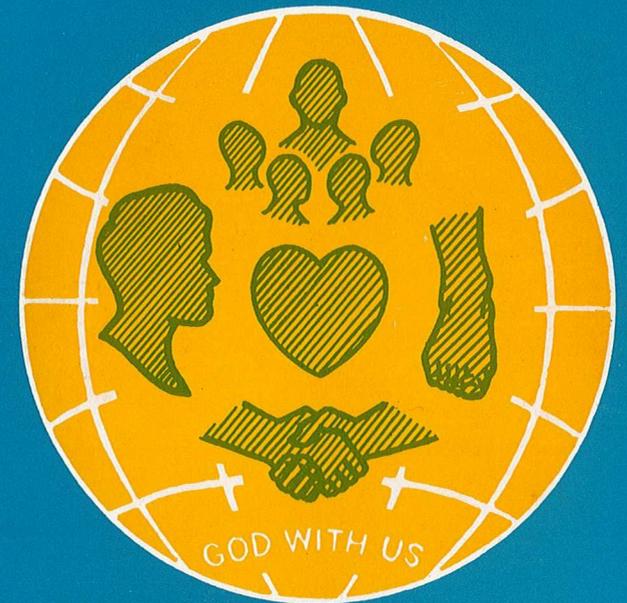


CHRISTIAN CAMP COUNSELLING



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Christian Camp Counselling

A Guide for Group Leaders

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Prologue

A camp director has been waiting on the Lord, and at length he leans over to you, and softly asks: "How about your joining with us in serving the Lord at camp this year?" At once, many thoughts enter your mind: "I wonder what is involved? What am I expected to do?" The following pages are designed to help you think and consolidate your thoughts.

In camps, a person placed in charge of a group of young people is called "counsellor", "officer", "tent leader", "group leader", or other suitable description. In this booklet he/she will be referred to as "group leader" (GL); and the one in charge of controlling the whole camp as "director", sometimes more familiarly, "commie".

This booklet has been prepared with GL's, practised or prospective, particularly in mind; in the firm belief that they are the nerve centres within camps, as their duties bring them most closely into personal relationship with the camper, thereby exerting deepest influence upon him. But, whether one serves at camp or not, it is sincerely hoped that its contents will be of assistance to all those who seek a better appreciation of young people in whatever situation one is brought into contact with them.

It will be found that the structure of camps will vary in details from one camp to another, but certain basic Christian attitudes, some of which this manual sets out to bring to the reader's attention clearly underlie all true Christian camping.

But success comes only to those who are willing to submit to God's control; no substitute being here offered for constant dependence upon Him in all aspects whatsoever of camp activity.

Many and varied are the author's debts. In addition to practical experience of camp administration, ideas have been drawn from many sources; from observations of practice and procedures at various camps; from literature on camping; from helpful discussions with camp organizers and administrators in different parts of the world; and from valuable work of those who helped with the MS.

A Welcome

You are continuing to read this booklet no doubt because you are interested in Christian camping, and are anxious to familiarize yourself with what is the service it renders to young people of our times, with a view to taking part.

Be assured that you do not necessarily have to be a young person to be a group leader. You are the age you want to be. So long as you are youthful in outlook, and can stand up well to outdoor activity, you can fit in normally. The "generation gap" after all, is essentially a state of mind, and not a matter of difference of age.

You will be introduced to hints on the skills you have to exercise. They may at first glance seem a lot. But, not really. There is no need to doubt your competence. As all others have done, so you will learn much by actual experience. All pass through the state of being novices.

Your first venture then will be learning by doing. As you persevere, succeeding years will be easier and better. No person, or group, possesses all the answers. We shall all be gathering ideas one from another; all striving towards the goal of being "perfect, thoroughly furnished unto all good works" (2 Tim. 3:17.)

It is necessary that you must have already yourself known the Lord Jesus Christ as your own personal Saviour, and you will be sensitive to His leading to see whether he will have you go forward with your desire to serve Him in youth camps. He may lead you through someone who has asked you to serve; by a general announcement of the need for workers; or in some other way.

What is Christian Camping?

Christian camping is a clear break-through of the barrier that has arisen between the generations. It is a good opportunity of communicating with the young person, through the experience of a natural environment and contact with practising Christians and of helping him to discover his relationship to his surroundings, and to God, his Maker, expressed in Jesus Christ in whom a "new life" is obtained and the character of the human being transformed for enduring good.

An honest enquirer poses the question: "On what authority of the Bible do you engage in camping?" The question is a fair one and clarification should be forthcoming. Nothing can be so correct as that which is founded upon the teaching of God's Word.

Luke 2:52 is the basis. There we read that as a youth, just on twelve years of age, "Jesus increased in wisdom and stature; and in favour with God and man". That is saying He grew mentally ("wisdom"); and physically ("stature"); and spiritually ("with God"); and socially ("and man").

Setting our sights on this ideal, Christian camping proceeds according to this perfect pattern (Luke 2:52), effective anywhere and in any age, to promote these four specified aspects of the human personality as a single harmonious whole.

Camping is learning by experience in which the child's whole being is employed. Not listening to words only, but by virtue of experiences, proper to youth, in which the young person acts within a prepared environment.

Children grow stage by stage. As their horizons expand, the world gradually opens up to them. But each stage must be experienced before the next is embarked upon. What they are now is the outcome of development through a previous stage.

The camp situation assists the young person in its search for independence and mastery. And yet, at camp, he must learn to live in a community that plays, prays, and works together.

One of the achievements of camp life is that the young person gains experience in living away from home and parental shelter for a period of time; when, loosed from mother's apron-strings, he has to meet the challenge presented by life, make his own decisions, and himself accept full responsibility for their consequences.

The Setting

Camp therefore is consciously planned.



The Creator of mankind placed Adam and Eve in the open spaces. Our Lord Jesus Himself spent three days on the hills, and by the seaside, with his disciples and the multitude (Matt. 15: 29, 32, 33).

Hence, the camp setting is outdoors. It provides for the exercise of all the five senses, in natural surroundings; where the climate is free for adventure, creativity, and the enjoyment of land, sea, and air.

This does not, of course, preclude sleeping arrangements being in comfortable shelter.

The personality needs of the camper are co-ordinated by occupation for mind, body, spirit, and soul, in a variety of activities:-

For the mind: learning crafts; acquiring skills; discussion of subjects affecting living; quizzes; singing; art expression; talent expression.

For the body: games; sports of all kinds; hiking; canoeing; swimming, etc.

For the soul and spirit: prayer; spiritual devotions; personal counselling; Bible study; Scripture memorization; chapel hour.

For social needs: new friendships; appreciation of others; eating together; playing together; living together.

Experiences like fear, horror, anxiety, and exhaustion, should be carefully avoided.

It has been well pointed out that camp cannot regard certain activities as being "spiritual" and certain others as "secular", because the Scriptures teach that whether "you eat, or drink, or whatsoever you do, do all to the glory of God" (1 Cor. 10: 31). And since as we have seen, the Word of God is the basis on which camping is founded, it can safely be believed that God can take pleasure in every part of the camp programme, when done as unto Himself.

