camp represents.

When rules are drawn up they must be fully understood by both the campers and their leaders. Furthermore, leaders must believe in the rules and regulations which are fair and reasonable. Immature counselors will tend to undercut the camp leadership in order to win the friendship of their groups.

The camp rules should be explained in a positive manner, that is, the camper needs to know the kind of behavior that is expected of him that is in the conformity of the camp tradition. This is far different from telling him all the things he should not or cannot do.

There will always be campers who will try to run counter to camp rules. Running wild and being reckless is sometimes characteristic of the boy who has been to camp before and feels at home and therefore superior. On the other hand, recklessness may be a sign that someone wants attention. It may also be an attempt to test the outer limits of the camp's discipline or the extent of one's own capacities. Furthermore, faint-hearted attempts to deal with it will not impress the offender and will not get results. Threats are not to be used unless one means to carry them out. Very occasionally there will be children who do these things in order to punish themselves or to be self-destructive. This type of behavior must be understood before it can be well handled.

We must learn the difference between one reckless, impulsive act, and a general repeated course of behavior. It is also important to know, whenever possible, how things have been handled previously.

Other kinds of behavior call for understanding on the part of the counselor. There are four different types of problems which are apt to require referral to someone higher up on the counseling ladder. These are hostile, destructive, or aggressive behavior; lack of cleanliness; fear of desertion;

and medical symptoms requiring special professional attention. These kinds of behavior cannot be well interpreted unless those doing the counseling have a fairly good idea of the child's background and the way his family lives.

Satisfaction

Campers need to get fun out of life. What they consider satisfying will depend on how old they are. Younger people require proportionately more security while the older children, on the other hand, want adventure and challenges.

Satisfaction depends, of course, on the general outlook on life. This outlook or philosophy is one of the things camp is in a position to influence. A personal philosophy of life is very helpful. The earlier it is acquired, the easier it is to make decisions which are personally purposeful and satisfying. Basically, one needs to know how to share and how to get along with others. Acceptance means not only being accepted by your group but getting on with yourself. The director and his staff can contribute to the building up of this philosophy by themselves living harmoniously and by clarifying for the camper the right kind of attitudes to be taken. Other satisfactions include broadening your personal horizons by just doing new things or by forming new associations. You will feel really worthwhile if you had a good chance at achievement and you will especially warm to any association with adults who are capable of real love.

Growth

Every camp should foster the personal growth of each camper. It is, of course, often hard to know just what particular direction to take in any given situation. Also, one needs to distinguish between the different kinds of children in the group. Is the outgoing child more important, or "the quiet one"?

Children competent at athletics may need to have the other side of their selves developed. They can be given a chance to shine by making them leaders of those who cannot do things quite so well. We should all strive for balance.

Campers can take responsibility for cleaning up their cabins, for working in the dining hall and for tidying up their common meeting places around camp. These are familiar ways of getting things done, but their character building element needs to be recognized. Campers may be chosen to represent their groups at campfire or other meetings or even one may have been elected or appointed camper sitting in on counselor planning sessions. All these are ways of learning to take responsibility.

Campers need to meet people with varying temperaments so that they will learn to be flexible in their relationships to others. The same holds true for the counseling staff, who should be expected to be willing to tackle activities to which they are not entirely accustomed.

Campers as Individuals

Remember, are campers are people first, and crippled people second. To describe every boy or girl with whom you will come in contact with would be impossible. Campers are not stereotyped personalities, yet age groups do tend to act similarly. Although campers may seem as unpredictable as the weather, there are, however, certain symptoms and signs to guide us in our observations of their actions and reactions.

Campers have certain fundamental desires, which when satisfied, often take on the form of undesirable behavior patterns. It is not that the campers become problem children, but rather children with problems. We, therefore, interpret behavior rather than judge it and the counselor who anticipates conflict within the child can often avert serious situations.

The best solution to any problem is to know your camper.
BE WITH YOUR CHILDREN TO LEARN TO KNOW THEM!

Age level Characteristics and Interests of Children

Eight and Nine Year-Olds

No sustained projects for the month.

Don't expect permanent friendships. They explore friends-- anyone who will work or play with them for an hour is a friend for that time.

One hour activity is too long-- a half hour is better.

Not too much adventure-- it makes them fearful. Their adventure is largely fantasy, so allow for acting out.

Love dramatics, costumes, and storytelling, especially girls.

Not self-conscious-- will participate easily.

Not too much excitement. It makes them nervous.

Everything must be fun. Motivate with the fun angle. Don't attempt the educational approach.

They like repetition.

They are hardly ever bored.

They love animals, although they are a little scared.

Short lessons in the garden can be good. Especially if harvesting or berry picking.

You can break down food dislikes easily.

They have natural curiosity.

They will do anything if it is with an adult. They will seldom take

direction from peers.

Coordination and skill development are primitive. They are clumsy.

Chores are accepted as necessary evils-- much--dawdling-- so translate the chores to fun. Through chores like bed making, talk about home, dramatic chores; singing helps all chores.

Pestless about bedtime; may take a few days to get into the habit of not talking.

Thumb-sucking should have stopped at five years. If it persists, it denotes insecurity.

Expect bed-wetting from many.

Honest reasoning but not formal evaluations. Mainly they like it or don't like it;

They have no conception of time. This is the counselor's responsibility.

Ten, Eleven, and Twelve Year-Olds

This is the time of great psychological development.

This is the most group minded-- the gang.

End assertion: beginning to challenge adults: quarreling, loud voices, fighting.

They want love of the adult; beginning suspicion of the adult's fairness in giving love and attention. They'll grow very jealous; beginning stages of crushes on counselors.

They want to be older than they are.

They will do a finished job and their interests can be sustained for a month on a project.

Prefer group activities to individual activities. Capitalize on it.

They like adventure-- fewer qualms.

Will take long hikes. Nothing daunts them.

Tremendous amount of intellectual activity-- nature-- science-- songs-- waking to interracial aspects of life, waking to vocational plans.
Need much programming.

Will accept housekeeping and cooking responsibilities and usually do them better than any other age group.

Need much supervision in hygiene and personal appearance: careless.

Girls beginning interest in males, and consciousness of dress and grooming when boys are near; this can be motivation in cleanliness and grooming.

Will work on construction projects.

Ready to study local people and history and get information, and love it.

Excited about berry picking, fishing, and cooking afterwards.

Curiosity about art and willing to work on murals, music, and like literature.

Love to talk about home and family and their relationships.

They like to plan their own now-wnws and are capable.

They have a real sense of humor.

They are able to evaluate.

They have a sense of fairness.

Thirteen to Sixteen Year-Olds

They like to work canm: a real project. Not prepared for work, not too responsible, not skilled, poor work habits, but want to learn to earn and be independent.

They are ready to break from parents-- "Parents don't know anything"-- and this may include counselors. Counselors can help to heal it over by acting as older sister or brother.

They are dependent on each other, are cliquish, and fights are group fights.

Approach to opposite sex done in groups-- security in numbers. Social events with boys and girls should be arranged in groups and should be discussed with them before and after.

Pace is slowed down physically.

They are hard to motivate.

Individually, they are bothered by a lot of things. They need to talk things out with you and with each other. They won't seek you out, but will want you.

They are extremely moody.

"I Wanna Go Home"

(By S. Theodore Wood, from June 'Camping Magazine')

The council fire danced against the trees, as the Taolon tribe assembled to welcome the new braves. The strains of "Hail Brave Warrior" could be heard above the crackling fire logs. The bullfrogs and crickets joined the chanters in their greeting, and the fireflies flashed approval. Overhead strong Hercules and beautiful Cassiopeia nodded salutations. Suddenly, out of nowhere--four words--strange words at a camp--ominous words, "I Wanna Go Home."

This "wanna go home" feeling is called homesickness. Have you ever asked yourself why campers get homesick? Why, in the midst of the natural beauty of camp, an atmosphere filled with swimming, boating, tennis, baseball, theatricals, should campers "wanna go home"?

Some of the conditions that result in a "wanna go home" reaction in the camper are"

1. The absence of the person or persons the camper normally leans on: the parent, guardian, city chum, absence of pets, and the strangeness of new surroundings.
2. The child being sent to camp against his own desires.
3. Physical disturbances, such as colds, indigestion, poison ivy, etc.
4. A "nobody cares about me" feeling.
5. Visits from home.
6. Timidity-- just can't make friends at camp.
7. Inadequate camping materials (clothing, camera, etc.)
8. Apparent inability to develop camp skills and get into the swing of camp life.
9. Reaction to sharing responsibilities and duties in camp.

10. Bull-dozing by others-- campers and counselors.

Underlying these situations causal to homesickness is fear-- a fear which is the outgrowth of the loss of security enjoyed by the camper in his home environment. Thus, it becomes one of the counselor's basic tasks to bridge the gap between home and camp environment, to instill in the camper a feeling of "belonging" from the first moment at camp. Here are some of the methods and techniques proven successful.

Meet the new camper immediately upon his arrival at camp. Tell him you are glad to see him and have him in your cabin. Introduce him to the other boys, casually mentioning their nicknames. Get the old campers to help him with his luggage, to help him unpack and get settled.

Have heart-to-heart talk with him. Be informal, unobtrusive, and friendly. Respect his thoughts and feelings. Ask him about himself, his interests, his hobbies, what he enjoys doing, and what he wants to do at camp. Do everything to make him feel he is one of the gang. He is probably just the fellow the bunk needs for short-stops on the baseball team. He may have a good camera the other boys might like to see.

Tell him about the camp activities, show him the craft projects, the swimming pool, and other places of interest. Stimulate and motivate him by positive suggestions, faith, cooperation, and commendation.

Give him responsibility commensurate with his ability. Have him undertake chores within the range of his capabilities, tasks that result in successful achievement and build confidence and happiness. Keep a constant check on him.

This procedure will usually prevent homesickness. However, should the "wanna go home" feeling develop, the first task is to determine the cause. Knowing the cause, a cure can be effected. Talk with the camper.

Get him to tell you why he is homesick. Just talking about it may change his mind, and it certainly will give you the information you need to help him overcome the desire to go home. Look for physical symptoms. Never ridicule the camper for being homesick since it is a serious disturbance to him. If you feel you are making insufficient headway, get the directors to help you.

Prevention of homesickness is a challenge to every counselor. Will you be in a position to say at the end of the camping season, "I had no 'wanna go homers' in my cabin"?

Tips on Dealing with the Handicapped

A college student made the remark: "I've always been scared to death of the handicapped. I never knew any personally and wondered what I would do if I had to talk with one of them."

1. Offer help when it may be needed, but do not insist on it if the individual refuses aid.

2. Don't "hover". Handicapped adults do not wish to be treated as babies. Children react the same way: they want to be like you and me.

3. When a handicapped person falls, take it easy. Wait for him to give you a cue. If he can get up by himself, he may prefer doing that: if he needs a lift, he will tell you the easiest way to get him back on his feet.

4. Crutches and wheelchairs are necessary accessories. Don't take them away from the handicapped person unless he indicated he would

like to have them out of the way. Nothing is more irritating than to have your crutches grabbed away as soon as you hit the chair, leaving you stranded.

5. Vehicles are difficult even for the young and agile. The handicapped often need help here. Again, let them tell you how to help. Those who do not need to be carried up the steps usually have methods of their own for making them. Do not pull an arm or push from behind unless such assistance has been requested. Precarious balance can be lost entirely with such tactics.

6. Keep your perspective. As Gertrude Stein might say, "An arm is an arm is an arm," and "A leg is a leg is a leg." It is just that. An arm is an arm and a leg is a leg. This is not the whole person.

7. Relax. No matter what you do, if you are friendly and kind, the handicapped person is going to like you.

8. Have fun. Talk about the same things you would with any other person. A physical handicap does not necessarily dampen your sense of humor or limit your interests.

9. Be yourself. Don't be sticky sweet. Omit the pious note.

10. Let common sense and consideration be your guide, and you will never err seriously. The disabled are just like you are only with a physical difference that does not have to make them think or feel differently.

11. When in doubt ask: "May I help you?" "How can I help?"

12. Remember that it is the whole person that we are dealing with. It is not a cerebral palsy, a polio, a muscular dystrophy. It is the person afflicted with cerebral palsy, etc.

The Easter Seal Society for Crippled
Children and Adults of Pennsylvania
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This paper has been prepared by The Easter Seal Society for Crippled Children and Adults of Pennsylvania as a guide to briefly describe only the major disabling conditions and is not intended to be used in diagnosing any particular disease or handicapping condition.

"The Easter Seal Society for Crippled Children and Adults of Pennsylvania recognizes that individuals with handicaps, like all persons, desire and have a right to live in dignity within the limits of their capabilities and to be responsible for their own welfare and destiny. The basic purpose of The Easter Seal Society is to make this possible, working in cooperation with other agencies."

"It shall do such things and perform such acts as it may deem necessary to accomplish its purpose and shall receive, hold, and apply funds, gifts, bequests, and endowments, or the proceeds thereof, to give effect to and carry forward its purposes."

"The Easter Seal Society for Crippled Children and Adults of Pennsylvania believes, therefore, that all persons with handicaps regardless of age, creed, color, type of handicap, financial status or place of residence are entitled to the services needed for maximum development of their potential as accepted and contributing members of society. Because problems of handicapped persons are shared by and contribute to those of their family members, programs and services for crippled children and adults must be family oriented, rather than just patient oriented."

Pennsylvania Easter Seal Society
Philosophy as contained in Article II,
Section 1 of By-laws

MAJOR DISABLING CONDITIONS

Speech, Hearing and Related Disorders

A. Speech or language disorder:

Usually speech problems are considered:

1. Problems of articulation
2. Problems of voice
3. Stuttering
4. Delayed speech development
5. Speech disturbances associated with cleft palate and cerebral palsy
6. Speech disturbances associated with impaired hearing

Problems of articulation may be found to take three main forms: omission sounds, distortion of sounds and sound substitution. Most articulation

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defects found in children are not due to organic causes. They may be thought of as having resulted from faulty training or faulty learning.

Problems of voice are mainly classified in terms of the primary attributes of voice. They are pitch, loudness and quality. Pitch can be too high, too low, or monotonous with respect to loudness. The chief quality deviations are nasality, hoarseness, harshness and breathiness.

Stuttering is a disturbance in the rhythm of fluency of speech, consisting of pauses or hesitations, repeated prolonged sounds and extraneous sounds. This problem usually has psychological overtones.

Delayed speech development is the child's inability to develop a speech pattern. The most common factors which tend to make for delayed speech development are (1) mental subnormality; (2) lack of sufficient speech stimulation; (3) minimal brain dysfunction; (4) illness and physical impairment, such as paralyzing conditions; (5) impaired hearing of a degree sufficient to interfere with the child's ability to recognize clearly the sounds and words and speech patterns to be imitated and learned; (6) inadequate or disturbingly inconsistent rewards for the child's early attempts at speech.

Speech problems associated with cleft palate and cerebral palsy are to be described as imperfections in voice, articulation, and fluency or rate. In cases of cleft palate, the structures which normally form the roof of the mouth have failed to join properly. As a result, air passes freely between the oral and nasal chambers. Cerebral palsy children have speech defects in approximately 70% of the cases. In general, the speech defects of cerebral palsy is labored, slow and jerky, the voice tends to be monotonous and relatively lung controlled, and the articulation suffers because of the impaired muscular coordination.

Speech problems associated with impaired hearing are revealed chiefly in certain distortions of articulation and voice. The degree to which speech is affected depends generally upon the manner and degree to which hearing is impaired and whether the impairment has been present before, or occurred after, the age when speech would normally have been acquired.

B. Hearing disorder or deafness:

The deaf cannot hear sufficiently for ordinary purposes of life. The hard-of-hearing, with difficulty, can hear. Seeming inattentiveness or lack of interest may be a result of a person's inability to hear.

Deafness may be caused by illness or disease, injury, heredity, birth defects, etc.

C. Cleft Palate and Cleft Lip:

Certain physical conditions - cleft palate and cerebral palsy underlie a large proportion of the so-called organic speech disorders found in children. If there is a disturbance of development in the face region during the prenatal period when fusion of the lip, jaw and palate is normally occurring, the result will be some sort of incomplete fusion, or cleft. Cleft lip and cleft palate may occur apart from one another.

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Factors which are believed to cause such a disorder are heredity, excess or deficiency of hormones in the pregnant mother, radiation and infectious diseases, reduced atmospheric pressure as well as mechanical factors such as pressure on the growing embryo. A cleft palate is found to have many important effects on the child from the moment of birth. Such a child is more susceptible to such illnesses as colds and sore throats. Repeated infections of the middle ear are the most common causes of acquired hearing losses in children and cleft palate children as a group are much more likely to have hearing losses. The voice of the cleft palate child has little penetrating quality and does not carry well with a good deal of nasality in almost every word. The combination of nasal voice quality and distorted speech pattern can usually be recognized whether it be relatively intelligible or almost impossible to understand.

One element in the broad plan of management of cleft palate is surgical repair of the cleft lip at the earliest age, usually two or four weeks of age. Closure of the palate is usually at four or five years of age.

Another method of closing the defect in the palate involves the use of an artificial palate. Such a device is known as an obturator and is constructed by a prosthodontist.

ORTHOPEDIC DISABILITIES

A. Arthritis or other connective tissue disease:

A joint affliction characterized by inflammation, pain and progressive interference with joint function and other changes varying with type. Two general types. (1) one probably of infectious origin (rheumatoid), (2) of non-infectious origin (hypertrophic) due to metabolic disease due to new growths.

One form of rheumatoid arthritis affects children. Hypertrophic arthritis affects mainly the older age group.

B. Accidental injury:

Can result in paralysis when it damages the brain, spinal cord or nerves. A temporary suspension or permanent loss of function in a living part, especially loss of sensation or voluntary motion.

C. Poliomyelitis:

Poliomyelitis is an acute infectious disease which may attack persons of all ages, but is more common in children. It is characterized by permanent damage to anterior horn cells of the spinal cord with consequent paralysis, atrophy and deformity in severe cases and negligible or absent motor defects in milder cases. The use of vaccine protection has almost eliminated new cases of polio in the United States.

D. Amputation:

The removal of any part of the body, but commonly the term is restricted to mean surgical removal of a part or an entire limb, either upper or lower extremity. The reasons for surgical amputation in general are injury, infectious tumor, diabetes or insufficient blood supply. Occasionally surgical amputation

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is performed on nonfunctioning or deformed limbs. Persons born without a limb are said to have congenital amputation. Prosthetic devices, individually fitted, are used in upper and lower extremities.

E. Birth defects, Orthopedic:

1. Osteogenesis Imperfecta.

A congenital abnormality resulting in the failure of bone to produce a normal cortex and resulting in markedly increased fragility of bone and frequent fractures with minor trauma.

2. Scoliosis

A curvature of the spine. There are two types.

(1) the idiopathic, or unknown cause - the most common type occurring more frequently in girls than boys and usually appearing at eleven or twelve years of age, progressing in varying degrees of curvature until bone growth lessens at thirteen to fourteen in girls, fourteen to sixteen in boys, (2) the second type is acquired due to muscle weakness and imbalance.

3. Legg-Perthes:

A condition thought to be due to loss of blood supply to a growth center, the etiology is unknown. This generic form affects the hip requiring immobilization and non-weight bearing for periods of two or three years or until replacement of the affected bone takes place by normal replacement. There are approximately 75 different doctors' names associated with this condition depending on the site of the body involved, the common one being the knee.

4. Osteomyelitis:

Infection of bone marrow, or of the bone and marrow. Pain over affected parts, fever, sweats, leukocytosis, over-lying muscles usually rigid, skin inflamed, pain or pressure over affected part. Suppuration may occur.

NEUROLOGICAL, NEUROMUSCULAR AND LEARNING DISORDERS

A. Cerebral Palsy:

Cerebral means related to the brain and the word "palsy" implies a lack of muscle control. Cerebral palsy then, is a complex disability resulting from damage to the human brain before, during, or after birth. There are many sub-classifications of cerebral palsy and various etiological factors.

Many persons with cerebral palsy are of normal and above normal intelligence and are capable of leading useful and relatively independent lives.

The nature and extent of the disability depends on the location and extent of damage within the brain. There are five major types of cerebral

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palsy: spastic, athetoid, ataxic tremor and rigidity. Seldom does a cerebral palsy child have a "pure" type; the pattern in a child is more generally a combination of the various types. The muscles of a person having athetoid cerebral palsy are normal but these muscles have impaired control and move involuntarily. In the spastic type of cerebral palsy the muscles tend to contract when they are put under tension and there is a hyperirritability of the muscles to excessive stimuli. Movements are often stiff, jerky and uncertain, relaxation is difficult. Primary incoordination characterizes ataxic cerebral palsy which is marked by disturbance of balance, coordination and equilibrium.

A further classification indicates the location of the muscle involvement:

Monoplegia - one extremity

Hemiplegia - one side of body

Tetraplegia - three extremities

Quadraplegia - all four extremities

Paraplegia - both lower extremities

Muscles of the neck and swallowing may be also involved as may the vocal chords.

Because we have not learned how to restore damaged nerve cells, we do not yet have a cure for cerebral palsy. Treatment of a cerebral palsied child is essentially a matter of training the child (1) to develop voluntary control of muscles, (2) to make the most of the child's abilities and potentialities physically, mentally, emotionally and socially.

B. Minimal Brain Dysfunction:

The term minimal brain dysfunction refers to children of near average, average, or above average general intelligence with certain learning and/or behavioral disabilities ranging from mild to severe, which are associated with deviations of functions of the central nervous system. These deviations may manifest themselves by various combinations of impairment in perception, conceptualization, language, memory and control of attention, impulse or motor function.

These aberrations may arise from genetic variation, biochemical irregularities, perinatal brain insults, or other illnesses or injuries sustained during the years which are critical for the development and maturation of the central nervous system, or from other unknown organic causes.

Children with deviations of learning and behavior due to minimal brain dysfunction require medical and health-related services which are conveniently accessible, comprehensive, and continuing. The diversity of problems among these children emphasizes the need for highly individualized considerations. Different kinds of services are paramount at different ages and for different children. During the school years, a variety of learning disabilities, is the most prominent manifestation of this condition.

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C. Mental Retardation:

Mental retardation refers to sub-average intellectual functioning which originates during the developmental period and is associated with impairment of adaptive behavior.

Mental retardation may be caused by defects in the developing embryo, by deprivation in early childhood, by disease of the nervous system, by toxins and poison, or by brain injury early in life. It is also thought to be associated with prematurity.

Adaptive behavior classifications for the retarded are rated on the following basis:

Mild: Development slow. Children capable of being educated "educable" within limits. Adults, with training, can work in competitive employment.

Moderate: Slow in their development, but able to learn to care for themselves.

Severe: Motor development, speech and language are retarded. Not completely dependent.

Profound: Need constant care or supervision for survival.

D. Cerebral Vascular Accident (Stroke):

The term used to describe the combination of signs and symptoms produced by damage to a portion of the brain as a result of or in conjunction with at least one of the following four events:

1. A blood clot forms within a blood vessel of the brain. This is the most common cause of strokes.

2. A blood clot lodges in an artery supplying brain tissue after originating in another portion of the body (usually a damaged heart) and traveling to the brain. This is known as an embolism. Both types of clotting reduce or stop the flow of blood to brain cells. During the early stages of apoplexy from these two causes the illness may be further complicated by the oozing of blood and fluid into the surrounding areas.

