

ANALYSIS OF A RESIDENTIAL CO-ED CAMP IN
CENTRAL AMERICA

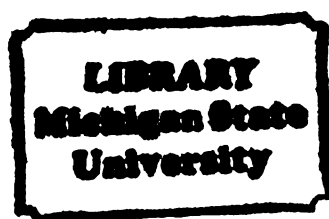
A Professional Paper for the Degree of M. A.

MICHIGAN STATE UNIVERSITY

GWENDOLYN LUCILE ROWE

1981

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ANALYSIS OF A RESIDENTIAL CO-ED CAMP
IN CENTRAL AMERICA

BY

Gwendolyn Lucile Rowe

A Professional Paper

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

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This paper is humbly dedicated
to the memory of Katherine Elizabeth
Stixrud Wagner, a camper who shared her
love of life with us at Camp Pino Alto
during our inaugural session.

Acknowledgments

This paper would not have been attempted without the encouragement of two professors at Michigan State University, Dr. James L. Bristor and Dr. Richard Paulsen, and a doctoral candidate, Mr. Currin Cooley. These three professionals served on the committee which reviewed each phase of the paper's development. For their time and persistent prodding, I am thankful.

A special thanks goes to all my family members whose continual and patient love is constantly put to the test when I am writing a paper. For their constructive criticisms and supportive help, I am grateful.

My appreciation abounds for all my friends both big and small, resident in Guatemala during 1977-1980, who helped turn Camp Pino Alto from a vision into a demonstration that joy, peace and love are universal truths.

Preface

The author of this paper examines the establishment of a bilingual residential camp, Camp Pino Alto, by two American women who resided in Guatemala, Central America. For the first time, a residential camping experience was made available locally to an intercultural group of boys and girls 8 to 12 years of age. Information regarding the cultural setting of Guatemala establishes a background against which the underlying reasons for attempting and accomplishing the establishment of a bilingual residential camp gain perspective. An analysis of the various functional camp components i.e., facilities, finance, personnel, program and public relations outlines the successes and pitfalls in starting a bilingual residential camp in Guatemala.

Innocence and vision were the motivating factors which carried the idea to reality. Individuals knowledgeable in business management or with purely a profit orientation might not have attempted the establishment of a residential camp in this third world country. Those interested in the field of recreation and particularly camping as a phenomena for development in third world countries should find the ideas presented herein encouraging yet cautioning.

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INTRODUCTION

Background Information On Guatemala

Nestled between the rich oil fields of Mexico and the currently war-ridden countryside of El Salvador, lies the small Central American country of Guatemala. Guatemala has a land mass approximately the size of Ohio. Its largest portion is the sparsely inhabited Peten Jungle, while over a million people live in the capital and major city, Guatemala City. Factors which affect the potential development of leisure opportunities in Guatemala are social, economic and political.

The social structure of Guatemala is unique. It is one of the only Central American countries to still have an Indian population notably larger than its immigrant population. Eighty percent of this country's population is Mayan Indian with little or no formal education. The other 20 percent is comprised of immigrants and Guatemalans of European descent (commonly referred to as Ladinos). This singular social phenomenon is a contributing factor in the current economic development of the country.

Mayan Indians retain century-old agrarian practices. These methods no longer yield sufficient produce to sustain them nor their growing awareness of modern products, thereby linking them economically to the ever progressive Ladinos. Although the Mayans are known for their handicrafts, these

are not the result of after-work-hour pursuits. They are an economic necessity whose production and sale is mandatory to ensure survival. Women and children are regularly occupied with the creation of these tourist-oriented items.

A striking contrast exists between the daily survival struggle of the Indian and the affluent Ladino. Besides the well-to-do Ladino, in the capital of Guatemala, there is also a large foreign sector. Along with the Ladinos they own and operate the major businesses. Business endeavors range from small family owned operations to world-wide conglomerates such as Coca-Cola. With factories being the major means of production for these world-wide concerns, businessmen find a ready supply of laborers among those individuals who have left the small villages.

These recent arrivals to the capital city are a significant factor in the emergence of a middle class. Along with the sons and daughters of less affluent Ladinos, they form a group which makes the development of leisure possible. Ladinos with large incomes pursue leisure activities ranging from the exotic, safari hunting or travel abroad to local participation in country clubs. The middle class enjoys visiting parks, jogging, reading and watching television. (One must realize a TV in Guatemala might be twice or three times the cost of similar unit in the United States making this not only a status symbol but a very costly leisure pursuit.) The economic diversity between Ladinos and Mayans shapes their leisure as well as their destinies.

Politically, Guatemala is depicted in tourist information as a "Republic with a representative government elected by popular vote. The state is divided into three powers: the legislative, judicial and executive, with a presidential term of four years." (Guatemalan Tourist Commission, n.d.) Although elections are a constitutional provision, some feel these are handled in a questionable manner and others see the president as a dictator holding control over all governmental bodies and the country's revenue. Currently, there is much violence being directed at the government (The New York Times Magazine, 1980). Owners of businesses, teachers, students--none are immune to this aggressive activity felt throughout Central America and in Guatemala.

This small Central American country endures conflict due to social, economic and political differences. On one hand it is 20 years behind the United States as regards to racial equality, economic development and political operation. On the other hand, the benefits of twentieth century technology are enjoyed by a small Ladino population. Technological improvements mean additional leisure options. Those Guatemalans participating in more technologically advanced professions may seek new leisure pursuits as has been predicted in the United States (Rose, 1969). How the social, economic and political dissimilarities within the Guatemalan society are resolved will, to a large extent, determine the growth of new leisure concepts in Guatemala.

Rationale for Starting Camp Pino Alto

The establishment of Camp Pino Alto, in the Guatemalan Highlands, west of Guatemala City, was the result of ideas put into action by two American teachers, Kathryn Matheu and myself, Gwendolyn Rowe. During the late 1970's we both were living and working in Guatemala. Together we had acquired experience in Guatemalan private and parochial schools. Our philosophical conversations on how to improve the educational experiences of the children in this Central American country led us to see the value, benefit and need of education outside the more structured, less flexible classroom. To build a resident camp where children could learn the importance of relationships between self and others as they explored nature became our prime objective.

The value of helping children develop a greater compassion for and understanding of the many cultures they daily encountered was one of our concerns. Education rooted and grounded in this foundation would foster hope for and perhaps ultimately lead to improved social relations in Guatemala. The current Guatemalan educational system includes public and private, nonsectarian and sectarian, schools. This system generally fosters segregation of students according to the economic and religious background of their parents. Our camp would allow mixing economic, ethnic and religious backgrounds to promote a more spontaneous exchange of ideas among youth. We felt

that resident camping would create an environment where disparities might be naturally resolved through mutual daily tasks and experiences.

Benefits of the resident camping environment would include the awareness of the harmony that can exist between people, as well as that which can exist between human beings and nature. This is an important insight for future citizens of a third world country whose economics are at present based on tourism and agriculture. Ecology and the preservation of natural resources are new thoughts to most Guatemalans. Only within the last five years have laws been enacted to prevent the slash harvesting of virgin forests made accessible as new roads are built and government programs have started to halt soil erosion through improved farming techniques. Such governmental conservation efforts assured us of both the need and benefits possible through a camping program.

Additional benefits gained through resident camping would include introducing children to rural community life providing an experience away from school and home and constant contact with the English language. In particular, residential camping would allow Latin girls this opportunity, since they are generally not allowed to exercise independence without strong parental influence. English as a part of daily life at camp would promote comprehension and vocabulary growth. Many of the campfire songs and certain other activities would be presented in English contributing

to informal instruction. Thus, we felt that resident camping would offer adjunct and additional benefits not available in their current educational system.

Many benefits could be gained by Guatemalan children from participating in a locally operated resident camp program, so the need for the development of a Guatemalan camp enterprise was researched. No residential camps existed in Guatemala nor were there any available in Central America, according to our investigation. Very few resident camps are organized in South America and the cost of going to them would be prohibitive for most Guatemalan families. Residential camping was reserved for those financially able to attend such a program in North America. By offering a resident camp in Guatemala, we would be able to serve that population which could not justify sending their children abroad. Also, a resident camp facility situated in Central America might attract interest from other neighboring countries. Since geographic location would reduce costs for the parents, families which had never before considered the idea might consider enrolling their children. The need had been determined for a resident camp serving Guatemalans and others.

After establishing the need for a resident camp, we reviewed what camping meant to us. We envisioned our camp as encouraging the camper to accept responsibility for self and others, to cooperate with others in order to complete a task, to accept and appreciate others because of their

individuality and uniqueness while learning to respect and preserve nature.

The innovative concept of this camp idea seemed vital since one of the leading private schools had recently formed a committee of teachers to develop a values clarification curriculum which would improve and instill such values in school age children. This same school endeavored to institute ecology-oriented activities to help the students realize the impact of their actions on the physical environment. A new school was requiring each class to spend time sodding the school grounds to generate a sense of usership and responsibility among the students. Having ascertained the value, benefits and need of an educational experience which would reach beyond the classroom, we began the operational tasks necessary to put the camp idea into action.

Historical Perspective of Camp Pino Alto

Outlining the historical background of Camp Pino Alto may prove helpful in providing perspective for the ensuing case study which illustrates the utilization of managerial functions in the establishment of our resident camp. The historical life pattern of the camp is related best by discussion of land acquisition, a description of the location and an explanation of the conceptual and organizational stages.

Acquisition of a site was our prime objective after deciding to build a resident camp in November, 1977. The ideal spot was to be somewhere on the farm, Finca Vista Bella, where my married partner and her family lived. After discussing the possibility of establishing a children's camp on the farm property with her husband and gaining his support, my partner and I received approval and a site was agreed upon.

Thus, Camp Pino Alto was located on Finca Vista Bella, a plantation-like farm in the Highlands of Guatemala within the Department of Chimaltenango (Notes--1). This century old farm maintained large pine forests along with orchards and acreage devoted to wheat and the commercial production of vegetables. The designated camp site was a 22 acre pine forest tract within the larger farm, Vista Bella. The forest-covered site, which was beautiful in its pristine state, did not interfere in any way with the use of areas more suitable for farming.

Our ravine camp site was located between two forest-covered mountains and naturally hidden from the farm road above. A hillside road fronted the camp property. This trail was used by barefoot Mayan Indians traveling between their villages and the local market place, Tecpan. Thus, noise was at a minimum and the camp was virtually invisible from all roads either because of distance or vegetation.

The Pan-American Highway, the major road leading north from Guatemala City to Mexico and south to El Salvador,

passes through Finca Vista Bella dividing it into two unequal portions. Our camp was situated 80 kilometers north of Guatemala City and two kilometers east of this major highway. Ordinarily the drive north from Guatemala City to Camp Pino Alto took an hour, depending upon the condition of the Pan-American Highway. (The highway is under continual repair due to climatic conditions and earthquakes.) Thus, our camp was easily accessible to the majority of our first patrons who resided in the vicinity of Guatemala City.

Camp Pino Alto's history was divided into two stages: conceptual and operational. Conceptualization of a business is the natural outgrowth of mutual decisions and agreed upon perceptions of what is to take place. Since my partner was concurrently the owner of a small bakery, her major contributions were financial, while mine were operational. However, both partners wanted to have a voice in the operation and thus specific responsibilities were delegated (Appendix A).

It was established verbally from the beginning that both partners would share equal titles and that the financial commitment by my partner would be paid off like any other capital investment. An understanding existed that both partners would be involved for a five year period. Hopefully, after five years, the camp would grow to a point where we could be freed from the physical operation of the camp and assume strictly administrative roles.

Construction began March, 1978, and was completed November, 1978, approximately two months after the scheduled date for completion. Originally, we planned to offer three camp sessions during October, November and December of 1978. These three months constitute the Guatemalan school vacation period.

Due to the delay in construction, however, our first official opening camp session was postponed. The first camp session was held during June, 1979, when the percentage of children available is significantly lower than during the Guatemalan school vacation period. Therefore, we were pleased to generate enough interest among a small group of parents to run one two-week session for their children.

Before the first camping session began, my partner unexpectedly informed me of her intent to leave Guatemala. A decision had to be made regarding the future of the camp administration. Encouraged by the parental and camper response to Camp Pino Alto during the first session, my decision was to continue as camp administrator. A written contract was then signed with my partner's husband. His relationship to Camp Pino Alto would be limited to that of landlord. He would be the recipient of a set fee for rental of the land. The contract designated my role as sole administrator, retaining complete operational control of the camp (Appendix B).

In total, five camping sessions were conducted at Camp Pino Alto. The first camp session was offered in June,

1979. Second, third and fourth camp sessions were held in October, November and December, 1979, respectively. These four camp sessions were each two weeks long in duration. A fifth one-week Easter camp session was held in March, 1980.

At the conclusion of the fourth camp session various factors indicated a need to reevaluate the plausibility of continuing Camp Pino Alto as it currently was operated. Factors influencing the decision were the inability to retain the services of a program director, the lack of sufficient revenue and the political unrest in Guatemala.

Having terminated my contract with Camp Pino Alto in May, 1980, the site was without experienced personnel to operate. Nevertheless, a former Guatemalan counselor recently expressed interest in reopening Camp Pino Alto. This person feels there is sufficient interest evidenced by many phone calls from former campers. Although he would like me to return as camp director, it seems unwise. In spite of positive responses from campers, their parents and staff members, I believe that until the political situation stabilizes, most Guatemalans will not accept residential camping as we know it here in the United States.

MANAGERIAL FUNCTIONS: AN ASSESSMENT TOOL

The development of Camp Pino Alto was examined using as a mode of presentation functions of the managerial process. These functions, given various titles throughout the development of management science (Wren, 1979); were referred to, in this case study, as planning, organizing, directing, and reviewing.

The initial function in the managerial process is planning. This involves conceptualizing, discussing and developing an outline for action. Proper planning determines the likelihood of success or failure of a new business. At this stage thoughts become a working design and a decision is made as to the feasibility of the project. If the decision is made to proceed more energy must be devoted to the planning function of the managerial process than to any other in order to assure future success.

Linked to planning is the second managerial process: organizing. A simple translation of organizing is completing tasks that must be accomplished before a business, in this case, a resident camp, can operate. A resident camp's purpose is to provide new social and educational opportunities for children. Thus, organizing requires readying of everything for that first day of the first camp session.

The third function of the managerial process is directing. This refers to coordinating the operation of facilities, personnel, finances and program.

Public relations is of minimal importance during this function. In this case study, the information reported under this heading explains what happened at Camp Pino Alto from a manager's viewpoint, beginning with the first day of camp.

Reviewing is the final function in the managerial process. Each camp component is examined retrospectively. What happened is compared to what was initially planned so that prospective improvements can be instituted. The necessity of reviewing is important as it is the basis for directing future planning. The managerial process must be applied as a continuous, linked cycle and not a straight line process.

These four managerial functions form an assessment tool for evaluating each camp component: facilities, personnel, finance, program and public relations. In the succeeding sections of this case study, side headings identify management functions during each developmental stage of the camp components.

Facilities

The facilities located and maintained on our camp site were major economic and operational concerns. Our camp construction plans were to be kept to a minimum. Nine structures consisting of six cabins, a showerhouse, a dining hall and a sundeck comprised the initial facilities

at Camp Pino Alto. Support systems included a septic tank and a water pump. A swimming pond was proposed but later proved to be unfeasible. The final camp site was capable of sheltering 48 children and a staff of ten. A discussion of how these structures were planned, constructed, utilized and evaluated for appropriateness and usefulness follows.

Planning

Our general mode of operation during the planning function of the managerial flow was to determine what United States resident camp structures might be adaptable to our camp site. To that end, a California resident camp was visited. The American Camping Association was joined in order to receive their current literature. Our camp buildings would require adaptations to the physical site besides being built in a less developed country where cultural values and construction practices, skills and labor were often different from United States counterparts.

Camp Pino Alto's structures were intentionally designed to reflect an intimate homelike atmosphere which would mirror the close familial relations found in the Guatemalan culture. Keeping in mind current cultural values helped us establish a facility acceptable to our targeted Guatemalan clientele. By constructing smaller cabins housing eight campers and a counselor, a "family" unit was derived. Three cabins for boys were located at one edge of the camp site and three for girls at the other extreme. This

spacial distance was necessary to insure skeptical parents that co-ed camping did not promote co-habitation. Currently many Guatemalan schools continue to be segregated by sex so it was a realistic concern to be taken into consideration.

Plumbing for the camp was thoroughly considered before construction began. Although our desire was to keep the camp rustic, outhouses would not be suitable. A septic system was included in our plans for the site. A shower-house was also planned because Guatemalans (especially Ladinos) view a lack of plumbing as a throwback to the Mayan culture.

Water was a necessity. A small river that ran along the base of our camp site indicated the presence of underground water. The river's source was on the farm property adjacent to the camp. Certainty of water for all plumbing purposes was therefore reinforced. Modern plumbing improved our credibility with the parents of prospective campers.

On our list of structures to be built, a top priority was given to the dining hall. The dining hall of the camp was to serve as the main lodge. It was necessary to provide ample space for indoor activities because some of our camp sessions were scheduled during the rainy season (Note--2).

After seeing a picture of a lovely building on a private school campus in the United States, it was decided to construct a modified A-frame, dining/lodge facility.

This unusual structure gave uniqueness to the camp and projected a spacious image, necessary for indoor activity.

A further addition to the camp facilities was suggested by our lead American carpenter. His idea was to add a sun-deck, which following its construction was labelled the arts and crafts deck. This provided a much needed flat work area in the predominately hilly, sloping ravine camp site (Appendix C).

Along with the nine structures a parking lot at the entrance to the camp was needed. An existing road led to a natural clearing in the adjacent pine forest which was further developed and served as our parking lot. Entrance from this hillside lot to the camp was via a steep footpath which led down the mountainside to the ravine camp site. During the development of camp facilities, planning helped us prepare for the second function in the managerial process: organizing--the actual construction of the buildings and support systems.

Organizing

Construction initially began in March, 1978. All materials were transported by car or truck from Guatemala City to Finca Vista Bella. The only access to and from our ravine camp site property was by foot. All construction materials, with the exception of gravel, which was poured down a specially constructed sluice, were carried down into the camp site. However, sand and water came from the stream

at the foot of the ravine, so concrete was mixed on the site. The manual construction methods used were quite primitive by American standards.

Electricity was not initially available to help construction work move along more quickly. The main dining hall was built without the convenience of electricity. Each wooden piece was cut by handsaws. After finishing the dining hall and noting the number of weeks required to construct all the buildings under similar conditions, we obtained a generator from generous friends. This favor made a vast difference in the rate of work that was accomplished.

The glass for the irregular-shaped windows in the A-frame building was cut following hand drawn patterns. Since safety glass was unavailable and plexiglas prohibitive in cost, standard glass was placed in all the windows of the A-frame.

The first completed building was the main dining hall, the modified A-frame structure. Situated in the center of the site, it was the first view of the camp gained after descending from the parking lot. We all felt its appearance was impressive. After construction was well underway, it became apparent that this modified A-frame, eliminated some very necessary storage space. Cupboards in the kitchen were minimal because of the sloping side walls. Head space was also reduced in the dining hall area at the end of each table. Our plans called only for a second level room above

the kitchen area. Space above the dining hall was open to the ceiling. The second level room was designed as the on-site manager's bedroom.

After completing the dining hall, work began on the cabins. In total, six cabins were constructed using a batten-board technique (Note--3). Pine boards were used for construction of all camp buildings. The lumber was obtained from the farm forest trees. We paid only a nominal fee to the farm for their purchase and then lumber mill costs. This kept expenses to a minimum. A current Guatemalan law had been instituted which prohibited tree cutting without a permit. The farm had an active permit and was thus unaffected by the statute.