The programme may revolve around the director, or the chapel speaker, or both together. Or, it may centre around the group leaders. Experience has shown clearly that a combination is best.

Camp should be a democratic place. It is not regimented, although orderly. Opportunity will be allowed to campers to choose in some matters. It should be possible, especially in more senior groups to take campers into the planning and leading. The ideal state is for camp to be self-conducting, each worker being aware of his role and duty, being ready at the right time, and harmonizing with the whole.

It is of importance that there should be a low counsellor-camper ratio. It will be found that one (1) counsellor to not more than seven (7) campers is most convenient for individual attention and the securing and preservation of rapport.

In the end camp is right planning and right manner. It must have implanted, among other things, the seeds of respect for authority; safety-mindedness; clean friendships; adherence to duty; good sportsmanship; independence and self-reliance; good health habits; appreciation of nature; communal living; learning of skills; leadership; character disciplines; fellowship with God.

Benefits to Yourself

“He who refreshes others will himself also be refreshed” (*Prov. 11:25, NEB*).

Camp for you is both a vocation and a vacation, in which the opportunity comes to you to give of yourself (Rom.12:1); of showing Christ by life (1 Tim.4:12); and of giving of your time, talent, and substance, as unto the Lord. By a practical living of your convictions, you will be setting an example to young people who are searching for truth. You will have entered a glad sphere of service to God and to mankind.

You will identify with young people in their efforts to understand the world unfolding around them, and help them by guiding them along the difficult road to maturity; teaching them habits that are physically, morally, and spiritually healthy.

You will deepen your sensitivity in the field of human relations as you work alongside of other and different personalities.

You will widen your horizons by new and enjoyable friendships that will be formed among campers and workers.

As you live in close contact with young people, you will, in a way you would hardly have done otherwise, acquire an insight into their behaviour patterns, their needs, their problems, their way of thinking and arriving at conclusions; and so acquire alertness, sympathy, and maturity.

You will gain practice in the skills of leadership as you harmonize and guide your group of young people of different backgrounds and temperaments.

You will be used of God in this urgent age to influence young lives on to everlasting good as you see “new life” born in them by the work of the Spirit of God; in leading them to want God’s will for their lives; and to apply God’s Word as their rule of faith and conduct.

You will be expressing your recognition of young people as human beings; treating them as such; enjoying their company as such.

You will gather new ideas from your experience with fellow-workers and will have become as a result more useful as a person in your daily life.

To Whom am I Responsible ?

It is useful to take our bearings and see what are the areas of our responsibility.

1. To: **God**- Who has entrusted into our hands the welfare of eternal souls. Then may we approach our task prayerfully and with thoroughness.
2. To: **The Director**- Even when that one may not be quite our ideal, calls for loyalty, reliability, and a readiness to undertake assignments, however difficult, frequent, or lowly they might be.
3. To: **Christian Churches** - Requires us to uphold Christian standards. And, very importantly, that one might be a cook, nurse, lifeguard, handyman, or other worker, affords no licence whatever to be less of an example of Christian behaviour than the group leaders.
4. To: **Camp**- This entails the promotion of its harmonious working, even at personal inconvenience; the exemplary adherence to its rules; and the participation in all its activities.
5. To: **Fellow-workers**- This calls for the spirit of tolerance and sharing. We will not therefore try to "steal the show" for ourselves.
6. To: **Parents/Guardians**- We are, without any doubt, in the role of "parent on the spot", and in this capacity under obligation to care for the camper in all respects as the real parents would have done.
7. To: **The Camper**- Mentioned last, but not meant to be of least importance. The watchword is "CAMP IS FOR THE CAMPER". Then give of your best to ensure that their time spent at camp is meaningful, and an experience upon which they will always look back with pleasure and thankfulness.

To God – The Best

Young people are greatly influenced by their leaders whom they look upon as examples to emulate (*Titus 2: 7, 8*). GL's therefore should be concerned to always exhibit the highest standards in all matters, even the apparently trivial ones.

Nothing purporting to be done for God should be done shoddily or half-heartedly. To Him we may offer nothing but the best. Those who serve the Most High must strive for excellence. It must cost something (2 Sam. 24:24).

We may not fairly expect campers to obey rules if we ourselves breach them, and perhaps fondly hope we have got away with it. "He who will rule must first learn to obey". Teenagers are far more perceptive to a sharper degree than we may be disposed to give them credit for.

Camp is manifesting Christ by testimony of life as well as of lip. Since Christ is the end of all effort, He must be pervasive.

Good taste and self-control should be our hall-mark in dress, jokes, stunts, and all behaviour and conversation.

We may be asked to work without "time-off" or "dates" (some camps for good reasons disallow dating during camp). What we do campers will assume to be licence to follow. Should anyone visit us at camp, our campers hold priority over our time and attention.

Stick to what is normal at camp. Let us not assume to ourselves privileges that we deny to our campers. Of course, special circumstances, acceptable as fair to all, will permit of reasonable concessions.

You will make mistakes. This should not make you despondent. You will profit by them, and be progressively better as you continue.

Spot Check

20 Questions

A periodic self-examination can place our direction back on course.

1. I always plan and prepare ahead
2. I am natural and unaffected
3. I keep confidences and do not gossip
4. I am with the Lord daily in prayerfulness
5. I am regular at church attendance
6. I study and memorize the Scriptures
7. I am cautious and tactful in speech
8. I am approachable in spirit and person
9. I can accept criticism without being offended
10. I make it a point to be always punctual
11. I love all children and enjoy their company
12. I am not bossy
13. I am tidy in person and surroundings
14. I am not loud or talkative
15. I am flexible to deal with new situations
16. I can take as well as give orders
17. I can recognize the implications of a situation without its being pointed out to me
18. I am always trying to acquire fresh knowledge
19. I do not allow the mannerisms of others to annoy me
20. I am fair and democratic in methods

Are you really such an angel!

Insight and Foresight

(Preparations for camp)

For your part, the group leader, camp is in session all year round since it is a service to which you have dedicated yourself.

You will be taking opportunities for improving yourself for camp by some of the means, or others, suggested below:-

1. Bible correspondence course
2. Evening classes
3. Swimming lessons
4. Learning crafts
5. Collecting riddles
6. Learning to play an instrument
7. Learning new choruses
8. Practising story-telling
9. Learning games and the rules
10. Studying answers to questions young people ask
11. Collecting indoor games
12. Taking first-aid course

Prudence will dictate that, apart from personal clothing, you will include for the benefit of your campers some of the undermentioned items which really take up little space:-

1. Safety pins; thumb tacks
2. Penknife; strong string; adhesive tape
3. Paper face tissue
4. Pencils; sharpeners; erasers; felt pens
5. Envelopes; stamps; writing paper; postcards
6. Spare Bibles
7. Small puzzles; table games
8. Torchlight; spare batteries; spare bulb
9. Travelling alarm clock; shock-proof wristwatch
10. Clothes marking pen; clothes pegs
11. Small note books to fit in pocket
12. Bristol board; transparent paper; stiff drawing paper

There will probably be a nurse at camp, but some aspirin, antiseptic solution, and adhesive waterproof plaster will be useful.