3. Intermittent insufficiency of specific arteries results temporarily due to spasm of the arteries or sludging of the blood as it passes through segments of the vessels narrowed by arteriosclerosis. (Thickening of the vessel walls).

4. Hemorrhage occurs after an artery ruptures usually as a result of a weakening of the arterial wall due to arteriosclerosis often in the presence of high blood pressure or due to a thinning of the wall with bulging, which may be congenital or develop later in life. The initial onset of a stroke may be massive in its effects producing widespread paralysis, inability to speak, coma or death within a short time.

E. Epilepsy

The word epilepsy is derived from the Greek word meaning seizure. The

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seizures themselves are not a disease, but are symptoms of other disorders. They may result from any of a variety of disorders affecting the body or the brain. The most common types of epilepsy are: Petit Mal, Grand Mal, Psychomotor Attack and Jacksonian Seizures.

Petit mal seizures, temporary blackouts or loss of consciousness, are from five to thirty seconds in duration, are over quickly and require no aid.

In grand mal seizures, the person loses consciousness and often jerking occurs in the limbs.

Jacksonian seizures resemble the grand mal. They begin with a twitching of an arm, a leg or side of the face and gradually spread to include the larger portion of the body. The person may or may not lose consciousness during the attack.

Effective treatment is available for most forms of epilepsy.

F. Muscular Dystrophy:

Muscular Dystrophy is a chronic, non-contagious, progressive, hereditary disease manifested by weakness and wasting of the voluntary muscles with eventual involvement of the entire muscle system. Its cause is unknown and there is no known cure. Muscle deterioration progresses until the patient is completely helpless. Muscular Dystrophy is mainly a disease of childhood and early adult life.

The symptoms are: constant falling, difficulty in ascending stairs, a peculiar side-to-side waddling gait, great difficulty in rising from a lying position, or to a standing position. Increase in the size of the affected muscles, particularly in the calf. There is no pain.

G. Multiple Sclerosis:

Multiple sclerosis is one of the major disorders affecting the central nervous system. Its cause is unknown, and there is no known cure nor fully effective treatment. It affects adults almost exclusively.

Multiple sclerosis is not contagious nor is it a mental disease. It is "multiple" in the sense that it produces multiple changes or lesions on the brain and spinal cord, which results in multiple effects in the body. Or, more often, multiple sclerosis attacks one area of the nervous system, and later, after a period of improvement, the same area again or a different place. It is "sclerotic" because it leaves scars at the points where demyelination, the loss of the protective covering of the nerves, takes place.

The characteristics of multiple sclerosis may include shaking or tremor, extreme weakness and progressive paralysis. Other symptoms are poor coordination in walking, shimmering movements of the eyeball and double vision.

H. Birth Defect, Neurological:

Hydrocephalus:

The enlargement of the head of a child due to blockage of the flow of spinal fluid normally through the third ventricle in the brain resulting in

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varying degrees of enlargement of the head and frequently relieved by a shunting operation to relieve this pressure. When this condition occurs in the adult after the suture lines of the skull have closed, atrophy (wasting away) of the brain itself occurs due to pressure with no enlargement of the head.

Friedreich's Ataxia

Rare familial disease occurring in children, especially girls. Ataxia is motor incoordination manifest during a purposive movement by irregularity and lack of precision.

Spina Bifida:

A congenital defect in the development of the spine. There may occur a gap in the posterior vertebral wall through which there is a protrusion of the spinal membranes or cord, or both. The defect may occur in any part of the spine but more frequently, the site of involvement is the lumbo-sacral region, the lower portion of the spine.

As a result, all motor and sensory nerve cells (neurons) below the level of the defect are involved and there may be complete or partial paralysis of the lower extremities and loss of sensation. Loss of bowel and bladder control may also be associated with this condition. Complication contractures may also occur.

SOCIAL AND PSYCHOLOGICAL DISORDERS

A. Emotional or Psychological Disorder:

Emotional disturbance consists of complex learned behavioral patterns, the origins of which are to be found in unfortunate emotional conditioning during the first few years of life in social interaction with significant adults, usually the parents. This disturbance can also be attributed to acquired defects in social interactions and social participation. Social-cultural conditions which influence the stability and strength of the social world of the infant and child have profound effects on the rate and kind of subsequent emotional disorder.

B. Personal, Family or Social Problem:

In accordance with the newer concepts of mental hygiene, persons concerned with the handicapped have been placing increasing emphasis during the past few years on the emotional and social problems faced by physically handicapped children and adults.

The physically handicapped person, being a member of a minority group and subject to the same economic and social pressures as other minority groups, is likely to develop the same emotional outlook as those who are discriminated against because of age, sex, religion and race.

Most physically handicapped persons are not so much concerned with the social and psychological forces that produce the attitudes, values and concepts as with how they as individuals can cope with them.

It is important, however, to recognize that attitudes toward the handicapped person range from complete rejection of the individual, both by

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society and himself, to zealous over-protection by his family and friends. Physical defect has a unique, personal and often deep unconscious significance for the disabled person. It also has social significance, since physique is one of the grounds upon which class and caste distinctions are made.

HEART OR CIRCULATORY DISORDER

A. Cardiac Conditions:

Most heart diseases are the result of defects and malfunctions of other organs or systems which indirectly affect the structure and function of the heart tissue. There may be as many as twenty varying causes of heart disease and those which are most prevalent in youth, include: congenital heart defects and rheumatic heart disease resulting from Rheumatic Fever. Rheumatic Fever attacks the connective tissue and joints of the body. It may cause inflammation of the muscles, valves, inner and outer lining of the heart. The exact cause of Rheumatic Fever is not understood but it is usually preceded by a breakdown of red corpuscles (hemolytic streptococcus infection). As a result of the inflammation, scars often form on one or more of the valves of the heart and enlargement of the heart as well as changes in the heart muscles may occur. Some of the most disabling effects of rheumatic heart disease occur in adult life.

Heart and blood vessel diseases cause almost half the deaths in the 45-64 age group. Coronary artery disease occurs more often and at an earlier age in men than in women.

The Easter Seal Society for Crippled Children and Adults of Pennsylvania interprets "HANDICAPPED" as follows: "A person may be considered handicapped who has some physical, social, psychological or other condition which interferes with his ability to function adequately in educational, social and vocational settings appropriate to the person's age. In this sense, any failure to thrive or to achieve expected developmental milestones should be regarded as indicative of a handicapping condition."

Through the Pennsylvania Easter Seal Society and its local affiliated Easter Seal Societies, the following services are provided to the handicapped in Pennsylvania. (See your local Easter Seal Society for programs offered in your area.)

<u>MEDICAL</u>	<u>SOCIAL SERVICES</u>	<u>RECREATIONAL SERVICES</u>
Orthopedic Consultation	Medical Case Work	Day Camp
Pediatric Consultation	Home Service and Nursing	Resident Camperships
Physical Medicine	Family Service	Swimming Program
Consultation		Teenage Social Club
Ophthalmology		Arts and Crafts Group
Neurology	<u>PSYCHOLOGICAL</u>	Adult Social Group
Audiology	<u>SERVICES</u>	Adult Camperships
Speech Pathology	Testing	Recreational Services
Dental Services	Counseling	for Homebound Patients
Physical Therapy		Girl, Boy Scout Troops
Occupational Therapy		Integration of Handi-
Special		capped into Normal
Cleft Palate Clinic		Recreation Activities
Anti-Convulsive Clinic		Outings - Entertainment
Speech Screening Clinic		

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EDUCATIONAL SERVICES

Pre-School
Elementary
Developmental Classes

VOCATIONAL SERVICES

Pre-Vocational
Training
Guidance and Testing
Training
Placement
Sheltered Employment
Homebound Instruction
and Employment

SPECIAL PROJECTS

Equipment Loan Pool
Home Programs
Transportation
Brace - Appliance
Fund
Mobile Units - Rural
Areas
Referral Service

STAFF POSITIONS AVAILABLE

POSITION	AGE RANGE	EDUCATION	EXPERIENCE	GENERAL DUTIES
Program Coordinator Male or Female	25 and up	2 to 4 years College	Camp or Recreation Leadership	Complete charge of Camp Program, assisting Director in Administration
Aquatic Director Male or Female	21 and up	2 to 4 years College W.S.I. Certificate	Previous Instructing and Guarding Experience	Complete charge of swim pool op- eration and swim classes
Boys' Director Male	21 and up	1 to 2 years College	Leadership in Camping or Related Field	Complete charge of boys' dormi- tory, male counselors, and campers. Assists program coordinator.
Girls' Director Female	21 and up	1 to 2 years College	Leadership in Camping or Related Field	Complete charge of girls' dormitory, female counselors, and campers. As- sists program coordinator
Craft Specialist Male or Female	21 and up	1 to 2 years College	Teaching Crafts in Camp; or Related Experience	Complete charge of Craft Building, and interrelating crafts with other programs
Physical Therapist	21 and up	R.P.T.	Camp Experience Desirable	Complete charge of P.T. Dept.
Camp Nurses	Flexible	Basic Nursing Education	Familiar with Camping Desirable	Complete charge of Infirmary opera- tion, and camp health and safety
Nature Specialist	19 and up	1 to 2 years College	Teaching Nature in Camp Setting or Related Experience	Complete charge of nature study building. Assists program coordina- tor.
General Counselor Male and Female	19 and up	1 to 2 years College	Previous Camper or Recreation Experience	Responsible for assigned group of campers, plus assigned recreation ac- tivities
Secretary	Flexible Generally over 21	1 to 2 years College	1 to 2 Years Office Work Desirable	Typing, shorthand, filing and recep- tionist in camp office.
Laundress	16 and up	Minimum 11th Grade	Familiar with Laundry Procedure	Laundry clothes for campers - towels, etc.
Chauffer & Maintenance	21 and up	High School Dip. Desirable	Familiar with care & Maint. of Equip. Safe Driver	Minor Maint. Pick up Supplies - Chauffer Campers, etc.
Aides Female	Flexible Generally 2 hired	High School Grad. Desirable	Familiar with Proper Procedure of Building Cleaning	Cleaning, dusting, mopping, etc. of camp buildings. Duties divided be- tween two

Summary of
Interview

Ref. Rec'd 1. _____

Ref. Rec'd 2. _____

Ref. Rec'd 3. _____

Interview
Scheduled _____

Preference in working with campers:

Wheelchair Ambulatory

APPENDIX B

DADDY ALLEN CAMP OBJECTIVES

The Easter Seal Society for Crippled Children and Adults of Pennsylvania

P.O. Box 497 Fulling Mill Road, R D. 1, Middletown, Penna. 17057

Phone (717) 939-7801

DADDY ALLEN OUTLINE

SPECIFIC OBJECTIVES FOR CAMPER DEVELOPMENT AND THEIR IMPLEMENTATION

Objective #1: Camper practices good health and safety habits.

<u>Experience</u>	<u>Methods</u>
A. Instruction and assistance with activities of daily living on an individual level -sleeping units -dining hall	A. Individual instruction is given by counselor to camper on good grooming, tooth care, hair cuts, nail care, bathing, etc. Campers are encouraged to accomplish the basic skills with counselor assistance if necessary. Campers practice good health and safety measures as outlined by counselors; wear good shoes, check or be checked daily for skin abrasions, etc.
B. Individual participation in the camp meal programs -consumption of three nutritious meals -overnight camping -special events	B. Campers are encouraged to fully participate in the meals. Counselors provide encouragement and set an example by eating a "little bit of everything". Group discussions around the table are held to teach campers the value of food and table manners. Camper units prepare a menu for overnight camping or special events with counselor supervision.
C. Small group instructional methods in -- -morning activities -special events -evening activities	C. Activity leaders instruct campers in all safety measures and health regulations. Campers review these procedures on a daily basis. Campers suggest new safety regulations.
D. Individual contact with the nurse -infirmary meals -bedtime	D. Campers and counselors taught how to check the skin for breakdowns daily. Campers report bowel movements to the counselor. Campers are given all prescribed medications and first aide treatment.

Objective #2: Campers gain an appreciation of the out-of-doors.

A. Planned ecological activities -nature study -special events -forest ranger	A. Nature study leader provides instruction about the zoological and botanical environment in the group level. Group discussion and projects are developed by campers concerning the environment; gardens, animal shelters, and weather station.
--	--

Camp Objectives (cont'd)

- | | |
|---|---|
| B. Field trips | B. Campers help to plan and implement field trips to park reserves. Small group discussions following the trips emphasis placed on the knowledge gained and its relationship to the environment; food we eat, paper we use. |
| C. Lessons about nature using the 5 senses. | C. Gathering samples of nature and identifying with one or more of the senses. Discussing the smell, feel, taste, sound, and the sight of objects and relate to other items |

Objective #3: Camper learns basic camping skills

- | | |
|--|---|
| A. Basic instruction in various camp activities.
-adapted sports
-handicapped swimming skills
-basic camp cooking skills
-arts and crafts projects | A. Campers are taught basic skills during the camp activity program. Campers select projects and activities. Campers progress at their own rate. Campers are observed and given an opportunity to learn skills which are challenging. |
| B. Instruction in advanced skills
Arts and Crafts
Swimming
Camp Cooking
Recreational Sports | B. Campers select 2 activity areas. Skills are reviewed by the counselors. Skills are practiced in small groups or individually. |

Objective #4: Camper develops leadership, self-reliance, independence, initiative, responsibility, and interdependence.

- | | |
|--|---|
| A. Camper planning and participation opening and closing ceremony
sleep unit song and name
camp council
newspaper
operation of canteen | A. Campers participate in a unit flag raising. Camp committees, select representatives, make up a name and song for their unit, and song preparation and presentation at meals. |
| B. Activities of Daily Living | B. Counselors encourage campers to do as much as possible for themselves. |
| C. Blessings
Song Leading | C. Campers are taught the blessing and songs and are encouraged to lead them. Campers are encouraged to teach new blessings and songs. |
| D. All camp programs
morning activities
recreational swimming
evening programs
program units
open nights
clean up | D. Campers are presented with decision making situations. Campers use their creativity, imagination, and knowledge to plan unit programs. Counselors present the reasons for a project or activity and create thought provoking situations. Campers do their own cabin cleaning and bed making when possible. |

Camp Objectives (cont'd)

Experience

- | | |
|---|---|
| <p>A. Morning Preparation-Dorm
Bedtime Preparation-Dorm
-dressing
-bathing
-mouth care
-special needs</p> | <p>A. Observation and instruction from the
counselors and nurse.
counselor - camper discussion
camper - camper discussion
nurse - camper discussion</p> |
|---|---|

Objective #5: Campers make new friends.

- | | |
|---|---|
| <p>A. Structured Programs
-morning activities
-special events
-evening activities</p> | <p>A. Counselors encourage campers to work and
play cooperatively. Counselors teach
campers respect for each other.</p> |
| <p>B. Supervised free time</p> | <p>B. Campers learn to socialize with each
other. Campers informally discuss the days
events, etc.</p> |
| <p>C. Individual selection of
activities</p> | <p>C. Opportunities are provided for campers
to interact with other campers from
varied backgrounds at individual, small
group and large group levels.</p> |
| <p>D. All camp activities
-morning activities
-evening activities
-dining hall activities</p> | <p>D. Campers are given an opportunity to join
in many activities, meeting many
new campers.</p> |
| <p>E. Cabin Life</p> | <p>E. Campers are housed with campers from
differing socio-economic backgrounds
and with differing disabilities.
Campers plan and participate in many activ-
ities working as a unit.</p> |

Objective #6: Camper has fun.

- | | |
|-------------------------------|--|
| <p>A. All Camp Activities</p> | <p>A. Camper individual needs and levels are
observed and evaluated by the staff.
Activities are presented on the camper
level and adapted to their needs.
Every camper participates in some activ-
ity where achievement is based on
enjoyment.
A variety of activities are available to
suit all camper needs.
Campers needs and safety are considered
paramount by the staff.</p> |
|-------------------------------|--|

APPENDIX C

INTRODUCTORY RESEARCH LETTER AND DEMOGRAPHIC PROFILE

Dear Daddy Allen Staffer,

The Easter Seal Society of Pennsylvania is concerned with the effects of its summer residential camping program. A vital component of our camping program is the staff. Through the efforts of staff, the goals of our season are reached.

The research project at Daddy Allen is collecting data based on the perceptions of staff members as to the effects of the camping experience. There will be three assessment periods during the course of the 1980 camping season. Three instruments will be used to obtain the staff's perceptions of organizational climate, acceptance of self, acceptance of others and staff cohesiveness.

At each assessment period, confidentiality of your responses will be protected by the usage of a coding system. Statistical treatment of your responses will maintain anonymity.

The results of this investigation will be used in an effort to strengthen and improve the camping program at Daddy Allen. Further the instruments utilized in this study provide each staff member with an opportunity to reflect and interpret the dynamics of the camping program at Daddy Allen.

If at any time you have questions concerning this investigation, please feel free to inquire. If at any time you desire to withdraw from the study, your right to do so will be honored. Your willingness to participate in this study will be indicated by your completion of the initial assessment instruments.

Thank you for your consideration and assistance in this study.

Sincerely,

A solid black rectangular box redacting the signature of Jeffrey Glick.

Jeffrey Glick
Research Director

DEMOGRAPHIC DATA

Please fill the blanks with your mother's initials and your date of birth:

_____ mother's initials _____ month _____ day _____ year (numerically)

Circle the appropriate: male female

Check the highest level of education that you have obtained:

_____ high school	_____ fourth year college
_____ high school graduate	_____ BA/BS
_____ first year college	_____ post-bacculareate
_____ second year college	_____ MA/MS
_____ third year college	_____ post-M.S.

Have you worked at Daddy Allen previously? (circle one) yes no

- If yes, how many seasons? _____

Have you worked at any other Easter Seal Camp previously? (circle one) yes no

- If yes, how many seasons? _____

Have you worked at any Non-Easter Seal camps previously? (circle one) yes no

- If yes, how many seasons? _____

Have you been a camper at an organized residential camp? (circle one) yes no

- If yes, how many seasons? _____

Have you ever worked with individuals who have physical disabilities and/or mental retardation?

(circle one) yes no

APPENDIX D

PROFILE OF ORGANIZATIONAL CHARACTERISTICS--FORM SLM



Rensis Likert Associates, Inc.
Consultants in Organization Diagnosis and Human Resource Development

December 1, 1980


Mr. Jeffrey Glick
2170 - 2 Patterson
Eugene, Oregon 97405

Dear Mr. Glick:

Permission is granted to use the Profile of Organizational Characteristics (SLM) and Profile of Conflict Characteristics as appendix material in your doctoral dissertation, also to reproduce sufficient copies of these questionnaires to meet your academic needs and to fill orders through University Microfilms.

We trust that the copyright notice is clearly displayed on both forms (bottom of first page). If possible the words "Used by permission" should be added to the copyright notice.

Sincerely,


Rensis Likert

RL/h



Rensis Likert Associates was founded by Dr. Rensis Likert and his colleagues upon his retirement as Director of the Institute for Social Research of the University of Michigan. Dr. Likert, regarded as one of the world's leading behavioral scientists, has received international acclaim for his contributions to human resource development technology and its applications.

Under Dr. Likert's direction, the Institute invested 25 years and over 15 million dollars provided by industry in research on organizational effectiveness. *The practical application of that research to improve organizational performance forms the basis of RLA's professional services.* RLA specializes in development and application of human resource technology -- making the most effective use of people.

PROFILE OF ORGANIZATIONAL CHARACTERISTICS

The Profile of Organizational Characteristics (POC) helps organizations assess their management system by providing a simple means for employees to briefly describe the system in use in their organization. The POC asks questions that highlight organizational characteristics in such areas as leadership, motivation, communication, decision making, goals and control.

For each question you are asked to fill out two responses, one which describes your organization at the present time and another which describes how you would like your organization to operate.

Your answers will be combined with those of the other people in your organization. It is important that you answer each question as thoughtfully and frankly as possible. There are no right or wrong answers.

Survey respondents are guaranteed anonymity. Please do not place your name anywhere on the profile.



INSTRUCTIONS

1. Please use a soft lead pencil (No. 2 or softer) and make heavy black marks that fill the circle completely. Please do not use ball point or felt tip pens.
2. This form is designed for automatic processing by a computer, so erase completely any answer you want to change and make no stray marks on the questionnaire.
3. Before starting, please enter your organization code in these boxes
Next to each box blacken the circle containing the same number.
4. For each question, first blacken the circle on the "N" line which you feel describes your organization at the PRESENT TIME (N=NOW). If, for example, on question 1 you feel that now there is "quite a bit" of confidence, fill in 5 or 6. Fill in 5 if you think the situation is closer to "some", 6 if you think the situation is closer to "a very great deal."
5. Then, fill in the circle on the "L" line which describes how you would LIKE your organization to operate.

YOUR ORGANIZATION CODE

<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9

ORGANIZATIONAL VARIABLES

LEADERSHIP

		Very little		Some		Quite a bit		A very great deal	
How much confidence and trust is shown in subordinates?	1 N	①	②	③	④	⑤	⑥	⑦	⑧
	2 L	①	②	③	④	⑤	⑥	⑦	⑧
		Not very free		Somewhat free		Quite free		Very free	
How free do they feel to talk to superiors about their work?	3 N	①	②	③	④	⑤	⑥	⑦	⑧
	4 L	①	②	③	④	⑤	⑥	⑦	⑧
		Rarely		Sometimes		Often		Very frequently	
How often are subordinates' ideas sought and used constructively?	5 N	①	②	③	④	⑤	⑥	⑦	⑧
	6 L	①	②	③	④	⑤	⑥	⑦	⑧



MOTIVATION

Is predominant use made of
1) fear, 2) threats,
3) punishment, 4) rewards,
5) involvement?

7 N	1, 2, 3, occasionally 4		4, with some 3		Mainly 4, with some 3 and 5		4 and 5, primarily based on group- set goals	
	①	②	③	④	⑤	⑥	⑦	⑧
8 L	①	②	③	④	⑤	⑥	⑦	⑧

Where is responsibility
felt for achieving
high performance?

9 N	Mostly at top		Top and middle		Fairly widespread		At all levels	
	①	②	③	④	⑤	⑥	⑦	⑧
10 L	①	②	③	④	⑤	⑥	⑦	⑧

How much cooperative
teamwork exists?

11 N	Very little		Some		Quite a bit		A very great deal	
	①	②	③	④	⑤	⑥	⑦	⑧
12 L	①	②	③	④	⑤	⑥	⑦	⑧

COMMUNICATION

What is the usual
direction of infor-
mation flow?

13 N	Downward		Mostly downward		Down and up		Down, up, and sideways	
	①	②	③	④	⑤	⑥	⑦	⑧
14 L	①	②	③	④	⑤	⑥	⑦	⑧

How is downward
communication accepted?

15 N	With distrust		Often with suspicion		Usually with trust		A great deal of trust	
	①	②	③	④	⑤	⑥	⑦	⑧
16 L	①	②	③	④	⑤	⑥	⑦	⑧

How accurate is upward
communication?

17 N	Usually inaccurate		Occasionally inaccurate		Often accurate		Almost always accurate	
	①	②	③	④	⑤	⑥	⑦	⑧
18 L	①	②	③	④	⑤	⑥	⑦	⑧

How well do superiors
know problems faced by
subordinates?