Green timber was used in the construction of the buildings and this had many drawbacks. Time would cause the wood to shrink, warp and perhaps even split. Drying the lumber would have required more time and money. With the desire to complete construction within seven months, time for drying was not feasible. Also our tight budget did not make allowance for drying. Another reality was that in Guatemala a common practice is to build "farm buildings" with green wood, so we proceeded.

The showerhouse was built using the same batten-board style with green wood. It was designed according to standards required for such a facility in America. A Guatemalan architect, provided us with specifications for this building. It was probably the most spacious building on the site.

A new well had to be dug next since a dependable water supply was needed for the showerhouse, food preparation and drinking. Our well was dug by hand. The actual events of this process make an interesting anecdote besides illustrating a novel problem involved during camp construction in a less developed country.

Well-diggers in rural Guatemala are a cross between "diviners" and "crazy men". Skills such as this are passed from father to son. Our contractor must have been over 60 years old, hardly the type one expects to see doing hard labor. His spirit indicated a youthfulness not commonly depicted in a grandfather figure. The diggers lived in a small village near by. The head man, who arrived to look at the site, assured us water could be found precisely behind our main dining hall where we wanted it to be. Formal contracts between rural help and employers are rarely drawn up. A price is bartered for, in this case per barra (a measurement of a little less than a yard). When both parties come to an agreement the price is set for the duration of the work. In digging a well, price increases at various intervals due to the depth of the hole and the consequent, potential dangers. We agreed on a price and the head digger said he and his sons would return in a few days to begin the work.

A few days later the old man returned with his two sons. Their tools consisted of a long strong rope, buckets and a pulley. Sometime later when a city friend was visiting

the camp site she remarked on the ingenuity of the people. "Why, look at the way they can devise crude implements on the spot from materials available in order to get the job done." To our workmen these were not crude implements but the prized possessions of daring and skilled craftsmen. Their lives depended on these few simple tools.

Once during earthquake season the well diggers stopped for a number of days. None of the workmen went down into the hole for fear that dirt would cave in on them. Since the earth in this area is a mixture of volcanic ash and clay, their fears were justified.

The senior member of the crew was often seen working as hard or harder than his young sons. One day they did not report for work after a village holiday. In Guatemala, village celebrations are as important as national holidays. Their valor, it turned out, was supported by a vice--drinking. They had been incarcerated for drunken behavior. So, another delay in our construction plans!

The above, characterized much of our experience while building in Latin America. Material, and equipment needs, along with setbacks in our schedule, provided obstacles that had to be patiently overcome one by one.

Directing

During the operation of camp sessions little work was done on the facilities. Minor repairs caused little concern. But, when the water pump went out, keeping the

camp in operation became a major challenge. These managerial headaches were of little concern to the children. They loved an excuse for bathing in the river when showers were impossible. The only available water supply for cooking and drinking was that which remained in the storage tanks. Throughout the camp's operation the water pump proved to be the most unsatisfactory piece of equipment. Maintenance problems, along with lack of a backup water system on the site, can be attributed directly to poor foresight in the initial planning function.

Problems with the water system also occurred when children would leave toilets running after using them or when they did not turn off water at showers or sinks. This quickly drained the storage tanks. The first morning this happened, it produced such concern among the campers and counselors that the counselors willingly accepted a nightly turn at closing all water valves on the fixtures. After another similar water shortage during the day, we discovered a sink tap open. It was then made a general camp policy to have water fixtures only open during certain time periods (generally before each meal). This constant supervision of the water supply was very taxing. American counselors and the director found these water shortages much more frustrating than the Guatemalans who periodically experience water shut offs in the cities. Experiences such as this one are common in third world countries where skilled labor, repair parts and natural resources are in limited supply.

Reviewing

During the application of this final function of the managerial process, major facility changes and additions were investigated. Camp maintenance, storage space, equipment and grounds improvements, required review and in some instances, immediate action.

Camp maintenance included such items as cabin roof repairs. The roofs of each cabin were made from a product called "duralita". This is a type of corrugated sheet tile roofing. When dead branches fell from the pines, the small branches pierced the roof, creating quarter-size holes needing immediate attention. Although periodic checks of each cabin were made during the operational stage of the camp, it was necessary to cut dead limbs regularly between sessions to avoid further problems.

Another maintenance problem concerned the pump. There were no funds for purchasing a new piece of equipment. Two or more options had to be considered at the completion of the final camp session. Either the pump had to be taken off the well cover and hauled into the capital for renovation, or an expert pump mechanic brought from the distributor out to the site to make the repairs. It was also a possibility that the set up was inappropriate and was causing the pump failure. The landlord of the camp maintained that the well had to be dug deeper because the pump was too powerful for

the depth of our well. No action was taken on any of these options and the pump was left in unsatisfactory condition.

Wear and tear on the entrance steps and the access road caused washouts in some areas on the road. With additional use and rains, these areas would have been severely damaged, prohibiting passage. Our camp budget did not include projected costs for such camp maintenance.

The need for storage space for kitchen supplies was apparent after the first camp session. The small second level room above the kitchen area was furnished with shelves to store the food and camp supplies. A local carpenter, under contract, built these storage shelves.

There was also a need for space to store sports equipment, library books, and office supplies in the lodge. This need had not been considered during the planning or organizing functions. Since this did not affect the ability of the camp to operate on a daily basis, the resolution of this need had to be given a low priority.

Additional equipment needs included a second cooking stove and a water heater. After the first camp session, it was apparent that a second stove would be necessary, due to increased enrollments. The first gas cooking stove had been donated by a local restaurant for an indeterminate length of time. The second stove was purchased second-hand, which greatly reduced the capital outlay.

A hot water heater was essential due to the cool weather in this highland region and the low temperatures

of October, November and December. Installation was scheduled to take place before the beginning of the second camp session. It was not completed until two days before the closing of that session. Even after it was working, the water heater proved inadequate. The heater was located on the outside wall of the boys' side of the showerhouse. It heated sufficient water for the initial four showers on the boys' side, but produced meager temperature changes on the girls' side. This problem never was resolved. It involved a change of shower heads from ones too large to small ones, plus rerouting the waterline and using a smaller diameter of tubing.

Improving the camp's buildings and grounds was also a low priority on our budget. However, one improvement that followed the first camp session was the addition of a permanent archery and riflery range. This range was located behind the boy's cabins. The terraced area was between two mountains. One side served as a natural backstop for bb's and arrows that missed their targets, and the other side provided seating space. We needed adequate space so that orderly lines could be maintained when teaching the children these new skills. The tri-level terraced area provided more safety when larger groups (ten at the maximum) were using the range. Physical layout was an important key in achieving orderly behavior among participants and observers.

Our planning for the camp facilities had provided adequate construction with attractive structures that assisted in creating a joyful environment for campers. A review of our efforts showed areas that could be expanded and improved. More capital and time would be needed, but the seeds of quality camping facilities had been sown.

Personnel

All personnel needs for the camp were identified during the first managerial function: planning. Construction laborers first and then camp staff were needed. After determining our personnel needs, hiring personnel was the major emphasis of the second managerial function: organizing. Both construction laborers and camp staff were essential. During this time, two distinct sets of organization were taking place. One was the actual location and utilization of construction laborers; the other was outlining job descriptions, preparing the staff handbook and employing qualified candidates. When construction was completed and camp staff selected, it was then possible to begin the third managerial function: directing. In this section of the paper directing will focus on staff relationships, yet it is important to realize, that at various times during this managerial function, contractors were hired, as was pointed out in the previous section, entitled Facilities, under the side headings: directing and reviewing.

The fourth managerial function: reviewing--identified personnel needs and their use.

Planning

First, the hiring of a construction foreman was mandatory in order to lay the groundwork for the camp buildings and to organize a crew of workers. A young American carpenter, who lived in the Indian village adjoining Finca Vista Bella, was approached to serve as a construction foreman, and he agreed to accept the responsibility. My partner and her husband had witnessed this carpenter's skill during reconstruction work following the devastating Guatemalan earthquake of 1976. A job description was not developed for this position. We were pleased to obtain the help of an individual whom we trusted and realized had the necessary competence. He was one with whom we could freely discuss ideas because there was no language barrier.

It was obvious to us that one carpenter, no matter how skilled, could not build the camp by himself. Conversations with our American carpenter indicated his desire to have a small crew of no more than ten men. His minimal command of the Spanish language limited his ability to control and direct a larger crew.

The construction laborers, although recognized as a necessary element in the process of building a camp, never were analyzed with regard to job tasks and requirements. A crew member was expected to know how to shovel,

to carry loads of material on his back, to hammer a nail straight and to use a handsaw. One basic assumption was that any experienced farmhand possessed these skills.

At first it was thought possible to contact additional workers through radio announcements over a local station. Yet, we were cautioned against this because it would draw undue attention to the farm, Finca Vista Bella. Thus, it was decided to take workers temporarily from the farm fields.

The necessity of finding competent and compassionate staff members was given top priority. Camp staff was defined as six counselors: three males and three females, a cook and possibly two kitchen helpers. We, as co-directors, intended to be actively involved in daily camp life. My role was on-site manager and my partner's role was city-camp liaison, taking care of the support systems, such as food purchases, materials and emergencies.

A bicultural counselor staff was thought most appropriate for our camp. We wished to offer an example of intercultural harmony plus foster informal English learning. Legally, the Guatemalan government requires 95 percent of a business's personnel to be Guatemalan. It seemed impossible to meet this requirement, as both directors were American and very few Guatemalans possessed camping experience. Our decision was to hire the most qualified candidates and see if there was some means by which the law could be circumvented. One means of complying with the law would be to establish Camp Pino Alto as an extension of

Finca Vista Bella. Finca Vista Bella hired only Guatemalan laborers and by combining our staff with the farm laborers the percentage requirement could be fulfilled.

Organizing

The American foreman began with a crew of eight unskilled men chosen from the farm laborers. Initially there seemed to be enough tasks requiring unskilled laborers to keep all the men occupied. As construction work began on the buildings, the foreman found himself overwhelmed by the task of teaching basic carpentry skills to so many men. Thus, three men returned to the farm and a crew of five individuals began the work. Two of these men became assistants. They were very dependable, learning each new skill and demonstrating the initiative to take on a task and complete it. They learned to ask assistance only when uncertain about a particular aspect. The other three young men worked closely with the two more experienced men and the foreman, or they completed unskilled labor tasks unsupervised.

Larger crews were organized for specific tasks, such as repairing the farm road leading to camp property, or carrying down heavy pieces of equipment or quantities of materials. At one point, after the two Guatemalan assistants had demonstrated competence and the camp completion was determined to be lagging behind schedule, it was decided, by the directors, to add more men to the work

crew. This idea was rejected by the American carpenter. He did not want to stop his own participation in the actual construction process and take on a strictly supervisory role. His reluctance to change roles, and our reluctance to fire him because he was indispensable, settled the issue immediately.

Organizing a camp staff meant the development of job descriptions (Appendix D), applications (Appendix E), contracts (Appendix F), and staff handbook (Appendix G). The job descriptions and handbooks would serve as guidelines in the selection of staff counselors. These guidelines would also be used in directing the staff after camp had opened. Since our staff was to be intercultural, the materials needed to be bilingual. A translator was not considered earlier during the planning function under personnel.

Our paperwork was a compilation of information obtained from camps and private schools in the United States. We adapted this material to reflect our camp philosophy and setting. We visited people in the field of camping in the United States so that we had firsthand information. The format and content of our paperwork appeared credible. This was as important in locating prospective counselors as other items were important to prospective parents of campers. The target date for opening had been October, 1978. Work on the printed materials had to wait until July, 1978, because I was under contract with a Guatemalan school. When

I arrived at the camp in July, it was apparent to me that designing the printed material must be postponed until the construction work was better organized.

Construction work was lagging behind schedule due to the inability of the foreman to make weekly plans. For example, until a particular item, such as nails was needed, it simply was not ordered. Then, as directors, we were expected to get the supplies. This was difficult to do because it meant a special trip to a larger town or the capital city. It was hard to meet the American carpenter's requests. His laissez-faire attitude was not questioned by his subordinates, as it fit well into the stereotyped "mañana" attitude. Yet, it was not what I personally expected or could accept. I began to establish deadlines and hold morning meetings when supply requests could be submitted. Progress reports on construction were also discussed.

These structured meetings were a frustration for the foreman and me. The foreman was satisfied with the way things were going and my partner wanted to maintain the congenial relationship already established. She pointed out that he was working for us at wages well below what he might receive in the United States, or for that matter, in Guatemala City. Also, our project would come to a halt if he left and we had to search for another carpenter. Realizing the truth behind her statements and my inability to forego organizing details, I returned to a temporary

teaching job in Guatemala City. My temporary leave allowed construction work to continue as before. It did, however, hinder production of printed staff materials.

Staff materials were finalized in February, 1979, while I was attending Michigan State University for winter term. They were sent back to Guatemala for a translator to work on. Upon my return to Guatemala in March, I found all these materials still had not been translated. Since our official opening session was in June, it became imperative to get them completed.

With the translation of staff materials underway, it was time to begin hiring camp staff. As most Guatemalans with teaching background were employed for the year, January through October, finding Guatemalans would be difficult. We felt that it was important to acquire staff members with teaching experience, since most would have no previous camping experience. Teaching would indicate an interest in working with children although different from the 24-hour supervision necessary in a camp setting.

In order to select a staff for our first camp session, letters were sent to various United States universities to see if college students might be interested (Appendix H). Those who responded would be exceptional people if they were willing to pay for the flight down as we had no means of paying transportation costs. An advertisement was placed in the American Camping Association magazine. Although

there were interested individuals the remuneration was not large enough to off set the expense of flying to Guatemala.

An alternative means for staffing, if Guatemalans and American college students were unavailable, was locating Americans in Guatemala who were qualified. This effort yielded our first staff of two women and two men as counselors. Due to low enrollment a full staff was not needed.

Our first camp staff was composed of two Canadian students (one male and the other female) and two Americans (a female school teacher and a male naturalist). A well-known local Guatemalan cook who had experience cooking for large groups, such as the Peace Corps, was hired, and a local village girl who had served occasionally as a housemaid in my partner's home, filled the kitchen help position.

Before hiring the second camp staff, a simplistic organizational chart was drawn up (Appendix I). A job description was written for my position as camp director (Appendix J). It was felt that the previous information written regarding definitions of responsibilities for the counselors was sufficient. Job descriptions for a cook and kitchen help were never written.

Since my former partner was no longer working with the camp, a new position of program director was created. A job description was written for this staff position (Appendix K). A vivacious American mother recently moved to Guatemala expressed a desire to be involved with the camp. Her acceptance of the program director position was the first

step in employing staff members for the second, third and fourth sessions.

Since the majority of campers would be Guatemalan during the second, third and fourth camp sessions, I decided to hire bilingual Guatemalan counselors. A change in the legal identity of the camp, due to my taking sole responsibility of Camp Pino Alto, forced stricter adherence to the Guatemalan law of hiring 95 percent Guatemalan staff.

The best way to obtain counselors was by word of mouth and personal recommendations. An underlying principle in Guatemalan hiring practices is "who you know rather than what you know". This led to one individual generally knowing others who were qualified or interested. This practice also assured the hiring of individuals of similar background and promoted congeniality among staff members. In our case the need was for youthful, energetic young people with some teaching background and preferably from rural lifestyles.

Our second camp staff consisted of the American female program director also acting as a counselor, a female Guatemalan school teacher, a male Guatemalan physical education teacher, and the Mayan Indian school teacher who had designed materials for the camp. The same cook employed during the first session stayed with the camp through the fourth session. An Indian girl from Tecpan was hired as the kitchen helper.

During the third camp session increased enrollment meant additional staff members. The program director left and was not replaced. Another female Guatemalan school teacher joined the staff. Our female Canadian hired during the first camp session rejoined the staff. In the boy's section two male counselors were needed. A few of the boy campers spoke only German, thus necessitating the hiring of a German-speaking Guatemalan male counselor. An American was hired as the second male counselor. In total, there were three female counselors and four male counselors.

Male staff was reduced for the fourth camp session due to fewer boy campers. The physical education teacher and Indian school teacher remained as boy's counselors. The two Guatemalan teachers stayed on as girl's counselors. A female American teacher interested in nature study joined the staff replacing the Canadian.

A staff of four took a small group of children camping for one week during the final session at Camp Pino Alto. Staff members included myself, the female naturalist, the Guatemalan physical education teacher and an American-Guatemalan male.

Directing

A month before the first camp session, the American school teacher was hired. She, my partner and I spent many hours planning activities and making purchases. The other staff members were hired one or two weeks before camp began.

All staff members met together the weekend prior to camp opening. We discussed the daily program, including each staff members particular responsibilities. With this small group, an intimate and friendly candor was easily established. Although a training period was considered important, it was impossible to arrange because of the late hiring of staff and the distance one member had to travel (from Canada).

As on-site manager, I was responsible for seeing that staff and campers worked together harmoniously. I occasionally led a program activity when a staff member needed a day off.

The congenial working atmosphere was probably promoted by the fact that all staff members, excluding cook and kitchen help, spoke English. Our ability to communicate easily facilitated nightly counselor meetings. At these gatherings, plans were finalized for the next day, materials and supplies organized, craft samples prepared and notes written to camper's parents. Problems with campers were discussed and solutions offered. At the first nightly meeting the daily structure of life at Camp Pino Alto took concrete form. We discovered that developing a weekly schedule of maintenance duties for each cabin and then posting it daily created a smooth running operation. The campers enjoyed reading for themselves what they were to do. This achieved a sense of responsibility for camp maintenance. Another outcome of these meetings was

the development of a daily activity program which was also posted. Posting duties and activities generated a greater willingness among campers to conduct themselves responsibly.

A night guard was hired to patrol the camp grounds after construction was completed in December, 1978. It was necessary to maintain the services of a night guard while the camp was in operation. As there were no fences around the property, any animal or individual could wander in. There was no particular fear but it was deemed a wise precaution.

In addition to the duties I performed during the first camp session, for the second, third and fourth sessions I needed to make trips into the capital city to purchase food, make office calls, contact parents, drop off and pick up laundry and perform other miscellaneous tasks. Initially, completing these tasks required weekly trips to the city. With better pre-camp preparation, I was able to reduce the number of trips into the capital city. Instead, needed materials and supplies were obtained by a short trip to the local town of Tecpan.

Spanish was the dominant camper language during the second, third and fourth camp sessions. Thus, we needed to hire more Guatemalan counselors. I now had the additional role of translator for my English-speaking staff members. Items brought to the nightly meetings had to be carefully translated and communicated, otherwise one-half the staff knew what was happening and the other half did not. As in

the previous session, I continued posting camper duties and activity schedules in the main dining hall. These schedules, always printed in English, promoted an informal learning experience.

During the third camp session, an unexpected problem developed--the inability of the new male counselors to follow established rules. Two male staff members took it upon themselves to leave camp one night without informing me. They also began telling other counselors to not accept my direction and to complain about the food or whatever disturbed them. It was a challenge to take the instigator aside and state unequivocally that he had to surrender his pride and do as asked or leave. I pointed out that if anyone had a complaint they were free to tell me or discuss it at the nightly meetings. For anyone to discuss grievances behind my back was inadmissible. This frank conversation changed the counselor's attitude and without his support the friend's behavior changed also.