Some important pre-camp preparations:-

1. Study camp manual and other instructions carefully.
2. Study camp "Devotions" literature, if any provided.
3. Contribute practical assistance to camp work.
4. Offer financial help to needy children wanting to attend camp.
5. Pray for work among young people in camps.
6. Interest others to serve in camps.

Leadership

Leadership, by definition, is "to show the way by going first"; "to guide by persuasion or argument". This is the opposite of "to drive".

Leaders are not necessarily born. Gentle unassuming people can be successful leaders. Leadership resides, not so much in the person, as in the morale and atmosphere created by a spirit of fairplay and generosity. Leadership traits, once understood, can be developed.

It is implicit in the doctrine of man that a child is a complete human being, having been given a will that is exclusively its own; and that no child is in any respect less of a human being than an adult, or possesses fewer inherent rights as endowed by its Creator.

Acceptance must be deserved. The state of mind that handles young people as if they were little nuisances will fail to establish common ground for communication and debate; and a sense of humour is a relief in tense situations.

The mistaken notion of trying to lead by coercion or shaming carries with it the seeds of its own defeat. Leadership should not be pompous, or assumed from a position of rigid superiority or patronizing condescension. We should not "talk down" to young people as if we were the source of all the final answers.

Young people should be treated as rational human beings capable of producing worthwhile ideas and actions. The good leader supports, and brings out latent talents that give occasion for many pleasant surprises! He provides participation in the ingredients of knowledge, values, skills, and confidence to create.

He teaches others to lead, and affords opportunities for practice. He will impart to campers a sense of value and significance, and will be confident enough to consult with them, especially seniors, on matters in which they have to take part. He presents the subject - draws out suggestions - and strives as far as possible for consensus. Although this method consumes time and patience, it will in the long run conduce to smoother functioning of the group, and the sharing of members in success and defeat.

While the wise leader stimulates group effort, he recognizes and ministers to the individual needs of each member of his group.

In essence then, true leadership is a *relationship* based on mutual respect and understanding.

Right Foot Forward



Set camp off to a good start by making an honest effort to be on time on the first day; and in a warm friendly manner welcome and chat with parents/guardians as they arrive. Take them around to visit the camp site.

Utter an earnest prayer as soon as you set foot on the camp site; and remain in that state of prayerful self-possession all through, whether walking, talking, playing or working.

The first day is likely to be unsettled. It is very important that you be flexible and adjust graciously to changes.

Try to assume no preferences for yourself except such as are conceded to you by the director by reason of your special circumstances or duties.

Take the camper to his berth and help him to settle in. Be on the alert for the shy, homesick, and the forward ones who need initial support in adjusting to the new surroundings.

Especially 9-11's, a few will be homesick. Do not allow him to phone, or write letters home asking to be taken back. He may cry a while. Above all, do not take him back home, only in exceptional circumstances to be determined by the camp director. He has to learn to face it. Be very patient. Resolve not to let his whimpering get on your nerves. Do not scoff at him. After a day or two his homesickness will disappear.

Remove strangeness immediately by learning and calling them by their first names; and deciding upon a familiar name by which they may call you.

See that all your campers' belongings are marked. Where is your marking pen?

Stress that he keep his money safely. If there is no banker, you might hold it for him in safety.

If this is not done by the camp director, advise your group of the policy, programme, and procedures for rising, meals, chores, and other activities.

A Day at Camp

6.00 —	Workers arise
6.30 — 7.00	Campers arise (bell or whistle)
7.00 — 7.25	Devotions (GL with campers)
7.25 — 8.00	Arrange tents, dorms, rooms
8.00 — 8.30	Breakfast
8.30 — 9.00	Wash and dry dishes. Workers' Meeting
9.00 — 9.40	Chapel Hour
9.40 — 12.00	Games; Crafts; Swimming; etc.
12.00 — 1.00	Lunch. Wash and dry dishes
1.00 — 2.00	Siesta — Rest Period
2.00 — 5.30	Games; Crafts; Swimming; Outings; etc.
5.30 — 6.00	Tidy for supper & Evening Programme
6.00 — 7.00	Supper. Wash and dry dishes
7.00 — 8.30	Films. Talent. Indoor games
8.30 — 9.15	Evening Chapel
9.15 — 10.00	Counselling and prepare for bed
10.05	Dark & Silent

This pattern and time-table varies somewhat, widely influenced by season of the year, the weather, the customs of the people of part of the world concerned, amount of daylight available, age and background of campers, facilities on the camp site, and the policy of the particular camp organizers and director.

Regulate your campers' movements in order to be punctual for all occasions without the director having to be calling for you. Use a good shock-proof watch.

Here are some considerations that have been put forward in carrying out the various aspects of the programme -

1. Is it safe?
2. Is it fun?
3. Is it consistent with the Word of God?
4. Does it make them do things for themselves?
5. Does it encourage working together and appreciation of others?
6. Does it bring them into the planning?

Young people of all social and religious upbringing attend camp. They go expecting fun, food, and friendships; games, indoors and outdoors; scope for adventure and creativity; freedom to run and to romp hither and thither; to race and to participate in sports that generate laughter and uninhibited enjoyment.

Behaviour 'as a Child'

It is easy to see that understanding children is a necessary condition to teaching and caring for them.

"When I was a child, I *spoke* as a child; I *understood* as a child; I *thought* as a child" 1 Cor. 13:11. The order is interesting.

We must identify with the child; see his point of view; speak his language; do things together with him.

We are likely to avoid anxiety and fretfulness if we adjusted our thinking, outlook, and attitudes by appreciating "Why" young people speak and act as they do. We will then become attached in sympathy to each as a person. Some of them have little or no Bible knowledge. Some have come from non-religious settings. Therefore, do not criticize or be put off when they do not conform to your ideas of behaviour.

A child is keenly sensitive of your attitudes towards him. He is affected deeply by your tone of voice; dress; actions; reactions; inactions; choice of words; facial expressions; method of discipline; all about you adds up as you go along.