19 N	Not well		Somewhat		Quite well		Very well	
	①	②	③	④	⑤	⑥	⑦	⑧
20 L	①	②	③	④	⑤	⑥	⑦	⑧

DECISIONS

At what level are
decisions made?

21 N	Mostly at top		Policy at top, some delegation		General policy at top, more delegation		Widespread decision making	
	①	②	③	④	⑤	⑥	⑦	⑧
22 L	①	②	③	④	⑤	⑥	⑦	⑧

How often are subordinates
involved in decisions
related to their work?

23 N	Almost never		Occasionally consulted		Generally consulted		Fully involved	
	①	②	③	④	⑤	⑥	⑦	⑧
24 L	①	②	③	④	⑤	⑥	⑦	⑧

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GOALS

How is goal setting usually done?

		Orders issued		Orders, some comments invited		After discussion, by orders		Generally by group discussion	
25	N	①	②	③	④	⑤	⑥	⑦	⑧
26	L	①	②	③	④	⑤	⑥	⑦	⑧

How much do subordinates strive to achieve the organization's goals?

		Very little		Some		Quite a bit		A very great deal	
27	N	①	②	③	④	⑤	⑥	⑦	⑧
28	L	①	②	③	④	⑤	⑥	⑦	⑧

CONTROL

How concentrated are review and control functions?

		Very concentrated at top		Quite concentrated at top		Moderately delegated at lower levels		Widely shared	
29	N	①	②	③	④	⑤	⑥	⑦	⑧
30	L	①	②	③	④	⑤	⑥	⑦	⑧

What are cost, productivity, and other control data used for?

		Policing, punishment		Reward and punishment		Reward, some self-guidance		Group guidance and problem solving	
31	N	①	②	③	④	⑤	⑥	⑦	⑧
32	L	①	②	③	④	⑤	⑥	⑦	⑧

THANK YOU FOR ASSISTING WITH THIS SURVEY.

RLA Rensis Likert Associates, Inc.

630 City Center Building
Ann Arbor, MI 48104

Executive Plaza (Suite 502)
1301 West 22nd Street
Oak Brook, IL 60521

444 Camino Del Rio S.
San Diego, CA 92108

P. O. Box 4034
235 Queen Street
Honolulu, HI 96813

APPENDIX E

BERGER QUESTIONNAIRE



UNIVERSITY OF MINNESOTA
TWIN CITIES

Student Counseling Bureau
101 Eddy Hall
192 Pillsbury Drive S.E.
Minneapolis, Minnesota 55455

243

May 21, 1980

Mr. Jeffrey Glick
Department of Recreation
and Park Management
180 Esslinger Hall; HPERDG
University of Oregon
Eugene, Oregon 97403

Dear Mr. Glick:


You have my permission to use the scales I constructed to measure Expressed Acceptance of Self and Expressed Acceptance of Others in your dissertation.

Offhand I'm not aware of studies that are similar to yours which use my scales but just in case there might be some, I am enclosing a list of references to studies which have used my scales.

I have enclosed some material which expresses my thinking on the interpretation of the scales.

I would be very happy to learn about the results of your study eventually.

Very truly yours,


Emanuel M. Berger ✓
Professor

EMB:ls

Enclosures

BERGER QUESTIONNAIRE

This is a study of some of your attitudes, of course there is no right answer for any statement. The best answer is what you feel is true of yourself. You are to respond to each question by circling the number that best represents you in the following scheme.

- 1 - Not at all true of myself / 2 - Slightly true of myself / 3 - About halfway true of myself
4 - Mostly true of myself / 5 - True of myself

1	I'd like it if I could find someone who would tell me how to solve my personal problems.	1	2	3	4	5	(1)
2	I don't question my worth as a person, even if I think others do.	1	2	3	4	5	(2)
3	I can be comfortable with all varieties of people—from the highest to the lowest.	1	2	3	4	5	(3)
4	I can become so absorbed in the work I'm doing that it doesn't bother me not to have any intimate friends.	1	2	3	4	5	(4)
5	I don't approve of spending time and energy in doing things for other people. I believe in looking to my family and myself more and letting others shift for themselves.	1	2	3	4	5	(5)
6	When people say nice things about me, I find it difficult to believe they really mean it. I think maybe they're kidding me or just aren't being sincere.	1	2	3	4	5	(6)
7	If there is any criticism or anyone says anything about me, I just can't take it.	1	2	3	4	5	(7)
8	I don't say much at social affairs because I'm afraid that people will criticize me or laugh if I say the wrong thing.	1	2	3	4	5	(8)
9	I realize that I'm not living very effectively but I just don't believe that I've got it in me to use my energies in better ways.	1	2	3	4	5	(9)
10	I don't approve of doing favors for people. If you're too agreeable they'll take advantage of you.	1	2	3	4	5	(10)
11	I look on most of the feelings and impulses I have toward people as being quite natural and acceptable.	1	2	3	4	5	(11)
12	Something inside me just won't let me be satisfied with any job I've done—if it turns out well, I get a very smug feeling that this is beneath me, I shouldn't be satisfied with this, this isn't a fair test.	1	2	3	4	5	(12)
13	I feel different from other people. I'd like to have the feeling of security that comes from knowing I'm not too different from others.	1	2	3	4	5	(13)
14	I'm afraid for people that I like to find out what I'm really like, for fear they'd be disappointed in me.	1	2	3	4	5	(14)
15	I am frequently bothered by feelings of inferiority.	1	2	3	4	5	(15)
16	Because of other people, I haven't been able to achieve as much as I should have.	1	2	3	4	5	(16)
17	I am quite shy and self-conscious in social situations.	1	2	3	4	5	(17)
18	In order to get along and be liked, I tend to be what people expect me to be rather than anything else.	1	2	3	4	5	(18)
19	I usually ignore the feelings of others when I'm accomplishing some important end.	1	2	3	4	5	(19)
20	I seem to have a real inner strength in handling things. I'm on a pretty solid foundation and it makes me pretty sure of myself.	1	2	3	4	5	(20)
21	There's no sense in compromising. When people have values I don't like, I just don't care to have much to do with them.	1	2	3	4	5	(21)
22	The person you marry may not be perfect, but I believe in trying to get him (or her) to change along desirable lines.	1	2	3	4	5	(22)
23	I see no objection to stepping on other people's toes a little if it'll help get me what I want in life.	1	2	3	4	5	(23)
24	I feel self-conscious when I'm with people who have a superior position to mine in business or at school.	1	2	3	4	5	(24)
25	I try to get people to do what I want them to do, in one way or another.	1	2	3	4	5	(25)
26	I often tell people what they should do when they're having trouble in making a decision.	1	2	3	4	5	(26)
27	I enjoy myself most when I'm alone, away from other people.	1	2	3	4	5	(27)
28	I think I'm neurotic or something.	1	2	3	4	5	(28)
29	I feel neither above nor below the people I meet.	1	2	3	4	5	(29)
30	Sometimes people misunderstand me when I try to keep them from making mistakes that could have an important effect on their lives.	1	2	3	4	5	(30)
31	Very often I don't try to be friendly with people because I think they won't like me.	1	2	3	4	5	(31)
32	There are very few times when I compliment people for their talents or jobs they've done.	1	2	3	4	5	(32)
33	I enjoy doing little favors for people even if I don't know them well.	1	2	3	4	5	(33)

1 - Not at all true of myself / 2 - Slightly true of myself / 3 - About halfway true of myself
4 - Mostly true of myself / 5 - True of myself

34	I feel that I'm a person of worth, on an equal plane with others.	1	2	3	4	5	(34)
35	I can't avoid feeling guilty about the way I feel toward certain people in my life.	1	2	3	4	5	(35)
36	I prefer to be alone rather than have close friendships with any of the people around me.	1	2	3	4	5	(36)
37	I'm not afraid of meeting new people. I feel that I'm a worthwhile person and there's no reason why they should dislike me.	1	2	3	4	5	(37)
38	I sort of only half-believe in myself.	1	2	3	4	5	(38)
39	I seldom worry about other people. I'm really pretty self-centered.	1	2	3	4	5	(39)
40	I'm very sensitive. People say things and I have a tendency to think they're criticizing me or insulting me in some way and later when I think of it, they may not have meant anything like that at all.	1	2	3	4	5	(40)
41	I think I have certain abilities and other people say so too, but I wonder if I'm not giving them an importance way beyond what they deserve.	1	2	3	4	5	(41)
42	I feel confident that I can do something about the problems that may arise in the future.	1	2	3	4	5	(42)
43	I believe that people should get credit for their accomplishments, but I very seldom come across work that deserves praise.	1	2	3	4	5	(43)
44	When someone asks for advice about some personal problem, I'm most likely to say, "It's up to you to decide," rather than tell him what he should do.	1	2	3	4	5	(44)
45	I guess I put on a show to impress people. I know I'm not the person I pretend to be.	1	2	3	4	5	(45)
46	I feel that for the most part one has to fight his way through life. That means that people who stand in the way will be hurt.	1	2	3	4	5	(46)
47	I can't help feeling superior (or inferior) to most of the people I know.	1	2	3	4	5	(47)
48	I do not worry or condemn myself if other people pass judgment against me.	1	2	3	4	5	(48)
49	I don't hesitate to urge people to live by the same high set of values which I have for myself.	1	2	3	4	5	(49)
50	I can be friendly with people who do things which I consider wrong.	1	2	3	4	5	(50)
51	I don't feel very normal, but I want to feel normal.	1	2	3	4	5	(51)
52	When I'm in a group I usually don't say much for fear of saying the wrong thing.	1	2	3	4	5	(52)
53	I have a tendency to sidestep my problems.	1	2	3	4	5	(53)
54	If people are weak and inefficient I'm inclined to take advantage of them. I believe you must be strong to achieve your goals.	1	2	3	4	5	(54)
55	I'm easily irritated by people who argue with me.	1	2	3	4	5	(55)
56	When I'm dealing with younger persons, I expect them to do what I tell them.	1	2	3	4	5	(56)
57	I don't see much point to doing things for others unless they can do you some good later on.	1	2	3	4	5	(57)
58	Even when people do think well of me, I feel sort of guilty because I know I must be fooling them—that if I were really to be myself, they wouldn't think well of me.	1	2	3	4	5	(58)
59	I feel that I'm on the same level as other people and that helps to establish good relations with them.	1	2	3	4	5	(59)
60	If someone I know is having difficulty in working things out for himself, I like to tell him what to do.	1	2	3	4	5	(60)
61	I feel that people are apt to react differently to me than they would normally react to other people.	1	2	3	4	5	(61)
62	I live too much by other people's standards.	1	2	3	4	5	(62)
63	When I have to address a group, I get self-conscious and have difficulty saying things well.	1	2	3	4	5	(63)
64	If I didn't always have such hard luck, I'd accomplish much more than I have.	1	2	3	4	5	(64)

APPENDIX F

PROFILE OF CONFLICT CHARACTERISTICS

PROFILE OF CONFLICT CHARACTERISTICS

This questionnaire is designed to describe the nature and extent of conflict within and between organizations or groups. These may be industries, firms, schools, hospitals, voluntary associations, or any other kind of organization.

In completing the questionnaire, it is important that you answer each question as thoughtfully and frankly as possible. This is not a test; there are no right or wrong answers. The important thing is that you answer each question the way you see things.

The responses will be summarized in statistical form so that individuals cannot be identified. To ensure *complete confidentiality*, please do not write your name anywhere on the questionnaire.

Instructions

Please indicate your answer to each question by filling in the circle under the choice that in your experience most nearly characterizes, at the present time, the aspect of the particular conflict that you are describing. For example, suppose that the question were:

Rarely Sometimes Often Very often

How often do the opposing parties cooperate? (1) (2) (3) (4) (5) (6) (7) (8)

If you think that they cooperate often, you would fill in (5) or (6). If you think that the frequency of cooperation is closer to "sometimes," you would fill in (3). If you think that it is closer to "very great," you would fill in (6).

- | | | | | |
|---|--|---|---|--|
| 1. How much does each opposing party try to understand the points of view, needs, objectives, and preferred solution of the others? | Very little
(1) (2) | Some
(3) (4) | Quite a bit
(5) (6) | A very great deal
(7) (8) |
| 2. How much does each party seek to use joint problem solving to develop innovative solutions satisfactory to both parties? | Very little
(1) (2) | Some
(3) (4) | Quite a bit
(5) (6) | A very great deal
(7) (8) |
| 3. How open, candid, and unguarded is the communication and interaction between the opposing parties? | Extremely guarded
(1) (2) | Quite guarded
(3) (4) | Somewhat candid
(5) (6) | Open, unguarded, and candid
(7) (8) |
| 4. To what extent do the conflicting parties seek to deceive or to inform the other correctly? | Parties try hard to deceive
(1) (2) | Parties often try to deceive
(3) (4) | Sometimes try to deceive, sometimes try to inform correctly
(5) (6) | Consistently try to inform correctly
(7) (8) |
| 5. How many open channels of communication are there for the flow of information and influence between opposing parties? | Practically none, if any, through top leaders only
(1) (2) | Relatively few, largely through leaders
(3) (4) | Several, involving many of the leaders and some rank and file
(5) (6) | Great many, involving virtually all leaders and many rank and file through appropriate linking
(7) (8) |
| 6. How effective are the channels for the flow of interaction and influence between opposing parties? | Highly ineffective
(1) (2) | Moderately ineffective
(3) (4) | Moderately effective
(5) (6) | Highly effective
(7) (8) |



Coping with conflict is discussed in *NEW WAYS OF MANAGING CONFLICT*, Rensis Likert and Jane Gibson Likert, McGraw-Hill Book Company, 1976, chapters 8-10 and 15.
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 All rights reserved. No reproduction authorized.

- | | | | | |
|---|--|---|--|---|
| 7. To what extent are efforts made to build or restrict channels of communication, interaction, and influence between opposing parties? | Extensive efforts to restrict except through top leaders
① ② | Some efforts to restrict; little interest in building
③ ④ | Some efforts to build, especially top levels of organization(s)
⑤ ⑥ | Extensive efforts to build at all levels of organization(s)
⑦ ⑧ |
| 8. To what extent are innovative, mutually acceptable solutions being sought, or is each party striving to impose the solution it now prefers on the other? | Each striving hard to impose own solution on other
① ② | Primary focus on imposing own solution; some consideration of alternate solutions
③ ④ | Initially prefers own, but willingly considers alternate solutions
⑤ ⑥ | Earnestly seeks innovative solution acceptable to all parties
⑦ ⑧ |
| 9. How much does each party strive to discover and state explicitly the integrating goals and common interests that they share? | Very little
① ② | Some
③ ④ | Quite a bit
⑤ ⑥ | A very great deal
⑦ ⑧ |
| 10. How well can each opposing party state freely and clearly and with understanding the points of view, needs, objectives, and preferred solution of the others? | Poorly
① ② | Moderately well
③ ④ | Quite well
⑤ ⑥ | Very well
⑦ ⑧ |
| 11. To what extent does each opposing party strive to gain power over the other party or seek mutually satisfactory solution with the other party? | Strives very hard for power over others
① ② | Strives primarily for power over others
③ ④ | Seeks some mutually satisfactory solutions but still strives for power over others
⑤ ⑥ | Seeks mutually satisfactory solutions through joint efforts with others
⑦ ⑧ |
| 12. What methods of resolving conflicts are used? | Suppression
① ② | Some suppression, some win-lose confrontation
③ ④ | Negotiation, bargaining, and compromise
⑤ ⑥ | Creative problem solving using consensus
⑦ ⑧ |
| 13. To what extent do the parties use a third party to help them find a mutually acceptable solution? | Very little
① ② | Little
③ ④ | Considerable
⑤ ⑥ | Very great
⑦ ⑧ |
| 14. When solutions are reached, how well do the opposing parties accept and implement them? | Strong covert resistance except by victor
① ② | Some overt acceptance; appreciable covert resistance except by victor
③ ④ | Overt acceptance; some covert resistance except by victor
⑤ ⑥ | Overt and covert acceptance; full implementation sought
⑦ ⑧ |
| 15. Do the solutions reached result in favorable cooperative attitudes on part of opposing parties or in continued or increased hostility? | Increased hostility
① ② | Continued hostility; few favorable cooperative attitudes
③ ④ | Relatively favorable, cooperative attitudes on part of some; lingering hostility on part of others
⑤ ⑥ | Favorable, cooperative attitudes prevail generally
⑦ ⑧ |

APPENDIX G

MATERIALS GIVEN TO STAFF MEMBERS PRIOR TO CAMP



Pennsylvania Easter Seal Society

Fulling Mill Road • R.D. #1, Middletown, Penna. 17057 • (717) 939-7801
Reply to P.O. Box 497

WILLIAM E. GRAFFIUS
Executive Director

CAMP DADDY ALLEN
R. D. #1
White Haven, Pennsylvania 18661

Dear Staff Member:

Welcome to Camp Daddy Allen! We feel confident that with your help, this will be a most successful camping season. The following may help to answer some of your questions relative to the opening of camp, and we are enclosing additional material which should prove helpful.

All staff members are due in camp on Tuesday, June 17, 1980, by 3:00 p.m. Campers are scheduled to arrive on Sunday, June 22. Counselors leave on Friday, August 15th, unless otherwise designated by contract.


The camp telephone exchange is White Haven (717). Any calls to you should be made person-to-person. The camp mailing address is shown above. If you come by bus, your destination is Hazleton or Wilkes-Barre. Let us know when your bus will arrive and we will meet you. Will you send me a card at least ten (10) days before camp opening, telling me how and what time you will arrive? If you wish to keep your car in the parking lot during the season, evidence of financial responsibility must be shown and insurance coverage must be \$10/20,000. Liability and \$5,000. property damage. All time off will be between sessions. Staff is encouraged to leave camp. The camp cannot furnish transportation.

All staff members are required to bring a doctor's certificate. Please do not forget to bring it with you to camp.

Mr. Jeffrey Glick will be the director of Camp Daddy Allen. The camp telephone number is 717-443-9509.

Please get in touch with us for any other information you desire. Write us at P. O. Box 497, Fulling Mill Road, Middletown, Pennsylvania 17057, telephone 717-939-7801.

Yours for good camping,


(Miss) Jeanne E. Feeley
Director of Recreation and Camping

JEF/ml
Enc: What to Bring to Camp
Directional Map
Doctor's Certificate

THE EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS OF PENNSYLVANIA
P.O. Box 497, Fulling Mill Road, Middletown, Pennsylvania 17057

WHAT TO BRING TO CAMP (Staff Members)

The following are essential things to bring:

1. Ordinary camp clothing and sturdy shoes. One pair of white shorts or slacks. Shorts, slacks, jeans, "T" shirt or other sport shirts. Socks are desirable since handicapped people wear orthopedic shoes and braces. Staff should set an example.

Washing machine is available at certain hours.

We have a limited supply of "T" shirts to sell to staff members.

2. Cold weather and rainy weather clothing. Boots and overshoes, raincoat or poncho.
3. Extra blankets, if you need more than two (you will), and a pillow, if you use one. Two blankets, pillow cases, towels, sheets, wash cloths, etc., are furnished by the camp. Sleeping bags are also useful.
4. Flashlight - don't forget this!--bring a fairly large one -- THERE IS NO ELECTRICITY IN THE UNITS AT CAMPS DADDY ALLEN AND EASTER SEAL! Camps Lend-A-Hand and Harmony Hall have electricity, but you'll still need a flashlight.
5. Bathing suit.
6. Bring along your musical instruments, books, cameras, or other hobby material, old records for dances (keeping in mind that there is no electricity in the units at CDA and CES). Please don't bring expensive radios, tape recorders, etc.
7. Old sneakers for swimming along with regular sneakers.
8. Some kind of dressier clothes for "final banquet." (Each camper session has a final party and staff usually dresses up).
9. We have a small canteen where stamps and flashlight batteries, etc. are sold.

Most of all, bring yourself full of ideas and enthusiasm for a good season!
We have a high goal to live up to -- this season can be our best!

WHAT WILL YOU GET OUT OF BEING A CAMP COUNSELOR?

You must give to get. Though you are aware by now that camp counseling is not a vacation, it can be an extremely happy and worthwhile experience. Your rewards in personal satisfaction will be high. When the people in your charge say they have had a wonderful time, you will say "I've had a wonderful time, too".

1. You will find new interests, new friends, new skills.
2. You will gain increased ability to work with people. For those planning a teaching or social career, this is invaluable.
3. You will have opportunity to put theory into practice and to develop group work techniques.
4. You will earn a small salary. (Resident camps also pay full maintenance).
5. You will spend a summer out of doors -- excellent for your health.
6. You will have fun -- you're bound to.

WHERE WILL I LIVE?

In a cabin or a farmhouse . . . depending on the camp.

HOW LONG DOES THE JOB LAST?

About eight and one half weeks. Being hired for the next season depends on doing a good job this summer.

HIRING CONTRACT

If you are hired, you will be given a contract for the summer . . . you are morally obligated to honor this contract.

HOW DO I GET A JOB AS A CAMP COUNSELOR?

Apply in person or write for an application to:
The Easter Seal Society for Crippled Children and Adults of Pennsylvania
P. O. Box 497, Fulling Mill Road, Middletown, PA 17057

WHAT IS A CAMP COUNSELOR AT AN EASTER SEAL CAMP?

CAMP DADDY ALLEN
Hickory Run State Park
R. D. #1
White Haven, Pennsylvania 18661

CAMP EASTER SEAL
Laurel Hill State Park
R. D. #4
Somerset, Pennsylvania 15501

CAMP HARMONY HALL
1500 Fulling Mill Road
Middletown, Pennsylvania 17057

CAMP LEND-A-HAND
R. D. #2
Conneaut Lake, Pennsylvania 16316

The Easter Seal Society for Crippled Children
and Adults of Pennsylvania
P. O. Box 497, Fulling Mill Road
Middletown, Pennsylvania 17057

WHAT IS A CAMP COUNSELOR?

A camp counselor is someone who leads campers in recreational activities at a vacation camp, in a country setting.

IS THIS ALL THAT IS EXPECTED OF A CAMP COUNSELOR?

By no means. It is only part of his duties.

WHAT, THEN, IS EXPECTED?

In a RESIDENT CAMP, he will be on the job every waking hour of the day, and on call at any hour of the night. If you are hired as a full-fledged counselor -- even though this may be your first experience as one -- the following is what you will be expected to do:

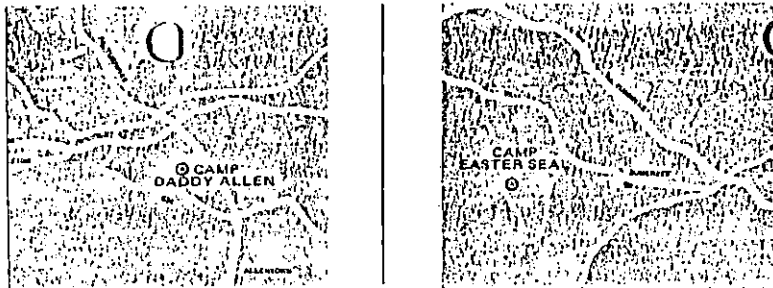
- | | |
|---|---|
| 1. Live, work, play, eat and sleep with campers 24 hours a day. Time off at the end of every session. | 2. Supervise a group of anywhere from 3 to 5 campers, seeing that they make their beds, keep the place neat and clean, write and mail letters home. |
| 3. Make friends with your group; lead them; help them; comfort them -- so that they integrate with each other and the whole camp. | 4. Look after their safety, personal hygiene; make sure they eat well and get plenty of rest; report any health problems at once. |
| 5. Participate with your group in camp activities. | 6. If qualified, give special instructions in dramatics, arts and crafts, and so on. |

WHAT EXPERIENCE AND TRAINING ARE REQUIRED TO QUALIFY?