Soon after the second camp session opened, a need for additional kitchen help and needed maintenance repairs influenced my decision to acquire another worker. Our cook knew a young unemployed man whom she felt would gladly perform both duties. Hiring this additional staff member greatly improved the operation of the camp. The cook was a dominant and perceptive person and was able to supervise the new worker, thus easing my responsibilities.

The final camp session was unique in that it was very informal. Before the session, camp counselors drew up tentative activity schedules. These schedules proved to be tentative for as the days progressed, the campers became actively involved in the decision-making process.

Reviewing

As is the case with most personnel, overcoming shortcomings of staff and firing of staff are the two most difficult aspects of personnel management. In the period of construction, teaching skills to the laborers was time consuming. Taking unskilled laborers from the farm provided a ready supply of laborers but caused deadline problems. Work on the farm was always given precedence over work on the camp. In addition to delaying construction of the camp, using farm help occasionally caused hard feelings between farm and camp administrators. However, this arrangement allowed flexibility in the size of the construction crews. Different construction tasks required varying numbers of workers.

Selection of a lead carpenter based on skill and ability to converse with administrators overlooked one important skill--the ability to supervise. It was a difficult lesson to learn that some individuals, like our lead carpenter, are craftsmen and have no desire to direct others, although they may be quite willing to teach capable

individuals their trade. This was the case at Camp Pino Alto.

One aspect of planning for personnel needs, which in the final analysis seemed critical in order to avoid future problems, was preparation of detailed analysis for each job and related tasks. This was especially true in the construction of a camp where a knowledgeable foreman was required. Simply listing the number of individuals needed to complete each task did not assure us of skilled or motivated personnel.

Firing construction crew members was not a problem since unproductive workers could return to farm work. Although this was an easy method of replacing and removing workers, the flexible arrangement with the farm regarding the use of workers was another cause for tension between farm and camp administrators. In retrospect construction personnel might have benefited from additional administrative work in the planning function.

The camp staff was not without its own unique predicaments. Our young American school teacher hired for the first camp session took the role of head camp counselor. On her own initiative she organized activities and programs. As on-site manager I was kept very busy and her independent work was a welcome relief. This, however, proved to be challenging. The woman's behavior was encouraged by my partner as it benefited the camp program. I felt my role as on-site manager might be undermined, if the counselor's

responsibilities were not controlled. My partner's perception of the situation was shaped by her infrequent visits to the camp site. My perception was colored by daily contact with the counselor. Resolution came when my partner admitted she thought the counselor and I worked so well together that perhaps the counselor would make a fine replacement for herself when she left the business. I was reluctant to form a new partnership before having time to evaluate what had transpired during the first camp session. After reflection, I decided not to take in a new partner but created the new position of program director. The counselor did not accept that position and so another individual was hired before the second camp session.

The most neglected personnel management function was personnel training. Later this training was recognized as indispensable. A training period was important in order to have all members of the staff work together harmoniously. Yet, excuses abounded as to why a formal training period was not possible. The main reason was the time needed to conduct a training session. The administrative duties required to prepare for the camp opening occupied all my time and attention. Another deterrent was cost. Although the cost-benefit was high in terms of more efficient use of staff skills, and better understanding of camp policies and procedures, money for this training was not available.

Nightly staff meetings served as mini-training sessions. They also fostered better communications and smoother camp

operations. The printed staff materials proved adequate in outlining counselor duties and responsibilities. They were referred to whenever it was appropriate.

No personnel was fired. Considering language barriers, personalities, cultural value differences, and the lack of experience among the entire American/Guatemalan staff, the staff did a fine job of performing their duties. Their desire to do well and their receptivity to new ideas and suggestions were the key factors in overcoming each obstacle that presented itself.

Finance

Producing sufficient capital to meet fixed and variable costs involved in the operation of any business is a primary goal of administrators. A worthy purpose is only an idea without direction if there are not sufficient funds to ensure its development. When starting a new business it is important to keep in mind all the financial aspects. Besides, meeting the short term goals, long term financial goals must be outlined. The author provides in this section an explanation of the naive approach to finance taken by two individuals because they lacked managerial accounting background.

Planning

Neither my partner nor myself had sizeable liquid assets. My partner was the owner of a small business in Guatemala and felt that funds could be diverted from that business to begin construction of the camp. The initial capital forwarded for camp construction costs was \$10,000. This later proved to be substantially less than the actual amount necessary, \$20,000.

Cost estimates were made on food, staffing, materials and equipment. These costs estimates assisted in determining the ultimate enrollment fee to be charged. Food costs were projected at \$3 per day per camper. Vegetables supplied from the farm garden reduced food costs. Cost of salaries included six counselors, a cook and kitchen help. The two administrators salaries were not included in the projected expenses, as we were to receive a percentage of the profits.

The counselor's salary was set at \$300 for eight weeks, averaging \$75 per session. This salary rate followed closely the existing teacher salary rate for Guatemalan teachers in private schools. The existing teacher pay ranged from \$50 to \$100 per two weeks.

Cooks and maids in Guatemala City earn from \$40 to \$55 each month. We planned to pay approximately this amount per two week session since the number of individuals in camp was larger than in an average single-family dwelling.

After making rough estimate costs, we decided that a fee of \$175 per camper per two week session was a fair price. A reduced fee of \$150 was charged for each additional family member. Selling price, the camp fee in this case, is traditionally defined as cost-plus or whatever the market can bear. Being a novel idea with no predecessors to follow, school tuition served as an additional guide in establishing the final enrollment fee. Private school tuitions ranged from \$25 to \$100 a month. Some covered supplies, others did not. Thus, our fee was set taking into consideration, salaries, food and supplies.

Construction labor costs were never analyzed. Unskilled farm labor was usually paid by the day and salaries ranged from \$1.50 to \$2 per day. Skilled craftsmen were paid \$35 to \$40 a week. The recovery of these expenses was not added into the camper enrollment fee.

Organizing

Spending money is an easy thing for most people to do. Our spending was based on a day to day demand rather than a carefully planned budget. An American business man, offered assistance. Accounting forms were provided by his company. These forms served as suggested guidelines for the development of a camp budget. We discussed depreciation of buildings and equipment. At this time, construction was in progress. As new financial liabilities

presented themselves, they were dealt with on their perceived merit since we had no operating budget.

Money was taken from my partner's business, a bakery, and used to pay camp bills incurred during construction. This was in addition to the original \$10,000 borrowed. Eventually, another loan of \$10,000 was secured in order to finish the nine camp facility structures. This loan, as well as the original loan, was an interest-free loan from my partner's parents. These loans were the only cash available for the completion of the project until revenue from campers was received.

In order to have cash to pay for the supplies and food, a \$50 non-refundable deposit was required with each enrollment. These funds became the operating cash, until the camp fee was paid in total.

Directing

Our revenue from the June, 1979 session was \$2,212.50. This included ten full-fee payments at \$175, two reduced payments at \$150 and one at \$75 (Note--4) and a payment of \$87.50 for a camper who stayed only one week. The expenses for this period were food and supplies: \$780, counselors: \$475, liability insurance: \$40, T-shirts: \$32.50, kitchen cook: \$45, kitchen help: \$25 and night guard: \$24.50. Additional purchases or expenses may have been incurred and not accounted for, as a number of purchases were made at the local village market and no purchase

receipts were exchanged. A mental note of money used had to be made. One indispensable item for running the camp was gasoline for the water pump. Other items were white gas for lamps and propane gas for the stoves. These purchases were overlooked many times as they were paid in cash from the bakery's cash fund.

After the first camp session an attempt was made to keep accurate records so that an analysis could be made to determine the feasibility of running the camp. With the data available, there was a 27 percent earning rate when each camper paid \$175. This rate was deemed sufficient to keep the camp running.

Figures computed after the first, second and third sessions indicated 55 percent of the campers paid full-price, 31 percent paid the reduced price and 14 percent paid adjusted fees. Expenses for the period were similar to the first session with the exception of the additional cost in salaries for the maintenance worker and an extra counselor during the third session, plus the maintenance supplies needed for repairs.

The March session operated on a break-even basis. This session was conducted for personal friends and former campers. The counselors were willing and interested in offering this final camp session. Profitability was not considered in the planning of this session.

The camp site was offered for rent to select groups in order to secure additional funds between camping

sessions. The camp site was rented for three weekends. With additional effort, the rental of the camp might have generated more revenue. Renting the camp site proved to be an excellent way of producing supplemental income.

Reviewing

The weakest aspect of the camp's total administration was finance. Inability to prepare an operating budget with short-term and long-term goals made assessment during operation more difficult. It indicated the importance of employing an accountant early in the planning of a business. All members of an administrative staff should have a clear understanding of expected return. Securing expert accounting advice may also eliminate errors. An experienced accountant would foresee future expenses, such as realistic advertising, maintenance and personnel expenses, which less experienced persons might underestimate or entirely overlook.

Accuracy in recording expenses was ignored or overlooked, since cash was taken from the bakery and used to pay camp bills. The desire to meet current liabilities sacrificed accounting principles and standards, thus, clouding the true profit level of both businesses.

Irrespective of difficulties with the mechanical aspects of finances, the camp was able to operate in the black at all times. It was, however, unable to generate sufficient funds to repay the original loans. (By 1980

these loans between my partner and her parents had been resolved.) The landlord of the camp waived the rental fee for usage of the camp site. This waiver also helped to keep the camp operating in the black. At the closing of Camp Pino Alto, monies left in the bank account were given to the landlord to pay back a portion of the waived rental fee.

Our enrollment fee was deemed expensive by some Guatemalans. However, the camp provided food, shelter, equipment and materials, plus 24-hour supervision. Some parents could not comprehend that comparing lower school tuitions with our fee was inappropriate since respective operating costs were different. Changing our fee (whether raising it or lowering it) seemed unwarranted. Our figures indicated if parents were unwilling to pay the enrollment fee as set, we could not operate the camp at a reasonable profit or break-even.

Program

Camping is a new concept to the Latin culture. It is unique with its co-ed setting, cabins, campfires, songfests and "roughing it" atmosphere. The only organization which offers a similar outdoor program in Guatemala is the Boy Scouts. It only serves boys. Boy Scout troops in Guatemala have been organized by Guatemalans and Americans.

During the three years I lived in Guatemala, there was no mention of a Girl Scout or Girl Guide troop.

There was a co-ed American church youth fellowship which held activities in the capital city. A Guatemalan church fellowship offered activities for boys. Private swimming clubs, and private special interest classes were available for youngsters. Our resident camp programming considered the youth programs already available and the limited camping experience of the children.

Planning

The main focus of our programming fostered the interpersonal and personal growth of the children through contact with a rural environment. Activities involved nature, sports and arts and crafts. English as a by-product of songs and encounters with English-speaking counselors was a selling point. Guatemalan parents want their children to be bilingual and seek programs that foster the learning of English.

Our camp program approximated a United States camping experience. It was hoped that this camp program would draw the attention of parents looking for innovative and new educational experiences for their children. It served as a springboard allowing children who might later attend stateside camps or boarding schools to adjust more readily to new environments.

In planning our camp program, age span, health care, food and length of session were considered. The camp was built to serve 48 children: 24 boys and 24 girls. These children ranged in age from 8 to 12 years. We felt a wide age span was necessary in order to secure full enrollment.

The most frequent questions asked by parents pertained to health care and the quality of the camp meals. Health precautions, such as establishing working relations with local doctors and preparing menus, were mandatory administrative tasks.

The number of days included in each session was reviewed. We needed two weeks in order to provide a well rounded camp program and give the camper time to adapt and enjoy the camp environment. Since most of our campers were children who had never been away from home before, the psychological impact of this fact had to be taken into account.

Regarding a camp theme, it was decided to emphasize nature and crafts in our programming. Many United States' camps use an American Indian theme for their programming. Due to cultural bias in Guatemala, it was considered inappropriate to use a Mayan Indian theme. However, we did want to encourage a deeper understanding of the contributions made by the Mayan people to the culture of Guatemala. Therefore, we asked a local village school teacher, of Mayan descent, to write a booklet explaining some of the

significant cultural contributions of the Mayan Indians. His final project was considered unsatisfactory but later he was employed as a counselor.

Organizing

To begin work on the nature program, a young American botanist, living in the camp vicinity, was asked to prepare notes regarding the local vegetation. Her efforts proved too technical for the elementary age of the prospective campers. Therefore, ideas were taken from various resource books written in English and adapted to the local vegetation.

Riflery (b-b guns) and archery were major attractions, as children are fascinated with these sports. These sports programs required special equipment. B-b guns and bows and arrows for the camp were purchased in the United States. Since my partner was a resident of Guatemala and her husband was a Guatemalan citizen, they were able to bring in these items after vacationing in the States. Any items not manufactured in Guatemala carry prohibitive price tags in local sport shops.

A water program was designed as the third attraction but dropped when construction of the pond proved unfeasible. Campers participated in group games whenever there was free time or by group decision for the change in planned activities.

Another programming idea involved the invitation of talented guests to the camp. These guests possessed special skills that our staff members lacked. Animal husbandry, weaving and dyeing with natural materials and clay sculpturing were some of the programs offered. These activities were highlights during each camp session.

Our arts and crafts program included many activities we remembered from our own personal camp experiences. We solicited ideas from friends and took other ideas from craft books and camp program handbooks (Appendix L). Again, the cost and the availability of materials in Guatemala had to be investigated.

After developing programs, attention was given to potential crises and their resolution. Care of laundry for the camp was given special thought. In Guatemala, laundry is done at home in tubs by laundry women or maids. The quantity of laundry coupled with the uncertainty of weather conditions for drying made washing camp laundry on site impractical. Laundry was to be collected from all campers mid-session and taken 80 km. into the capital city. Guatemala fortunately did have commercial laundry establishments where clothes could be left in the morning and picked up in the afternoon.

Regarding medical services, it was decided to contact local physicians. Medical personnel in towns like Tecpan were employed at the public health center. In an emergency children would be taken there. Cases needing

hospitalization would be driven 45 minutes away to Antigua. Antigua is a larger city with hospital facilities, both private and public. First aid was available from a Red Cross certified camp staff member.

Another support service, fundamental to the operation of a camp, was the food service. Hiring a Guatemalan cook meant that native foods were prepared. Our initial attempt at planning meals reflected our American background and did not take into account the space and cooking utensils available in the camp kitchen.

Directing

Once camp was in session the program developed and followed the groups interests and attention span. The first camp session included many ideas suggested by our staff members. Some of these craft activities became standard activities for each subsequent session. Batik, tie-dyeing, leather crafts and god's eyes, were camper favorites. The batik cloth covered their camp scrapbook and the tie-dyed cloth was sewn into knapsacks for their lunches when we hiked to the nearby Mayan ruins. Leather marble bags were popular with the boys, since this is a popular game in Guatemala (Appendix M).

Our first staff naturalist designed a flower press which was used throughout all the camp sessions. He also cut and sewed material for butterfly nets to be attached to poles. The children actively participated in the

preparation of these butterfly nets. The campers searched for just the right limbs to serve as poles. This camper participation created enthusiasm for other nature activities. Our naturalist also began an insect collection to which each group of campers added more insects.

The local village school teacher led folklore activities. His conversations during hikes to surrounding camp areas or to the Mayan ruins, Iximche, were natural introductions to the Indian culture and history. We felt that his presence on the staff was a concrete demonstration of harmonious relationships built on ability not ethnic origin.

Another Guatemalan counselor offered an activity reflecting the Guatemalan culture. At the end of each session, breaking the piñata became a standard activity. A few days before camp closed, the counselor and some children decided on the shape of the piñata to be created. These children spent time decorating it. The last day of camp the campers were blindfolded and took turns trying to break it. It was as exciting for those observing as for those participating.

Reviewing

• It was felt that the total camp program fostered interpersonal relationships, as well as, teaching responsibility. One mother thanked us later for the marvelous change that had taken place in her child. The daughter

now made her bed and kept her room tidy. Also, the daughter followed her parents requests without too much resistance. The mother felt the daughter's experience at Camp Pino Alto had taught her how to cooperate and listen to others. We assured the mother it was not just the result of her daughter's camp experience but we were happy to hear of the camper's new awareness and acceptance of her responsibilities at home.

Parents were pleased with their children's new English vocabulary and songs. One school administrator applauded our camp's informal method of teaching English. She felt it was a natural way for children to learn a second language.

The nature, sports and arts and crafts activities were improved each session through suggestions from staff members and campers. There were few complaints from campers regarding activities, although for both boys and girls the favorite activity was riflery.

Age span and length of stay seemed to have little bearing on the camper's participation or interest in the camp program. There were usually enough campers of a certain age so that they could be grouped together and activities modified. Only three campers complained of homesickness. Parents related later that these children sang camp songs with their siblings.

The special guests were a wonderful addition to daily camp life. A new personality always intrigued the campers. The guests enjoyed sharing their special talent and it

created excitement among the campers. These guests also provided relief in staffing. A counselor could be released for a day off when the special guests were presenting programs for the children.

Dealing with the camper's laundry was easily resolved. It was taken into Guatemala City by the city-camp liaison person on her one trip to the city for food, supplies and miscellaneous errands. The medical services were not used, as there were no injuries among the campers. Only one case of measles developed.

With additional experience and time, materials could be translated into Spanish so that activity booklets for each area (nature, sports and arts and crafts) might be developed. These would eliminate time consuming explanations by the administrator to counselors and they would establish continuity in camp programming.

Programming as an outgrowth of resource books, suggestions from friends, other counselor's and prospective parents ideas helped design a program that met the campers needs. Our program contributed to the growth and happiness of each camper and the camp staff was satisfied in the knowledge of a job well done.

Public Relations

Making parents in Guatemala aware of the unique camping opportunity available to their children at Camp Pino Alto was a prime administrative concern. Beautiful buildings, a relevant program and enthusiastic counselors would be nothing without children. Children themselves do not decide if they will go to camp. It is generally the parents' decision. Therefore, various means of approaching parents were examined. On the personal level, there were school parent meetings, small gatherings of friends in homes and camp open houses. Traditional advertising methods included the development of a brochure and newspaper ads and articles. We also printed parent information for prospective campers. Before the camp was in operation we had Camp Pino Alto shirts ordered and printed.

Planning

The development of our brochure was of great importance. This bilingual brochure was both educational, as well as informative. For many individuals, this was their first contact with a camping situation. Statements on all facets of camping were explained in detail. In order to assure ourselves of the best possible brochure and after my partner had written the basic content of the brochure, we sought the advice of a Panamanian journalist.

Before completing the final lay-out, photographs were taken and a camp logo designed. We contracted for both of these services. A small group of children was photographed at the camp site participating in mock camp activities. These pictures formed the picture story-line in our brochure (Appendix N). A second series of photographs showing only the buildings was taken. The second series was placed in a facilities portfolio to show prospective parents. Our camp logo was the work of a young American graphic artist residing temporarily in Guatemala.

Meetings with parents were another important aspect of public relations. Since individual contacts with Ladino families and their friends were so important, we decided to ask the cooperation of private schools and private clubs in order to meet with parents (Appendix O). Private schools in other Central American countries would be contacted also (Appendix P). The idea of an open house at the camp was discussed.

Ads and articles in newspapers were kept to a minimum. We did this because the landlord did not want "just anyone" to know about the location of the camp. Any public information was limited to a local English newspaper and a few English newspapers in El Salvador and Costa Rica before the first camp session. Publicity for the second, third, and fourth session included ads in a Guatemalan national newspaper.

Clothing with the camp logo for both campers and staff served as post-camp advertising. The T-shirts also were a memento of the camper's stay at Camp Pino Alto. This clothing was made in Guatemala and printed by a local printing company.