ESPECIALLY JUNIORS

Traits	Motivations
1. Likes to romp and exert energy	— Growing
2. Likes adventure	— Enjoying world
3. Likes to make loud noises	— Enjoying sense of hearing
4. Does daring things	— Trait that continues to adulthood
5. Girls like to giggle	— They don't know why!
6. Pranks are his idea of fun	— Delights in laughter
7. Eats a lot	— Exercises a lot
8. Exaggerates	— Seeking recognition
9. Keeps on asking "Why?"	— Reasoning powers emerging
10. Indulges in hero-worship	— Wants example to follow
11. Tendency to be changeful	— Experimenting
12. Unstable and emotional	— Not yet mature
13. Likes competitive activities	— Achievement urge
14. Quick-tempered	— Reaction to frustration

Traits

15. Wants to do things for himself
16. Resents bossiness
17. Seeks independence and freedom
18. Wants to try out sex
19. Has confusion and honest doubts
20. Needs security

Motivations

- Learning by doing
- Who likes it?
- Basic human right
- Sees it in public
- Needs more facts
- Human herding instinct



It should not be too difficult to accommodate ourselves to these urges, and to co-operate with the young the more we recognize the drives producing their conduct. If we find their behaviour intolerable, we will need to ask ourselves whether after all our particular sphere is that of working among young people.

Characteristics of 9-11's

Mentally

Their reasoning powers are emerging and they naturally ask "Why?" Explain in simplest language. Use illustrations.

Provide exercise for the mind in a wide variety of crafts; quizzes; table games; riddles (they have some clever ones!)

At this age they are exploring, and testing out their five senses – of touching; of seeing; of hearing; of smelling; of speaking. And, why not? We must come to harmonious terms with them.

Anything new interests them. And so it follows that they are changeful, moving all too quickly from one thing to another. His middle name is "Columbus". Bear in mind that small things amuse small minds. On hikes most do not remain near to you simply because you are not an object of exploration (unless you are well stocked with sweets!).

They are self-centred in interest. Obviously, they have to take in before they can give out. Relate to them true-to-life stories; adventure stories; Bible hero stories; the reality of Jesus Christ.

Convert their zeal into useful channels of learning. Use natural surroundings of camp to absorb their interest and nourish enjoyment – "sermons in stones".

Be authentic. Teach, and so do. Close the "credibility gap" between what we proclaim and what we practise, and offset the risk of throwing them into doubt as to "Truth".

Physically

At this stage of growth, they find sheer glee in romping wildly and enjoying themselves thoroughly. This activity is essential to growth and to their joy of living. It is a frustrating exercise trying to keep them still. Afternoon rest period is to them an unwarranted encroachment on their freedom.

Feed them well to recharge their resources; and give plenty of opportunity for adventure, excitement, competition, sports, games, hikes. Boys fight with one another to-day, but no malice intended, they are friendly to-morrow. It is your responsibility to be on constant watch to forestall risky and dangerous situations.

They revel in action songs and noisy choruses. Intersperse these into the scheme of things.

They want to be helpful in anything that involves doing things and accomplishment. Perfection cannot reasonably be expected. Nor have they yet

developed a sense of responsibility, and wander off to play. For this age group especially we shall need much patience.

Spiritually

They are very puzzled as to "Who made God?" "Where is He?" Answers must be perfectly honest.

Pray and depend upon the Holy Spirit; this is the foundation of your approach in seeking to enlighten spiritually. Avoid mass appeal or show of hands. They invariably all put up their hands. Always look for "readiness" created by the Spirit before leading to a point of "decision". Feed in (not indoctrination) simple truths of the Word of God to form a basis of faith.

Since their minds wander at "Devotions", get them involved with singing; memorising of texts; questions; visual aids; projects.

Socially

Now they seek acceptance and recognition. Hence they boast of their and their family's possessions and attainments (exaggerated at times for good measure!)

Don't merely endure them; enjoy their company. We can, if we kept on thinking of their problems from their point of view.

Although sometimes aggressive outwardly, they are really soft-hearted and receptive inwardly. They are affectionate and incline to holding your hands, or leaning their head on you. They love beauty, gentleness, goodness.

Give constant personal friendship and warmth to which they readily respond. Be sensitive to their feelings as fellow human beings.

Untiringly give them warm understanding. Do not permit impatient irritability to be the "dead fly" in your otherwise good ointment.

They seek friends of their own sex mainly. But try out minor flirtations with the opposite sex as they see it in adults.

Some become very "homesick" at first. Stay near. Divert their attention. Provide "big brother/sister" fellow-camper.

Girls are tidy, but boys are careless about appearances and you will have to be watchful to ensure that their person and clothes are clean.

They indulge in hero-worship because they are in need of an example to aspire to. Set before them the perfect example of Jesus Christ.

They are obedient, not because they want to be, but because they are yet too small to fight back effectively. Deprivation of privileges may be applied for disobedience and shirking of chores. Avoid despotic methods of handling them. Don't be so pedantic in maintaining order that you lose rapport. Besides 'Do's' and 'Don'ts', try suggestions and courteous requests (they work!)

They are quick tempered because they are not adequate to cope with forces contrary to their desires to pursue their objectives. They may call you openly and secretly by ugly names. Be tolerant, they don't mean it.

Be on the "qui vive" to see that undisciplined ones (if any) do not adversely influence others.

The 12-14's

(Read 9-11's first)

Mentally

This is a critical turning point in all human life. They no longer accept what they are told, and submit everything to the test of reason. They express their opinions freely, and at times harshly. They reason arguments although at this stage founded on insufficient evidence, and coloured by different values at home, at school, and the rest of their environment.

Feed in further facts of which they cannot have been aware, and discuss questions in a relaxed mood, keeping clear of an argumentative climate. Be sympathetic and understanding of the point of moral growth at which they still are.

They are moody, and their traits self-contradictory. Offer friendship and goodwill.

They are not nearly as boisterous as they were before.

Stimulate their thinking processes by quizzes that introduce knowledge, and competitions that lend scope to expand and assure themselves. Give activity for the development of their skills whereby they can produce and admire the finished result.

Study nature around — stars, stones, insects, flowers, etc. Have "observation" hikes to excite their awareness.

Fertilise their minds with new ideas.

Physically

They are enthusiastic and seem to possess endless energy. Harness their zeal into creative work and give challenges to exercise of strength and courage.

This is the age of puberty in both boys and girls, and this gives rise to problems of relationships. They take a deeper interest in the opposite sex and look for occasions to be in each others close company. They should be told what the body is for (1 Cor.6:13); and what it is not for (Col.3:5). They are not only curious, but would like also to know what are the issues of right and wrong involved.

Spiritually

Many make real "decisions" for Christ. Present Christ as the All-sufficient One. His uniqueness. The evidences of "new life" in them are clearer at this age than with 9-11's.

Teach them to conduct their own private "devotions". Show them what prayer really is - offering to, as well as asking of God.

Show them the relevance of the Scriptures to their daily lives; that its standards are the only reliable ones by which they may correctly judge all questions in a confused world. But your teachings must be what the Scriptures say, not your own predilections. Why impose the language of 1611 on them?

Socially

Adult restraints and bossiness are deeply resented. It is useless and unprofitable to employ authoritarian methods. Guide, not compel. They are now in pursuit of independence and freedom. They are living their own lives. They should be allowed some latitude to choose, but must be advised that responsibility attaches to all freedoms.

They need security and acceptance urgently at this uncertain period of their existence. Be the sort of person in whom they may safely confide. Merge with their interests and welfare. Lead them to Christ, the best Friend of all.