1. At least one semester of college and enrollment in college at the time you apply for a job.
2. Some group participation experience with the Scouts, the "Y", a community center, school team or club, and the like.
3. Training in one or more skills and ability to lead groups in this activity.
4. Courses leading to teaching or social work degrees are desirable -- so is teaching experience.
5. Experience as a camper or a junior counselor is preferred but not mandatory.

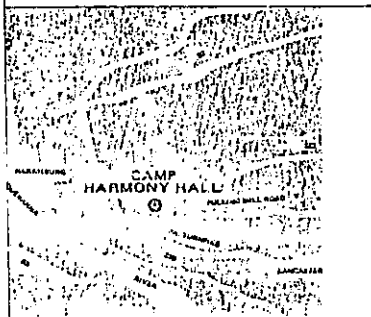
WHAT PERSONALITY TRAITS ARE CALLED FOR?

1. A love for people and the ability to feel comfortable with them.
2. A strong sense of responsibility.
3. The ability to stimulate and encourage them in physical and mental growth and in all phases of human relations.
4. A capacity for hard work and good health.
5. Ability to make quick decisions in an emergency.
6. Flexibility, initiative, resourcefulness, imagination, adaptability and a sense of humor.
7. Infinite patience and ability to work well with others.
8. A personal enjoyment of camping, outdoor life and community living.

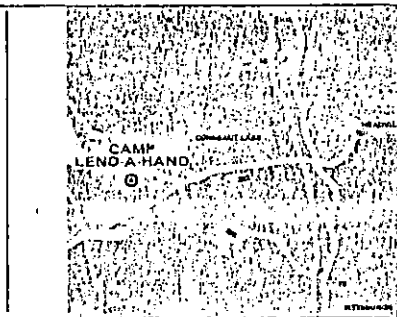


Camp Daddy Allen
Hickory Run State Park
R.D. #1,
White Haven, Pa.

Camp Easter Seal
Laurel Hill State Park
R.D. #4
Somerset, Pa.



Camp Harmony Hall
Fulling Mill Road
R.D. #1
Middletown, Pa.



Camp Lend-A-Hand
Andover Road
R.D. #1
Comeaut Lake, Pa.

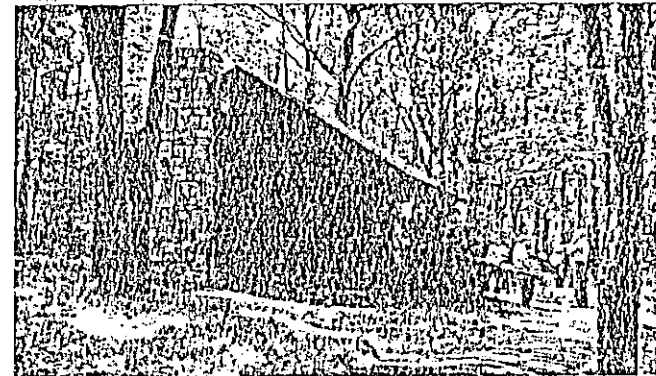
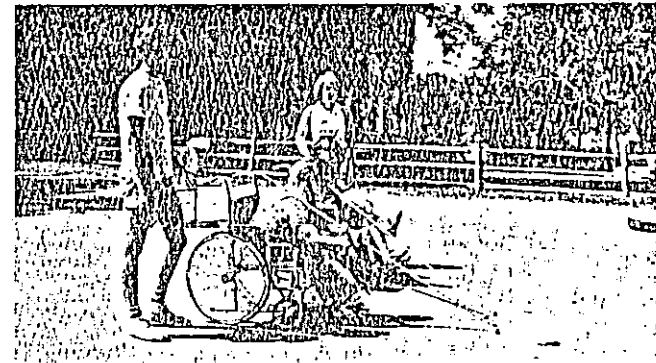
Camps Are Accredited By The American
Camping
Association



Local Easter Seal Societies for Crippled Children and Adults participate in residential camping programs by sending local people through camperships.

For Details Write:
Director of Recreation and Camping
The Easter Seal Society for Crippled
Children and Adults of Pennsylvania
P.O. Box 497 R.D. #1
Fulling Mill Road Middletown, Pa. 17057

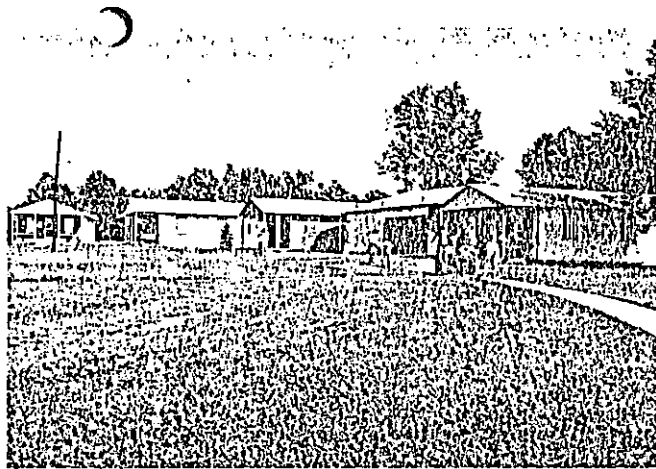
CAMPING FOR THE DISABLED



THE EASTER SEAL SOCIETY
FOR
CRIPPLED CHILDREN AND ADULTS
OF
PENNSYLVANIA



R.D. #1 FULLING MILL ROAD MIDDLETOWN, PA. 17057
TELEPHONE 717 939 7801



CAMP LEND-A-HAND

Camp Lend-A-Hand, just outside Conneaut Lake, has been planned to make camping fun and exciting for the person in a wheelchair equally as well to the disabled who are more independent. Paved paths lead the camper to all cabins, dining area, and to the recreation facilities.

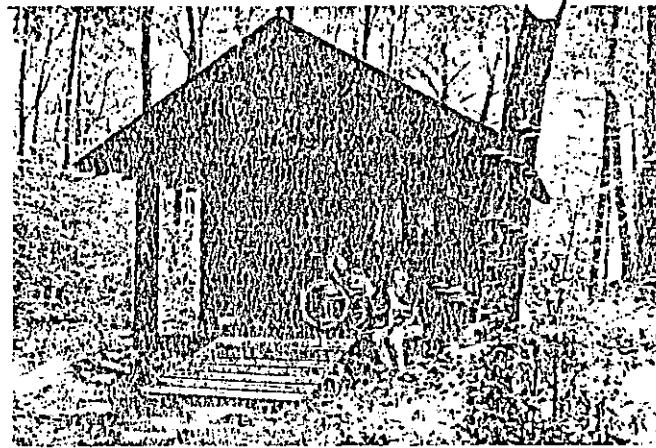
The colorful, large cabins accommodate eight campers with a separate room for the counselors so they can be nearby to lend any assistance that may be needed.

One of the delights of campers of all ages is the pond where the fish are obligingly caught, knowing they will be returned to their home. The pond, surrounded by trees, is ideal for boating and, while coasting along, the campers can watch the fish and turtles swim leisurely by.

On the warm afternoons, the campers can enjoy swimming in the large, sparkling clean pool, under the watchful eye of a qualified swimming instructor. Games and contests are held to add to the excitement and each year, many campers go home, having actually learned to swim during their two-weeks stay.

Playing ball, experiencing a cookout, and making ideas come alive in the craft shop are here at Camp-Lend-A-Hand.

In the cool evenings, the campers sing and tell stories around the campfire and are treated to the colorful sunsets as they dream of a new adventure for tomorrow.



CAMP DADDY ALLEN

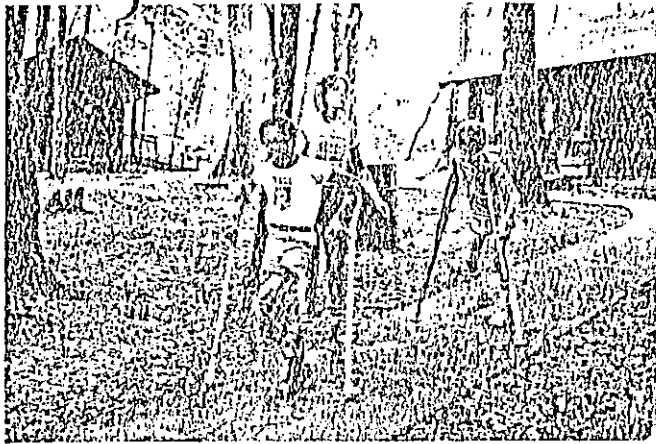
Camp Daddy Allen is located in Hickory Run State Park, near White Haven, in the beautiful Pocono Mountains of Northeastern Pennsylvania. The tall trees, blooming rhododendron and magnificent views, literally beckon the outdoors people who are handicapped, to spend their camping time here.

As the campers travel the macadam paths through the camp, they pass the dining hall, a spacious rustic building where the meals are prepared and served. Then past the craft shop. The campers can spend many hours here making articles of their choice, with the help of the arts and crafts instructor. Here, too, the traditional totem pole is made each year.

And beyond are the neat, wooden cabins, arranged in units of eight, nestled in the trees, secluded, but only a stone's throw from the other units. Each cluster of cabins contains its own wash house with bathroom facilities, and a separate lodge with an inside and outside fireplace where sometimes the campers can help in preparing their own breakfast or evening dinner for an exciting cookout.

Surrounding the camp are paths through the woods to such interesting places as the waterfalls, the unique ford across the brook, spots for camping out under the stars, and, of course, the ever-popular swimming pool.

Camp Daddy Allen affords camping for the nature lover, for the disabled who enjoy the great outdoors and are content to have two weeks of fun and good living, aided by responsible counselors.



CAMP EASTER SEAL

Camp Easter Seal, located in the Laurel Hill State Park, near Somerset, invites the disabled who truly enjoy the beauty of the mountains, to spend a two-week session here.

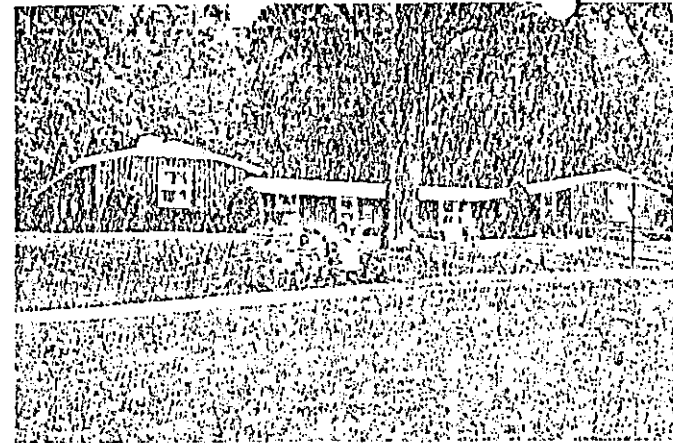
The rustic cabins, housing four to five campers, are nestled among the trees with each group of cabins containing a separate lodge and bathroom facilities.

Just a short distance from the main area is the beautiful lake with its sandy beach that attracts the children and adults for a plunge into the clear water. Boating, too, is a popular sport on the lake and the counselors make frequent excursions with the campers exploring the opposite bank and bubbling inlets.

In the main area the campers find enjoyment in the craft shop, recreation hall and spend a happy time in the dining hall, eating, singing, and enjoying the companionship of one another.

Just outside the camp area are exciting paths to explore such as Hemlock Trail, Pump House Trail, and Lakeshore Trail, and along these paths are ideal spots with shelters where groups can spend a night in the forest under the stars. And in the quiet of the night, after a careful watch, deer can be seen grazing in the grassy clearings.

Camp Easter Seal provides an unforgettable camping experience to the young and not so young with a time to see nature at its finest and make friends and renew old acquaintances.



CAMP HARMONY HALL

Camp Harmony Hall, situated among the farmlands of Dauphin County, is only nine miles east of Harrisburg, at R.D. #1, Middletown. Originally a farm, the land and buildings have been attractively transformed into a camp for people who are confined to wheelchairs. The charm still exists in the main stone house which houses a modern infirmary, dining room and sleeping rooms for some of the staff. A rustic lodge, with partitioned rooms housing four campers in each, makes life easier and more convenient for the campers. In the lodge are complete bathroom facilities and showers.

Just a push away is the pool inviting everyone for a swim, overseen by the counselors and a waterfront instructor. Farther along the macadam path is the craft shop where new skills in making decorations, trinkets and drawings for home or friends, are explored. In the same building is the recreation room with games to suit anyone's taste. Outdoor games of all descriptions are available to the campers and participation and friendly rivalry are encouraged.

Gently sloping paths reach into the inviting, cool woods where the wheelchair campers can enjoy a cookout or an overnight sleepout. The anticipation and actual experiences of fishing in the farm pond nearby or at the creek only a few miles beyond, will never be forgotten.

The serene atmosphere of Camp Harmony Hall, with its proximity to the advantages of the city, help make camping here ideal for the wheelchair camper.

Easter Seal camping allows the camper to live in a relaxed atmosphere, away from the frustrations of the classroom or the rigors of the hospital. The adult can relax, make new friends and not be concerned with the barriers of buildings and attitudes. During their stay at an Easter Seal camp, the disabled can enjoy doing the things they dream of without criticism or rebuff.

Counselors who are interested in the well-being of the campers become their friends and advisors. Professionals direct the camps and provide programs designed for the disabled. Meals are planned by dietitians and food is prepared by experienced chefs.

At an Easter Seal camp, each camper is an individual and the needs of the person are uppermost in the planning of each camp session.

All medications are dispensed by the nurse who is on duty 24 hours a day at each camp and who cares for the health of each person.

The Easter Seal Society for Crippled Children and Adults of Pennsylvania believes that all persons with handicaps regardless of age, creed, color, type of handicap, financial status or place of residence are entitled to the services needed for maximum development of their potential as accepted and contributing members of society.



New Games Test The Skills Of The Campers



Fishing Provides Excitement And Anticipation



Swimming Is A Favorite Of All Campers



Bowling Is Adapted For The Disabled



Baseball Brings Out Friendly Rivalry



Creating And Learning Make Crafts Fun



Exploring The Woods . . . A New Adventure



Good Food And A Time With Friends In The Dining Hall

THE EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS OF PENNSYLVANIA
P. O. BOX 497, R. D. #1, FULLING MILL ROAD, MIDDLETOWN, PENNSYLVANIA 17057

AGREEMENT made on _____, by and between THE EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS OF PENNSYLVANIA, a charitable organization having its principal office at R. D. #1, Fulling Mill Road, Middletown, Pennsylvania 17057 (P. O. Box 497) (hereinafter called "Employer") AND _____ (hereinafter called "Employee")

WHEREAS, Employer has employed Employee to perform services with regard to Employer's camping program; and WHEREAS, Employer and Employee desire to set forth the terms and conditions of the employment. NOW, THEREFORE, the parties hereto covenant and agree as follows:

1. Employee agrees to be available at the premises, Camp _____ twenty-four hours per day, each day, during the period from _____ to and including _____ unless the Camp Director shall excuse the Employee's absence and provided that Employee's employment shall not have been terminated as provided in paragraph No. 5 below. Employee shall have from Thursday afternoon after the last camper leaves until Sunday morning at 9:30 a.m. free from duties and shall not be required to be available at the premises on such free days. This time off shall occur at the end of each session, or once every two weeks.
2. Employee agrees to perform such duties as shall be assigned by the Camp Director and agrees that the Camp Director shall have the right to direct and control all conduct and activities of the Employee during the period of employment in the capacity of _____. The Director of Recreation and Camping shall supervise all camp operations.
3. Employer agrees to provide food, lodging and laundry services or facilities during the period of employment, except the free period as designed in paragraph No. 1.
4. Employer agrees to pay Employee, during the period of employment, at the rate of \$ _____ (less mandatory tax deductions) for the season, consisting of the period from _____, provided, however, that, irrespective of the fact that compensation is stated on the basis of season, Employee shall be entitled only to the pro rata portion thereof, if Employee's employment shall have been terminated, as provided in paragraph No. 5 below, prior to the end of the season.
5. Employer shall have the right, at any time prior to _____ to terminate Employee's employment for any reason, and Employee agrees that Employer shall have no liability hereunder except to pay Employee the pro rata portion of the season extending from _____ to the date of termination. Notice of termination of employment shall be given to Employee by the Director, after consultation with the Director of Recreation and Camping, and such notice may be either oral or written.
6. Employee agrees that the object of Employer's camping program is to promote the whole health of physically handicapped campers and the specialized nature of the camping program makes it necessary that all staff members must be available twenty-four hours per day. Employee, by execution of this contract recognizes that it will be necessary from time to time, for the Camp Director to change assignments of duties of the Employee in order to promote the objectives of the camping program.
7. Employee agrees to supply, at his expense, a doctor's certificate of physical fitness evidencing a physical examination made no more than a week prior to the date of Employee's arrival at the camp.

(over)

b. The employer reserves the right to make any adjustments necessary due to the energy crisis that may affect the well being of the campers.

IN WITNESS WHEREOF, The parties hereto, intending to be legally bound hereby, have executed this agreement the date above written.

THE EASTER SEAL SOCIETY FOR CRIPPLED
CHILDREN AND ADULTS OF PENNSYLVANIA

By: _____
Director of Recreation & Camping

By: _____
Camp Director

By: _____
Employee

APPENDIX H

DADDY ALLEN CAMPER APPLICATION AND HEALTH REPORT



The Easter Seal Society for Crippled Children and Adults of Penna.
 P.O. Box 497, Fulling Mill Road, R.D. #1, Middletown, Penna. 17057

DADDY ALLEN

Camp for Crippled Children & Adults

CAMPER APPLICATION

Camping Dates Requested:

From: _____
 To: _____

PLEASE TYPE OR PRINT THE FOLLOWING DATA:

Date: _____

Full Name: _____ Age _____ Sex _____

Current Address: _____ (Number) _____ (Street) _____ (City) _____ (State) _____ (Zip Code)

Date of Birth: _____ Educational Level _____ Ungraded: _____

Parents or Legal Guardian: _____

Address if Different from Above: _____

Home Phone _____ Business Phone _____

Contact the Following Person When Family Unavailable:

Name: _____ Phone: _____

Address: _____ Relationship _____

I/We hereby Give My/Our Consent For The Above Individual To Attend _____
 And Also Permit You To Use My/Our Child's Name And Picture In Publicizing The Work And Program of The Easter Seal Society of PA And To Provide Emergency Treatment And Care And Transportation, If Necessary.

Signature: _____ (Father or Legal Guardian) Signature: _____ (Mother or Legal Guardian)

Individual is Emancipated & Self Sufficient _____ (Signature)

Camp Fee Will Be Paid By _____ Authorized Signature _____

NOTE: The Following Section is Designed to Help Camp Staff in Cabin Placement and Care Requirement. It is NOT Used to Determine Eligibility.

	Independent	Partial Assistance	Full Assistance	Comment
1. Run	_____	_____	_____	_____
2. Hike	_____	_____	_____	_____
3. Swim	_____	_____	_____	_____
4. Group & Team Games	_____	_____	_____	_____
5. Dress & Undress	_____	_____	_____	_____
6. Attend to Appliances	_____	_____	_____	_____
7. Feeding	_____	_____	_____	_____
8. Toileting	_____	_____	_____	_____
9. Does Camper Wet Bed	Yes _____ No _____ Sometimes _____			
10. Transfers - Can Camper Stand	Yes _____ No _____			
11. Communications - Speech	_____ Communications Board _____ Signs & Gestures _____			
12. Can Camper - Read	_____ Write _____			
13. Special Interests & Needs	_____			
14. Weight of Camper	_____ With Braces _____			
15. Does Camper Have Any Special Requests for Cabin Assignment or Cabin Mates	_____			

SPECIAL MEDICATION IN SUFFICIENT AMOUNTS AND LABELED MUST ACCOMPANY CAMPER WITH UP-TO-DATE INSTRUCTION FOR MEDICATION
SPECIAL EQUIPMENT MUST ACCOMPANY CAMPER - BRACES, WHEELCHAIR, SPECIAL EQUIPMENT, HEARING AID AND GLASSES



The Easter Seal Society for Crippled Children and Adults of Penna.
P.O. Box 497, Fulling Mill Road, R.D. #1, Middletown, Penna. 17057

Camp for Crippled Children & Adults

DADDY ALLEN

HEALTH REPORT

Please type or print the following data before visiting physician:

Name: _____ Age _____ Sex _____

Address: _____
(Number) (Street) (City) (State) (Zip Code)

Full Diagnosis: _____

The Medical and Health Problems Requiring Special Attention Are:

1. _____
2. _____
3. _____

Allergies: _____ Immunizations: (Vaccine or Disease)

Foods _____ Measles _____ Mumps _____

Drugs _____ Polio _____ Diphtheria _____

Other _____ Whooping Cough _____

List Childhood Diseases: _____

Are Seizures Present? _____ What Type? _____ How Frequently? _____

Restrictions in Camping & Daily Living Activities:

1. _____
2. _____
3. _____

Are There Any Existing Emotional or Behavior Problems? _____

Medication Needed: _____ Specific Name: _____ Dosage: _____ Times Given: _____

1. _____

2. _____

3. _____

4. _____

(If Applicable)

This Section Must Be Completed by the Caseworker, Teacher, Therapist:

Special Handling or Precautions: _____

Explain Schedule or Use of Any Adaptive Equipment: _____

Braces: _____
(Day) (Night) (Both)

Description of Only Necessary Exercises: _____

(Use Back of Page If Necessary)

Date _____ (Signed) _____

(Caseworker, Teacher, Therapist)

This Section Must Be Completed by Physician Who Has Seen This Camper.

This camper was seen by me on _____ To the Best of my knowledge the above information is accurate. This camper is free from any contagious or infectious diseases.