Organizing

An office in Guatemala City was necessary for the dissemination of information. Space was loaned to us by the father-in-law of my partner. He had a business office in zone 9, located near the Bus Terminal Market. Having a city office gave us access to a telephone number that could be printed in our brochure. There are no telephones in rural area homes, such as Finca Vista Bella. Additional office benefits included the loan of his secretaries to answer the telephone when we were not there, ready access to typewriters, copying machines and other office supplies.

Following the first camp session, the office was moved to my home. This meant interested parents could contact me at any hour. There was always someone present to answer the telephone and the locale, although on the fringes of the capital city, was in an upper class neighborhood.

Next on our list of public relations projects was the brochure. Although the developed pictures were ideal and the logo a catchy symbol, putting the text and graphics together to form a visually pleasing product was difficult.

Assisted by a journalist, an attractive and informative brochure was completed. Another difficulty came in translating our text into Spanish. Initial attempts, even by fluent English-speaking Guatemalans were stilted, verbatim translations from English. The poetic rhetoric of the Spanish language was finally developed with the help of a retired Guatemalan teacher. She offered her version of what we wanted to say. The opening paragraph introduced the new idea of resident camping in a way that quickly caught one's attention. The final copy in Spanish was as successful as the English counterpart.

A later change in public relations was the use of a single sheet flyer, instead of the text and photograph brochure. This method simulated a personal letter format which served as the initial introduction to the second, third and fourth camp sessions. It also invited the parents to attend our open house at the camp site (Appendix Q).

School mailing lists were thought to be one means of contacting potential camper's parents. Predominately European and American schools with holidays in June were contacted before the first camp session. Their parent directories were solicited. Each school had a unique response to our request.

The German School was very formal asking us to meet with the Headmaster. He felt the camp might be a good idea, yet he was skeptical of the camp's success. He did

allow us to contact "grade parents". The "grade parents" would then decide if a meeting of all parents for a particular grade level would be called together. After talking to the "grade parents" we were asked to leave the brochures with the secretaries to be distributed at school.

The response was quite different at the Mayan School (U.S. Embassy). Administrators at the Mayan School referred us to the Parent-Teacher Association. The PTA allowed us to speak at a group meeting. The attendance at the meeting was disappointing, so we obtained a copy of the parent directory. This directory served as our mailing list.

Before the second camp session, the German School was revisited and more literature distributed. At the Austrian School, the Headmaster actually permitted me to go to each classroom, give an explanation of the camp program and facilities, and hand out camp literature. These presentations were all given in Spanish. A young bilingual American camper from our first session also spoke to the children attending the Austrian School.

The American School of Guatemala did not cooperate. It was their policy not to give out mailing lists nor allow information not pertaining directly to school activities to be distributed. To contact this large and financially capable consumer audience, alternative means were necessary. The Alumni Association of the American School was contacted.

Parents whom I knew personally were called and they agreed to help share the information with their friends. Later, other parents of children enrolled in camp, expressed disappointment in the American School's policy. They wished they had been informed about the camp earlier and allowed to make their own decision. Many parents who did send their children to camp were certain that other parents might also have done likewise, if they had been informed.

Other public relations activities before the first camp session involved meeting with a private club. A sign-up sheet and information table were set up at a meeting of the American Society--women's division (Note--5). My partner and I were introduced as Camp Pino Alto's administrators at their luncheon. This was good exposure for the camp and allowed mothers to meet personally with us.

An open house was held at Camp Pino Alto for interested parents and children. Refreshments were served after short guided tours of the camp. These tours included a brief discussion of the various types of activities available. The open house helped many parents to make a favorable decision with regards to sending their children to Camp Pino Alto.

The following example, however, illustrates one negative response. A father asked specifically what we intended to do with the children. It was apparent he did

not mean activities as he had just been on a tour of our camp and had read our brochure. As I questioned him encouraging further clarification, he explained his skepticism regarding the enrollment of his daughter at Camp Pino Alto, which involved unfamiliar people and an extended period of time. It seems his daughter's classmates had attended a church retreat and had returned home brainwashed. Her classmates talked only about communism and expressed hatred toward their parents for the evils that they perpetuated in the country. Immediate resolution of the situation was impossible. Although no religious or political affiliations were advocated by the camp, the man's fears of the possible alienation of his child were too great. He decided to wait and see what others said after their children had attended a session.

This example indicates a skeptical attitude taken by some Guatemalan parents about new ventures, and in particular, our camp. For the most part, after an open house, parents agreed to send their children or were persuaded by their eager children.

Before the second camp session meetings in private homes, as well as another open house, were held. At the open house, former campers in their camp T-shirts led the tours and informally shared their experiences at Camp Pino Alto with parents and children. This advanced our purpose of introducing parents and children to Camp Pino Alto and some staff members. Some parents even enrolled

their children that day. Group meetings in private homes did not accomplish the same goal, although they did expose a different segment of parents to information about our camp than had been reached through the other public relations techniques.

Parents who enrolled children received a packet of printed material (Appendix R). Included in the packet was information which explained camp details. This was an important public relations technique because parents had in their possession material that could be referred to whenever they had a question about the camp. It also answered many questions overlooked during the open house or their individual contacts with the camp administrators.

Directing

Public relations was minimal at this point because the camp was in session. The distance of the camp (80 km.) outside the Guatemalan capital warranted few trips into the city. There were no telephones to facilitate communications between the camp and parents.

One important goodwill tool, appreciated by the parents, was a personal note from each counselor to the parents of their respective campers. This written communication was the only contact between parents and staff during the camper's stay. Personal contacts were made by the administrator, to return sick children home,

to reassure parents their homesick camper was fine, or to pick up additional blankets and forgotten items for campers.

A number of the activities at camp were designed to serve as public relation tools after the session was over. A notebook containing short daily entries and flat finished projects, such as, knot samples and paintings would later be shown to friends and relatives. Awards received at the closing campfire were included in the notebook along with fellow campers' and counselors' autographs (Appendix S).

Reviewing

It seemed that talking individually with parents in their homes generated trust in the camp staff. Also, these parents located other friends and interested them in the camp so that their children could attend together. There were a few instances where campers convinced friends to come to camp. In general, the adult endorsements among friends generated the most new enrollments.

Our picture brochure was the best means of advertising the camp, once personal contacts had been made with interested individuals. The flyer announcements saved mailing costs through reduced weight but did not have the visual impact of the brochure. Perhaps the most successful promotional work would have combined both formats.

Using school mailing lists or visiting classrooms did not achieve the same impact as parent endorsements. According to some parents, their children did not relate to them the information presented to the children during our classroom visits. Thus, future mailings and classroom visits would need revision or be discontinued.

The ads in local English newspapers in Guatemala and El Salvador created interest in the camp. In fact, one child from El Salvador attended the first camp session. The interest of these parents was such that if more monies had been available for travel to El Salvador, and long distance communication easier, future additional enrollments might have been possible. In one instance a former camper's parents were transferred to Honduras. The possibility of this child returning to camp and encouraging new friends indicated hope for an inter-Central American camp enrollment.

T-shirts and sweatshirts had been ordered from a factory. Due to limited enrollments an administrative decision was made to change the order to T-shirts only. These printed T-shirts became almost status symbols with the campers. One teacher, a former counselor, commented that one boy at school must have worn his Camp Pino Alto T-shirt for a week after attending camp. Parents remarked on the excellent quality of the T-shirt material and wanted to purchase additional shirts. The factory which manufactured our shirts would sell only in gross lots.

These large quantities and our small enrollments made ordering additional T-shirts questionable. Changing firms would mean lowering the quality and I would not accept this. Fortunately, the T-shirts on hand lasted throughout my stay.

CONCLUSION

Four managerial functions: planning, organizing, directing and reviewing were utilized in the assessment of Camp Pino Alto. After completing the assessment it was interesting to note how each camp component: facilities, personnel, finance, program and public relations, evolved following the managerial process. Analysis of Camp Pino Alto using the four managerial functions, creates a yardstick by which future attempts to establish resident camps in third world countries can be compared. The statements under each camp component heading record actions that happened in Guatemala. They are not recommended nor necessarily commonly accepted principles of quality camp operations.

Camp practices must rely on ordinary common sense. By using the managerial functions, as a structural tool rather than an assessment tool, a plan of carefully thought-out policies and procedures can be developed. These policies and procedures will then reflect acute common sense.

Certain qualifying conditions will exist for each new third world resident camp dependent upon climate and culture. The resident camp program outlined represents Camp Pino Alto as it existed from 1977 to 1980. Today current resident camp practices might reflect different circumstances.

Improvements as suggested under the side heading: reviewing, record ideas for that particular camp component at a specific time in the history of Camp Pino Alto. Compiled suggestions, after evaluation of the camp component, indicated strengths and concerns. Corrective action can be implemented once concerns have been determined. For any program it is wise to be aware of shortcomings so that they do not continue unnecessarily. In the case of Camp Pino Alto, the cycle of planning, organizing, directing and reviewing has been broken by my resignation so that all the recommended improvements can not be implemented.

Although neither my partner nor myself had managerial training, it is interesting to note how a business instinctively develops along the lines of the managerial process. Our efforts were sincere, if not technically sound. Creativity can be a desire to make something new or improve a situation. This was the impulse behind Camp Pino Alto. It was transmitted to staff, campers and their families and influenced their attitudes and behavior.

Creativity and feasibility may be prime factors in future development of resident camps in third world countries. Technical analysis alone may hinder attempts at providing youth worldwide with memorable, educational resident camp experiences. Leaders in leisure pursuits for children, particularly resident camping, must view

this report not as a fact finder, but an impetus to go forward and do better.

NOTES

1. The country is divided into 21 departments, each governed by a "political chief" who is appointed by the president and responsible to him. Each town within a department elects its own mayor.
2. Guatemala's rainy season begins in June and lasts through September. During this time it showers in the afternoon like clockwork, with sunny skies before and after.
3. The batten-board technique involves hammering wide boards to the frame of a structure. Then narrow strips of wood are fastened to one side of adjoining boards to cover the cracks.
4. A \$100 reduction in enrollment fee was bartered for the photographs taken for camp publicity.
5. The American Society is a private group which sponsors education and recreation activities for Americans residing in Guatemala. Membership is open to all nationalities.

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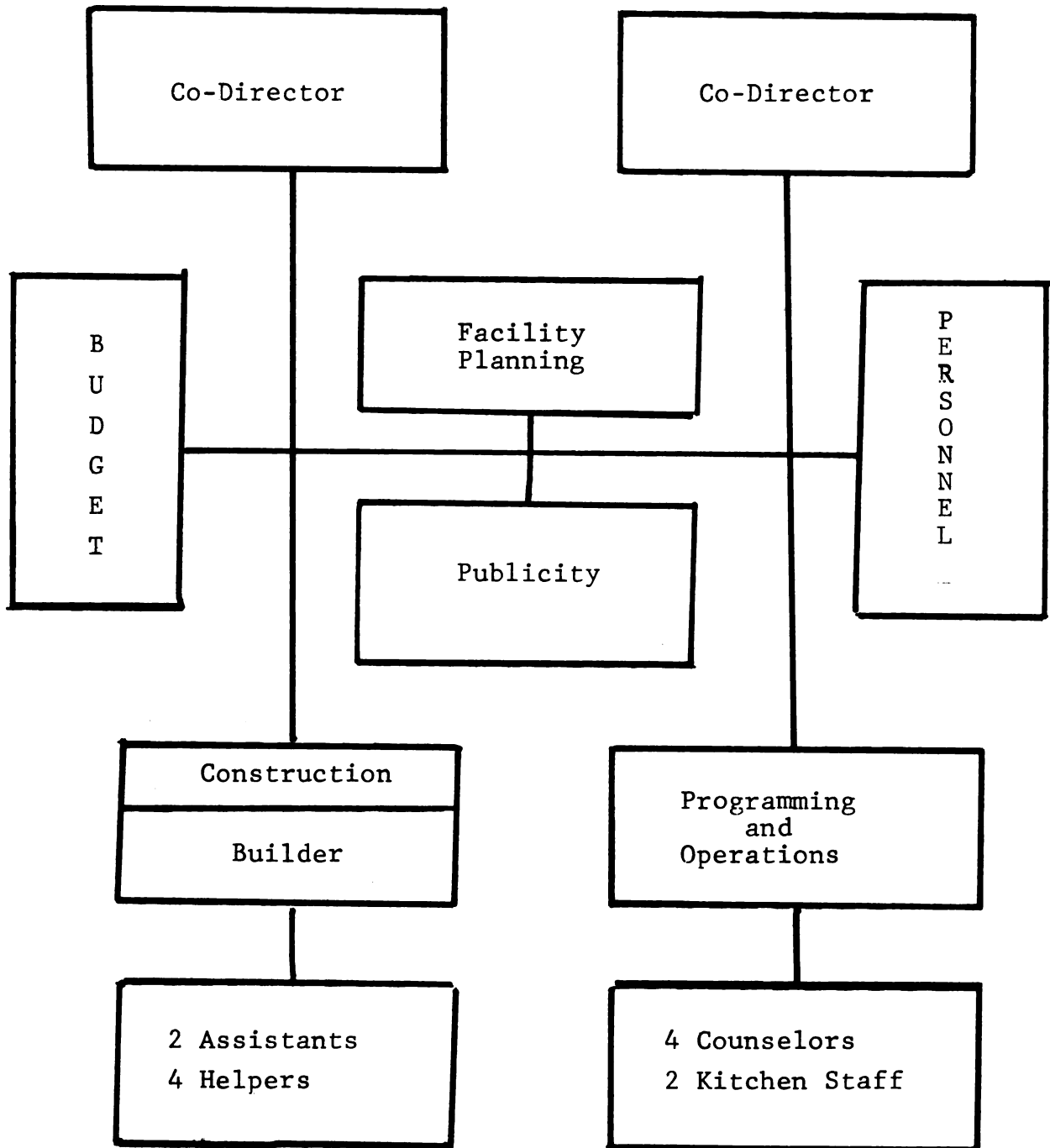
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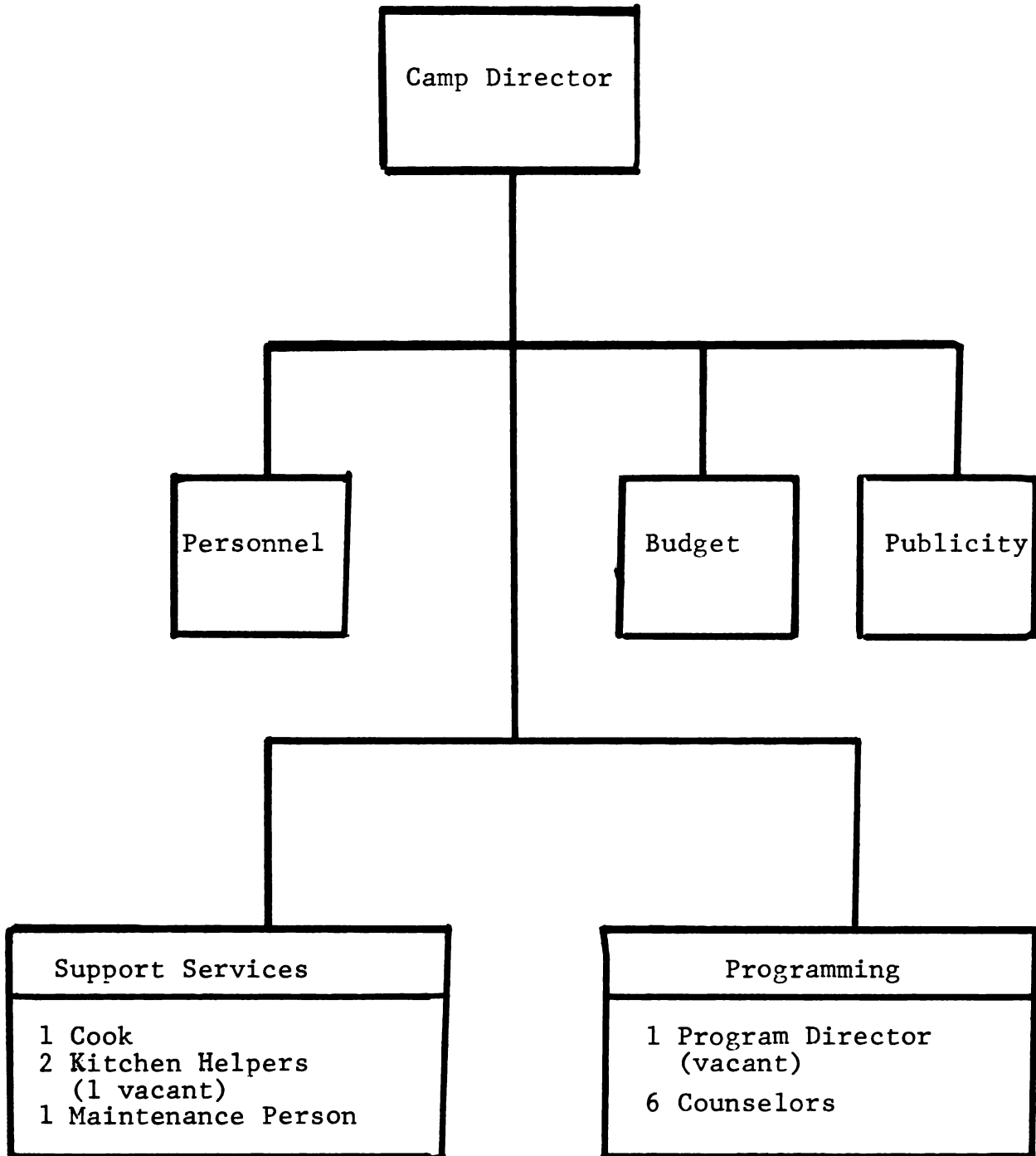
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APPENDICES

APPENDIX A

FUNCTIONAL CHART #1

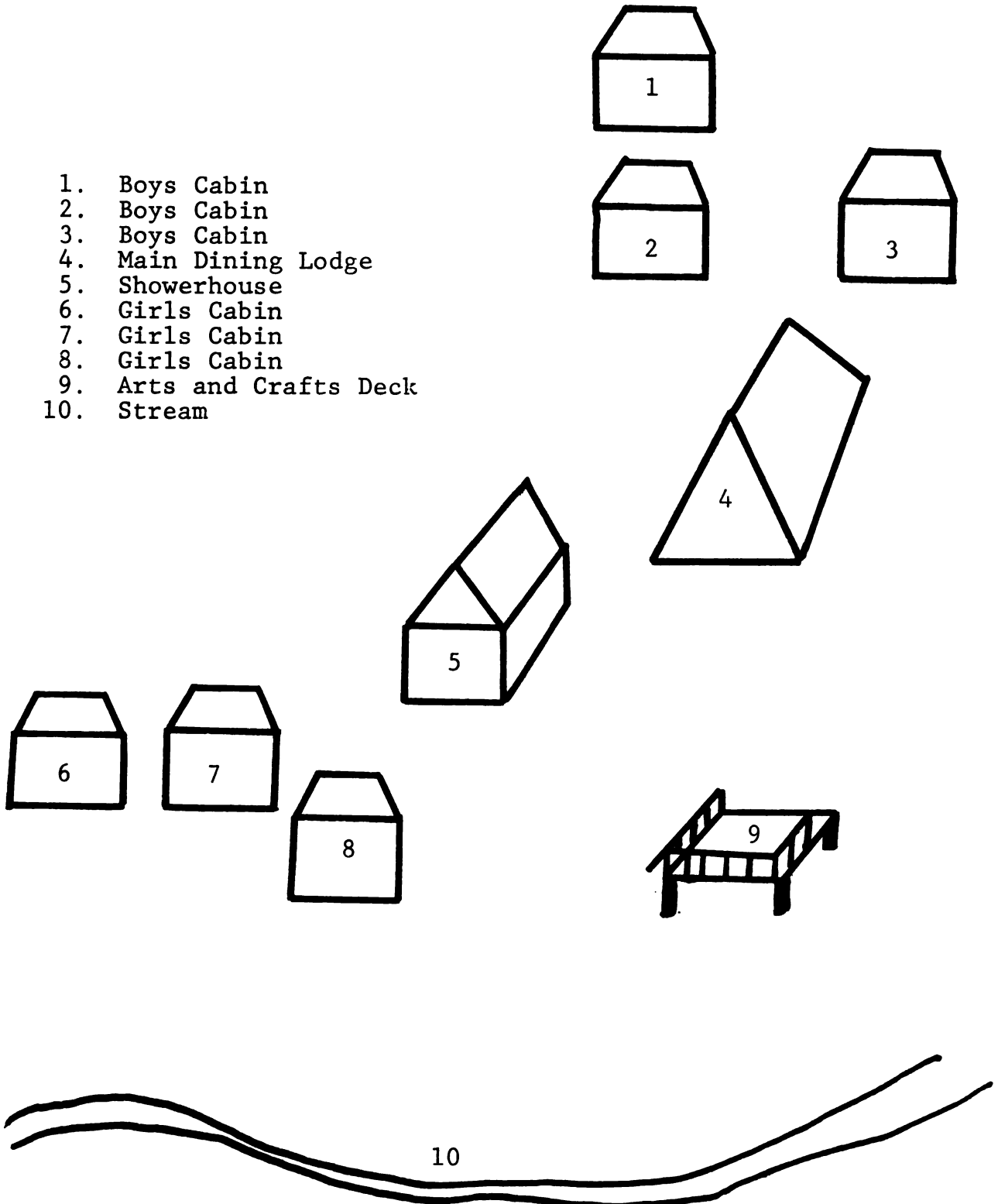
APPENDIX B

FUNCTIONAL CHART #2

APPENDIX C

DIAGRAM OF CAMP SITE

1. Boys Cabin
2. Boys Cabin
3. Boys Cabin
4. Main Dining Lodge
5. Showerhouse
6. Girls Cabin
7. Girls Cabin
8. Girls Cabin
9. Arts and Crafts Deck
10. Stream



APPENDIX D

PINO ALTO

Co-ed Camp for Children 8-12 Years of Age

Counselor Job Description

Setting: Pine Forest in the Highlands of Guatemala (Tecpan). We are one and a half hours north of Guatemala City on the Pan-American Highway--84 1/2 km.