You yourself live consistently, sure that the Christian way of life is finally correct.

Make camp such a happy place that they perceive that happiness can be achieved without the injurious results of resorting to shady practices.

15's Plus

Mentally

They are assertive and independent; questioning and defiant.

Allow them to be themselves and to express their opinions on all matters without fear. Do not prohibit or avoid their queries. Take opportunity to supply them with additional facts upon which to reach their conclusions in all fairness to themselves. Apply God's Word and principles to all areas of thought.

They are torn by great conflicts as they secular practice at variance with the standards of the Bible.

They protest vigorously, if not violently, against inequities and snobbery. Be fair and honest in all your dealings at camp. Let them see Christianity "behaved" as well as "believed".

Delegate authority and give scope for each to make his contribution to the total camp welfare.

They will comply fairly readily to rule when democratically administered. Steer clear of coercive measures for which "they couldn't care less". Explain the reason for rules, and ask for their co-operation. They respond surprisingly well to an appeal to their sense of honour and fairplay.

Physically

Sexually they are mature. They want to "go steady" but are not yet emotionally steady. Boy-girl relationships occupy a large part of their thinking. They take chances in an exploration. Face up to discussion of these questions. What is God's will? What harm can accrue to themselves and to others? Should they devalue one another for physical satisfactions?

They are attracted to activities that challenge. Go in for trekking; competitions; sports. Bear in mind, however, that competition and promise of reward are not always the motivations for endeavour. Inculcate the achievement motive; and effort that is selfless and expended solely for the good of others (Matt. 7:12).

Spiritually

Give scope for spiritual activity in church life, lest they become stagnant and inert.

They are seeking an objective in life to give it meaning and consequence. Teach the universal values - honesty, courage, reliability, goodness, truthfulness, love, etc.

Doubts about the Bible arise in their minds. Show by life and practice that Christ is a reality in human experience.

They are setting off on their own lives. The world's standards are not those of God. Encourage the life that pleases God.

Socially

The influence of friends is now very decisive. They can't bear to be left out of the gang and there is a tendency to group formations. Cliques, however, must not be allowed to develop at camp.

Let them see a clear example in you of a strict sense of honour.

Under the guise of an aggressive behaviour they may be concealing deep needs and uncertainty, and may be in fact calling for help. Be alert to see through. Help them to adjust correctly.

There is a weakening of old ties. Be a faithful friend, but do not try to make yourself the centre of attraction.

2,500 Years Ago

Those who study the workings of the human mind put forward various theories to show the way. But it staggers the mind to think that it was written in the Bible 2,500 ago!

A DEAD CHILD LIVES (2 Kings 4: 18 - 37)

	Text		Lesson - spiritual
V. 29.	Elisha sends Gehazi intently	—	Well-meaning zeal
29.	"take my staff" (symbol of his authority)	—	Working from a position of authority and condescension elicited no response (neither "voice" nor "hearing")
33.	"shut the door upon them twain"	—	Now applies person to person attention
33.	"prayed unto the Lord"	—	Conscious reliance upon God in his effort
	"lay upon the child"	—	Bridging generation gap
34.	"put his mouth upon his mouth"	—	Speaking language of child
	"his eyes upon his eyes"	—	Seeing things from child's point of view
	"his hands upon his hands"	—	Doing things together with child
	"stretched himself upon the child"	—	Becoming like a child
	"the flesh of the child waxed warm"	—	Response to warmth (of love)
35.	"walked to and fro in the house"	—	Allowing child some freedom
	"stretched himself upon the child" (again)	—	Continued identification and personal warmth
	"child sneezed seven times"	—	Only small exhibitions of new life may be expected from child
	"child opened his eyes"	—	Only God can open eyes and enlighten
36.	"take up thy son"	—	Handed over to competent person (for nurture and growth)

These principles are fundamental; ageless; and hold good anywhere in the world!

Some Questions Young people ask

You do not have to be able to answer all these questions yourself. On some you may obtain advice from another group leader, or the Speaker, or the Director. There may be also a panel for discussing questions.

Juniors

1. Who made God? Where is He?
2. Does God punish people in hell?
3. Why did not God send the devil to another planet?
4. If God knew that Adam and Eve were going to sin, why did He not prevent them from doing so?
5. Why did God make the earth?

Seniors

1. Is it wrong for a Christian to smoke?
2. What is the purpose of a boy/girl date?
3. Is it wrong for a Christian to marry a non-Christian?
4. Is Christianity the only way back to God?
5. Why did (does) God favour the Jews?
6. Is birth-control by artificial means wrong? Abortion?
7. Is it wrong for a Christian to drink alcoholic drinks?
8. Is Sunday "the Lord's Day" of Rev. 1:10? Is it to be observed?
9. Is nudism, nude art, sinful?
10. What exactly is worldliness?
11. Are pop tunes to hymns and spiritual songs wrong?
12. Is divorce, re-marriage, wrong?
13. How can I know God's will for my life?
14. Is "ecumenism" wrong?
15. Is it wrong for a Christian to gamble?
16. Is it wrong for a Christian to take part in politics?
17. Is fighting in war wrong?
18. Why are not all prayers answered?
19. Can a Christian be a "communist"?
20. Are inter-racial marriages forbidden by God?
21. Who am I? What is the purpose of life?
22. Is spiritualism, superstition, and the like, wrong?

23. Who says "authority"? Where does it come from?
24. I am fairly comfortable. Do I need God?

Helpful books

This is my answer, by Billy Graham

Christian answers to contemporary problems, by John Eddison

N.B. Keep a notebook with a page for each of these and other questions that occupy the minds of young people, and take notes as you go along from the Bible and other reading.

Specimen Camp Rules

A long list of rules is not recommended.

Camp is not intended to be rigid and irksome. That is not to say that there must not be order and limits.

General and specific rules should be given before, or at the very commencement of camp. The consequences of non-compliance should be clearly understood.

Here are just eight (8) rules which appear to cover the ground fairly thoroughly:-

1. Staff and campers are not allowed to leave the camp grounds at any time without the knowledge and consent of the Camp Director.
2. Boys are strictly forbidden to enter the area of the girls' dorms, and girls are also strictly forbidden to enter that of the boys.
3. Private "dating" and physical displays of love are forbidden to all at camp.
4. Staff and campers are personally responsible for the safety of their money and other property.
5. No unbecoming songs or language, smoking, drinking of intoxicating liquors, swearing, gambling, improper sex books, or "black magic", are allowed at camp.
6. All cases of injury, cuts, chills, headaches, pains, and vomiting must be reported at once to the camp Nurse or Director.
7. All are required to dress modestly at all times.
8. The decision of the Camp Director in the above and all other matters is final, and he reserves the right to terminate the stay at camp of anyone with whose conduct he is dissatisfied without having to assign reason.

The rules are concerned with safety and the maintenance of Christian propriety.

One school of thought conceives that No's 3, 5 and 7, should in fairness to all concerned be referred to in advance to avoid possible embarrassment.