Additional Health or Medical Concerns Are _____

Has Camper Been Immunized With Tetanus Toxoid? _____

(Year of Primary Series)

(Date of Last Booster)

(Signed)

(Physician)

Address _____

Phone _____

APPENDIX I

CORRESPONDENCE BETWEEN EASTER SEALS AND STATE OF PENNSYLVANIA



The Easter Seal Society
For Crippled Children and Adults of Pennsylvania
 P. O. Box 497, R. D. #1, Fulling Mill Road, Middletown, Pa. 17057
 (717) 939-7801



MEMORANDUM

DATE: August 18, 1980

TO: William C. Forrey, Department of Environmental Resources

FROM: Jeanne E. Feeley, Director of Recreation and Camping

SUBJECT: Priority of Repairs - Camp Daddy Allen
 Hickory Run State Park

I. Woodwork

- A. All buildings that need repairs
 1. ramps
 2. rails
 3. steps
 4. floors & roofs
 5. mini-ramps on door thresholds
 6. Arts & Crafts building - another ramp and railing on the porch
 7. all wooden buildings made accessible to wheelchairs
- B. Infirmary
 Redesign treatment center to P.T. room - add porch to P.T. room -
 make bathrooms accessible
- C. Garage - repairs to doors and hinges

II. Erosion Control

- A. Unit II Lodge - water off hill running into fireplace porch area
- B. Wash-house Unit II - mud slides
- C. Main Rec Hall
 1. office
 2. parking lot - Dining Hall needs paved and widened
 3. washed out paths (all over camp)
 4. hill to Weaver Field
 5. Deadman's Corner between Arts & Crafts building and Dining Hall
 6. pave wheelchair path from camp entrance to Dining Hall
 7. grade office road to infirmary
 8. switchback sidewalks from Showerhouse to Dining Hall
 9. switchback sidewalks from Dining Hall to Rec Hall
 10. sidewalk from Rec Hall to Nature Center

III. New well or storage reservoir and septic system/field to handle water

Page Two
William C. Forrey
August 18, 1980

Priority of Repairs - Camp Daddy Allen, Hickory Run State Park (cont'd)

- IV. Showerhouse Renovation
 - a. knock out staff showers
 - b. 1 additional toilet (20" high at seat) in both male and female showers
 - c. enclose dressing areas
 - d. paved gravel with permanent ramps to male and female showerhouse.
 - e. another storage closet where female staff shower is located
 - f. tile showerroom floors with better drains
 - g. lower toilet seats
 - h. construction of flat open grassy area by showerhouse
- V. Dining Hall
 - a. relocate ramp to main doors - wider L and larger platform at far side door
 - b. construct new bathroom with 2 seats outside Dining Hall
- VI. All toilets made accessible in unit wash house
 - a. install curtains and make larger
 - b. washroom hardware made adaptable for disabled
 - c. water fountains made accessible for wheelchair individuals
- VII. Install lights in unit lodge and wash house
 - a. future capital improvement - attach wash house to unit lodge
- VIIIA. Clear vista at vespers
 - Open one area in each unit
 - Open area between office and showerhouse
- VIII. Pave paths from each unit lodge to all cabins in each unit.
- IX. Repave all paved paths taking out heaves and widening paths - switch-backs on steep hills.
- X. Sidewalk on sides of access road all the way around camp.
- XI. New logs at council fire and vespers
- XII. Have benches with backs
- XIII. Dressing and toilet facility at swimming pool
- XIV. Widen all doorways to 36"

APPENDIX J

PRE-CAMP MATERIALS AND SCHEDULES

1980 PRE-CAMP AT DADDY ALLEN

FRIDAY, JUNE 20	SATURDAY, JUNE 21	SUNDAY, JUNE 22
7:00 RISE & SHINE	7:00 RISE & SHINE	8:00-9:00 Continental Royale
COOK OUT BREAKFAST	7:30 Breakfast	
8:30 EMERG. PROCEDURES -natural, missing persons, accidents. -Communication skills -Mental retardation	8:30 Unit set-up: make beds. Staff quarters	9:00-11:30 ODDS & ENDS Color coding Cabin Tags
12:30 LUNCH-EATING /w ADAPTATIONS	10:00 FIRST SUNDAY Typical questions Registration procedure White Winging Paths	11:30 BRUNCH 1:00 Camper Registration
1:45 Discussion w/Gayle	12:00 LUNCH-PICNIC	
2:45 PROCEDURES -laundry -showering -office -excursions -cook-outs	CREATION & IMAGINATION TIME 4:00-10:00 STAFF R&R 11:00 TAPS	
Typical day/week @ CDA		
5:30 DINNER		
7:00 Group Problem Solving Decision Making Camp Committees Unit Assignments Medical Forms Cabinization Evaluation		
TELL ME WHY		

1980 PRE-CAMP AT DADDY ALLEN

<u>TUESDAY, JUNE 17</u>	<u>WEDNESDAY, JUNE 18</u>	<u>THURSDAY, JUNE 19</u>
MORNING:	7:00 RISE & SHINE	7:00 RISE & SHINE
Staff Arrival		
Unit 4	7:30 Breakfast	7:30 Breakfast
-settle in	-Personal goals	
-clean U4, then U3,5,2	-Dining room procedure	8:30-10:30 Activity center set-up
12:30 LUNCH	8:30-10:30 Walk camp	
	-Role play	10:30-12:30 Touring c Ranger Rice
AFTERNOON:	-Inanimate objects	
Continue cleaning units	10:30-12:30 Unit set-up (mattresses, blankets, sheets)	12:30 LUNCH
4:30 Clean up; personal time	-Shower house	1:45-5:30 Nurses' Discussion
	-Nature Center	
5:30 DINNER	-Rec Hall	EVENING:
	-A & C	-Hap's Easter Seal Philosophy
EVENING:		-Lutts & Mipps
6:45 WELCOME	12:30 LUNCH	-Macaroni @ Midni, ..t
-Health & safety		-Evaluation
-Acquainting Delbequi	2:00 OUTDOOR ED.WKSHP (also activity area set-up)	CAMPING UNDER THE STARS (OR CLOUDS)
-Self description		
-Research project	5:30 DINNER	
-Staff Manual		
10:45 Evaluation	7:00 PHILOSOPHY	
	Rules & Regulations	
11:00 TELL ME WHY	General info	
	Values Awareness	
	Evaluate	
	TELL ME WHY	
	TAPS	

WORKSHOP FOR PENNSYLVANIA EASTER SEALS SOCIETY, CAMP DADDY ALLEN
HICKORY RUN STATE PARK
June 18, 1980

<u>TIME</u> <u>PM</u>	<u>ACTIVITY</u>
1:00 - 1:15	Introduction
1:15 - 1:30	Project TORCH Initiative Tasks - Hula Hooper - Lap Sit
1:30 - 2:30	Acclimatization - Prickly Tickly - Grokking - Micro-Trails
2:45 - 3:30	OBIS - Invent-An-Animal, Adaptation
3:30 - 4:30	Nolde Field Learning Experience - Stream Study
4:30 - 5:00	Program Logistics and Feedback Session - Activity Package - Scheduling - Reporting - Evaluation Instruments

INSTRUCTIONAL STAFF

Jeffrey Weaver EIT
Mary Jo Gibson EIT

DEVELOPMENTAL DISABILITIES WORKSHOP GENERAL FORMATPURPOSE:

These workshops will have a two-fold purpose. The first is to provide state park Environmental Interpretation Technicians with background knowledge pertaining to developmentally disabled persons. The sessions will develop the knowledge, skills and competencies necessary to conduct a successful environmental education and interpretive program with developmentally disabled individuals in a state park setting.

The second purpose of these workshops is to expose developmentally disabled-serving agency personnel to environmental learning activities that can be used in a state park setting. These agency staff members will gain knowledge in environmental concepts and learn the techniques needed to facilitate environmental education and interpretive activities.

OBJECTIVES:

Upon completion of these workshops, EITs will:

1. List three physical traits for each of the following disabilities: mental retardation, cerebral palsy and one learning disability.
2. List three mental traits for each of the following disabilities: mental retardation, cerebral palsy and one learning disability.
3. List three social traits for each of the following disabilities: mental retardation, cerebral palsy and one learning disability.
4. Explain, in writing, how a person who has each of the following disabilities, mental retardation, cerebral palsy and a learning disability, would react to a given situation.

Upon completion of these workshops, the agency staff will:

1. Demonstrate significantly an increase in environmental awareness.
2. Develop the ability to execute a variety of environmental learning activities utilizing the sensory and discovery approach to the out-of-doors.
3. Participate in at least two environmental learning activities.

Dress should be casual and appropriate for the weather since activities will occur outdoors. Be prepared to get damp and dirty, as activities require total participation.

The following briefly describes the activity offerings:

Participants will be involved in the application of a sensory approach to discovery of the immediate environment.

Outdoor Biological Instructional Strategies (OBIS)

Participants investigate the interrelationships and interactions of plants, animals and the physical environment. These active, first-hand experiences form the basis for the understanding of basic biological relationships.

Project TORCH

These materials provide activities broken down into the following areas for easy use: motor skills, learning skills, communication skills and social skills.

Project EXPLORE

Activities in this area are divided into arts and crafts, sports, games, physical development, and nature study and development. These activities are task analyzed and broken down into simple steps.

Nolde Forest Field Learning Experiences

Participants are involved in experiencing their environment utilizing a sensory, discovery approach to learning.

HISTORY OF HICKORY RUN STATE PARK

Hickory Run State Park is located in the western foothills of the Pocono Mountains. Comprising an area of approximately 15,500 acres, it originally was part of an immense tract of land which by treaty was acquired by the Commonwealth of Pennsylvania from the Indians.

During the period between 1790 and 1835 the state parcelled this land to private individuals in tracts, usually of about 400 acres, for the mere fee required for surveys and registrations.

Tracts so parcelled were known as warrants and are shown as such on the oldest maps.

Frequently an individual who secured a warrant, which really was an option to buy, failed to obtain a patent, which was a final deed conveying title to the tract.

In passing it is interesting to note that the names of men whose deeds have become part of our Nation's early history, such as Stephen Decatur, naval hero, and Robert Morris, banker during the Revolutionary period, are included in the list of warrantees shown on early maps of the Hickory Run State Park Area. As the years went by title to the warrant tracts passed from owner to owner and the tracts were divided and sub-divided until the period immediately prior to the Civil War, when with improved transportation facilities, notably the construction of the Lehigh Canal giving cheap and easy access to the Philadelphia and New York markets, came the realization of the commercial value of the heavy stands of virgin white pine and hemlock which covered these tracts. With this realization there followed the formation of lumbering companies which proceeded to purchase all available land to inaugurate lumbering operations thereon. For approximately forty years these operations prospered. Small villages sprang up and thrived, saw mills dotted the streams, and roads, some of which at first had been mere logging trails, were constructed. One of these roads, known as Stage Trail, actually was a part of the main stage route from Philadelphia and Bethlehem into the Susquehanna Valley at Wilkes-Barre. On this trail lay the little village of Saylorville with its homes, church, store and sawmill.

At or near the junction of the two streams known as Hickory Run and Sand Spring Run the village of Hickory Run was established, which in addition to its homes, store, combination church and school, its blacksmith shop and a sawmill, also boasted a post-office. About the turn of the century came the termination of the lumbering industry in this area. Villages were gradually abandoned, properties decreased in value and ultimately were sold for taxes. Today nothing but several obscure foundations mark the site of the village of Saylorville. In what is now used as the Park administration area stand three buildings which were part of Hickory Run village. One, now called the Manor House, formerly was the home of Issac Gould, a lumber operator in this region. From this Gould family came the fabulous Jay Gould, famous financier and a pioneer in American railroad development. The second building, formerly a residence, is now used as the Park Office. The combination church and school is the third building.

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In 1912, General Harry C. Trexler, a cement manufacturer of Allentown, Pa. acquired a large tract of land in what is now the Park area. Subsequently at tax sales General Trexler added to his holdings until he had acquired approximately 20,000 acres. During his ownership Sand Spring Run was made a veritable fisherman's paradise. Thirty-five hundred acres of woodland were set aside as a game refuge and deer were imported, sometimes by the carload, and given an opportunity to propagate in the shelter and safety of the refuge. To his foresight must credit be given for making Carbon County one of the best deer hunting localities in the State of Pennsylvania today.

Following General Trexler's death in 1922 his executors in the process of settling his estate disposed of 15,000 acres of his holdings to the Federal Government. In December, 1935, the National Park Service of the United States Department of the Interior, initiated work on the recreational development of this large tract, into what was designated as a Recreational Demonstration area, an area in which large numbers of people could find healthy outdoor activity and recreation at little personal cost. For the initial phases of the work, funds were provided from E.R.A. appropriations, supplemented later by funds from CCC appropriations.

Roads and bridges were constructed or repaired, trail side shelters of the Adirondack type constructed for overnight hikers, a stream improvement program inaugurated, dams improved, undesirable structures razed, a comprehensive system of truck trails was constructed primarily to provide access to remote and otherwise inaccessible areas in the event of forest fires and secondarily for use as hiking trails, a fire hazard reduction program developed and instituted, and two organized camps built for the use of Organized groups having planned camping programs and whose main support is derived from public contributions.

From approximately April 15th to October 15th the facilities of these camps are made available to non-profit organized youth groups of high school age or under with adequate leadership. Fees for short term group camping are set forth and noted on the application. These camps are divided one into five units, the other into four. A unit comprises six sleeping cabins accommodating four people each, and two accommodating two people each, together with a wash house having all sanitary conveniences and a unit lodge for group social activities. In addition, in both camps there is an administration unit consisting of the following ten buildings, a dining hall, recreation hall, staff quarters, helps' quarters, garage, nature lore building, infirmary, craft shop, camp office and central wash house.

In February 1946, the Federal Government transferred title of the Hickory Run tract to the Commonwealth of Pennsylvania which had cooperated with the United States Department of the Interior practically from the inception of the park development program, and the Commonwealth promptly initiated and pursued a program which today has placed Hickory Run State Park among the finest and most attractive recreational areas in the State.

-3-

Approximately seven and one-half miles of new roads have been constructed providing ready access to Boulder Field and other scenic areas in the Park. Picnicking facilities have been provided in the Sand Spring day use area, an area consisting of approximately one hundred acres. Located in this area is an eleven acre dam completed in 1950, in which the skilled swimmer may swim in clear, cool and constantly fresh mountain water. Even the smallest child will find ample room to wade safely. To picnickers, latrines and pure drinking water are available. Also found in this area are three large parking lots, a 30,000 gallon water tank, a pump house, approximately 4000 feet of water line, 20 drinking fountains, one concession, picnic tables, fire places, a first aid station and stockade dressing rooms.

For the use of those who prefer tent camping or vacationing in trailers, 381 campsites are located in the Sand Spring Camping grounds. In this camping area are necessary facilities, hot and cold running water, a concession stand from which ice cream, cigarettes, and the more common supplies may be purchased.

Practically all form of wild life are found in the park. Deer are particularly numerous, bear are seen occasionally and grouse, rabbit, fox, raccoon, possum all may be found in the Park. Among the attractions enjoyed by Park visitors are Saylorville Falls, Hawk Run and the Boulder Field, a National Natural Landmark.

Boulder Field, a National Natural Landmark, consists of boulders varying in sizes up to several tons each and covers an area of thirty or more acres; exciting the interest of all. Probably of periglacial origin, geologists find it particularly intriguing.

MENTALLY RETARDED PERSONS: 200 YEARS IN AMERICA

Attitudes of Americans toward mentally retarded persons have fluctuated considerably during the 200 years of our country's existence. Beginning with the earliest years, attitudes have changed back and forth from ignorant to supportive to protective to apprehensive. Because attitudes toward mentally retarded children and adults have generally been relatively consistent with one another, the phrase 'mentally retarded person' will be used throughout this discussion.

It is difficult to find information concerning the attitudes of colonial Americans and the earliest fathers of our Republic toward mentally handicapped persons. According to Wolfensberger, in colonial America, handicaps were looked upon as the consequence of a stern providence meeting out judgment for wickedness (1969 p.79). Deutsch (1938) writes that some mentally retarded citizens remained at home, some wandered about the countryside and some went to jails where they were not treated particularly well. He also describes a colonial practice of having private citizens charged with keeping retarded citizens in their homes at the public's expense.

Although the stern judgment of handicapped people described by Wolfensberger were no doubt true in some cases, the prevailing attitude toward retarded citizens seems most accurately described by Kote (1971) as ignorance. Most mildly and moderately retarded individuals probably fit quite easily into an early, agrarian American society that was primarily untrained and unschooled. Crissey (1975) supports this position: "In an almost wholly group we now label 'educable retarded' no doubt was indistinguishable (p.800). The intellectual demands of our pre-industrial society were minimal and consequently, mental handicaps were minimal as well.

The first indication of a general awareness of mental retardation was in 1845 when Dr. Amariah Brigham was most certainly influenced, as were most people in those years, by the famous work of Itard in France with "The Wild Boy of Aveyron" (1801). Itard's pioneering efforts at training this apparently retarded child aroused the interest of many professionals in training those with limited capacity. Responding to these forces and to the fact that the 1845 New York State census had found about 1600 "idiots" in the state. Brigham wrote, "We are of the opinion that much may be done for their improvement and comfort; that many, instead of being a burden and expense to the community, may be so improved as to engage in useful employments and to support themselves; and also participate in the enjoyments of society." (Deutsch, 1938, p.341)

Brigham's remarks foreshadowed the trend that would prevail for the next 25 years in the United States. Under the leadership of Samuel Howe, who believed that training mentally handicapped persons was a public responsibility, and Edouard Seguin, Itard's student, 1850 marked the beginning of the residential school designed to equip all mentally retarded citizens with the skills needed to integrate themselves into society. The 100 years beginning the residential school in South Boston is well documented by numerous excellent historical summaries, however, for those not familiar with these words, a brief review will follow.

The director of the residential training program in South Boston, Edouard Seguin, had brought two very important things to this country from his native Europe. One was a technique called the physiological method. This technique had been adapted from training programs for the deaf (and dumb) by Itard, for use with his famous boy from Aveyron. The physiological method emphasized intensive sensory training utilizing many principles of the method currently called behavior modification. In addition, the programs of Doman, Delacado, Kephart and Frostig were foreshadowed in Seguin's physiological method (Grissey, 1975). Along with this technique, Seguin also brought with him a capacity to lead and excite. He became the first president of the American Association on Mental Deficiency and a larger number of residential training programs were developed along his model. New residential training programs followed the model established by Seguin in New York (1851), Pennsylvania (1852) and Ohio (1857). By 1890, 14 states had separate mental retardation facilities (Kott, 1971), all operating on systems similar to Seguin's.

The goals of the mid-19th century training centers were quite noble and ambitious. This was a period of "unrestrained optimism" (Kott, 1971, p.26). The prevailing attitude was that with training and education all mentally retarded persons could be returned to the community. Although it was acknowledged that some were untrainable, this was believed to represent an extremely small percentage who were only untrainable because they had not been reached early enough. The therapeutic goal of these early institutions is underscored by the fact that those who thought to be untrainable were not admitted.

Not only were the goals of these residential training schools different from most of the institutions that followed, but so was the general layout and setting. First of all, these institutions were rather small, with from 150-200 children, so that the children could be well known to the staff, thoroughly diagnosed, and the proper education devised (Grissey, 1975, p.802). They were located in "the very hearts of the community" (Wolfensberger, 1969, p.92). Instead of ignoring these residential programs, legislators seemed inclined to watch them closely in order to monitor their progress. Not only were these programs located in the community, but their activities directly related to those of the community. The overall plan was for the child to stay at home during the early years with the parents receiving suggestions and consultation from the institution. Later special training of specific skills took place in the institution after which the retarded individual returned to the community where he/she would be able to function as a responsible member.

Unfortunately, the enthusiasm and optimism generated by Seguin and his followers were short-lived. As early as 1869, reservations were expressed by some of Seguin's staunchest advocates, "the degree and extent for the education for the idiot may not have been as great as was first predicted" (Haskell, 1944, p. 111). These early doubts increased and finally developed into widespread disappointment as expressed in 1902 by Dr. Martin Barr of the Elwyn School in Penna. "Without formal expression emanating from our association as a body there is yet, I believe, a consensus that abandons the hope long cherished of a return of the imbecile to the world" (1967, p.101).

The main reason for the discouragement appears to be because the initial claims of Seguin and the environmentalists were a bit too strong and unrealistic. Consequently, they were quickly proven to be unfounded. The wave of disappointment and discouragement resulted from expectations that had been raised yet unfulfilled. Professionals had been told that their hard work would be rewarded by the return of their clients to the community. What they found instead was that "a very small proportion of the feebleminded could be returned to the community, even after years of training on a self-supporting basis (Davis, 1923, p. 35).

Several other factors accelerated the changes that were occurring. The Seguin programs had established for the first time that the state would assume some of the responsibility fell almost totally on the families. Consequently, when Seguin and his followers were unable to deliver on their promise to teach these citizens to function independently in society, many parents demanded that the residential training schools continue to maintain their mentally retarded children indefinitely. This resulted in increasingly larger institutions, a development that was necessitated by financial agencies.

As a result of the perceived failure of the residential training school program, the entire complexion of our country's mental retardation services began to change. The residential training centers slowly became places of refuge for mentally retarded people who were now thought to be unable to live in modern society; "Institutions have changed their character, largely to furnish a permanent residence with congenial surroundings for these unfortunates" (Wolfenberger, 1969, p.96).

These changing circumstances created a new role for the institutions of the late 19 century. They became places of refuge, designed to protect instead of train mentally retarded citizens. Regrettable though, this new emphasis on protection may seem today, this was nothing in comparison to what was to follow. This period of protective isolation was only the 'lull before the storm'. Several factors in the early 20th century would plunge most mentally retarded citizens into a nightmare of frightening proportions.

Most historians agree that two factors helped trigger what is now referred to as the "alarmist stage". The first was the rediscovery of the Mendelian Laws of Heredity, and the new emphasis that was placed on heredity and genetics. While Seguin had stressed parental and accidental causes of mental retardation, the emphasis around 1900 shifted to heredity as the major factor producing mental retardation. As Goddard stated in 1912, "Feeblemindedness is hereditary and transmitted as surely as any other character" (Wolfenberger, 1969, p.103).

As if the evidence for the hereditary basis for mental retardation wasn't enough to worsen the plight of most mentally retarded persons by suggestion that mental retardation was immutable, the family studies revealed that families with a high incidence of mental retardation also committed many crimes. This was probably the single piece of evidence that most alarmed the populace during this period.

A second trigger for this alarmist period was the development of intelligence tests. The arrival of the IQ reinforced the assumption that intelligence was immutable. Intelligence tests also made possible the

first large scale testing for the general population which identified large mentally retarded persons who had previously been undetected. This new finding along with the concerns that the eugenic studies of Dugdale and Tredgold had elicited, pushed a nervous society beyond its limits. During this period it was not only learned that mentally retarded families were the source of most crime and degeneracy; but, in addition, the IQ data suggested that there were many more of those mentally retarded "criminals" that had previously been realized.

The ugly mood of the alarmist period can best be captured by the following quotations of professionals who were probably more positively inclined toward mentally retarded citizens than the average citizens; Butlar in 1907, "while there are many anti-social forces, I believe none demands more earnest thought, more immediate action than this. Feeble-mindedness produces more pauperism, degeneracy and crime than any other force." (Wolfenberger, 1969, p. 102) Goddard in 1915, "For many generations we have recognized and pitied the idiot. Of late we have recognized a higher type of defective, the moron, and have discovered that he is a burden; that he is a menace to society and civilization; that he is responsible to a large degree for many, if not all of our social problems" (Wolfenberger, 1969, p. 106).

The concerns raised during the alarmist period led to two suggested solutions to the problem of mental retardation: sterilization and segregation as outlined by Barr of the Elwyn School, "One cannot fail to recognize the necessity for the enforcement of measures which experience has demonstrated as absolutely needful steps toward prevention, viz: The separation, sequestration and asexualization of degenerates..." (Wolfenberger, 1969, p.106). In 1907 Indiana passed the country's first sterilization Law and many other states followed closely. Separation was accomplished by institutionalization. The institutional movement had now come full cycle. Originally begun by Seguin to prepare mentally retarded citizens for society, institutions were now being used to keep them away from society permanently.

Fortunately, the policies of sterilization and total separation soon proved unworkable and were discontinued.

The failure of the separation policies were due to several factors. First, many parents objected to institutionalizing their mentally retarded children and the courts are seldom willing to utilize even existing commitment laws without the consent of the parents except in extreme cases (Wolfenberger, 1969, p.123). Second, financial considerations began to enter into decision making when it became apparent that institutionalization was not as inexpensive as was once believed. To institutionalize all mentally retarded citizens would have greatly increased costs.* Third, new data began to reveal that IQ was often extremely difficult to identify mildly retarded persons. Finally, new data also revealed that the relationship between mental retardation and crime was not as strong as was once believed. We have begun to recognize the fact that there are good morons and bad morons (Murdoch, 1917, p. 41).