Objectives: To increase awareness of the importance of ecology: living in harmony with nature; responsibility to self and others; learning about a world outside of their everyday existence.

Camp Session: June 18-August 10
Includes one week of orientation, plus one week of evaluation.

Child-Counselor Ratio: 8:1 counselor sleeps in cabin
12:1 teaching situation
Total: 48 children and six counselors

Responsibilities: Two evenings per week night patrol.
Leading group singing and campfire.
Knowledge in one or two of the following areas: riflery, archery, swimming, canoe safety, arts and crafts, gardening, folk dance, nature study, wood crafts/skills, sports, hiking, coaching, astronomy, lifesaving, first aid.

Pay: Three hundred (\$300) for the eight week period.

Those applying must make a self-evaluation and determine if they truly are interested in learning. This experience calls for individuals open to other cultures and languages. It is not necessary to be bi-lingual. A willingness to communicate and express themselves as best they can is the only requirement.

Contact: Kathryn Matheu
Finca Vista Bella
Tecpan, Guatemala C.A.

Gwendolyn L. Rowe
1828 Robindale
Dearborn, Michigan 48128
(313) 565-3119

APPENDIX E



PINO ALTO

Campamento de
Vacaciones

Finca Vista Bella, Tecpán

TO THE APPLICANT

Pino Alto is dedicated to the development of out-doors education in Guatemala. An awareness of the harmony that can exist between man and nature underlies the basic philosophy at Pino Alto. The dignity and worth of each individual is of prime importance. Therefore, sarcasm, ridicule, anger and impatience have no place in camp. Personnel must possess qualities, such as: honesty, kindness, patience, genuine concern for others, reverence for all living creatures, respect for their country and flag. If you believe you would like to help establish such an environment, then please complete this application.

There is no other occupation that offers the opportunity to develop your leadership and counseling abilities. A competent counselor can take pride in his contributions to the development of youth. Taking a position with Pino Alto is a commitment to the camp's basic philosophy and standards for conduct. Our goals can only be achieved if all are working in harmony.

Our acceptance of you implies complete faith that you will follow all rules and regulations. Because of our interest in health and harmony we do not hire individuals who smoke or use drugs.

Please be honest when completing the forms. Don't mark "NO" with the intentions of quitting later. Be true to yourself, to us and the campers. In addition, drinking has no place at camp.

Please send enclosed forms to your references and include stamped envelopes addressed directly to us. A personal interview with us or our representative is always required. For out-of-country applicants, we can sometimes arrange to have a representative interview you. Before the personal interview, we like to have all paper work completed and references in. **We would appreciate a snapshot of you.**

The salary is \$300.00 for 8 weeks. This includes room, board and laundry. The season begins

----- and the last session ends ----- Counselors are expected to attend a training session the week before the first session begins and an evaluation week at the finish. These are included in the eight weeks.

All positions require experience and definite qualifications. We prefer individuals with experience working with children. Two years college experience is preferable.

Every job is important in its contribution to the total success of the program and the happiness of each child. Every adult is hired because of the campers. This is a child's world where everyone is expected to contribute to the common good.

Abstract

Journal of Management Studies, 37(6), 809-827.

Journal of Management Education 36(7) 809–824



PINO ALTO

Campamento de
Vacaciones

Finca Vista Bella, Tecpán

AL SOLICITANTE

Pino Alto está dedicado al desarrollo, la educación de las actividades al aire libre en Guatemala. La filosofía básica de Pino Alto estriba en que estamos conscientes de la armonía que puede existir entre el hombre y la naturaleza. La dignidad y valores de cada individuo son de suma importancia. Por tanto, el sarcasmo, el ridículo, la ira y la impaciencia no son admitidos en el campamento. El personal deberá poseer cualidades tales como: honestidad, bondad, paciencia, y un genuino interés por los demás, tener estimación por todas las criaturas vivientes, respeto por su país y por su bandera. Si usted cree que le gustaría y estaría dispuesto a crear un ambiente como este, entonces le rogamos llenar esta solicitud.

No hay otra ocupación que ofrezca la oportunidad de desarrollar sus habilidades de liderazgo y de consejero. Un consejero competente podrá sentirse orgulloso de su contribución al desarrollo de la niñez. El ocupar un puesto en Pino Alto conlleva el compromiso a observar la filosofía básica del campamento y sus normas de conducta. Nuestras metas podrán ser alcanzadas únicamente a través de la armonía en el trabajo.

Nuestra aceptación de sus servicios, implica que tenemos fe en que usted observará todas las normas y reglamentos. Debido a nuestro interés en su salud, no contrataremos a personas que fumen o usen drogas.

Les rogamos total franqueza al llenar los formularios. Les rogamos no marcar un NO con intenciones de dejar de hacer tal o cual cosa después. Sea sincero consigo mismo, con nosotros y nuestros participantes. Además, cualquier tipo de bebidas alcohólicas no tienen cabida en el campamento.

Favor de enviar los formularios adjuntos a sus referencias e incluir sobres con sus respectivas estampillas y rotulados directamente a nosotros. Se requiere una entrevista personal ya sea con nosotros o nuestro representante. Para solicitantes fuera del país, podemos arreglar que alguno de nuestros representantes lo entreviste. Previo a la entrevista personal, quisiéramos tener en nuestro poder todo el papeleo y la información de las referencias debidamente completo. También agradeceríamos enviar una fotografía suya reciente.

El salario será de Q.300.00 por ocho semanas. Esto incluye alojamiento, comidas y lavandería.

La temporada se inicia y la última sesión termina

..... Se espera que los consejeros o instructores asistan a la sesión de entrenamiento una semana antes de que se inicie la primera sesión y a una sesión de evaluación al terminar la temporada. Estas están incluidas en las ocho semanas.

Todos los puestos requieren experiencia y cualidades definidas. Preferimos a personas que tengan experiencia en trabajar con niños. También preferimos a personas con por lo menos dos años de educación universitaria.

Todo trabajo es importante, ya que contribuye al éxito total del programa y al bienestar de cada uno de los niños. Este es un mundo de los niños donde se espera que todos contribuyan para el bienestar común.



PINO ALTO

Campamento de
Vacaciones

Finca Vista Bella, Tecpán

COUNSELOR APPLICATION

Position desired ----- Date of application -----

Name ----- Birthdate -----

Permanent Address -----
Street City State Zipcode

Phone -----
Include area code

School or Temporary address -----
Street City State Zipcode

Phone -----

EDUCATION: List colleges attended, year in college or degrees granted. If in college give major and minors and what you plan to do after college.

CAMP EXPERIENCE: List most recent employment first giving name of camp, address, director, your position and dates you worked.

With what age do you prefer to work at camp? -----

On a separate sheet, please write a brief biographical sketch. (No more than one complete page). Include specialized training in camping and experience or training in other fields which might have a bearing on this application.

List Honors you have had.

Clubs/Groups (social and professional)

Present Occupation

Smoke? Drink Socially? Hobbies:

Musical Instruments you play:

Sports in which you participate or have participated:

The following activities are taught at Pino Alto: Swimming (list certificates), crafts, nature crafts, sketching, nature (plant and bird identification), hiking, science, astronomy, riflery, archery, domestic animals, guitar, cooking, gardening, lashing, knots, fire building, drama, puppetry. List four in order of choice that you would like to teach. List training and experience in each. Please mention any of the following in which you would be interested, stating your experience: Sunday Vespers, Music, campfire and any other interest applicable to camp life.

1.

2.

3.

4.



PINO ALTO

Campamento de
Vacaciones

Finca Vista Bella, Tecpán

SOLICITUD PARA CONSEJEROS O INSTRUCTORES

Puesto solicitado Fecha de Solicitud

Nombre Fecha de nacimiento

Dirección permanente
Calle Zona Ciudad

Teléfono

Colegio o dirección temporal
Calle Zona Ciudad

Teléfono

¿Cuáles de las actividades ofrecidas en Pino Alto se siente Ud. capaz de enseñar?

¿Tiene Ud. capacidad en una actividad o área no incluida en las actividades del campamento?

¿Qué pasatiempos tiene Ud.?

¿Qué idiomas habla Ud.?

EDUCACION: Lista de Colegios o Centros Educativos, títulos obtenidos. En caso de estar cursando estudios superiores, proporcionar pormenores sobre sus planes al concluir los mismos.

EXPERIENCIA EN CAMPAMENTOS: Una lista de los empleos más recientes, proporcionando nombre del campamento, dirección, nombre del director, puesto desempeñado y las fechas en que trabajó en los mismos.

¿Con qué grupo de edades preferiría trabajar en el campamento?

En hoja separada, favor de proporcionar un breve resumen biográfico (no más de una hoja). Incluir cualquier tipo de entrenamiento especializado o experiencia en otros campos o actividades que puedan servir de complemento a esta solicitud).

Campamento de Vacaciones

To: _____

Title _____ **Date** _____

PINO ALTO

Campamento de
Vacaciones

Finca Vista Bella, Tecpán



A:

Dirección:
Número Calle Ciudad Zona

Asunto:
Nombre del Solicitante

La persona arriba mencionada ha solicitado un puesto en el Campamento Pino Alto. El solicitante nos ha proporcionado su nombre como referencia. Agradeceremos se sirva devolver este formulario a su más pronta conveniencia, para lo cual se adjunta un sobre debidamente rotulado y porteadado. La información proporcionada será tratada en forma confidencial.

¿Qué nos puede decir acerca de sus capacidades? ¿Hace cuánto tiempo que lo(a) conoce?
..... ¿Recomendaría Ud. a esta persona para que ocupara un
puesto directivo donde tuviera que responsabilizarse por su hijo?

En las siguientes categorías, favor de calificar al solicitante como: Excelente, Muy Bueno, Bueno, Regular o Malo.

APARIENCIA PERSONAL (pulcritud y arreglo personal)

SALUD FISICA (Postura, energía, resistencia, defectos o impedimentos)

SALUD EMOCIONAL (Adaptación, objetividad, madurez emocional, tolerancia, estabilidad, sentido común)

PERSONALIDAD (Aplomo, tacto, adaptabilidad, cultura, cooperación)

INTELIGENCIA (Agilidad o agudeza (mental), habilidad para aceptar responsabilidades)

CARACTER (Integridad, lealtad, sinceridad, confiabilidad, sentido de sociabilidad)

SENTIDO HUMORISTICO Y JOVIALIDAD

DOTES DE MANDO (Objetividad, paciencia, comprensión, cualidades ejecutivas o de supervisión)

INTERES PROFESIONAL EN CAMPAMENTOS (Capacidades que aseguren un buen desarrollo en actividades de campamento)

Agradeceremos cualquier información adicional que pueda proporcionarnos, ya sea al dorso de este formulario o bien por separado.

Firma

Cargo Fecha

APPENDIX F



PINO ALTO

Campamento de
Vacaciones

Finca Vista Bella, Tecpán

THE MANAGEMENT - EMPLOYEE'S AGREEMENT

- I. The Camp Administration offers employment to _____ in the capacity of _____ for the summer season of _____, _____ to _____, inclusive, with remuneration of _____ according to employee's status.
- II. The Camp Administration will furnish living accommodations, food and laundry as necessary.
- III. The Camp Administration agrees to make all assignments consistent with reason and judgment. Children's Camp Sessions run a 12 day period. Counselors are off at 12 noon on Friday until 10 a.m. Sunday between the sessions. There is also a day-off during each session.
- IV. It is understood that counselors sleep in the cabins with eight campers. Counselors will set a good example by getting the minimum of eight hours sleep each night.

THE COUNSELOR AGREES:

- I. To supervise a tent of at least eight campers and to perform his duties as a counselor with all the kindness, energy and enthusiasm of which he is capable.
- II. To conduct herself or himself as a lady or gentleman and to maintain a neat, clean appearance at all times and to be an example to the campers in the prompt and cheerful observance of camp routine.
- III. To keep the campers under his care — clean and neat as to clothing and body.
- IV. To maintain highest possible standards of table manners and decorum at his table at all times.
- V. To furnish his own bedding, transportation and personal equipment suitable for the duties assigned.
- VI. Not to leave camp except on official "time off" without notifying the administration.
- VII. To maintain CAMP LOYALTY and to be a CAMP BOOSTER among the campers and parents, and to act in the best interest of the camp at all times.
- VIII. To remember the WHOLE IS ONLY AS GOOD AS THE INDIVIDUAL PARTS. Do your best as a part of this camp experience.
- IX. To have a physical examination before departure to camp and it is suggested a chest X-ray be taken within six months prior to camp. This is important and the camp will furnish the forms.

IT IS MUTUALLY UNDERSTOOD AND AGREED THAT:

1. In cases of any breaches by the employee of the accepted moral code this contract automatically becomes void. All obligation hereunder on the part of the camp is canceled.
2. In cases of negligence of duty or breaches of this agreement by the employee, this contract may be terminated by the camp without notice. If terminated, the pay period shall not extend beyond the day of discontinuance of service.
3. In case of illness or injury where employee is unable to continue to perform his or her duties, this contract may be terminated by the camp without notice.

THIS CONTRACT BECOMES VOID IF NOT SIGNED AND RETURNED WITHIN 20 DAYS AFTER THE DATE WRITTEN.

I have read and agree to perform duties and to abide by all rules and regulations of the camp as now promulgated or as adopted in the future.

Signature: -----
Employer

Signature: -----
Employee

Social Security Number -----

Permanent address: -----
Street City State Zipcode

Phone Number: -----
Include area code

(Two copies are submitted; retain one copy and return the other).



PINO ALTO

Campamento de
Vacaciones

Finca Vista Bella, Tecpán

THE MANAGEMENT - EMPLOYEE'S AGREEMENT

- I. The Camp Administration offers employment to _____ in the capacity of _____ for the summer season of _____, _____ to _____, inclusive, with remuneration of _____ according to employee's status.
- II. The Camp Administration will furnish living accommodations, food and laundry as necessary.
- III. The Camp Administration agrees to make all assignments consistent with reason and judgment. Children's Camp Sessions run a 12 day period. Counselors are off at 12 noon on Friday until 10 a.m. Sunday between the sessions. There is also a day-off during each session.
- IV. It is understood that counselors sleep in the cabins with eight campers. Counselors will set a good example by getting the minimum of eight hours sleep each night.

THE COUNSELOR AGREES:

- I. To supervise a tent of at least eight campers and to perform his duties as a counselor with all the kindness, energy and enthusiasm of which he is capable.
- II. To conduct herself or himself as a lady or gentleman and to maintain a neat, clean appearance at all times and to be an example to the campers in the prompt and cheerful observance of camp routine.
- III. To keep the campers under his care — clean and neat as to clothing and body.
- IV. To maintain highest possible standards of table manners and decorum at his table at all times.
- V. To furnish his own bedding, transportation and personal equipment suitable for the duties assigned.
- VI. Not to leave camp except on official "time off" without notifying the administration.
- VII. To maintain CAMP LOYALTY and to be a CAMP BOOSTER among the campers and parents, and to act in the best interest of the camp at all times.
- VIII. To remember the WHOLE IS ONLY AS GOOD AS THE INDIVIDUAL PARTS. Do your best as a part of this camp experience.
- IX. To have a physical examination before departure to camp and it is suggested a chest X-ray be taken within six months prior to camp. This is important and the camp will furnish the forms.

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IT IS MUTUALLY UNDERSTOOD AND AGREED THAT:

1. In cases of any breaches by the employee of the accepted moral code this contract automatically becomes void. All obligation hereunder on the part of the camp is canceled.
2. In cases of negligence of duty or breaches of this agreement by the employee, this contract may be terminated by the camp without notice. If terminated, the pay period shall not extend beyond the day of discontinuance of service.
3. In case of illness or injury where employee is unable to continue to perform his or her duties, this contract may be terminated by the camp without notice.

THIS CONTRACT BECOMES VOID IF NOT SIGNED AND RETURNED WITHIN 20 DAYS AFTER THE DATE WRITTEN.

I have read and agree to perform duties and to abide by all rules and regulations of the camp as now promulgated or as adopted in the future.

Signature: -----
Employer

Signature: -----
Employee

Social Security Number -----

Permanent address: -----
Street City State Zipcode

Phone Number: -----
Include area code

(Two copies are submitted; retain one copy and return the other).

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APPENDIX G



PINO ALTO

Campamento de
Vacaciones

Finca Vista Bella, Tecpán

STAFF HANDBOOK – PINO ALTO

(Please Read Carefully and Keep in Notebook)

Rules and Regulations: Order and harmony can be created by guidelines. Therefore, we ask you to read and follow the rules and regulations outlined. The lives of many persons are affected by the manner in which these guidelines are carried out. High standards can not be compromised especially when young children are involved. Your cooperation is expected at all times. If you feel in disagreement about any of the following, please speak with us **now**.

THOUGHTS TO PONDER

"To every thing there is a season, and a time to every purpose under the heaven".