On the other hand, there may be those who consider that this would depend on the background of the campers, and that these matters need not be specifically stated, but dealt with only if they arose.

In senior camps, a meeting of workers with campers at the start of camp, to decide upon the rules and the sanctions for infringements might be an advanced experiment in leadership.

Let's Harmonize

Discipline is a 2-way process. We may not demand of others that which we do not ourselves practise. Have you ever thought of allowing campers to hold you also to the rules?

It would relieve us of much shortness of temper if we familiarized ourselves with the usual behaviour patterns of the age group that we lead.

The reason for the rules should be explained to the camper. "Show" them rather than "Order" them around. The "let us" and "we" approach promotes co-operation. In certain situations we may even ask our group to join with us in dealing with various situations that arise, including those of discipline.

Bear in mind constantly that discipline must be applied to conduce to betterment. Not only must he "see" his wrong, he must also "see" the desirableness of the right path.

Infringements

Infringements in camp turn out to be few.

Always move cautiously. Apply rules uniformly. Allow no favourites. It is of utmost importance that we do not jump to conclusions. Never pre-judge a matter however apparently obvious. This is a cardinal rule on which the rest hinges. Determine the offence, if any, *first by asking* questions. For example, (1) one camper only may not be involved; (2) instructions may not have been clearly given; (3) instructions may not have been clearly understood; (4) camper may have partial excuse.

Manner of Disciplining

"Love suffers long and is kind" (1 Cor. 13:4). Correct firmly, but quietly and kindly. Do not go on to nag. Pause and choose each word you use carefully. Avoid sarcastic and pompous language. Resist "telling him off"; or shouting at him. It is pointless.

Avoid holding camper up to ridicule before his fellows. It has no place at camp. Rather have others of his mates help him to improve.

Shun the error of applying types of discipline such as are employed in penal institutions. It is a holiday camp. Most of the time a private word of advice suffices and is all that is necessary.



KEEP COOL NO MATTER WHAT!

Extent of discipline

Allow latitude; but have limits. Limits provide them with security.

Resist using your superior strength to in any way "strike" him, or "manhandle" him. This may amount to a serious matter of assault. You are not entitled to do so. Nevertheless, prudence dictates that you may hold him back in cases of fights, danger, or determination to go where he is forbidden, and even then, not vengefully or rashly.

Devotions

Generally

1. Take time to prepare your lessons thoroughly
2. Get camper into his Bible to acquire habit of reading it for himself
3. Make the point to speak simple language. When used, give the meaning of words like "faith", "redemption", "salvation", etc.
4. Induce questions and discussion
5. Draw out lessons and apply Word to daily life
6. Do not be tedious in talks or prayer
7. Let them pray aloud. Do not force shy ones
8. Teach them to conduct their own "Quiet Time"
9. Get them to participate - singing; memorizing; reading; praying (list with them the matters to pray for)
10. Bear in mind their "level of comprehension" and "span of attention"

Camper's Own Quiet Time

- | | | |
|----|--|-------------|
| 1. | Usually in the morning soon after rising | |
| 2. | Undisturbed | |
| 3. | Content - a. Prayer for God to teach him | .15 secs |
| | b. Read Scriptures slowly. Some may use aid of "Daily Notes" | 3.00 |
| | c. Prayer (praise; confession; requests) | <u>1.45</u> |
| | | <u>5.00</u> |

(Camper will lengthen time according to his own growth)

Morning Devotions with Group

1. See "General" remarks above
2. Try singing softly, if it does not disturb others
3. Create a family devotional atmosphere
4. Lead camper into God's presence
5. Do not permit levity or distractions
6. Memorize a text
7. Get them involved in the process

Evening Devotions with Group

1. Usually just before bedtime
2. This is not another "preaching" session
3. Discussion of spiritual problems
4. No pressure tactics. No show of hands
5. Yet your talk must not lack conviction
6. Do not neglect individual attention to interested campers

The Bible

Since we have to apply our Bibles in the counselling service, we need to know and understand it clearly.

The theme of "all the Scriptures" is Christ. He expounded "in all the Scriptures the things concerning Himself" (Luke 24:27).

And, "man shall not live by bread alone, but by every word that proceedeth out of the mouth of God" (Matt.4:4). The Bible is for nourishment and growth of soul and spirit, and not merely for knowledge. It is of little use unless assimilated into the being "Thy word have I hid in mine heart that I might not sin against thee (Ps. 119:11).

INSTRUCTION

Prayerfully – "Open thou mine eyes that I may behold wondrous things out of thy law" Ps. 119:18. The things of the Spirit of God are spiritually discerned (1 Cor. 2:14).

Daily – "And he shall read therein all the days of his life that he may learn to fear the Lord his God" Deut. 17:19. What is the lesson to be learnt? Truth about the Lord Jesus Christ; a duty to perform; an example to follow; an error to avoid; a promise to claim; a doctrine; what other thought?

Memorize – You will need to refer to texts in teaching and counselling campers. "If ...my words abide in you" John 15:7. Memorize a text a day. By repeating it mentally, it will help you to keep in touch with God.

Study – Methodically search as for hidden treasures. Enjoy it as you go along (Prov. 2:3,4,10). This will entail self-discipline.

1. A book at a time;
2. A subject; a theme;
3. A word; a phrase; a sentence;
4. A portion; an incident; a narrative;
5. A prophecy; a type;
6. Bible characters;

Take notes of your study.

INTERPRETATION

There are certain elementary principles to follow:-

1. Consider who spoke? To whom were words addressed? What were the exact words spoken? Gal. 3:16.
2. What is the subject? What is the context – what went before? What follows?
3. In the English language (as in others) one word can have different meanings determined by the context in which the word is used. For example: "evil" in Is. 59:15 means "moral evil"; but in Is. 45:7, it means "affliction" (in contrast with "peace").
4. Do not put into the Word of God what it does not say (cp. John 21: 22, 23).
5. Is the passage meant to be of general application? (Luke 12:41)
6. Is the language literal or figurative? Luke 13:32; John 11:11 – 13.
7. Compare "spiritual things with spiritual" 1 Cor. 2:13.
8. "Rightly divide the word of Truth" 2 Tim. 2:15. Distinguish between things that differ - as between age of law and age of grace; as between judgement for sins and judgement for reward; as between eternal salvation and salvation from present evil.

INFORMATION

- | | | |
|---------------------|---|---------------------------------------|
| 1. Other versions | – | RSV; NEB; or other |
| 2. Commentary | – | JFB; or other |
| 3. Bible Dictionary | – | NBD (IVF); or other |
| 4. Concordance | – | Cruden's; or other |
| 5. Bible Atlas | – | Westminster Historical Atlas of Bible |
| 6. Handbook | – | Halley's; Ungers's |
| 7. Dictionary | – | Chambers's Etymological; or other |

N.B. The books referred to in the second column are only suggestions; there are many other good ones to choose from.

Counselling

In camps, three different types of problem situations that call for counselling may arise.