*Cost of a resident of Pennhurst was recently quoted at \$36,000.00.

The failure of sterilization and separation, along with the new data on IQ and crime led to still another change in attitudes. "the pendulum had gone too far and is coming back" (Murdoch, 1917 p. 41). The end of the horrors of WWI also marked the end of the alarmist period. This does not mean that the postWWI period ushered in a return to the enthusiasm and optimism of the 1850's. The depression and hard times that followed would have precluded that, even if our leaders had been so inclined. However, during the post-war period this overwhelming fear of mentally retarded persons were still mostly ignored in their institutions, the worst was behind them.

The stagnant period between the wars was followed by renewed interest in mentally retarded citizens following WWII. Perhaps this revived interest occurred because of America's collective revulsion at the Nazi's mass slaughter of mentally retarded citizens in Germany. It might also have been part of the post WWII interest in the biological and social sciences. But, whatever the source of the renewed interest, it was undoubtedly intensified by the rise of a parents' organization. The National Association for Retarded Children (NARC) which advocated for mentally retarded citizens and has since become one of the most effective citizen advocacy groups in the world (Lippman, 1972).

As a result of these and perhaps other factors as well, programs for mentally retarded persons began to spring up again. One of the first projects of the NARC was to establish day care centers for retarded children so that parents who wanted to maintain their children at home could have some relief and support. In 1957, Delaware passed the country's first legislative establishing state-supported centers for mentally retarded persons. In the early 1960's, Pres. John F. Kennedy's keen interest in civil liberties in general and mentally retarded citizens in particular, led him to commission a panel to propose a nationwide plan. In 1962, the panel presented to JFK and the country, the plan that was to shape our public policies toward mentally retarded persons for the next 15 years. Among these recommendations of the panel were the following:

1. Establishment of research centers for the study of mental retardation, with special emphasis on its causes and prevention.
2. Improvement of health and welfare services for all, especially those with the greatest need.
3. Appropriate educational programs for all and the extension of the definition of educational beyond simply academics.
4. Training of professionals to work in all aspects of MR, especially at the leadership level.
5. Development of comprehensive community-centered services on a continuum to meet all of the needs of MR persons and their families.

The 1960's brought about a revival of the programs and enthusiasm of the 1850's. However, unlike the Seguin model, the programs of the 1960's and 1970's emphasized community-based instead of residential services. The report of Kennedy's Presidential Commission served extremely well as a model for guiding effective actions and programs; "One can think of a few governmental reports and recommendations that have had such an impact and that have served so well as a guideline" (Grissey, 1975, p.805).

In summary, America's mentally retarded citizens have seen many changes during the 200 years of our Republic. For the first 75 years they appeared to be virtually ignored into an uneducated, agrarian society minimizing their handicaps. Mid 19th century programs took them out of their homes and provided training designed to return them to function as independent citizens. Between 1870-1890, the failure of these attempts to "normalize" retarded persons became obvious and an era of protective isolation followed. Retarded persons remained in institutions for protection from the cruel outside world. The following 20 years reversed the roles of the protector and the protected. MR persons remained in institutions during this time, but they became the danger and society the innocent victim in need of protection. The period between the two World Wars saw away from concerns with MR persons because of the pressing problems of the Depression and the post-depression years. Following WWII came the second major effort to train and improve the lives of MR citizens. This effort was formalized and guided by a report of the President's Commission.

Unfortunately, in the 1970's, there are still tendencies to shelter MR citizens from society and society from these citizens. As in the late 1800's, thousands of MR citizens still reside in residential institutions. Eventhough Perske's (1972) excellent article has pointed out the dignity of risk, many professionals and parents are not allowing many MR persons to take the risks necessary for them to achieve their minimal potential.

The pre-worlds WarI notion of protecting society from its mentally retarded citizens is also, unfortunately, with us. A Gallup poll commissioned by the President's Committee on Mental Retardation (1976) revealed that 14% of the American population fear MR people. A recent survey of physicians' attitudes in San Francisco showed that 22% favored euthanasia for children with Down's Syndrome and 50% favored it for Down's with intestinal blockage, even though this blockage entails only a relatively simple operation ("Bay City Poll", 1976). Although the survey reflects the attitudes that they are to be feared; this other attitude is every bit as dangerous.

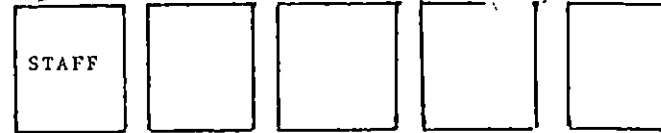
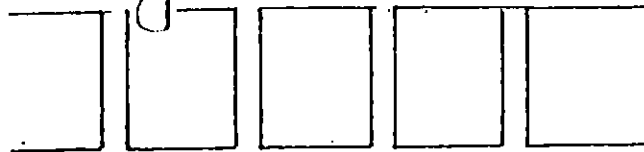
The fact that most of the historical trends in attitudes toward MR persons are still very much with us today, does not mean that nothing has changed; and it would be hard to deny that considerable progress has been made. But the fact that the adverse historical trends cited have not yet disappeared should make us pause from time to time to consider exactly how we got to where we are.

A second purpose of this historical analysis was to use historical trends in order to develop fresh insights. One such insight is the realization that 200 years of programs have focused almost entirely on MR citizens and not at all upon the members of the society who must learn to accept them. Although several reports and papers have expressed the view that society must be prepared to accept MR persons (President's Committee on Mental Retardation, 1976) none have translated this notion into programs having a significant impact. Perhaps a reasonable goal for us now is to begin encouraging and aiding our citizens in providing a dignified place for the mentally handicapped persons among us.

Some leaders argue that the best place to begin integrating MR citizens into society is in the public schools. They are advocating mixing mentally handicapped and normal children in regular classroom settings hoping that greater contact will facilitate greater understanding and mutual compatibility. Unfortunately, this strategy ignores the extensive literature on racial integration which clearly demonstrates that putting people together is simply not enough (Amir, 1969). Extensive planning and programming must be done in order to prepare each group for the other. When adequate preparation is missing, the result can be increased tension and intolerance.

Successfully training society and its MR citizens to live together with one another might enable us to return to the spirit of the pre-1850 era when mentally retarded people lived in their local communities without creating a great deal of attention. Although there is often a tendency to glorify the past, it seems appropriate to look back during this bicentennial year. Our society is of course not as simple now and will never be; so our task of finding a place for those with mental handicaps is much greater than it ever was. However, we have available to us 200 years of growth and progress with which to accomplish what needs to be done. As Davies astutely observed in 1923; In short, the feeble-minded quite truly reflect in their behavior, the kind of environment in which they find themselves. In that way they are numbers of delinquent, socially menacing feeble-minded in the midst, let it look at itself and ask: "What kind of community have we here, what kinds of neighborhoods, of homes, of recreation, etc?" The trouble must be sought somewhere beyond the feeble-minded. (p.195)

What better way to begin our second 200 years, than by looking "beyond the feeble-minded" and asking "What kind of people are we and what kind of community have we here?"

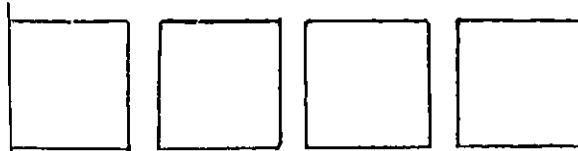


PROCEDURE FOR THE DINING HALL

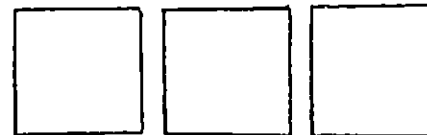
In setting up the seating arrangement for the dining hall area our main concern is the assurance of enough space for each person. We have 16 tables in which to seat approximately 120 people. We designate 5 of these tables for people in wheelchairs, 4 people to a table plus staff. At the remaining 11 tables we seat between 7 - 9 people including staff members. At each table 2 staff members are present. We encourage, during the meals, full participation by campers (hopping, serving, clearing & cleaning, etc.).

EXIT

EXIT



KITCHEN



B
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THE EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS OF PENNSYLVANIA

INVENTORY LIST

CAMPER _____ UNIT _____ CABIN _____

COUNSELOR _____

PLEASE INDICATE NUMBER	IN	OUT		IN	OUT
BATHING SUIT			SLEEPING BAG		
PAJAMAS			COMB		
UNDER PANTS			HAIR BRUSH		
BRASSIERES			TOOTH BRUSH/PASTE		
SHORTS			DRINKING CUP		
SHIRTS			FLASHLIGHT		
TEE SHIRTS			SPECIAL EQUIPMENT		
SLACKS			GLASSES		
BLOUSES			HEARING AID		
DRESSES			DIAPERS		
SOCKS			RUBBER PANTS		
RUBBERS OR BOOTS			CAMEPA		
SHOES			WATCH		
SWEATERS			SHAVING EQUIPMENT		
JACKETS			BRACE (KIND)		
RAINCOAT/HAT			CRUTCHES		
PILLOW			CANE		
OTHERS			OTHERS		

TO THE COUNSELOR: Make a thorough check of each and every article every camper assigned to you brought with him/her to camp - designate quantity of each article.

CAMPER - PARENT QUESTIONNAIRE

1. If your camper cannot talk, how does he/she communicate?
2. Can your camper feed self? If he/she does, does he use any special equipment? Ask parents how to use them.
3. Does your camper sleep comfortably in a certain position? Are bed rails used?
4. Does your camper wear braces? If so, for how long and at what time? What pointers should you know for putting them on? Is there any special care needed for the braces?
5. Does your camper usually eat and drink at home?
6. Does your camper have a special signal when he/she has to use the bathroom? Does he/she use a special chair?
7. What are your campers normal bathroom habits?
8. Can your camper dress or help dress him/her self?
9. What are daily mouth care habits for your camper?
10. Does your camper enjoy swimming?
11. Are there any special activities your camper enjoys?
12. Would the parents like us to do anything special with your camper while he/she is at camp?
13. When did your camper have her last menstrual period?

ASK ANY OTHER QUESTION THAT WILL HELP YOU HAVE A BETTER RELATIONSHIP WITH CAMPERS.

MISSING PERSONS PROCEDURE

1. Check immediately, the area to see if person(s) is/are missing. Simultaneously, communicate to Jeff, Yvonne, or Mark what is occurring.
2. If person(s) is/are not found, one person will remain in unit area, one person will assume a position on the road. All other people will then meet at the office.
3. People will then be designated to secure the area in camp by assuming positions by signs coming into camp. People will be designated to check inside the camp and begin to walk the park roads. We begin walks in buddies and then stagger out along the road, securing areas as we travel.
4. Park rangers will be called to aid in the search procedures.

If at night/dusk, bring flashlight.

DO NOT shout for people. Stay along the paths. We do not need other people lost too.

REMAIN CALM AND WE WILL DO IT TOGETHER!

APPENDIX K
INFIRMARY PROCEDURES

TOPICS TO BE COVERED FOR PRE-CAMP ORIENTATION BY NURSING STAFF

1. Role of the nurse
 - a) Review pages 12-19 in the staff manual for job description (optional)
 - b) 24 hour duty - always available - lights are left on in the infirmary all night
 - c) We are your resource people - we all work together
 - d) how we operate - standing orders from designated physician

2. Infirmary - sick call after each meal
 - a) Medications will be given at meal times. Hours of sleep medications will be given to unit leaders at dinner to be given out at those hours. (Unit leaders will be taught and checked off on proper medication administration techniques.)
 - b) Evening rounds will be made at night on all units by the nurse - times will vary according to the ages of the campers. The nurse will be checking the B.M. list, general condition of the campers, appetites, skin condition, and physical complaints.

3. Staff Health
 - a) Rest
 - b) Nutrition - Hydration
 - c) Proper foot wear (socks)
 - d) Proper body mechanics (Demonstrate bedmaking, lifting, transferring, etc.)
 - e) Person Hygiene
 - f) Proper handwashing

4. Review of yellow manual - Disabling conditions
 - a) CP, Muscular Dystrophy, Spina Bifida, meningiomyocela, ostomates, mental retardation, and epilepsism.

Group discussion; "Can you think of any special problems these people might have associated with their conditions.

5. Specific topics to be covered: Personal care of the campers
 - a) General Hygiene
 - b) Toileting
 - c) Diapers
 - d) Feeding (practice on each other at meal times)
 - e) Mouth care
 - f) Skin care - promotion of healing, prevention of deubitus, checking for pressure areas from braces - importance of nightly back rubs and skin inspection during baths and showers.
 - g) Adequate rest
 - h) Preventing colds - no wet hair
 - i) Maintaining proper nutrition, hydration to prevent constipation.
 - j) Maintaining normal bowel/bladder function - reporting to nurse if no B.M. in two days.
 - k) Maintaining acquired level of activities.
 - l) Noting Allergies - food, meds, environment, etc.
- Allergy List

6. Safety Precautions:
 - a) Seat belts on wheel chairs

PRE-CAMP TOPICS BY NURSING STAFF (cont'd)

6 Safety Precautions: (cont'd)

- b) Never run with a wheel chair
- c) Never leave campers alone
- d) Brakes on wheelchairs
- e) Feet on all brake and foot pedals

Method of Presentation - small group problem solving with nursing staff going over the best solution with the total group attending.
Also role playing and total group discussion.
Demonstrate where indicated.

PRE-CAMP PROCEDURES - INFIRMARY (1980)Day 1: Tuesday:

Morning:

- Arrival in camp - Unpack
- Informal discussion with Camp Director -- Goals & expectations, Job description
- Infirmary Inventory
- Disinfect & clean

12:30 Lunch

Afternoon

- Continue cleaning
- Review Procedures:
 - Phone & emergency numbers
 - Physicians & standing orders
 - Allergy list
 - Log Book
 - Forms to be used

5:30 Supper

6:45 Evening Program headed by Camp Director

Day 2: Wednesday:

Morning:

- 7:00 Rise & shine
- 7:30 Breakfast
- 8:30 - 12:00 noon -- Order Infirmary supplies
 - Make appointment with physician
 - Review standing orders
 - Discuss Procedures
 - Stack First - Aid Kits (11 kits)

12:30 Lunch

Afternoon

- Set up Infirmary
- Prepare for Thursday's Nursing discussion

5:30 Supper

Evening Program by Camp Director

Day 3: Thursday:

Morning

- 7:00 Rise & shine
- 7:30 Breakfast
- 8:30 - 12:00 - Finalize discussion preparations (See Attached)
 - Schedule

12:30 Lunch

Afternoon

THE BIG SHOW (See Attached)

PRE-CAMP PROCEDURES - INFIRMARY (1980) cont'd

Day 3: Thursday (cont'd)

Afternoon:

-THE BIG SHOW (See Attached)

-Nurse's discussion with staff

5:30 Supper

6:45 Evening Program

INFIRMARY PRE-CAMP PROCEDURES

(cont'd)

The following situations were given to small group (staff) with nursing staff going over the best solution .

Situation #1

At one of the campouts, one counselor is with four campers. One of the campers pants leg catches on fire.

- 1) How would you extinguish the fire?
- 2) How would you get help?
- 3) How would you treat the burn?

Answers: 1a; Have camper roll on ground - cover with coat or blanket to extinguish fire.
 2a; Signal with air horn if available. Yell for assistance if possible.
 3a; Remove clothing on affected part. Cover with clean cloth.

One of the campers, while you're still on this campout, starts to choke while eating.

- 1) What would you do?

Situation #2

You are alone in the Unit Four bathroom with a camper who must use the toilet. The floor is wet, and while transferring him from the wheelchair to the toilet, you both fall. He is unconscious due to hitting his head. No one is in the bathroom except you and the camper.

- 1) How will you get help?
- 2) What will you do?

While walking in the woods with three of your campers, one of them slips and falls and sustains a deep cut above his right wrist on the fleshy part of the arm. It is bleeding heavily.

- 3) What will you do?

Answers to Situation #2:

2a: Seek help by yelling for assistance. Send for the nurse.
 2b: Keep camper on the floor - avoid moving the head, neck, or back.
 2c: Apply direct pressure over the wound with a clean cloth if available. Maintain constant pressure; elevate limb over and above heart level. Transport if possible to the infirmary if possible.

Situation #3

You and your group of five campers are sitting in the council ring when one of your campers passes out and slips down in his wheelchair.

- 1) What will you do?
- 2) How do you get help?

Infirmary Procedures

Situations --(cont'd)

#3 (cont'd)

That same camper comes to after passing out but then suddenly starts seizing in his chair.

1. What would you do first?
2. How do you get help?

Answers to Situation #3

1. (Both) Remove camper from wheelchair. Lay flat on ground. Turn head to avoid aspiration and assure open airway.
 2. Send for help - yell for assistance, if no help arrives. Send an able camper in last resort. If you can't send a camper - assure safety measures to the group and counselor may seek help quickly.
1. Protect camper from injury by containing in wheelchair. Turn head to the side to facilitate any vomitus and drainage.
 2. Do not leave camper during seizure. Send for help by sending an able camper if no counselor is with you.

Situation #4

A group of campers is being driven to the lake, when a flat tire causes the van to go into a ditch. Everyone is quite shaken, bruised and bumped. One camper is complaining of right shoulder pain, and his right arm appears deformed.

- 1) How do you get help?
- 2) What do you do with your injured campers?

On the trip to the lake, one camper casts a line and the fish hook becomes imbedded in another camper's eye.

- 3) How do you treat this injury?

Answers to Situation #4

- 1) Send driver of van for help.
- 2) Have camper sit down, keep him calm, and immobilize limb.
- 3) Disconnect line from hook. Avoid movement of eyes by placing eye patch on opposite eye. Seek medical attention immediately.

Please note: On excursions - 2 counselors are with each group of campers. Air horns and first aid kits are sent with them.
In - camp activities have one counselor per 4 campers.

Infirmary Procedures

Prior to Registration Day - Med forms are usually available a few days prior to actual registration. At this time, nurses view each form - make notes of any allergies. A copy is kept in the dining hall above the fireplace so that all are aware of campers conditions and/ or allergies.

Color code which was used and quite effective follows:

RED - Medicine

BLUE - Food and diet control

GREEN - Hay fever, pollen, grass, etc.

YELLOW - Insect reactions

PURPLE - Skin sensitives, soap, detergent, fabrics, wash, etc.

BROWN - Seizures

ORANGE - Sun Precautions

Infirmary cabinets - all locked and set up as you so choose for convenience.

Day of Registration - each camper individually screened by nurse and/or assistant. Completion of medical forms in duplicate. Emergency phone numbers - address changes, any new information is then noted. Meds are individually bagged (brown paper bags) marked with names and cabins. Questions on dosage, administration of meds, Rx, skin conditions, menses for females, any peculiarities of camper are taken note.

Camper meds are divided into units. Boxes or crates used to separate units. Envelopes marked with name, cabin, time of dosage, meds given. Meds given @ breakfast, lunch and supper. H.S. meds poured and placed into separate bags and given to unit leader @ supper time. Medications poured when time is available.

Daily Routine:

Breakfast - pass out 8 ams. - Following breakfast is sick call in the infirmary @ this time necessary Rx are given. Time is usually available between 10:30 thru 11:30 to pour meds. Appropriate treatments may also be done at mealtimes.

Lunch - pass noons - following lunch - rest hour. You can expect some minor accidents - pour meds. At all times a nurse is in the infirmary - if need be that both are out at the same time a sign with the nurses location is placed outside in case of an emergency. During rest hour, meds can be poured. Also during rest hour, the infirmary is disinfected at least twice a week. Any meds or Rx given to staff or counselors are recorder in the nurses log. Any camper that receives Rx and poured meds is recorded on medical forms and carbon copied. This is considered your legal nurses notes for references. At lunch time, a log book is presented to the director and assistant director to make them aware of the preceding days happenings. Helpful Hint: to cut down on traffic to the infirmary, a carry basket is taken to all meals. Containing ASA; M of M: Cold Remedies; bandaides; Kaopectate; etc. Simple illnesses are dealt with at meal times. Anything dispensed is noted on scrap paper and is alter transferred to the log book and then transferred to the camper med forms.

Supper time - meds are passed by nurses. Evening meds are given to unit leaders. Minor illness also dealt with at approximatly this time. Sick call follows. Necessary Rx (decubite; irrigations; (whatever) done now. You may have time to pour meds and transfer notes again.

Evening Rounds - done following P.M. program. BM list checked by nurses. Unit leaders consulted on any problems that may have arisen. Liquid meds, eye and ear drops, etc. should be given by the nurse rather than Unit leaders.

Staff Medications - a file is kept with staff name and any medication taken. All meds, including o.n ASA, liniments, ointments, are given to the nurse and kept in a locked cabinet. Meds are given as prescribed by nurses to the individual.

Staff Medications (cont'd) - Usually done @ med times.

Deregistration - when campers leave - all meds are returned to parent or guardian. Any pertinent information concerning campers stay is relayed to parent or guardian. All med forms are retained by the nurs.

First Aide Kits - Issued to every unit, pool, dining hall, rec hall. Infirmary - overnights, 1 in the van, and one in the office (also used for Directors car).
Contents used in each kit as follows:

1 bottle betadine	1 bottle calamine
1 roll gauze bandage	1 roll adhesive tape
few applicator sticks	ammonia spirits
gauze pads	Bee sting kits
bandaides	sterile towel
1 ace	throat sticks
alcohol wipes	1 scissors

Excursion kits (or referred to as overnight kits) receives sunscreen as does the pools kit. Pool kit also includes airways.

Staff Med Form - obtained in office. Completed by employee. Kept in infirmary for reference. Completion of form done usually during pre-camp session or upon arrival.