"Give a man fish and he eats for a day. Teach a man to fish and he never goes hungry".

"Skola (Greek for school) means «place of leisure». Help create a free and stimulating environment, where children discover their personal interests".

"Children learn more from what they see than what they hear. Set a good example".

"Love your neighbor as yourself".

Transportation: Counselors who drive may bring their cars to camp. The cars will be left above camp in the parking area. It is a poor policy to loan your car to others.

Camp Vehicles: Are only driven by authorized personnel. Camp vehicles can not be loaned. All vehicles have schedules.

Awards: Please make sure your campers receive awards due them! (Read awards explanation in your notebook).

Final Reports: Counselors are expected to write a report on each child in their cabin. These reports are sent to the parents after each session. (See explanation of final reports in your notebook).

Communications with Parents: Due Tuesday by Taps. Each counselor is to write a postcard to the parents of each camper in their cabin. The postcards are to be personal, & original. These are to be OK'ed by the director and redone if not accepted.

Curfew: Camp life is ragged. Reveille is 7:00. Curfew is 11:30. All should be in bed and the camp quiet. Please use good judgment and get additional sleep if you find yourself tired, not feeling well, irritable, etc. The gate entrance will be locked at dusk. If you are coming in at a later hour from your official time off, please get a key to the lock.

Evaluations: The Camp Director will hold an evaluation conference with each staff member. A record of the evaluation will be kept on file in the Office. A good evaluation can prove helpful for college applications or future job references. Top quality staff members are always welcomed back. (See notebook for job description and expectations).

Campers: Please watch your campers closely. Note if there is any change in their behavior which might be an indication of a health or physical problem. Tell the director immediately. Make sure any tired campers get extra rest or sleep if needed.

Cleanliness of Campers: It is your responsibility to see that your campers are healthy. See that they change their clothes regularly, brush their teeth and shower, etc. This applies to all campers 8-12. ON CLOSING DAY YOU AND YOUR CAMPERS ARE TO WEAR YOUR PINO ALTO T-SHIRTS AND A COMPLETE SET OF CLEAN CLOTHES.

Smoking: No smoking or use of narcotics at any time. ALCOHOLIC BEVERAGES are not permitted in camp, cars, or any area where campers are located. Violation of these rules will mean dismissal.

Laundry: Laundry is done once a week; there is no ironing. A laundry schedule will be given you. Please use this service or do your laundry on your off days.

Pino Alto T-Shirts and Sweatshirts: Please plan to buy two T-shirts and a Sweat shirt. A Pino Alto shirt must be worn on Opening Day, Closing Day and Sundays. DO NOT wear a jacket over a sweatshirt when sweatshirt or T-shirt are required for uniform. Do not cut off sleeves off a Pino Alto sweatshirt.

Supplies: There will be one shopping day. Turn your requests into the director. This request will then be approved. Plan your program and need for supplies ahead. Do not ask to have someone «running around» at the last minute.

Grooming: Please note the condition of your clothes and shoes. **HAIR:** Women staff with hair shoulder length or longer during the day should wear a pony tail, braids or have it styled away from the face. Dinner and evening activities hair may be worn long. Men staff: Please keep your hair neat and well groomed: long hair (which touches the collar), bushy hair or hair worn near the face below the bottom of the ear is not acceptable. If sideburns are worn, they should be trimmed, neat and not below the lobe of the ear. Smooth face is preferred.

Snacks: Snacks are put out in the dining hall for after taps enjoyment. Head counselors make sure snacks are put out in the evening in camp dining hall. **Unauthorized Staff are not permitted in the Camp Kitchen.** Do not eat or drink in front of campers. No food is allowed in the cabins. Gum chewing is not permitted on Camp grounds. Confine this to after taps in the lodge.

Time Off: Each staff member has 48 hours off after each two-week session. Time off in case of emergency or any special requests may only be granted by the Directors. Anyone who is not available when expected to be on duty, may be asked to resign from the staff. As each person knows, a contract was signed stating that this job is 24 hour duty. On organized days, cabin counselors teach activity periods, have one free period, and one professional hour.

Payment of Salary: Staff member will be paid after each two-week session. No cash is left on hand at the camp. Counselors should not keep cash in their cabins. All money should be kept on you personally or left with the directors.

Professional Hour: This is to be used to write cards or letters home or work on your activities. You may be asked to spend this in the boys or girls areas. **This is not a free hour-take advantage**

age of this time for required work. This is a good time, too, to visit with campers or to watch your cabin campers in activities.

Furniture Around Camp: Do not sit on tables, arms of chairs, or on any furniture not intended for sitting. This is common sense and the only way a large group can live together, not ruin furniture and observe health habits especially on tables where food is served. Please enforce this. **Please do not put your feet on top of furniture, chairs, etc.**

Patrol: Cabin counselors must not leave tents after Taps unless assured campers are quiet. Each staff person has patrol duty. See the schedule on the Bulletin Board. **EVENING PATROL DUTY** see your notebook.

Mail: Counselors pick up your campers mail on your way to rest period. It will be in your box. Please read mail in the privacy of your cabin - not on Camp Grounds. Think of the campers who does not receive mail that day. If you have mail to send out, put it in the directors' box.

Mail to Parents: Campers are required to write once during the two-week session to their parents. Please help campers and make sure letters are addressed correctly.

Camp Activities: All camp personnel is expected when in camp to attend Sunday services, Camp fires and all General Camp Activities.

Messages to Kit and Gwen: Leave messages for us in our boxes. These boxes are for staff and campers who would like to see us for any reason. We will look you up. Please do not hesitate, no matter how small a reason. We are anxious to listen to anything anyone may have to say.

Telephone: There are no telephone services at the camp. Special arrangements will have to be made if you have an emergency phone call to make. A message may be left by parents for you at the city office, it will be relayed to the farm by radio and then brought to you.

Personal Visitors: Are not allowed on camp grounds. Messages may be left with the guard at the gate only. **IT IS IMPORTANT THAT WE KNOW EACH AND EVERY PERSON IS WHO COMES INTO CAMP.** Therefore, we cannot allow visitors.

1. Transistor radios, are **not allowed** in camp. Please enforce this rule with your campers, too. Encourage them to listen to the sounds around us; the sounds of the woods, etc. This is something they can not have at home — give it to them here.

2. Money should not be kept in the cabins by campers or staff. It may be deposited with the directors and returned the last day of the session. Valuables should not be kept in the cabins. Camp cannot be responsible for cameras, guitars, watches, etc.

3. Food of any kind should not be kept in tents. You must enforce this. This brings insects, rodents, etc.

4. Cabin Counselors, remember that you live in these cabins, too. It is your responsibility to share the work, just as it is your campers'. Keep your cabins clean and orderly.

5. We believe in co-educational camps. However, there are certain responsibilities. Please watch your conduct around the opposite sex — no horseplay during duty hours. Hands off is a good rule. Men counselors should realize that older girls may get crushes on you. This is normal — but you must be mature and handle this wisely. Make sure you do not encourage this by your actions.

6. Remember little courtesies — the use of PLEASE and THANK-YOU. Avoid slang expressions; use YES instead of YEA. Sarcasm is out. Try to address people by name. Remember to stand in the presence of a woman or guest. This is important in the dining room. Friendliness and sincerity are important. Speak and smile and offer to be of service to any guest in camp. This is your home for the summer — you are host and hostess. We are here to help you in every possible way. We want this to be a wonderful and growing experience for you as well as our campers. It means dedication and service to others — but isn't this what makes life worthwhile?
7. Counselors should **never** use physical punishment to discipline campers. Serious discipline problems should always be discussed with the Directors. **NEVER HESITATE TO BRING YOUR DISCIPLINE PROBLEMS TO THE CAMP ADMINISTRATORS.**
8. **FOUL LANGUAGE IS NOT USED BY ANYONE IN CAMP.**
9. Campers should never be left unsupervised. A counselor should know the whereabouts of every camper in his group at all times.
10. When conducting an activity, place your interest on campers. Do not make a habit of visiting with the other staff.



PINO ALTO

Campamento de
Vacaciones

Finca Vista Bella, Tecpán

MANUAL DEL PERSONAL — PINO ALTO

(favor de leer cuidadosamente y mantenerlo en su cuaderno de notas)

Normas y Reglamentos: El orden y la armonía se logran a través de lineamientos. Por lo tanto, les rogamos leer cuidadosamente y seguir las normas y reglamentos aquí delineados. Las vidas de muchas personas serían afectadas por la forma en que estos reglamentos sean observados. Altos valores no pueden quedar comprometidos especialmente cuando están involucrados niños pequeños. Contamos con la colaboración de ustedes en todo momento. Cualquier discrepancia o desacuerdo que puedan tener en cuanto al contenido del presente documento, les rogamos hacérselo saber ahora.

PENSAMIENTOS PARA REFLEXIONAR

«Para cada cosa hay una estación, y un tiempo para cada propósito bajo el cielo».

«Dale al hombre pescado y lo comerá por un día. Enséñale a pescar y nunca tendrá hambre».

«Skola (escuela en griego) quiere decir «lugar de esparcimiento» — contribuye a crear un ambiente estimulante, donde los niños descubran sus intereses personales».

«Los niños aprenden más por lo que ellos ven que por aquello que escuchan. Da el buen ejemplo».

«Ama a tu prójimo como a ti mismo».

Transporte: Los consejeros o instructores que manejen podrán traer sus automóviles al campamento y estacionarlos en el área de aparcamiento. Será una mala política prestarle su automóvil a otras personas.

Vehículos del Campamento: Serán conducidos únicamente por el personal autorizado. Los vehículos del Campamento no podrán prestarse. Todos los vehículos estarán sujetos a determinados programas.

Premios: Asegúrense de que los participantes reciban los premios que merecen. (Favor de leer las explicaciones relacionadas con premios en su cuaderno de notas).

Informes Finales: Los consejeros o instructores tendrán que escribir un informe sobre cada uno de los niños asignados a su cabaña. Estos informes serán enviados a los padres al finalizar cada temporada. (Ver explicaciones relacionadas a reportes finales en su cuaderno de notas).

Comunicación con los Padres: Deben estar listas los martes antes del toque de silencio. Cada consejero o instructor deberá escribir una postal a los padres de cada uno de los niños en su cabaña. Las postales deben ser personales y originales. Estas pasarán el visto bueno del director y vueltas a redactar si no se consideran aceptables.

Toque de Queda: La vida en el Campamento es bastante agitada. El toque de Diana es a las 7:00 y el toque de silencio a las 8:30. Todos deberán estar en cama para entonces, y el campamento permanecerá en silencio. Pongan en práctica su buen sentido común y duerman un poco más si lo juzgan conveniente en caso de estar cansados o de que no se sintieran bien, irritados, etc. La entrada principal se cerrará con llave al anochecer. Si llegara tarde de regreso después de su tiempo libre oficial, se le ruega obtener una llave del candado.

Evaluaciones: El Director del Campamento tendrá una conferencia de evaluación con cada uno de los miembros del personal. Un registro sobre evaluación se llevará en los archivos de la Oficina. Una buena evaluación podrá influir favorablemente en futuras solicitudes para ingreso a la universidad o para referencias de trabajo. Los miembros del personal que hayan demostrado una actuación óptima serán siempre bienvenidos para colaborar con nosotros nuevamente. (Ver el cuaderno de notas la sección dedicada a descripciones de trabajo y expectativas).

Participantes: Se les ruega observar cuidadosamente a los participantes, para poder detectar cualquier cambio en su comportamiento que pueda indicar cualquier problema de salud o físico. Notificar inmediatamente al director. Asegúrense de que cualquier participante que de muestras de fatiga o cansancio tenga un período de descanso extra o de sueño, como sea necesario.

Limpieza de los participantes: Es su responsabilidad el de que los participantes a su cargo estén saludables. Ver que se cambien de ropa regularmente, se cepillen los dientes y se bañen, etc. Esto aplica a los participantes del grupo de edad entre 8-12 años. EN EL DIA DE LA CLAUSURA UD. Y LOS PARTICIPANTES A SU CARGO DEBERAN USAR SUS PLAYERAS DE PINO ALTO Y UN JUEGO COMPLETO DE ROPA LIMPIA.

Fumar: No está permitido fumar ni el uso de narcóticos en ningún momento. LAS BEBIDAS ALCOHOLICAS están prohibidas en el campamento, carros o en cualquier área donde estén ubicados los participantes. La violación de estas reglas dará motivo a expulsión.

Lavandería: La lavandería se llevará a cabo una vez por semana; no hay servicio de aplanchado. Se les entregará un itinerario de lavandería. Favor de utilizar este servicio o de encargarse de su lavandería en los días libres.

Playeras y Sudaderos de Pino Alto: Se les ruega comprar dos Playeras y un Sudadero. Deberá usarse una camisa de Pino Alto en el día de Inauguración, día de Clausura y los Domingos. NO USAR saco sobre el sudadero cuando se requiere el uso de sudadero y playera como uniforme. No se deberán cortar las mangas de los sudaderos de Pino Alto.

Provisiones: Habrá un día destinado a compras. Entregar sus solicitudes al director. Esta solicitud será entonces aprobada. Planeen su programa y necesidades por anticipado. No soliciten ayuda de otras personas en el último momento.

Pulcritud: Presten atención al cuidado de su ropa y zapatos. **CABELLOS:** El personal femenino que tenga cabello largo a la altura de los hombros o más, deberá durante el día recogerlo en cola, trenzas o en cualquier otra forma que deje el rostro despejado. Durante la cena y otras actividades en la noche podrá usarse el pelo suelto. El personal masculino: Favor de mantener el cabello bien peinado: cabello largo que llega hasta el cuello, cabellos enmarañados, etc., no será aceptable. Si usan patillas largas, se les ruega recortarlas y mantener una apariencia nítida y arreglada. Se prefiere el rostro bien afeitado.

Refrigerio: Será servido en el comedor para esparcimiento después del toque de queda. Los consejeros o instructores principales se asegurarán de que el refrigerio sea servido en el comedor del campamento en las noches. Al personal no autorizado no le será permitido el acceso a la Cocina del Campamento. Se les ruega no comer o beber nada delante de los participantes. No es permitido mantener ninguna clase de comida en las cabañas. No está permitido masticar chicle en el área del campamento. En todo caso podrán hacerlo en la cabaña principal después del toque de queda.

Tiempo libre: Cada miembro del personal tendrá 48 horas libres después de cada sesión de dos semanas. Tiempo libre en casos de emergencia o cualquier solicitud especial deberá ser autorizada por los Directores. Cualquier persona que no se encuentre disponible cuando sea su turno de estar trabajando, quedará sujeta a que se le solicite presentar su renuncia. Cada una de las personas sabe que firmó un contrato en el que está estipulado que este trabajo implica que deben estar disponibles durante las 24 horas. En días organizados, los consejeros o instructores darán clases durante los períodos de actividades, tendrán también un período de descanso y una hora profesional.

Pagos de salario: Los miembros del personal recibirán sus pagos al finalizar cada sesión de dos semanas. No habrá dinero efectivo disponible en el campamento. Los Consejeros o Instructores no deberán mantener dinero en efectivo en las cabañas. Todo el dinero lo deben llevar personalmente o bien debe ser depositado con los directores.

Hora Profesional: Se usará para escribir tarjetas o cartas para enviar a casa o para trabajar en sus actividades. Se les solicitará pasar este tiempo, ya sea en el área de los niños o de las niñas. Este no es un período libre, aprovéchelo para el trabajo requerido. Es una hora en que estaría bien también, visitar a los niños o bien observar las actividades de los niños a su cargo y participar en sus actividades.

Muebles del Campamento: Se les ruega no sentarse sobre las mesas, descansos de las sillas, o cualquier otro mueble que no esté diseñado para sentarse en él. Es cuestión de sentido común y la única forma en que un grupo grande puede convivir, es no arruinando los muebles y observando hábitos saludables especialmente cuando se trata de las mesas donde se sirven los alimentos. Favor hacer énfasis en esto. No poner los pies encima de los muebles, sillas, etc.

Patrullaje: Los consejeros de las cabañas no deben abandonar las cabañas después del toque de queda a menos que estén seguros de que los niños ya estén tranquilos y callados. Cada una de las personas del personal tienen turno de patrullaje. Favor de referirse al itinerario que aparece en el Tablero. Para TURNOS DE PATRULLAJE NOCTURNO sírvanse buscarlo en su cuaderno de notas.

Correo: Los consejeros deberán recoger todo el correo del grupo de participantes a su cargo en camino a su período de descanso. Se les ruega leer el correo en la privacidad de su cabaña — no en el área del campamento. Piensen en aquellos niños que no recibieron nada en el correo ese día. Si tienen correo para despachar, se les ruega entregarlo en el buzón del director.

Correo a los Padres: A los niños se les exige escribir a sus padres al menos una vez durante una sesión de dos semanas. Se les ruega ayudarles y ver que los sobres lleven la dirección correcta.

Actividades del Campamento: Se espera que todo el personal, cuando se encuentre en el campamento asista a los servicios del Domingo, las Fogatas y otras actividades generales del campamento.

Mensajes a Kit y Gwen: Favor dejar los mensajes dirigidos a nosotras en nuestros buzones. Estos buzones están a disposición de los niños o miembros del personal que deseen hablar con nosotras por cualquier razón. Los buscaremos. Les rogamos hacerlo no importante cuan trivial sea el motivo. Estamos ansiosas de escuchar todo lo que quieran decirnos.

Teléfono: No contamos con servicio telefónico en el campamento. Se han hecho arreglos especiales, para que en caso de emergencias se puedan hacer llamadas. El mensaje podrá ser dejado por los padres de Uds. en la oficina de la capital, y por radio será retransmitido el mensaje a la finca y les será entregado.

Visitas Personales: No están permitidas en el área del campamento. Pueden dejarles mensajes con el guardián que se encuentra a la entrada. ES DE SUMA IMPORTANCIA QUE CONOZCAMOS Y SEPAMOS QUIEN ES CADA UNA DE LAS PERSONAS QUE ENTRA AL CAMPAMENTO. Por lo tanto, no podemos permitir visitas.