Either

1. Leading to Christ for new life
2. Discussing a spiritual/moral problem
3. Secular problem

Generally

Be relying wholly on the Holy Spirit as you proceed.

Recognize clearly what your role is. You are merely a guide. Therefore lead him to "arrive" at his own conclusions about his own life for which he must accept responsibility. Your task is to help him analyse and solve his own problem.

Set camper at complete ease.

Take one camper at a time in quiet place when necessary.

Do not hurry. Counselling is a process.

Be sincere, benign, and worthy of trust.

Keep confidences strictly.

To you a problem may be small; to him it is big.

Look for "causes".

Relate scripture and prayer at point of need.



Situation — Type 1.

Leading to Christ for new Life

1. Be on the look out for the camper who is really concerned. Has he come because others are coming forward.
2. By asking a couple of questions, and listening perceptively you will discover how the Holy Spirit is working, and then obtain your "cue" to follow.

3. Use very simple language.
4. Use present-day translation, if you will.
5. Take and explain one text at a time; do not cram.
6. Lead to deepening of conviction, and movement of the will.
7. Lead to Christ — it is Christ who saves. The Word assures (John 5:39).
8. Remember the gospel is "Christ died for our sins, according to the Scriptures" 1 Cor. 15:3.
9. Which of the verbs are you going to use? believe (John 3:16); receive (John 1:12); confess (1 John 1:9); trust (Matt. 12:21).
10. At "point of readiness" and not before as you perceive it created by the Holy Spirit, you may for example say, "From what the Scriptures tell you, what do you think you should now do?"
11. Let him speak to God in his own words, either silently or aloud, as he prefers.
12. Do not tell him he is saved, or forgiven, etc. Let him discover this for himself by the Spirit from the Word of God.

Situation — Type 2.

A camper asks: "What sort of physical relation between the sexes is permissible outside of marriage?"

Discuss in the light of the Scriptures.

1. Body is temple of Holy Spirit1 Cor. 3: 16,17
2. "Lust of the eye"Matt. 5: 28, 29
3. "Not to touch a woman" (inflaming touch)1 Cor. 7:1
4. "Body is not for fornication"1 Cor. 6: 13
- "Uncleanness" (sexual foulness)Col. 3:5
- "Indordinate affection" Col. 3:5
- "Evil concupiscence" (desire for what is forbidden) .. Col. 3:5
5. "As Sisters"1 Tim. 5:2
- "All purity" (purity in all respects)..... 1 Tim. 5:2
6. "Fleshly lusts which war against the soul"
(human passions)1 Pet. 2:11

Situation — Type 3.

A secular problem of any sort in connection with daily life.

Accept camper without reservation as a fellow human being, even though you may disagree with his attitudes and actions. He must feel safe in your acceptance.

Do not express "horror" or "surprise" as he relates his dislikes, or makes his confessions. Listen calmly. Your attitude is as important as what you say.

Be a good listener. Avoid talking too soon. "To listen is to perceive".

Ask questions. But do not pry into camper's private life beyond the point he wishes to disclose.

Allow him to digress.

Look for "hidden agenda". He may be referring to another incident but really intends it to apply to his own circumstances.

Feed in facts (not opinions). Discuss the possible avenues open to him. He gains "insight" as he "sees" his problem - goes through the possible solutions — and for himself decides upon the best way through.

But they are immature. Some are backward. Others are maladjusted. These and other factors may influence you to feel you should go to some extent in suggesting to him what course to adopt. However, this is a temporary measure. He must learn to make up his own mind. In some cases you could hardly advise since there may be another side of the story you have not heard.

Whatever happens, do not let him feel abandoned.

Specific Duties

This section is designed to drop you hints in connection with some of the duties GL's have to perform. Simply do your best. No more can be required of you.

MEAL TIME

Let this be a relaxed hour. Do not rush it.

Mix with campers and enjoy their company.

Do not be too rigid. Allow a little lightness.

Do not let them jump the queue in lines for service.

Discourage complaining about food.

Speak privately to those who display poor table manners.

Teach them to have consideration for others.

Dish out *patiently* as they ask, even when they disturb you while you are eating.

Rise from table together with all others.

DISH-WASHING & DRYING

Help them - it boosts their morale.

Make certain no one shirks.

Keep an eye - allow no shabby washing or drying.

Enliven this duty with items like singing; riddles; soft music.

PHYSICAL WELFARE & CLEANLINESS

Be safety-conscious.

Observe whether each one bathes regularly (with soap!).

Convey immediately to nurse all cases of injury, cuts, chills, pains, fever, sprains, bleeding.

Do not overlook teeth, nails, ears, hair, toes.

Have socks, underwear, clothes, been changed and clean?

SIESTA (Rest Time)

Nature calls for a change of pace. Not too short; not too long.

Be careful that you do not make this a dreaded hour.

Allow them to read; chat softly; play table games. But nothing that makes noise.

Insist that they write card or letter home.

Period may be used to chat with camper in restful situation.

Relax yourself. Occupy time for your own recuperation.

FREE-TIME

Do not have them on the go unceasingly.
Allow time to unwind, and just potter around.
Get away from them a while, with only remote supervision.
Give them time to think their own thoughts.

SWIMMING

Safety first. Watch them all the time.
No one to be allowed in water unless lifeguard present.
Lifeguard to wear conspicuous suit.
Lifeguard to watch only. He may swim when all others are out of the water.
Teach them to swim.
Watch for non-swimmers who dive off at deep end.
Watch it! Even good swimmers may dive off at too shallow a point.
Swim *along* shore; not *out* to the deep.
Consider having written rules to suit circumstances of water (pool, river, lake, sea).

CAMP FIRE

What is the purpose of your camp fire? Singing? Testimony? Eat-out?
"A singing camp is a happy camp."
Avoid long pauses. Do not play on emotions.
Do not sit too near fire.

SPORTS AND GAMES

Pitch into the funs and games with them.
Encourage all to participate, but do not force.
Always yield to campers to use facilities and equipment before yourself.
Coach backward players. Have good players use their skills in coaching others.
Avoid stern rebukes in correcting errors.
Teach them to play fair, according to the rules.
Cultivate in them the true spirit of sportsmanship - to be generous winners, and good losers.

STAFF MEETINGS

Take part. But give others a chance to speak also.
Be very tactful in manner and speech.
You should not criticize the director publicly.
Pray at prayer time.
Take written notes of all you have to do arising out of the meeting.

CHAPEL

It is a serious mistake to leave all "spiritual" work to the Speaker or Director alone.
Meeting should be neither too long, nor too short.
Be in prayerful attitude during chapel hour.
Set example by paying attention yourself.
Sing with them. Lively songs. Action songs.
After meeting be on alert for anxious ones for counselling.

TENT/DORM INSPECTION

Show them how to tidy beds and room; but do not do it for them if a competition is on.
Allow no shirkers.
See they sweep under beds, ground sheets, and corners.