THE EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS OF PENNSYLVANIA
P.O. BOX 497, R. D. #1, FULLING MILL ROAD, MIDDLETOWN, PENNSYLVANIA 17057

HEALTH RECORD

NAME _____ Diagnosis _____

AGE _____

RESTRICTIONS - MEDICATION & ALLERGY

REMARKS _____

WEIGHT:

On Arrival _____

On Leaving _____

Registered Nurse

NAME _____ BIRTHDATE _____

HOME ADDRESS _____

HOME PHONE # _____ PHONE #2 (other than home) _____

CONTACT PERSONS (include adress):

1. Family _____

2. Non-family _____

Doctor's Phone Number _____

INSURANCE #) _____

WERE YOU A CAMPER HERE BEFORE? (yes/no) _____ WHEN? _____

APPENDIX L

UNIT LEADER TRAINING MATERIALS

UNIT LEADER - JOB FUNCTIONS

1) Facilitator

program ideas
 Daily & weekly schedules
 a) Planning sheets
 b) inform counseling coordinator
 c) generate enthusiasm
 d) get people involved in sharing responsibilities
 sounding board for grievances and encouragement
 morale booster
 develop team concept and unit trust
 development of co-counseling pairs with each counselor having a primary
 cabin responsibility

2) Organizer

daily and weekly unit schedules
 provide communication link between unit staff,
 inter-units, counseling coordinator - nip bitchiness in the bud
 call a club when appropriate
 laundry, supplies (wood, paper products), cleaning and duty schedules
 excursion planning - the what, how and when
 transportation schedules within camp

- 3) Maintain unit hygiene and physical cleanliness-
 promote a lived-in unit appearance
- 4) Conduct nightly and morning get togethers for planning preparation and feedback
 - a) utilize CFP meetings to measure growth and change of campers' abilities
 - b) use small groups to insure air time for staff
 - c) establish agenda and time limit for get togethers
 - d) share enjoyable moments and good deeds
- 5) Track BM's and other medical information
- 6) Get staff started in morning
 - a) make coffee, am fire, unit showers, polar bear swim, singing wake-up, watch deer, unit jog, hacky sack, early morning stretch, designate staff "Paul Revere", units relay wake-up system
- 7) Maintain interunit communication - eye the master board;
 attend unit leader meetings
- 8) Orient new staff member and/or volunteers
- 9) Delegate inventorying of clothing at end/ and beginning of each session
 with the campers and medication of h.s. medications
- 10) Integrate activities within a day may time efficiency

UNIT LEADER - JOB FUNCTIONS (cont'd)

- 11) Carry cabin counselor / co-counselor assignment
- 12) Provide opportunities for staff and campers to assume roles of leadership
(see what to observe in groups handout)
- 13) Hold unit meeting first night of each session with campers and staff to discuss rules, regulations and safety precautions. Include methods of learning everyone's names, likes and dislikes, goals of session, ideas for activities, elect camper/staff counsel representatives, make unit flag, cabin names, unit/cabin cheers and songs.
- 14) Be a model and set the tone for all the things that happen throughout the day.
- 15) DON'T SET LIMITATIONS
GO STRAIGHT TO THE PROBLEM - DON'T BEAT AROUND THE BUSH- INCLUDES PEOPLE
DEPEND ON WHOLE UNIT (STAFF AND CAMPERS) TO HELP OUT
DON'T ALWAYS JUST REACT WITHOUT GIVING SITUATIONS SOME THOUGHT
WATCH OUT FOR THE "I" - "WE" - "THEY" SYNDROME
PROVIDE RECOGNITION FOR GOOD DEEDS; ACCOMPLISHMENTS OF CAMPERS AND STAFF

PROCEDURES FOR CLEANING UNITS

1. Luggage should be pulled and grouped on the access road.
2. Sheets should have already been pulled and put into piles of 25.
3. Mattresses should be leaning up against the side of the cabins.
4. Van will have picked up luggage before breakfast.

AFTER BREAKFAST (UNIT LEADER WILL STAY WITH UNIT - OTHER UNIT MEMBERS WILL FORM
WORK PARTIES)

5. Disinfect (lightly) all mattresses.
6. Pull out everything not needed in unit and make 1 big pile.
7. Bring towels, washcloths, etc. to laundry.
8. Disinfect all buildings in unit.
9. Inventory all items in unit and re-stock unit with all necessary supplies.
(see list)
10. Write up damage report.
11. Bring pile of unnecessary items to front of dining hall.
12. Re-construct unit including making of beds.
13. Go on to the next unit and repeat above procedures.

UNIT SUPPLY LIST

PAPER

toilet paper
chux 2 dozen
pampers 1 box
kotex (sanitary napkins) 1 box
paper towels 3 bundles
plastic garbage bags
paper cups (1 box small) per camper
(1 large drinking per camper)
1 roll masking tape

CLEANING

disinfectant 1 gal.
brooms 2
garbage can 1
hose 1
wagon 1
buckets 1-2
sponges 2-3

LINEN

sheets 1/2 bundle
bibs 2-3
towels 1 per camper (6-10 extra)
washcloths 1 per camper (6-10 extra)
blankets 2 per camper (6-10 extra)

TOILETING

urinals 4
bedpans 4
basin 1
soap 2 bars
baby powder 3-4
lotion 3-4

NECESSITIES

air horn
fire extinguisher
matches
barbeque set
lantern
First aid kit
wood & kindling (enough to last in case of rain)

APPENDIX M

CAMPER FUNCTIONAL PROFILE

Camper's Functional Profile

The Camper's Functional Profile (CFP) is a record of observations concerning a camper's abilities and limitations during their camping stay.

The CFP is divided into five areas: independent functioning, physical development, social development, communication, and community participation. Each of these areas are further divided into sub-areas.

The purposes of these profiles are fourfold:

- 1.) to reflect upon accomplishments
- 2.) to share information with staff members
- 3.) to provide information with/for next year's staff, local sending agencies, parents, and campers
- 4.) to formulate realistic goals and objectives

Each area is to be completed by checking off the appropriate level that corresponds to a camper's functional abilities. Observations are recorded on the second, seventh, and tenth day of a particular session. If comments are needed to further clarify a camper's abilities, limitations; performances and adaptability space is provided for such explanations.

The profile is to be completed in duplicate in a clear and concise manner.

Camper's Functional Profile
Camp _____ 19__

Name _____

Disability _____
Session _____ Age _____

	Day 2	Day 7	Day 10	Comments
I. Independent Functioning				
A. Eating				
1. Totally Independent (see directions)				
2. Semi-Independent				
a. Utensils used independently				
b. Areas needing assistance				
3. Totally dependent (see parents for specific instructions)				
B. Drinking				
1. Totally Independent				
2. Semi-Independent				
a. can grasp cup				
b. needs straw				
3. Totally dependent (see parents for specific instructions)				

	Day 2	Day 7	Day 10	Comments
C. Toilet				
1. Totally Independent				
2. Semi-Independent				
a. can "drop their drawers"				
b. can wipe buttox				
c. can make transfer				
d. wears diapers				
e. uses tampons				
f. can change menstrual pad				
g. uses urinal				
h. uses bedpan				
i. uses other equipment (list)				
3. Totally dependent (see parents for specific instructions)				
D. Cleanliness				
1. Totally Independent				
2. Semi-Independent				
a. can wash hands				
b. can wash face				
c. can wash hair				
d. can brush teeth				
e. uses shower				
f. uses bathtub				
3. Totally dependent (see parents for specific instructions)				
E. Personal Grooming (Appearance)				
1. Totally Independent				

	Day 2	Day 7	Day 10	Comments
2. Semi-Independent				
a. can dress				
b. can undress				
c. can tie shoes				
d. can comb hair				
e. can put on own braces				
3. Totally dependent (see parents for specific instructions)				
F. Mobility				
1. Forms				
a. wheelchair				
b. leg braces				
c. crutches				
d. canes				
e. ambulatory				
f. other (list)				
II. Physical Development				
A. Motor Development				
1. can stand alone				
2. can stand with support				
3. can't stand				
4. can sit alone				
5. can sit with support				
6. can't sit				
7. coordination				
a. hands				
b. arms				
c. legs				
(explain to what degree)				

	Day 2	Day 7	Day 10	Comments
B. Sensory Development				
1. has adequate vision				
2. has poor vision				
3. has adequate hearing				
4. has poor hearing				
5. overly sensitive to:				
a. sight				
b. smell				
c. sound				
d. touch				
6. any other sensory problems				
III. Social Development				
A. Adjustments				
1. adjusts well to other campers				
2. adjusts well to camp environment				
3. adjusts well to adult supervision				
4. fights with others				
5. is socially isolated				
6. other (explain in full)				
IV. Communication				
1. verbalizes clearly				
2. verbalizes unclearly				
3. uses talkboard				
4. non-verbal (sign language)				
5. non-interpretable				
(note: important to consult parents to learn means of communication)				

V. Community Participation

A. Swimming

Pre

Intermediate

Beginning

B. Athletics

List Favorite Activities

Active

Spectator

Leader

C. Group Living

List activities which show responsibilities, cooperation, and leadership in a group setting.

D. Arts and Crafts

Describe projects, levels and/or adaptations employed.

THE EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS OF PENNSYLVANIA
P. O. Box 497, Fulling Mill Road, Middletown, Pennsylvania 17057

SEASONAL CAMPER REPORT

Please type or print:

CAMP _____
PERIOD _____
CAMPER _____ DATES AT CAMP _____
Full Name, please YEAR _____

CAMPER _____ AGE: _____ DISABILITY _____
CARE: Total () Partial () None ()

Write a brief statement describing the camper's stay at camp:

What were his special interests or skills while at camp?

What assistance was needed in personal care?

Any adjustment problems? Describe -

Did the camper during his stay at camp

1. Have any illness? _____ Accidents _____
2. Was the camper seen by the doctor? _____ at camp _____ at office _____
Date _____
3. Was the camper taken to the hospital? _____
Outpatient _____ admitted _____
Reason _____ Length of stay _____
4. Was an insurance claim filed? _____
5. Was the camper seen by a dentist? _____ Date _____
6. Was the camper seen professionally by any other outside
consultants? _____

Is this camper ready for a normal camp experience? _____ Explain

Counselor _____
Full Name, please

Girl's/Boy's Director _____

Director _____

Additional comments by Director (if necessary).

APPENDIX N

PROCEDURES FOR SELECTED CAMP ACTIVITIES

CAMP DADDY ALLEN
Out of Camp Activity
Information & Requisition Form

General Information for Counseling Coordinator

UNIT # _____

Counselors in charge (at least two)
Cabins/Campers-(list each name):

Type of Activity/Destination

Day/Date/Time of Departure:

Return _____

General Information for Nurses

UNIT # _____

Counselors in charge (at least two)
Cabins/Campers-(list each name):

Activity/Destination:

Date/Day/Time of Departure:

Return _____

Kitchen Information for Cook (Complete this section only if food is needed)

Day/Date/Time

UNIT # _____

Counselors in charge:

MENU _____

of counselors & campers: _____

TIME OF PICK-UP _____

Equipment needed:

Activity/Destination

Transportation/Equipment Information for Chauffeur
(complete only if needed)

UNIT # _____

Counselors in charge:

Number of campers/Ambulatory

Wheelchairs _____

Day/Date/Time/Place:

Departure: _____
List equipment needed:

Return: _____

Activity/Destination:

CAMP DADDY ALLEN (1980)

POOL RULES

- 1) Never dive in shallow water.
- 2) No running, pushing or dunking.
- 3) Always stay in area provided for swimming.
- 4) Always swim with a buddy in an established swimming area.
- 5) Never swim after dark.
- 6) Avoid long exposure to the sun.
- 7) Never swim during electrical storms.
- 8) Never call for help unless it's needed.
- 9) Have fun in the water, but don't bother others with splashing or dunking.
- 10) Enjoy swimming and OBEY ALL RULES.

POOL DIVING RULES

- 1) Never push or clown around by the pool.
- 2) Don't dive in a shallow area (4ft. or less).
- 3) Clear water is needed for diving.
- 4) Look for swimmers before diving.

RULES AND SAFETY STANDARDS FOR CAMP POOLSRULES: FOR BATHERS

1. Always swim with a "buddy" and only at a place provided for swimming.
2. Never dive in strange water; always check the depth, bottom, etc., before diving.
3. Always stay within the area set up for swimmers of your ability. It is not necessary to be in water over your head in order to swim.
4. Avoid staying the water too long. Thirty to forty-five minutes should be the maximum length of time spent in the water. The weather is also a factor of swimming time limits.
5. If you see someone in trouble in the water, make the rescue with a boat, a life buoy, assist pole, or similar equipment. Don't attempt a swimming rescue unless you are sure you know how to go about it.
6. Learn to breathe correctly while swimming, because correct breathing lessens fatigue.
7. Obey all the rules and regulations established by the camp water front director.
8. Have fun in the water, but avoid ducking, splashing, and bothering others at play.
9. Avoid long exposure to sunshine, especially in the late morning and early afternoon.
10. Never swim after dark - dips only in shallow and properly lighted areas.
11. No running, pushing, or horseplay in the pool area.
12. If instructed by water safety instructor, bathers must wear life jackets.
13. Never swim during electrical storms and avoid taking shelter under trees.
14. Never call for help unless needed.

RULES FOR DIVING

1. Always dive or jump straight forward, not off the side.
2. Look for swimmers before the maing of a dive.
3. Never push or clown around by the side of the pool.

CAMP DADDY ALLEN 1980
WATERFRONT ACTIVITIESACTIVITIES

volleyball
picking objects off floor
ring-a-round-the-rosie
ball relays
wheelbarrel race
Simon says
pushball
kickboards
chain tag
potato/tomato
is/is not
batball
dodgeball
catchup ball
tug-a-war
polar bear

SKILLS

sit on edge and kick
blowing bubbles
jump like a bunny across pool
walk across bottom alone/with help
open eyes underwater
bobs
duck down to bottom facing wall and back up
treading water
jump in, level off, swim off
change position (front to back)
change direction
prone float
prone glide
prone glide with kick (20 feet)
back float
back glide
back float with thip kick width of pool
elementary back arm stroke only, width of pool
elementary backstroke pool width
flutter back scull pool width
duck down to bottom, swim under water across pool
front crawl with rhythmic breathing across pool
flutter kick on front across pool
flutter kick on back across pool
hold breath - 10 seconds
arm stroke on front
combined stroke on back across pool
use of life jackets

RULES - ARTS AND CRAFTS

1. No campers should be in the arts and crafts building unless accompanied by a counselor.
2. Counselors should assist campers as much as is necessary when working on their projects.
3. All borrowed supplies must be signed out and returned immediately after use.
4. All materials and equipment used in the arts and crafts must be put away before leaving the building.
5. Potentially dangerous equipment (wood burning tools, saws, exacto knives, etc.) are to be used only under the supervision of counselors.

APPENDIX O

EVALUATION INSTRUMENTS USED DURING 1980 CAMPING
SEASON AT DADDY ALLEN

PRE-CAMP FEEDBACK

1. Most significant information so far was.....
2. Least significant information so far was
3. I'M still puzzled, would like to know more about
4. Write 3 adjectives describing the day

 - a.
 - b.
 - c.

5. Person(s) who contributed most to me today were.....
6. I felt really good today when.....
7. What goals do I have for tomorrow.....
8. Additional comments.....

CAMP _____
EVALUATION OF THE SESSION 19

SESSION _____

Section 1	Poor	Below Average	Average	Above Average	Ostg.
1. The objectives of the camp were appropriate for the campers					
2. The objectives of the camp were met					
3. The objectives were designed to meet the camp's goals & objectives					
4. The activities were appropriate for the campers					
5. Adequate staff was available to provide camper /w assistance to complete activities					
6. Adequate time & materials were available to complete activities					
7. The group size was appropriate for activities.					
8. Overall, the camp experience was effective.					
Section 2					
1. Can establish routine of daily life for the group.					
2. Can set & enforce behavior limits					
3. Can control potentially emotionally charged situation					
4. Consistent in behavior & sessions					
5. Can communicate verbally & non-verbally /w campers					
6. Can adapt camp program to be therapeutic.					
7. Can work independently or as a team member.					
8. Can communicate /wpeers & supervisors.					
9. Have good observation skills					
10. Can motivate the group					
11. Have good listening skills					
12. Have ability to interact /w campers on their level.					
13. Understand child development					
14. Ability to explain ideas clearly					

Section 3

1. What activity did you feel was most liked by the campers?
2. What activity was liked least by the campers?
3. If you could change one thing at camp, what would it be?
4. What one thing would you want not to be changed?
5. Name one activity you think should occur more often.
6. Name one activity you think should occur less often.
7. Specify any problem you encountered during the camp session.

Mid-season Evaluation

1. PERSONAL QUALITIES

	DSF.	WEAK	SF.	GOOD	OUTS.
	1.	2.	3.	4.	5.
Poise; bearing					
Cooperative attitude					
Self discipline					
Tolerance					
Patience					
Concern for others					
Appearance: neatness, cleanliness, dress					
Physical fitness					
Dependability					
Willingness to learn					
Pleasing voice					
Effective speech					
Integrity; loyalty; honesty					
Promptness; turns in reports in time, etc.					
List other qualities					

2. LEADERSHIP QUALITIES

Realize objectives					
Understands & knows needs					
Gets along well with participants					
Originality; creative ability					
Resourcefulness					
Ability to command confidence					
Ability to analyze problems					
Adaptability to situations					
Ability to arouse interests					
Ability to develop interests					
Leads without domination					
Ability to lead informally					
Ability to inspire others					
Initiative					
List other qualities					

3. ADMINISTRATIVE QUALITIES

	USF.	WEAK	SF.	GD.	OUTS
	1.	2.	3.	4.	5.
Ability to plan					
Ability to organize					
Ability to express plans in writing					
Ability to schedule					
Ability to supervise others					
Ability to adapt program					
Observes rules & regulations					
Care of equipment & property					
Constructive contributions @ staff meetings					
Alertness to health needs					
Orderly clean-up, etc.					
Gets along well with others					
Ability to use time advantageously					
Ability to use existing facilities					
List other qualities					

4. TEACHING QUALITIES

Ability to use positive suggestions					
Stimulates cooperation					
Plans instructions					
Fosters responsibility					
Encourages leadership					
Enthusiastic					
Ability to evaluate progress					
Commands respect					
Ability to analyze particular situations					
Ability to teach activities to others					
Ability to demonstrate activities					
List other qualities					

APPENDIX P

IN-SERVICE MATERIALS FROM SESSION I

BRAINSTORMING REVISIONS
FOR
MISSING PERSONS PROCEDURE

PREVENTION:

- Explain NO WANDERING during pre-camp
- Familiarize ourselves with area
- Longer pre-camp for familiarization
- Posted maps & reading experience
- Familiar with Civil Defense Procedure
- Several cars on road
- Rovers-Early Bird WAach (3)
- Follow institutional session schedule (4)
- One person "all nighter" - 24 hr. watch (3)
- Multiple late duty people
- Training drill on missing person (2) 1 leader
- Fences
- Bells on doors as an alert (2)
- Locks on doors
- Observe behavior
- CDA bedclothes (P.J.'s) day glow orange
- Central light to see at night, to come back to
- Lower camper/staff ratio (2)
- Late duty person(s)-Can they hear campers?
- Visible symbols in dark
- Four hour shifts for rounds

QUESTIONS?:

- Why have sleep in? Throws off schedule
- Why stand on road?

COMMUNICATION:

- Better
- PA system
- Walkie Talkies (2)
- Unit assignment-specific roles (2)
- Different times, different procedures
- Grid system search (2)
- Trained people search
- Consistency
- Visible color coded trees to show where each unit goes

6/30/80

CHRONICLE OF ERIC IMBER

PREFACE -

Eric Imber, a resident of Selingsgrove Center, aged 26, male 6 feet tall, 150 lbs. caucasoid mentally retarded had come to Daddy Allen to participate in the institutional session June 22 - July 3. For two and a half camp days, Eric participated in a variety of camp activities with 19 other campers and seven staff members of Unit 2. On the morning of Wednesday, June 25 on the 8:30 a.m. bedcheck by S. Disman, Eric's counselor found Eric was not in Unit 2. The following chronicle sequences the events that led to the locating of Eric Imber. June 26 at 3:00 p.m. by the maintenance department in Hickory Run State Park.

June 25

5:00-6:00 a.m. Early morning round by S. MacKenzie, late duty counselor, revealed Eric to be in Cabin 2-B.

8:30 a.m. Morning wake-up call by S. Disman in Cabin 2-B uncovered Eric to be missing.

8:30-8:45 a.m. Staff of Unit 2 combed immediate area of Unit 2 and Unit building to verify if Eric was missing or not.

8:45 a.m. Jeff Glick, camp Director was notified of Eric's disappearance. The Daddy Allen missing person procedure was then fully instituted.

- a) Y. Johnson, assistant director, was deployed in Unit 2 to direct staff efforts in the immediate area.
- b) Units 3,4,5 were notified to begin a search within each of their units to locate Eric Imber.
- c) J. Glick circled inside Daddy Allen access road with camp vehicle
- 1-d) J. Glick and S. MacKenzie traveled main road to park office. Eric was not visually seen enroute to office. Approximately 9:30 a.m. Hickory Run St. Park office was notified that Eric was missing. Assistant Park Superintendent - David Kemmerer coordinated and directed search efforts of state park personnel as description of Eric Imber was made available
- 2-d) Y. Johnson directed systematic search of Daddy Allen grounds.
- e) State police were notified to begin intensive search effort. Trooper Robert Shevets coordinated State rescue efforts.
- f) Daddy Allen Staff secured access road (in camp) and began search of each building in camp. Staff also remained in each unit taking care of camper personal hygiene and feeding during search efforts.

10:30-12:00a.m.

- 1) State police helicopter task force made air search for Eric Imber
- 2) State Park personnel initiated road search of main park roads (Boulder Field, Sand Springs, back road from Daddy Allen, overnight camping area.)
- 3) Daddy Allen Staff was relieved of internal camp securement and returned to job duties of the camp day: caring for 84 campers.

11:30 a.m.

- 4) Volunteers from within the community continued the search efforts within the state park.
- Camp Shehaqua called and notified of Eric's disappearance
- 5) White Haven State School (Gayle Welchel) called and notified of

Chronicle of Eric Imber (cont'd)

- 5) ^{John} Eric's disappearance.
- 6) Selingsgrove Center called and notified of Eric's disappearance (John Bush - 11:00 a.m.)
Selingsgrove personnel requested news release freeze as parents (Imbers) of Eric had been notified by them and had requested freeze of media coverage.
- 7) Cook at Camp Shehaqua notified state park personnel that she had seen a man matching Eric's description at approximately 7:00 a.m. looking at mountain laurel on the entrance road to the organized group camp sites - report made approximately at noon-time.
- 8) Jeanne Feeley at Easter Society headquarters called and notified of situation.
- 12:00 p.m.
Trooper Shevets relieved by Trooper Cochrane (sic)
- state highway patrol notified of Eric's disappearance and given description.
- 1:00 p.m. Information center established at Daddy Allen office as State Park provided portable radio transmitter receiver to keep Daddy Allen informed and in contact with searchers.
a) Search team from Lake Harmony rescue team joined the search efforts.
- 2:00 p.m.
John Bush and Dave Varanno arrived from Selingsgrove Center.
- 2:30 p.m.
D. Brooks, nurse on Daddy Allen Staff was deployed to 4th run trail on motorcycle to search for Eric.
- Calls were placed hourly to J. Feeley by J. Glick notifying her of the progress being made.
- 3:30 p.m.
Canine team from Tobyhanna police department arrived to search for Eric. Dog tracked Eric from Cabin 2-B to dam by Sand Springs day use area. No sign of Eric. However, Bob Kerr, Park superintendent and Bob Rice, head park ranger joined search efforts, as well as Kidder Twp. police department.
- 5:00 p.m.
Intensive search of state park grounds began as more volunteers arrived that had been contacted by state park and state police personnel.
- 6:00 p.m.
Divers contacted by state police searched four bodies of water including Sand Springs.
- 7:00 p.m.
Nancy Pheasant, administrator from Selingsgrove Center arrived at Daddy Allen to coordinate the Selingsgrove position.
- 8:00 p.m.
Jeanne Feeley arrived as the administrator from the Pennsylvania Easter Seal Society.

Chronicle of Eric Imber (cont'd)

8:30 p.m.

N. Pheasant and J. Bush departed to state police headquarters at Fern Ridge to sign affidavit of location of missing person and release information to media concerning Eric's disappearance.

8:30 - 9:00 p.m.

- 1) J. Glick placed calls to Hazleton State Hospital and Palmerton Hospital giving description of Eric and asking hospitals to call Daddy Allen if a person matching Eric's description was found.
- 2) Wendell Hunt, administrator from Selingsgrove Center called and given update on research efforts by J. Glick.

9:00 p.m.