1. Radios de transistores no están permitidos en el campamento. Se les ruega hacer énfasis en este punto con los participantes a su cargo también. Enséñenlos a captar los sonidos que nos rodean; los sonidos provenientes del bosque, etc. Esto es algo que no tendrán en casa — y que pueden disfrutar aquí.
2. No se debe mantener dinero en efectivo en las cabañas — esto aplica tanto a participantes como a los miembros del personal. Podrá ser depositado con los directores y devuelto el último día de la sesión. Objetos de valor tampoco deberán guardarse en las cabañas. El campamento no se responsabiliza por cámaras, guitarras, relojes, etc.
3. Ninguna clase de comida deberá guardarse en las cabañas. Debe hacerse un énfasis especial en cuanto a esto. Esto acarrea molestias por insectos o roedores, etc.
4. A los consejeros o instructores se les recuerda que ustedes viven en estas cabañas también. Por lo tanto será responsabilidad de ustedes compartir el trabajo y las tareas, en la misma forma que lo harán los participantes a su cargo. Mantengan las cabañas limpias y ordenadas.
5. Creemos en campamentos mixtos. Sin embargo, hay ciertas responsabilidades. Favor de observar su conducta con personas del sexo opuesto — nada de bromas durante las jornadas de trabajo. Una actitud de no intervenir o de mantenerse al margen será la más adecuada. Los consejeros de sexo masculino deben de considerar que las niñas mayores podrán sentirse atraídas hacia ustedes. Esto es normal — pero ustedes deberán contar con la madurez necesaria para manejar estas situaciones con buen criterio. Asegúrense de no alentar estas situaciones a través de sus actitudes.
6. Recuerden las pequeñas cortesías — empleen los términos de POR FAVOR y MUCHAS GRACIAS. Se les ruega no usar modismo o expresiones vulgares, empleen NO en lugar de NEL. Nada de sarcasmos. Traten de dirigirse a las personas por su nombre. Recuerden ponerse de pie en la presencia de una dama o de un visitante. Esto es particularmente importante en el comedor. La amistad y sinceridad son importantes. Hablen y sonrían y sean amables, ofrezcan su ayuda a cualquier visitante que llegue al campamento. Esta es su casa durante el verano — ustedes son los anfitriones. Nosotros estamos para ayudarlos en todas las formas posibles. Queremos que esta sea una maravillosa y creciente experiencia, tanto para ustedes como para los participantes. Esto significa dedicación y servicio hacia los demás — ¿pero, no es esto precisamente lo que vale la pena?
7. Los consejeros o instructores deberán abstenerse de aplicar disciplina física a los niños. En caso de surgir problemas serios en cuanto a disciplina se les ruega discutirlos con los Directores. NO VACILEN EN DISCUTIR SUS PROBLEMAS SOBRE DISCIPLINA CON LA ADMINISTRACION DEL CAMPAMENTO.
8. NO ES PERMITIDO DECIR MALAS PALABRAS EN EL CAMPAMENTO.
9. Los niños no deberán permanecer sin supervisión en ningún momento. Los consejeros o instructores deben saber dónde se encuentran y qué están haciendo los niños en todo momento.
10. En la conducción de actividades, su interés deberá estar proyectado en los niños. No formen el hábito de estar conversando o visitando a otros miembros del personal.

APPENDIX H

Gwendolyn L. Rowe
PINO ALTO
1 Calle 3-46
Zone 9
Guatemala, Guatemala
Central America

Placement Office

Dear Placement Officer:

Enclosed please find a job description for our bi-lingual summer camp in Guatemala.

We are in need of three male counselors and three female counselors. I would like to have a notice of our opportunity for work in Guatemala placed in your summer employment bulletin. If you do not publish a placement bulletin, would you please forward this letter to the campus newspaper, as they may be able to use the information in some way.

Thank you for your assistance in this matter.

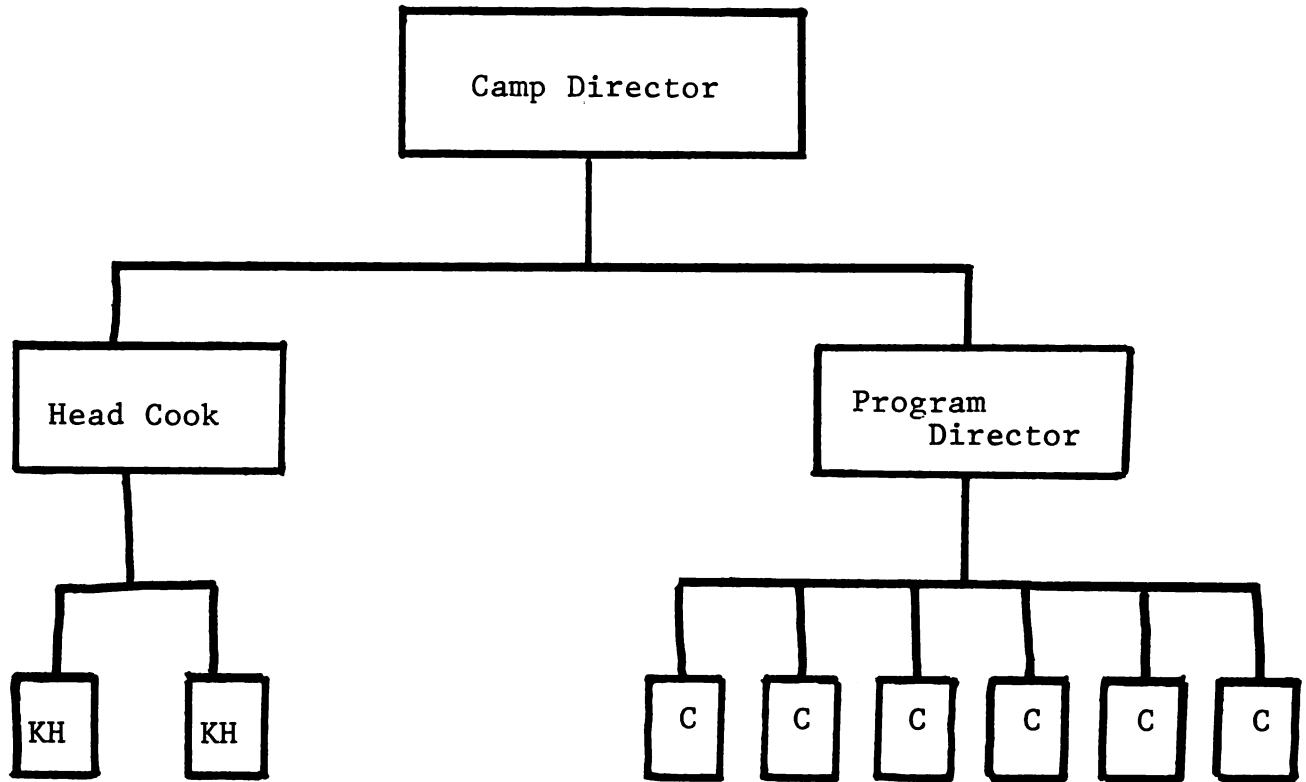
Sincerely,

Gwendolyn L. Rowe
Director

Enclosure

APPENDIX I

ORGANIZATIONAL
CHART



KEY	
KH	-- Kitchen Help
C	-- Counselor

APPENDIX J

CAMP DIRECTOR

Job Summary

The camp director is responsible for the promotion and overall scheme of the camp. Promotional work is a major responsibility of the camp director. Contacts must be made with school directors, parents, children and staff. Budget control is maintained and administered by the camp director.

Duties of the Camp Director:

- 1) staffing the camp
- 2) supervising the counselors and kitchen staff
- 3) promoting the camp
- 4) interviewing parents and children
- 5) developing a budget and administering it
- 6) maintaining accurate records
- 7) purchasing supplies
- 8) organizing the camp schedules

Supervision

The camp director has the right to hire or fire individuals as set forth in the staff handbook and contractual forms. This also implies that disciplinary measures must be taken up with the camp director, whether within the staff or the children.

The program director will report to the camp director any concerns and follow the guidelines established in the program director job description.

Requirements

- 1) The applicant must have a B.A. plus have or be working on a Masters in:
Natural Resources
Recreation or
Business Management

Requirements (con't)

- 2) The applicant must have a 3.5 grade average.
- 3) The applicant must have had four (4) years teaching experience or equivalent work experience.
- 4) The applicant must be able to communicate in Spanish.
- 5) The applicant must be able to demonstrate business knowledge. This will be evident in the ability to converse with both adults and children without jeopardizing the role of leader. As well as, establishing necessary contacts within the community for promotional purposes.

APPENDIX K

PROGRAM DIRECTOR

Job Summary

The program director is responsible for the development of programs in the area of art, nature and sports. The program outlines and materials necessary for the above mentioned program areas must be presented to the camp director for approval. The program director must see that the program areas are carried out during the camp sessions.

Duties of the Program Director

- 1) Selecting project ideas appropriate to the program area.
- 2) Compiling the program in a written form will be expected of the program director.
- 3) Instructing the counselors on how to carry out various program details.
- 4) Collaborating with the camp director in the organization of the total camp program.
- 5) Directing the camp when the camp director is not present.
- 6) Occasionally the program director will be asked to perform office duties, such as, typing and phoning.

Supervision

- 1) The program director is responsible to the camp director.
- 2) Before camp the program director will meet weekly with the director for a four (4) hour period to discuss concerns.
- 3) The program director will be responsible for meeting daily during the camp session(s) with the director to discuss problems, suggestions and changes.
- 4) Working with the program director will be six (6) counselors. The program director will supervise the counselors regarding the carrying out of program area objectives. (These objectives will have been established and discussed before the counselor performs any task.)

PROGRAM DIRECTOR (con't)Requirements

- 1) College education
- 2) Experience in one or more of the following areas:
 - education
 - ecology
 - physical education
 - art
- 3) The applicant must have a 3.0 grade point average.
- 4) The applicant must have had one year experience teaching or equivalent work experience.
- 5) The applicant must be friendly and sincere. Working in the outdoors and living under rustic conditions must not be a new experience for the individual. The applicant must be able to handle in a mature and responsible way any unusual circumstances within the camping situation.

APPENDIX L

BOOKLIST

- American National Red Cross, Standard First Aid and Personal Safety, United States, 1973.
- Beetschen, Louis, edited by, Country Treasures, Pantheon Books, USA, 1971.
- Boy's Club of America, Standards Report, Boy's Club of America, New York, New York, n.d..
- Boy Scouts of America, Cub Scout Songbook, Boy Scouts of America, New Brunswick, New Jersey, 1969.
- Boy Scouts of America, Cub Scout Water Fun, Boy Scouts of America, New Brunswick, New Jersey, 1969.
- Boy Scouts of America, Scout Master's Handbook, Boy Scouts of America, New Brunswick, New Jersey, 1972.
- Boy Scouts of America, Webelos Den Activities, Boy Scouts of America, New Brunswick, New Jersey, 1969.
- Boy Scouts of America, Wolf Cub Scout Book, Boy Scouts of America, New Brunswick, New Jersey.
- Camp Fire Girls, Adventure, Camp Fire Girls, Inc., New York, New York, 1974.
- Camp Fire Girls, Outdoor Book of Camp Fire Girls, Camp Fire Girls, Inc., New York, New York, 1970.
- Cole, Ann; Carolyn Haas, Faith Bushnell, Betty Weinberger, I Saw A Purple Cow, Little, Brown and Company, Boston, 1972.
- Cooperative Extension Service, "4-H Camp Activity Suggestions", Michigan State University, East Lansing, Michigan, n.d.
- Cooperative Recreation, Inc., Chasons de Notre Chalet, Delaware, Ohio, 1957.
- Daisy Manufacturing Company, "Daisy Model 840 Operation Manual", Rogers, Arkansas, n.d.
- Dauner, Victor P., Dynamic Physical Education for Elementary School Children, Burgess Publishing Company, Minnéapolis, Minnesota, 1971.
- Dearborn Recreation Department, "Archery and Riflery", City of Dearborn, Dearborn, MI 1971.

Booklist (continued)

- Dearborn Recreation Department, "Folk and Square Dancing in Camp", City of Dearborn, Dearborn, Michigan, 1971.
- Dearborn Recreation Department, "Indian Lore in Camp", City of Dearborn, Dearborn, Michigan, 1971.
- Dearborn Recreation Department, "Miscellaneous Program Ideas", City of Dearborn, Dearborn, Michigan, 1971.
- Dearborn Recreation Department, "Pioneer Handbook", City of Dearborn, Dearborn, Michigan, 1971.
- Dearborn Recreation Department, "Waterfront in Camp", City of Dearborn, Dearborn, Michigan, 1971.
- Editorial Staff of Rodale Press, Have A Natural Christmas '78, Rodale Press, Inc., Emmaus, Pennsylvania, 1978.
- Fiarotla, Phyllis, Snips and Snails and Walnut Whales, Nature Crafts For Children, Workman Publishing Company, New York, New York, 1975.
- Girl Guides and Scouts, Trefoil Round the World, World Association of Girl Guides and Girl Scouts, Great Britain, 1958.
- Girl Scouts, Brownie Girl Scout Handbook, Girl Scouts of the United States of America, New York, New York, 1955.
- Girl Scouts, Cadette Girl Scout Handbook, Girl Scouts of the United States of America, New York, New York, 1963.
- Girl Scouts, Girl Scout Leader's Guide, Girl Scouts of the United States of America, New York, New York, 1955.
- Girl Scouts, Junior Girls Scout Handbook, Girl Scouts of the United States of America, New York, New York, 1963.
- Hammett, Catherine T., Your Own Book Of CAMPCRAFT, Pocket Books, New York, New York, 1973.
- Hart, Malcom, La Senda de la Naturaleza: Pajaros, Ediciones Plesa, Madrid, Spain, 1977.
- Haslett Outdoor Education Committee, "Camp Handbook", Haslett Public Schools, Haslett, Michigan, n.d.
- Haslett Outdoor Education Committee, "Outdoor Education", Haslett Public Schools, Haslett, Michigan, n.d.

Booklist (continued)

Haslett Outdoor Education Committee, "Pioneer Cooking",
Haslett Public Schools, Haslett, Michigan, n.d.

Haslett Outdoor Education Committee, "Pioneer Life",
Haslett Public Schools, Haslett, Michigan, n.d.

Jobb, Jaime, The Night Sky Book, Little, Brown, and Company,
Boston, Massachusetts, 1977.

Romberg, Let's Discover Crayon, Center for Applied Research
in Education, Inc., New York, New York, 1973.

Romberg, Jenean, Let's Discover Printing, Center for Applied
Research in Education, Inc., New York, New York, 1973.

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Research in Education, Inc., New York, New York, 1973.

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Applied Research in Education, Inc., New York, New
York, 1973.

Royal Canadian Air Force, RCAF Exercise Plans for Physical
Fitness, Canada, 1962.

San Diego State Recreation Department, "Camp Program Ideas",
San Diego State University, San Diego, California, n.d.

Selberg, Ingrid, La Senda de la Naturaleza: Arboles y Hojas,
Ediciones Plesa, Madrid, Spain, 1977.

Tarsky, Sue, La Senda de la Naturaleza: Flores Silvestres,
Ediciones Plesa, Madrid, Spain, 1977.

Thonson, Ruth, La Senda de la Naturaleza: Insectos,
Ediciones Plesa, Madrid, Spain, 1977.

White, Merry, Cooking for Crowds, Basic Books, Inc., New
York, New York, 1974.

APPENDIX M

ACTIVITIES LIST

Archery

Art

general: silhouettes, Easter egg tree, macrame, jewelry, stationery, yarn animals, basketry, tie-dyeing, batik, dough figures, masks, paper, flowers, god's eyes, leather marble bags, sandcasting, candlemaking, pottery, kite construction.

sketching: charcoal, pencil, pen.

weaving: backstrap, paper.

Camp Crafts: knots, fire-building, lashing, orienteering.

Carpentry: toys, doormats.

Cookouts

English

Gardening

Hiking: to flour mill, to Mayan ruins.

Mayan Folklore

Nature Crafts: rock animals, pumice carving, bows and arrows.

Nature Study: insects, plants, animals, scavenger hunts, hikes, pressed flowers.

Piñata

Riflery

Various Games: soccer, relays, tag.

APPENDIX N



ACTIVITIES

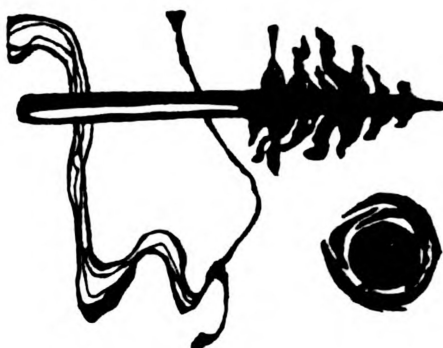
Archery
Riflery
Swimming
beginning
intermediate
advanced
Camp Crafts
Small Animal Care
Gardening project
Canoe Safety
Art
general

sketching
weaving
Nature Study
Hiking
Soccer
Sewing
Physical Fitness
Cooking
Baseball
English
Astronomy
Indian Folklore

Address:
Pino Alto
1 Calle 3-46, Zona 9
Tel. 64-5-65
Tuesdays and Fridays in
the morning



**BILINGUAL SUMMER CAMP
FOR BOYS AND GIRLS
8 TO 12 YEARS OF AGE
A UNIQUE, EDUCATIONAL AND RECREATIONAL
EXPERIENCE IN THE BEAUTIFUL
GUATEMALAN HIGHLANDS**



PINO ALTO - TECPAN

CAMPING IS...

Camp is an experience children cherish all their lives. Singing around a campfire, the companionship of a bunk group, and outdoor activity in the beautiful wilderness of Vista Bella are happy and warm memories. Camp is adventure and fun. Camp is the opportunity to understand and respect all living things. Through participation in group activities, Pino Alto encourages the development of leadership and responsibility.

Pino Alto means: laughing, singing, hearing and helping. It means getting to know small animals up close, exploring streams and forests and stars. It is gaining new friends, new skills and new perspectives.

LOCATION

Pino Alto is located in the beautiful pine forests of Finca Vista Bella Tecpan—km. 83 Carretera Pan Americana. The climate and natural splendor of the site make it ideal. Its lovely mountain stream and small shallow lake provide the perfect place for swimming and boating.

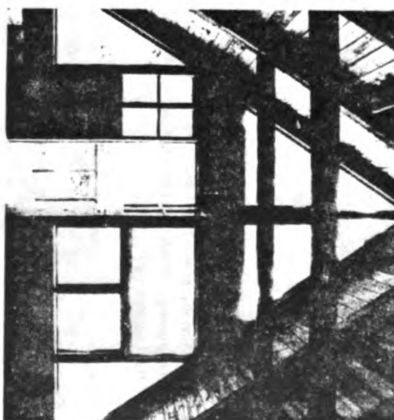
ACCOMMODATIONS

Rustic yet very comfortable best describes the facility



at Pino Alto. The children sleep in permanent cabins, which are furnished with shelves, bunk beds and mattresses. A large handsome and centrally located A-frame is the kitchen and dining room.

The attractive and spacious dining room comes alive at mealtime with the sound of singing and laughter. In the event of rain, the dining room serves as indoor recreation area for such organized activities as folk dancing, three-legged races and other games. Pino Alto also features modern bathrooms, outdoor craft area and charming campfire spot where children gather to sing and share around a warm bonfire. All the structures are made of wood and are earthquake-proof.



CABIN GROUPS:

Each cabin is shared by a group of eight campers and one counselor. The individual is important at Pino Alto. Groups are small so that each person is known and cared for the unique being he is.

ACTIVITIES

The numerous activities offered at Pino Alto are all designed to be not only fun and exciting but educational. Each project and activity is supervised by a specially trained and skilled counselor. The camper-counselor ratio is one to eight in bunk groups as well as in most activities. In the

small animal project, children care for young animals such as lambs, calves, rabbits and chicks. The garden project, supervised by a professional horticulturalist, excites in children a genuine interest in plants. Riftery and archery offer the opportunity to develop marksmanship and, more important, safety and etiquette with arms. Swimming lessons, hiking, arts and crafts, drama, rope lashing, star gazing, folk dancing are some of the activities offered, to name a few.

ENGLISH

English is a part of daily life at Pino Alto. Many of the campfire songs and certain of the activities are in English. Pino Alto has Spanish and English speaking staff. Campers who speak only English or Spanish are as happy and adapt as readily as those who may be bilingual. One hour a day of more structured English instruction is available for an additional fee of Q.15.00 per session.

DINING

Large and delicious meals are served in the attractive camp dining room three times daily. All meals are nutritionally planned to sustain vigorous outdoor activity for growing children. The running water at Pino Alto comes from a tested well.



HEALTH PRECAUTIONS

Competent personnel is available for treatment of bruises, scratches and minor ailments which might arise. In the event of more serious physical difficulty, parents and the family doctor will be notified immediately.

A certified physician visits the camp regularly. Children who may already be receiving medication must give the medicine and a note from his doctor specifying the dosage to his cabin counselor.