HIKES

Should not be tests of exhaustion.
You ought not merely to accompany them. Take an active interest in the things that divert them along the way.
Be vigilant to see that no one loses his way or is left behind.
They do not stick to GL on hikes. They prefer to explore.
Small things amuse small minds (especially 9-11's).
They must be stopped from picking neighbours' fruits or damaging property.

LIGHTS OUT

This must be observed strictly. Observe curfew yourself.
Do not allow your group to disturb others.
Counsel in low-speaking tones.

TUCK SHOP

Teach them to regulate their spending money to spread over period of camp, leaving a reserve for the last day home.

TALENT EVENING

Give opportunity for development of their initiative, leadership, and creativity.

Allow them to choose and put across their own piece.

Promote team spirit and effort.

In competitions play fair, even though your group loses.

INDOOR GAMES

These are required especially for rainy days and rest period.

Riddles; lexicon; scrabble; dominoes; colouring books. The Camp itself may supply these, but take some along.

All games should be geared to the mental level of the age group.

CRAFTS

There will probably be a leader in charge of this section; but join in and generate enthusiasm.

In this section they can make souvenirs for taking home.

After Camp Follow-up

The excitement is over. They have returned to questions — How did you enjoy yourself? How did your group leader treat you? They will be putting into practice the lessons learnt at camp.

But first, complete and submit promptly report forms, if your camp goes in for this plan. Let your evaluations be free from all prejudice. You will have gathered most of your facts from friendly casual conversations conducted during camp.

The warm friendships formed at camp should not be allowed to fade away. Here are some suggestions, with others that will come to your mind, for maintaining contact: —

1. Attend camp re-union, if any
2. Letters (not preachy kinds) to campers
3. Greeting cards
4. Share camp photographs
5. Send youth magazines
6. Booklets on daily-life questions (for seniors)
7. Telephone calls
8. Personal visits to camper and parents
9. Ask others nearby camper to visit
10. Place them on your prayer list

Recommended daily reading notes for campers:

Scripture Union Notes (according to grade)

5 Wigmore St., London WIH OAD, England.

Case-Work

(1)

You have observed two campers neither of whom is in your group, slipping away late evenings into a neighbour's field and pinching his fruits. What would you do?

1. Say to yourself: "This is a matter for the Camp Director to see for himself. I'll say nothing; I do not want them to think that I have snooped on them".
2. Say to yourself: "I'll say nothing; I do not want to be involved in an inquiry."
3. Say to yourself: "As neither of the campers is in my group, the matter does not concern me".
4. Take them aside and advise them.
5. Bring the matter to the attention of the Camp Director.
6. Without calling names refer to the matter at the next workers' meeting.
7. Tell the matter to the GL's of each of the campers.
8. Keep near to them when the time comes so as to embarrass their movements.
9. Warn your group not to follow their example.
10. What other, or better, course?

(2)

One of your campers tells you that she has overheard one of your fellow GL's criticizing you adversely with regard to some aspect of your camp duties. What would you do?

1. Say to camper: "She (GL) should mind her own business. She is not too much of an example herself".
2. Avoid that GL as being a meddlesome person.
3. Consider the criticism and try to do better.
4. Decide not to return to camp on another occasion so long as that GL is returning also.
5. Advise other GL's to beware of her.
6. Say to camper: "Maybe she did not mean anything ill by what she said".
7. Pray about the matter, and let it drop.
8. Go and give her the rebuke "she deserves".
9. Advise her that this is not the way to go about pointing out other GL's faults behind their backs.
10. What other, or better, course?

Prayer

The girls at camp had listed the subjects about which they were going to pray. At the end of prayer, one of them reminded the others that they had forgotten to mention one of the items, and started off: "Dear God, sorry to interrupt you again"! We could have assured her of "God, who giveth to all liberally and upbraideth not" (James 1:5). In other words, He will never say "You, again!"

Prayer is not merely a means of obtaining favours from God. It is that. But more than that. We learn from the example of prayer taught by our Lord (Matt. 6: 9-13) that it is:-

"Father"	- The privilege of sons;
"hallowed"	- Correct approach of reverence to God;
"Thy kingdom come"	- A mind pre-occupied with the furtherance of his kingdom;
"Thy will"	- Submission to the will of God;
"forgive us"	- Confession of our sins;
"We forgive"	- Approach with cleansed hearts;
"lead"	- Yielding our lives to the direction of God;
"deliver us"	- Appeal for providential succour;
"thine is the kingdom and the power and the glory for ever, Amen"	- Finally, an ascription of praise to God as the Source, Purpose, and End, of all things.

In essence prayer is communion with God and a commitment of the will and purposes to Him.

But there are hindrances to prayer to which James calls our attention—lack of faith (1:6,7); selfishness (4:3); worldliness (4:4); envy (4:5); pride (4:6); lack of submission to God (4:7); uncleanness of hands (4:8); impurity of heart (4:8).

At camp we will be challenged and drawn out. But, "men ought always to pray and not to faint" (Luke 18:1). Prayer will sustain the spirit and provide refreshment and renewal — "*They that wait upon the Lord shall renew their strength, they shall mount up with wings as eagles; they shall run and not be weary; they shall walk and not faint*" *Is. 40:31*.

Epilogue

A group of campers, when asked what were the qualities in a group leader that they appreciated most, summed them up in three simple words:-

1. *Fairplay*
2. *Kindness*
3. *Helpfulness*

Sally has given in her name to attend camp. She wonders somewhat anxiously what sort of person will be her group leader. It would be a source of constant joy to know that she can look back with thankfulness that she met and was influenced by such a person as you.

You have all the resources in Christ to enable you — "I can do all things through Christ which strengtheneth me" Phil. 4:13.

Best wishes for happy days at camp!

References

HOW TO HELP ON A HOLIDAY MISSION

Scripture Union,
5 Wigmore St.,
London, W1H 0AD,
ENGLAND.

LEARNING THE ROPES

The Crusaders' Union,
1 Ludgate Hill,
London, E.C.4,
ENGLAND.

CREATIVE COUNSELLING

by Joy Mackay
Scripture Press Foundation,
372 Caledonian Road,
London, N.1, ENGLAND.

UNDERSTANDING CHILDREN AND YOUTH

by Dr. Clarence Benson
Evangelical Teachers
Training Association,
P.O. Box, 327,
Wheaton,
Illinois, 60187, U.S.A.

HELP, I'M A COUNSELLOR

by Norman Wright
Gospel Light Publications,
P.O. Box — 1591,
Glendale,
California, 91209, U.S.A.

CAMPING FOR CHRISTIAN YOUTH

by Floyd and Pauline Todd
Harper and Row,
51 East 33rd Street,
New York,
New York, 10016,
U.S.A.

CAMPS VISITED

U.S.A. (California) : KOINONIA
U.S.A. (Colorado) : ELIM
TRINIDAD, W. I. : VICTORY HEIGHTS
SWITZERLAND : JURA-ROSALY
ENGLAND (Sussex) : CLIMPING
CANADA

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