Local volunteer search effort stopped due to darkness.

10:00 p.m.

- 1) Local media - (television and radio) contacted and given description of Eric Imber and asked to broadcast to listening audiences.
- 2) State police released information on Unico network with 100 mile radius. Local enforcement agencies were asked to contact hospitals in their local area with Eric's description.

10:30 p.m.

N. Pheasant contacted Imbers parents with update of research efforts.

11:00 p.m.

Col. Hugh Wesacovich of Civil Air Patrol, Hazleton branch, contacted by state police and asked to secure mission number to begin intensive search efforts Thursday morning.

Thursday - June 25

11:00 - 4:00 a.m.

J. Feeley and J. Glick maintained vigil through the night at Daddy Allen Office.

1:00 a.m.

J. Glick and B. Glick took Easter Seal vehicle and searched the following areas: Sand Springs, Rt. 534 to Rt. 930, to Rt. 80 to Civil Air Patrol headquarters in Hazleton. Meeting was held with H. Wesacovich to coordinate search efforts beginning 6:30 a.m. Thursday. Returning to Daddy Allen, Glick and Glick searched Rt. 80 to Rt. 534 stopping off Hickory Run Plaza to notify truck stop with Eric's description. Upon return to Hickory Run State Park searched roads to Sand Springs and Boulder Field.

4:00 a.m.

Jeanne Feeley took vehicle and searched park roads.

5:30 a.m.

J. Glick met Col. Rungan of Civil Air Patrol at State Park office to coordinate ground search efforts.

5:45 a.m.

Team of Civil Air patrol searchers began search of Sand Spring day use area.

Chronicle of Eric Imber (cont'd)

- 6:00 a.m.
Dave Demmerer established command headquarters at Area C of overnight camping area in Hickory Run State Park. Volunteers and civil air patrol search teams were sent from this area to systematically cover 10,000 acres within state park.
- 7:00 a.m.
Daddy Allen day began with reville and program continued for the remaining campers as if Eric had not disappeared.
- 8:30 a.m.
Dog team from Jersey joined search efforts.
- 1:00 p.m.
Daddy Allen kitchen provided food for searchers at command area.
- 2:00 p.m.
Mystic arrived with State police and stated Eric was alive and well: near Rt. 534 watching people; sitting in a sunny area near a sign with the letters "CA".
- 3:00 p.m.
Eric was found by a team headed by Harvey Weaver, state park personnel and the YACC. by the maintenance buildings of the state park 1/2 mile from Daddy Allen. Eric was brought to the park office.
- 3:10 pm.
Eric was taken by the Selingsgrove personnel and J. Glick after preliminary examination by D. Brooks, camp nurse, to the Flood Medical Center where he was in excellent condition, treating superficial cuts on Eric's feet.
- 5:00 p.m.
Eric was taken back to Daddy Allen where he was fed and bathed. He was then transported to Selingsgrove Center by their personnel at 7:15 p.m. Thursday, June 26th.

SUMMARY:

Through the efforts of 300 volunteers and the Daddy Allen staff (approximately 4000 man hours) Eric was located after 33 hours of being missing. He was found to be in excellent physical condition and emotional well-being.

The staff at Daddy Allen not only maintained their poise but continued to provide quality care and experiences for the 84 campers entrusted to our care during this ordeal.

We have learned much during the experience and are renewing our efforts to insure that an incident such as this does not occur again.

Submitted by

Jeffrey Glick
Director Camp Daddy Allen
June 30, 1980

APPENDIX Q

IN-SERVICE MATERIALS FROM SESSION II

COOPERATION: WHAT IS IT?

Cooperation in a situation is a condition of affairs in which each works as a unit-organism on some function essential to a whole process. One may or may not need to work in union with others. This depends on the target for which the cooperation has been established.

Cooperative effort may be of two varieties. The most frequent is the type that exists between the Butcher, Baker, and Candlestick Maker. Each of them elaborates his own function to the best of his energy and imagination along the lines of his own trade. Their hours of operation are not the same and their skills are different. They may or may not feel personally friendly to each other. But each is wholly responsible for the excellence of his own product and fulfills himself in its production. He is a cooperator because he creates a useful product and he EXCHANGES GOOD FOR GOODS.

Another form of cooperation is the type associated in our minds with the Volga Boatmen who had to tug in union in order to accomplish their tasks. Each must pull to the best of his ability and with exact timing to each other to be effective. (Not many jobs require this type of cooperation).

Neither of these types of cooperation demands that the participants be friendly with the other--on a personal basis. All that is necessary for achievement of cooperation is that each does his own job at the right time.

MOST PEOPLE MISTAKE "CONFORMITY" FOR COOPERATION. We must not expect everyone to march to the same drum beat. Conformity is mutual enslavement. It is the destruction of cooperation. Conformity prevents individual contribution and self-realization.

"Doing things together" may or may not be cooperation. Nor is "helping others" necessarily cooperation... Each cooperator must be free to SATISFY HIS OWN NEEDS FIRST. He will not be able to accomplish his function if he is hobbled by the need to please others first.

WE PLEASE OTHERS BEST WHEN WE HAVE DONE OUR OWN JOB TO THE FULLEST OF OUR CAPACITY. We serve ourselves and others the least when we merely "go along" on any other basis.

Much unhappiness can arise among people if they have a mistaken concept of cooperation. They may be tempted or persuaded to "go along" on ventures and fail to maintain their own initiative...And be "going along" against their inner will and judgement, they would feel a basis for resentment against the other one with whom they cooperated (in a mistaken way).

Cooperation is never to be similar to mutual-enslavement. The end result of cooperation should be individual self-realization and not a kind of "crippling". It is never cooperation unless each of us is working on "his own".

BASIC PRINCIPLES IN DEALING WITH CHILDREN
(Dr. Rudolf Dreidurs; June 30, 1960)

Golden Rule: "Do unto others as you would have others do unto you." This is the basis of democracy, since it implies equality of individuals.

Mutual Respect: Based upon the assumption of equality, is the inalienable right of all human beings. No one should take advantage of another--neither adult nor child should be a slave or a tyrant.

Encouragement: Implies faith in the child as he is, not in his potentiality. A child misbehaves only when he is discouraged and believes he cannot succeed by useful means. The child needs encouragement as a plant needs water.

Reward and Punishment are outdated. A child soon considers a reward his right and demands a reward for everything. He considers that punishment gives him the right to punish others, and the retaliation of children is usually more effective than the punishment of adults.

Natural Consequences: Utilizing the reality of the situation rather than personal power, can exert the necessary pressure to stimulate proper motivation. Only in moments of real danger is it necessary to protect the child from the natural consequences of his disturbing behavior.

Action instead of words in times of conflict. Children tend to become "mother-deaf" and act only when raised voices imply some impending action, and then respond only momentarily. Usually the child knows very well what is expected of him. Talking should be restricted to friendly conversation and not used as disciplinary means.

Withdrawal--effective counteraction. Withdrawal is not surrender and is most effective when the child demands undue attention or tries to involve one in a power contest. He gets no satisfaction in being annoying if nobody pays attention.

Withdrawal from the provocation, not from the child. Don't talk in moments of conflict, but friendly conversation and pleasant contacts are essential. Have fun and play together. The less attention the child gets when he disturbs, the more he needs when he is cooperative.

Don't interfere in children's fights. By allowing children to resolve their own conflicts they learn to get along better together. Many fights are provoked to get the adult involved and be separating the children or acting as judge we fail for their provocation, thereby stimulating them to fight more.

Take time for training and teaching the child essential skills and habits. If a mother does not have time for such training, she will spend more time correcting an untrained child.

Never do for a child what he can do for himself. A "dependent" child is a demanding child. Most adults underestimate the abilities of children. Children become irresponsible only when we fail to give them opportunities to take on responsibility.

(over)

Understanding the child's goal. Every action of a child has a purpose. His basic aim is to have his place in the group. A well-behaved and well-adjusted child has found his way toward social acceptance by conforming with the requirements of the group and by making his own useful contributions to it. The misbehaving child is still trying, in a mistaken way, to gain social status.

The four goals of a child's misbehavior. The child is usually unaware of his goals. His behavior, though illogical to others, is consistent with his own orientation.

1. Attention getting.....wants attention and service.
2. Power.....wants to be the boss.
3. Revenge.....wants to hurt us.
4. Display of inadequacy.....wants to be left alone.

Our reactions to a child's misbehavior patterns:

1. Feel annoyed.....want to remind and to coax.
2. Feel provoked....."you can't get away with this!"
3. Feel deeply hurt....."I'll get even!"
4. Feel despair....."I don't know what to do!"

Fallacy of first impulse. By acting on our first impulse, we tend to testify the child's misbehaving patterns rather than to correct them.

Minimize mistakes. Making mistakes is human. We must have the courage to be imperfect. Build on strength, not on weakness.

Danger of pity. Feeling sorry for the child, while natural, often adds harm to an already tragic situation and the child may be more harmed by the pity than by the actual tragedy. Life's satisfactions depend on one's ability to take things in stride. Feeling sorry for someone leads to his self-pity and to the belief that life owes him something.

Don't be concerned with what others do but accept responsibility for what we can do. By utilizing the full potential of our own constructive influence, we do not have to worry about what others may do to the child. Compensation for the mistakes of others is unwise and over-protection may rob the child of his own courage and resourcefulness.

A family council gives every member of the family a chance to express himself freely in all matters pertaining to the family as a whole and to participate in the responsibilities each member of the family has for the welfare of the family. It is truly education for democracy and should not become a place for parents to "preach" or impose their will on children, nor should it deteriorate into a "gripe" session. The emphasis should be on "What can WE do about the situation?"

Have fun together and thereby help to develop a relationship based on mutual respect, love and affection, mutual confidence and trust, and feeling of belonging. Playing together, working together, sharing interesting and exciting experiences lead to the kind of closeness which is essential for cooperation.

NATURE AND ECOLOGY IDEAS FOR CAMP PROGRAMMING

Sleep in a sailboat at night
 Scavenger hunt
 Snipe hunt
 Mini-trails
 Rotten log study
 Ponds
 Blindfold trails
 Night walks
 *Pretend you're an animal
 Walk in the rain
 Seaweed fights
 Float through rapids in a lifejacket
 Throw rocks at image in a pond
 Climb a tree
 Sit in a dam (small)
 Bury yourself in the sand except for nose
 Sit under a tree for 45 minutes
 Peel a banana with a knife
 Walk down a creek through water for about 1/2 mile
 Go for a walk alone
 *Follow an animal
 Try to find as many different kinds of dead leaves as you can
 *Pretend you're a beaver and build a home (with dead logs)
 Go swimming blindfolded - under water too
 Start unraveling your clothes thread by thread
 *Go star-gazing
 *Take something manmade like a
 Go swimming in the rain (if not a thunderstorm)
 Go along lakeshore with a net (at night) with a flashlight and pick up neat
 things (put them back after)
 Explore a cave
 Go swimming at night with candles
 Build and observe a fire as it burns down and out
 Packaged sunshine with orange
 Climb a mountain and notice different levels of vegetation
 Hunt for fossils and arrowheads
 Whittling
 Pretend you're a pygmy
 Pick up litter and try to guess how long it's been there
 Feed ducks & fishes on/in pond with bread, etc.
 Find a shell and drink some (clean) water from it

Wriggling as worms through ground
 Imitation of animals and insects
 Plug up ears and go on walk without hearing
 Make project with nature objects you find
 Play charades with nature objects
 Climbing hills-Climbing trees
 Hiking - Rolling down hills
 Sleeping outside - Pretending you're a tree
 Look up when lying on your back
 Poetry about what you see
 Footprints in the sand
 Pretend you are the wind
 Collect snails or other things from the water

*Make pictures out of cloud formations
 Get water samples from idfferent water sources and compare
 Crawl through long tall grass on knees
 Winter: Make images and tracks in snow
 *Walk on lily pads
 Hop through "nature"
 Explore water falls or brooks - get wet
 Make city of sand
 Look for places frog would live - frog habitats
 Throw grass or leaves in air and see how it falls
 *Be a rock
 Pretend you are a water inhabitant and swim like that
 *Try to count feathers on a bird
 *Make a bird nest and pretend you are birds

Color angle - what colors do you see? What things are green?
 Texture angle - what is slimy? What is smooth? Feel or taste. Rubbings.
 Pretend animals (meals)
 *Find a tree you'd live in rest of your life
 Paw prints (sands prints casts)
 Make friends with a plant
 Pretend you are bird flying, to study the wind
 Study bottom of lake (with goggles)
 Just sit and study
 Lay on ground and look at cloud formations
 Costume contest, wear nature stuff
 Climb trees and look at leaves against sky
 Make lunch out of what's there
 Sit in lake and wiggle sand in your toes
 Imitate bird whistles
 Make an animal out of rocks
 Nature plaque (make one)
 *Streaking in the forest in the rain
 Make animals out of nature stuff and describe where it's from
 Crawl on hands and knees 100 yards
 *Go out at night and listen to night sounds
 Make reed whistles
 Study a lightning bug
 Sleep out at night and observe the stars
 Watch sunset and rise or moon rise
 Build a stone wall
 *Tape flashlights on and pretend like you're lightning bugs

Rain walk
 Ink; smoke prints
 Plaster casting - leaves, etc.
 *Midnight hikes - moon walk (flashlight, follow animals, red cellophane)
 Grass huts
 Leaves in dye
 *Explore burned out area; old farm
 mini-micro trail
 scmersaults in water stream
 Hikes - silent
 Standing on head
 *Crawling on hands and knees through a bog
 Making mud pies
 Mask and snorkeling

Explore a rabbit hole
Early morning hike
Underwater basket weaving
Pretend you're a fish
Haystacks - if farm nearby
Sink a canoe
Make snow angels
*Mud fight wading in a stream
Explore ant farm
Rock hunt
Sit in stream
Build a blind; take pictures
Mud slide
Look for 4-leaf clovers
Trust walks
Disect dead animals
Animal races
Rock polishing
*Blindfold a person - have him explore tree (get to know it), lead him away from
it; unblindfold him and see if he can find it
*Early morning skinny dipping

APPENDIX R

IN-SERVICE MATERIALS FROM SESSION III

An Illustration of Bypassing

"Mother, I wish I didn't look so flat-chested," said my fifteen year old daughter as she stood before the mirror in her first formal dress.

I remedied the matter by inserting puffs of cotton in strategic places. Then I hung a string of pearls around Mary's neck--just as my grandmother had done for my mother and my mother for me.

At midnight her escort brought her home. The moment the door closed behind him, Mary burst into tears.

"I'm never going out with him again," she sobbed. "Mother, do you know what he said to me? He leaned across the table and said, "Gee, you look sharp tonight, Mary,. Are those real?"

"I hope you told him they were," I said indignantly, "They've been in the family for three generations!"

My daughter stopped sobbing. "Oh the pearls, Good heavens, I'd forgotten all about them."

SNAKE BITE PROCEDURE

1. Do NOT move the extremity! Movement will cause increased circulation that will speed the venom through the system. If the victim is bitten on the leg, it will be necessary to carry him. If the victim is bitten on an arm, a sling can be used to immobilize it. Also, an effort should be made to calm and reassure the victim in order to prevent circulatory increase.
2. Apply ice to the affected area. This measure will also help slow the movement of the venom. Cold packs or cold water will serve this purpose if no ice is available.
3. No T.V. Heroics!! Cutting open the wound and sucking out the venom is not to be done. Often this procedure does more harm than good if done by unskilled personnel.
4. Kill the snake! Accurately identifying the type of snake bite involved will greatly aid treatment. Killing the snake should be undertaken with extreme caution. If the snake is killed, it should be brought along to the treatment center. If the snake cannot be killed safely, an accurate description of it should be obtained.
5. Transport the victim. Although snake bites are not considered the extreme emergency today that they once were, serious complications can still develop if treatment is not instituted as soon as possible. Anti-venom should be available at most hospital emergency departments.
6. All snakes will bite. Grass snakes and even black snakes have rows of small, sharp teeth and will strike if provoked. Treatment of any wound or animal bite including stopping the bleeding, applying antiseptic and dressings, and giving tetanus toxoid if necessary. However, if any doubt exists as to the type of snake involved, the situation should be treated as if it were a poisonous snake bite.

Camp Nurse CDA

1980

WISH LIST

straw brooms 3 doz.
 buckets (metal) 1 doz.
 scrub brushes 2 doz.
 clothes line & pins
 squeegies 4
 25 ft. piece of hose
 heavy duty gloves (kitchen) 10 pr.
 4 basic tool kits
 plastic covered mattresses 10 doz.
 bed frames
 wool blankets 15 doz.
 wicker baskets for lunches 8
 long handled shovels 6
 10-man tents 2
 2-man tents 10
 stereo 1
 meat grinder 1
 mimeograph machine 1
 electric meat slicer 1
 tea kettle
 metal water pitchers
 parachute
 golf equipment
 archery equipment
 hoola hoops
 bed rails
 cooking stand
 popcorn baskets
 frisbees 1 doz.
 racquets 4
 tennis balls 1 doz. cans
 badminton sets 3
 table games & games (monopoly,
 checkers, chess, sketch-o-grams)
 Elmers's glue
 paper cutter w/guard
 rock polisher
 story books
 terrariums 6
 fish bowls 4
 Plaster of Paris 30#
 sleeping bags 3 doz.
 P.A. system
 walkie-talkies 3
 microscopes 2
 telescope
 air pumps 2
 giant water balls 40" 3

fire place equipment 7 sets
 plasticized mats (gym/wrestling) 2
 tarps 10
 display cases
 bulletin boards
 camera 35mm 1
 needle-tip forceps & tweezers
 world globes
 weather station & supplies (thermometer, barometer)
 preservatives (Formalin)
 field guides: To American Wildlife, Collins,
 Ferns, B. Cobb (Peterson Series)
 Stars & Planets
 photography equipment to make dark room
 photography enlarger trays
 cloth aprons 3 doz.
 fishing tackle boxes (infirmary first aid
 kits) 1 doz.
 door bell for infirmary
 propane lanterns 6
 new medication cabinets
 privacy screen
 scale
 litters
 basins
 bedpans & urinals
 rubber sheets
 sewing machine
 water toys for pool
 basketball poles & hoops & nets
 water pump for pool
 sander
 wood burning kits
 router
 staple gun
 new air horns
 portable speaker system
 new van
 slide projector
 shower chairs plastic 4
 wheelchairs 4
 outdoor flood lights for dining hall 2
 food blender
 folding tables 3
 chest freezer 1

APPENDIX S

IN-SERVICE MATERIALS FROM SESSION IV

Capital Improvement List

<u>Rec Hall</u>	<u>Nature</u>	<u>Weaver Field</u>	<u>Unit 5 from field</u>
Railing	Path	Hole somewhere	Remove moss
Steps to high	Ramp	Path from field to A&C	Flatten path
Ramp - replace	Widen Door		Wall to washhouse - level
Path to field			Path around lodge
Ramp to stage			ramp to porch
New floor & stage			wider door
Foundation back room			fire door
Drain			leak in ceiling
Culvert			rotten floor
			wider doors
			paths to C to B
			windows jammed
			C needs ramp in front
			repair all paths
			paths level w/washhouse
			level space by cabin A
			toilets - replace porcel.
			window latches b, washhouse
<u>To Unit 4 via road</u>			
paved path on road			
<u>Unit 4'</u>			
Cabin B path			
tree removed			
path to road from lodge			
smooth out washhouse floor			
level out with pass			
Cabin D path level			
Lodge floor- warped			
stairs			
wider doors			
windows			
Cabin F - ramp level & straightened			
Cabin A - smoother path, ramp on side, wider door, paths to council fire			
Paved path from A to B			
toilets -clogged			
pave around lodge			
move water fountain			
move washhouse closer			
railing			
<u>Path to A & C</u>	<u>Shower</u>		<u>Office</u>
pot holes	doors		ramp
wider	pave		pave
shoulders level	rails		more bench space
railing missing	ramps-paved & permanent		path around office
steps replaced	drainage		
2 ramps	lower toilets		<u>Vespers</u>
extend ramp	handrails		
banisters	water saver for shower head		paved paths
wider porch & doors	staff shower		new seats
larger area inside	level		
path to council fire	pipe by infirmary		<u>Garage</u>
path to infirmary	dressing areas		
	potholes		paths
	level area around		
	more doors that you can't see in		<u>Pool</u>
			fountain
			bathroom accessible
			dressing

Capitol Improvements (cont'd)

Infirmary

new ramp - slippery
 larger porch
 larger treatment
 bathroom p too small
 toilet cracked & runs
 floors weak & rotted
 widen all doorways

pave the area
 level area around Hall
 smoother rails
 extend & widen ramp
 lip over threshold
 ramp in front of door
 curb on porch
 toilet outside
 refitted doors & windows
 wider doors
 wider space behind counter

In General

2 ft. on 1 side of toilets
 rails for stairs
 rails for toilets
 accessible sinks (lower the faucets)
 Safety strips on ramp (sand paint)
 ramps to all cabins
 accessible wather fountains

Unit II

ramp C porch
 side porch rotted
 moss on paths to washhouse
 remove slope to washhouse
 remove rock to path
 drainage to porch at lodge
 middle toilet not secure
 path to infirmary - culverts
 pothole on paths just before unit
 A,B,E,F, need ramps
 path from C to washhouse

Unit III

paths - no shoulders
 council fire, Cabin F
 path to E -rocky
 grade the hill
 path to D & B
 railing to washhouse from lodge
 widen path to washhouse
 pothole by washhouse
 steps on cabin D

Dining Hall

Path from Infirmary to D.H.
 poor drainage
 tree root-culvert
 no shoulder on curves
 grading on hill

FINAL CLEANING OF UNITS

1. Bundle all linens and return to laundry (staff included)
sheets - 25's
blankets - 10's
2. Air mattresses before breakfast
3. Disinfect mattresses
4. Sweep out all cabins, lodges and washhouses
5. Disinfect all buildings
6. Return supplies to proper locations
linen - linen supply room at laundry
paper - to PT room (chux, papertowels, toilet paper, sanitary
napkins, etc.)
cleaning supplies - to garage (brooms, buckets, dust pans,
toilet brush and plunger)
lighting - to office (flashlights, propane lights, extra propane
canisters)
emergency - 1st aid kits - infirmary
fire extinguishers and air horns - office
also - bar-b-que sets - office
urinals, bedpans - infirmary
tools - office
disinfectant, soap - infirmary
7. Return tables and benches to unit lodge
8. Any junk laying around is to be put out by access road for van
to pick up
9. All bed frames inside lodge - dismantled.
10. Stack mattresses by acces road for pickup
11. Close windows in all buildings
12. White wing entire area.

CLOSING CAMP

Sweep all cabins
Infirmary - bring first aide kits
All mattresses to the access road to be picked up
Return all supplies to dining hall to be picked up and placed in appropriate box.
All linens to the laundry room
Inventory the bed frames within the units
Tables and benches to the inside of lodge
Close all windows and doors
Fire wxtinguishers to dining hall
Clothes and belongings to dining hall
Continue until all units are cleaned & closed down

Activity Centers

Inventory and pack all supplies (fire extinguishers stays)

Dining Hall

Remove supplies and return to proper areas

Infirmary --inventory and pack

Shower House-Clean and disinfect remove supplies- put ramps on the inside

Remember : flag pole
 tarps at field
 wood to garage
 white wing
 leave camp as you would like it to find in summer.

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