CAMP SESSIONS

1st session June 24 - July 6
2nd session July 8 - July 20
3rd session July 22 - Aug. 3

Inquiries may be made by calling our office in Guatemala City, Tuesday or Friday mornings 1 Calle 3-46, zona 9. Tel. 64-5-65.

Only two week reservations are accepted. The camper should plan to arrive for Sunday lunch. Parents should pick up their child before 10:00 AM the final Friday of the session. Reservations, with deposits, are now being accepted (see form) with priority for a given week on a first-come, first-served basis.

RESPONSIBLE PERSONNEL

Directors Kathryn de Mathau and Gwendolyn Rowe create a warm and happy environment for their campers. Both are certified teachers experienced working with children in both Guatemala and the United States. Mrs. Mathau specialized in teaching at the University of California. Her degree is in English. Teaching and camping experience has prepared her for the exciting and demanding task at Pino Alto.

Miss Rowe received her degree from Central Michigan University in teaching with an emphasis in child psychology. Later, she specialized in camp administration and recreation at Michigan State University. She feels that outdoor education is a special opportunity for children to develop a personal sense of responsibility.

The directors are aided at Pino Alto by a carefully selected group of trained and professional adult counselors. The counselors, chosen personally by the directors, have not only a special affection for the campers but for nature as well. In addition, each counselor is skilled in an activity area such as swimming, crafts, riflery and archery. Each counselor shares a cabin with his or her group of eight campers: men counselors for the boys and women counselors for the girls.

Sharing their love of nature is as great a joy for the staff as it is for the children.



RATES

The rates for Pino Alto's 1979 season are Q175.00 per two week session for one child. The rate for each additional child is Q150.00. This rate includes all meals, housing and all program activities and materials. English classes will be offered at an extra charge of Q15.00.

RESERVATION FORM

Camp opens June 24, closes August 3

Address to and make checks payable to: Pino Alto, 1 calle 3-46, Zona 9, Guatemala City.
Please enter a reservation for my child for the 1979 camping season as follows:

1st choice Starting date: Sunday

2nd choice Starting date: Sunday

I am enclosing a deposit of Q. (required deposit is Q50. per child. The balance is to be paid a week before camp.)

Name: _____

Age: _____ First language: _____

Address: _____

Phone No.: _____

Signature _____

CANCELLATIONS: In the event of a confirmed reservation, refunds will be made as follows:

Two weeks before session begins: Full refund, less Q10.00 service charge.

After June 14: Camp Management reserves the right to withhold 50% of total fee depending whether the space can be filled.



ACTIVIDADES

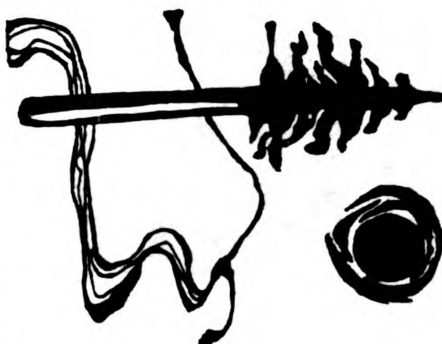
Arco y flecha
Tiro al blanco
Natación
principiante
intermedio
avanzado
Habilidades propias de campamento
Cuidado de animal pequeño
Proyecto de jardinería
Seguridad en canoas
Arte
general

dibujo
tejido
Estudio de la naturaleza
Caminatas
Fútbol
Costura
Aptitud física
Cocina
Baseball
Inglés (cuota adicional)
Astronomía
Folclórica Indígena

Dirección:
Pino Alto
1 Calle 3-46, Zona 9
Tel. 64-5-65
Martes y viernes en las
mañanas



PINO ALTO - TECPAN

CAMPAMENTO DE VACACIONES BILINGÜE
PARA NIÑOS

DE AMBOS SEXOS DE 8 A 12 AÑOS DE EDAD
UNA EXPERIENCIA ÚNICA, EDUCATIVA Y
RECREATIVA EN UNO DE LOS LUGARES
MÁS BELLOS DE GUATEMALA



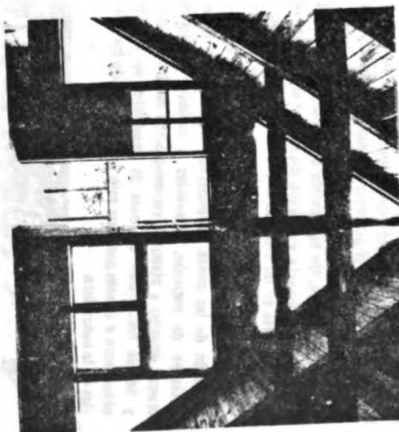
UNA NUEVA EXPERIENCIA...

Por primera vez en Guatemala se ofrece a los padres de familia la oportunidad de enviar a sus hijos a un campamento de vacaciones organizado y dirigido por profesionales. Bajo la dirección de dos profesores con gran experiencia en el manejo de este tipo de campamento y ubicado en unas de las áreas más bellas de Guatemala, el Campamento de Vacaciones Pino Alto le ofrece a la niñez la oportunidad de acampar.

¿Y, qué es acampar? Acampar es un conjunto de experiencias que los niños apreciarán toda su vida, es convivir en grupo, es pasar noches cantando alrededor de una fogata, es pasear por el bosque descubriendo cosas nuevas, es sentir la camaradería y el efecto de nuevos amigos, es acumular recuerdos preciosos e imperdibles. Acampar para los niños constituye aventura y diversión y les proporciona la oportunidad de conocer y respetar los árboles, los insectos, las plantas y los árboles. Asistir a Pino Alto implica participar en actividades de grupo, conocer de cerca a los animales, explorar los arroyos y los bosques, convivir con la naturaleza, nuevas habilidades, nuevas adquisiciones, adquirir nuevos compañeros, nuevas perspectivas. Asistir a Pino Alto equivale a acumular sensaciones inolvidables, es gozar del aire libre y de las mil maravillas que la naturaleza ofrece.

UBICACION

Situado en medio de un hermoso bosque de pinos en la Finca Vista Bella, Tecpan, Kilometro 83 de la Carretera Panamericana, el Campamento Pino Alto está dotado de una belleza inigualable. El clima es ideal y en el medio de frondosos árboles corre un riachuelo cristalino que desemboca en un pequeño lago en donde los niños pueden nadar y remar. Por estar alejado de la carretera, el campamento ofrece un ambiente de seguridad y paz en medio del cual los niños pueden jugar y aprender sin interrupciones y bajo la supervisión constante del personal del campamento.



ALOJAMIENTO

Las instalaciones de Pino Alto son rústicas pero muy cómodas. Las cabinas están equipadas con estantes, literas, y colchones. El amplio comedor y cocina están ubicados en un edificio principal, tipo "A frame", que sirve además como sala de recreación para bailes, competencias y diversos juegos y entretenimientos. A la hora de la comida el lugar cobra vida con el canto y la risa de los niños que comparten entre ellos las experiencias vividas durante el día. Todas las estructuras son de madera y por consiguiente asépticas. Pino Alto cuenta también con

modernos servicios sanitarios y baños, campos de juego y rincones propicios para fogatas. En total hay seis atractivas cabinas. Tres de ellas están ubicadas detrás del edificio principal y constituyen el campamento de verones. Las otras tres, al pie de la montaña, están asignadas a las niñas. En cada cabina se alojan 8 niños y un profesor. En Pino Alto se destaca la atención individual y por ello los grupos son pequeños. Cada niño recibe el cuidado adecuado para que aprenda a expresarse, a reflexionar y a aprovechar el estímulo que le brindan sus compañeros e instructores.

ACTIVIDADES

Las diversas actividades que ofrece Pino Alto están encaminadas no sólo a divertir sino a educar. Cada proyecto es cuidadosamente supervisado por un maestro calificado. Al igual que en las cabinas, cada grupo de 8 niños cuenta con un supervisor. En el proyecto de animales pequeños los niños tienen oportunidad de cuidar ovejitas, terneros, conejitos y pollitos. Un horticultor profesional supervisa el proyecto de jardinería y procura desarrollar en el niño un genuino interés en las plantas. El tiro al blanco y el arco y flecha les dan la oportunidad a los niños de adquirir puntería y, lo que es más importante, seguridad y manejo adecuado de las armas. Se imparten además, entre otras, lecciones de natación, artesanías y trabajos manuales, drama, amarras y ataduras, contemplación del firmamento y danzas folklóricas. Se trata de desarrollar en el niño entusiasmo e interés para que solo vaya apreciando los misterios de la naturaleza.



ENSEÑANZA BILINGÜE

Pino Alto cuenta con personal bilingüe y muchas de las actividades se realizan tanto en inglés como en español. Los niños que únicamente hablan uno de los dos idiomas se adaptan rápidamente a este tipo de ambiente. Para aquellos que desean instrucción más formal en inglés se ofrece en forma optativa una hora diaria de instrucción por una módica suma adicional.

ALIMENTACION

Las comidas que se sirven tres veces al día son sabrosas y abundantes, nutricionalmente preparadas y atractivamente presentadas para satisfacer a niños que están físicamente activos y en etapa de crecimiento. El agua de Pino Alto proviene de un pozo debidamente certificado como sano.

SALUD

Hay personal calificado para el tratamiento de resaca, magulladuras y pequeñas dolencias que pudieran producirse.

En el caso de problemas más serios se notificará inmediatamente a los padres y al médico de la familia.

Semanalmente se efectuarán consultas con un médico calificado. Los niños que estuvieren recibiendo tratamiento especial deberán entregar sus medicinas con una nota de su médico especificando detalles sobre dosis para que el instructor asignado a su cabina pueda administrársela.

PERSONAL RESPONSABLE

Las directoras del campamento son Kathryn de Mathew y Gwendolyn Rowe. Ambas son profesoras acreditadas con amplia experiencia trabajando con niños tanto en Guatemala como en los Estados Unidos. La señora de Mathew está especializada en la enseñanza del idioma inglés y la señorita Rowe es una consejera infantil profesional con muchos años de experiencia en campamentos de vacaciones en los Estados Unidos. Las directoras contarán con la asistencia de un grupo escogido de consejeros o instructores y se procurará crear un ambiente que combine el calor del hogar con la emoción de estar en un lugar nuevo, cálido y acogedor en donde el niño se pueda sentir a gusto, seguro de sí mismo y dispuesto a desarrollar un sentido de liderazgo y responsabilidad.

Para el personal del campamento constituye una satisfacción profunda compartir con los niños su amor a la naturaleza en un ambiente de afecto y cariño.



FECHAS

Los niños podrán ser inscritos para períodos de dos semanas y habrá tres grupos durante las vacaciones divididos así:

24 de junio al 6 de julio
8 al 20 de julio
22 de julio al 3 de agosto

Se aceptarán únicamente reservaciones para dos semanas completas. El niño deberá llegar al campamento a las 11:00 a.m. del domingo en que empieza su inscripción y recogido antes de las 10:00 a.m. del último viernes al

terminar su permanencia en el campamento. Se están aceptando ya reservaciones con depósitos (ver formulario), dándose prioridad de fechas en el orden en que sean recibidas las solicitudes.

COSTO

Las cuentas por cada sesión de dos semanas serán de 0.175.00 por niño y de 0.150.00 por cada hermano adicional. Esta cuota incluye toda la alimentación, alojamiento, materiales y actividades (la excepción de las clases de inglés que se impartirán a los niños que las soliciten a un costo adicional de 0.15.00 por sesión).

SOLICITUD DE RESERVACION

El campamento funcionará del 24 de junio al 3 de agosto. Los cheques se pueden extender a "Pino Alto" y ser enviados a: Pino Alto, 1 Calle 3-46, Zona 9 ciudad de Guatemala.

...

Sirvase reservar un cupo para mi hijo para la jornada de 1979 así:

1a. preferencia: Del al de
2a. preferencia: Del al de
Adjunto depósito por Q. (se requiere un depósito de 050.00 por niño. El saldo se abonará una semana antes de empezar la jornada).

Nombre del niño: _____

Edad: _____

Dirección: _____

Teléfono: _____

Firma de uno de los padres: _____

NOTA SOBRE CANCELACIONES: En los casos de reservaciones confirmadas, las devoluciones se harán como sigue:

- Dos semanas antes de que empiece la sesión: devolución completa menos Q.10.00 como cargo por servicios.
- Después del 14 de junio: El campamento se reserva el derecho de retener el 50% de la cuota total, dependiendo de si el cupo reservado puede ser llenado por otro niño.

APPENDIX O

PRIVATE GUATEMALAN SCHOOLS

The American School of Guatemala
The Austrian School of Guatemala
The German School of Guatemala
The Mayan School
La Nueva Escuela, Antigua
Christian Academy of Guatemala
Inter-American School, Quetzaltenango
Colegio Ingles-Americano
Colegio Belmont
Instituto Guatemalteco-Americano
Liceo Javier

OTHER PUBLICITY CONTACTS

American Society Newsletter
United States Embassy Newsletter
Union Church Bulletin
American Embassies in Other Central American Countries
Language Schools
Book Clubs
American Chamber of Commerce in Guatemala

APPENDIX P

CENTRAL AMERICAN SCHOOLS

Mexico: The American School Foundation
The Butler Institute
Colegio Americano de Turreon
American School Foundation of Monterrey
Colegio Americano de Puebla
American School Foundation
Lomas Grade School
Pan American School
Instituto Mexicano Noreteamericano de Relaciones
culturales

Costa Rica: The Costa Rica Academy
The Country School

Honduras: Escuela Internacional Sampedrana
The American School
The Elvel School
Sociedad Educacional Interamericana de
Tegucigalpa

Nicaragua: The American-Nicaraguan School

El Salvador: American School of San Salvador
Colegio Liceo Salvadoreno
Colegio Garcia Flamenico
Colegio Externado de San Jose
Colegio Guadalupano
El Sagrado Corazon
Colegio La Asuncion

APPENDIX Q



PINO ALTO

Camp Pino Alto

Finca Vista Bella, Tecpán

Dear Parents:

We are happy to announce the opening of a bilingual summer camp program for children 8 to 12 years of age.

Pino Alto is located in the beautiful pine forests of Finca Vista Bella in Tecpan, kilometer 83 — Carretera Pan Americana.

This new educational experience has been organized by northamerican teachers who have background in this type of programming.

Objectives

Giving children the opportunity to live for two weeks in direct contact with nature under the direction and supervision of counselors, who help them obtain the most from this unique experience.

Living with others of a similar age, learning how to share, to cooperate and to accept group decisions.

Developing new skills through camp activities, such as arts and crafts, sports, games and camp chores.

Meals

The meals served are especially chosen and prepared so as to be healthy and appealing to young children.

Accommodations

Rustic yet very comfortable, best describes the facilities at Pino Alto. Children are required to bring their own sleeping bag.

Camp Sessions

During the current vacation period there will be three sessions:

October 21 — November 2	co-ed
November 11 — November 23	boys
December 2 — December 14	girls

Capacity

30 children per session.

Cost

Q.175.00 per child and Q.150.00 per additional child. A Q.50.00 deposit is required per child. The balance is to be paid a week before camp.

Responsible Personnel

The director of this program is Miss Gwendolyn L. Rowe. She is a certified teacher who has experience working with children in both Guatemala and the United States. She received her degree from Central Michigan University in teaching with an emphasis in child psychology. Her graduate work has been done at Michigan State University in administration.

Miss Rowe is responsible for the selection of the counselors and for programming.

Interested? Please be in touch with Miss Rowe at the following telephone number 48-18-56 or write 2a. Avenida 44-48, Zona 12, Colonia Monte María.

NOTE: An Open House will be held so that interested persons may view the facilities.

APPENDIX R



PINO ALTO

Finca Vista Bella, Tecpán

Campamento de
Vacaciones

A WEEK AT PINO ALTO

Our day starts at 7:30 a.m. and Reveille at 7:45 a.m.

Bedtime is from 8:30 to 9:30 p.m., depending on the age group.

Sundays are special days. The first Sunday is a day of getting acquainted with counselors, meeting new friends and the excitement of beginning a new adventure. The second Sunday we arise a little later, dress in our blue slacks and gold shirts (Pino Alto's colors) and come to the Lodge for a leisurely breakfast. After breakfast there is a Sunday Service. This is followed by a big Sunday Dinner and quiet activities or an organized game of baseball or volleyball.

Monday, Tuesday, Friday and Saturday are scheduled days for learning skills. Campers have over 18 skills from which to select. There are six activity periods on these days. These skills are taught by trained counselors in small groups of 8-12 children.

Hiking Day is Wednesday. Each cabin of boys or girls, with their counselor packs a sack lunch and plans for a day or over night hike into the woods. These hikes have been carefully pre-planned by the staff. This is an opportunity to hike and use outdoors crafts. Skills to be learned might include: gathering wood (the right kind), cooking over a campfire, lashing wood to form a table, trail blazing or trail marking, etc.

Those who have not overnighted begin preparation for Thursdays' Special Activity. A general theme is chosen. This is carried out in free choice activities during the afternoon. This is a day for hayrides and waterpolo.

In addition to all this, there are trips to the Iximche ruins, bird watching, plant identification, drama, singing, hotdog roasts and more.

Then there are evening activities after dinner. Once each week there are All-Camp Fires, when each cabin group makes a special presentation, for everyone else to enjoy. Nightly there are campfires in the boys and girls areas. Here songs are shared and guitars played around the glowing embers.

How difficult to explain what a typical week is like; for it is each camper and their unique contributions that make Pino Alto exciting.



PINO ALTO

**Campamento de
Vacaciones**

Finca Vista Bella, Tecpán

UNA SEMANA EN PINO ALTO

Nuestras actividades diarias se inician a las 7:30 a.m., y el toque de diana es a las 7:45 a.m. La hora de acostarse es entre 8:30 y 9:30 p.m., dependiendo del grupo por edad.

Los domingos son días especiales. El primer domingo está dedicado a familiarizarse con los instructores y nuevos compañeros y el estímulo del inicio de una nueva aventura. El segundo domingo, nos levantamos un poco más tarde, y vistiendo nuestro pantalón azul y camisa color oro (los colores de Pino Alto) nos reunimos en la Cabaña Principal para disfrutar con la debida expansión y tiempo, de nuestro desayuno. Después del desayuno hay un oficio dominical. A continuación participamos en el almuerzo especial del domingo, luego reposo o bien un juego organizado de baseball o volleyball.

Lunes, martes, viernes y sábados han sido programados para aprendizaje de habilidades. Hay más de 15 distintas artes o manualidades de donde escoger. Son seis períodos de actividades durante el día. El adiestramiento está a cargo de instructores debidamente entrenados en grupos pequeños de 8 a 12 niños.

El día de excursión es el miércoles. En cada cabaña el grupo de niños o niñas y sus respectivos instructores preparan su bolsa de comida para el almuerzo y planean su excursión para el día o bien para pasar la noche en el bosque. Estas excursiones han sido cuidadosamente planeadas de antemano por la dirección, y les proporcionan la oportunidad de salir al campo y poner en práctica y uso las habilidades y manualidades desarrolladas en el campamento. Las habilidades, entre otras, podrán ser: juntar leña (del tipo adecuado) para fogatas, cocinar en las fogatas, trozas para formar mesas, marcas y otras para señalar caminos o veredas, etc.

Aquellos que no hayan pasado la noche acampando fuera, se prepararán para iniciar la Actividad Especial de los jueves. Se escoge un tema de interés general. Se lleva a cabo, dejando que se escojan libremente las actividades de la tarde. Este es un día para jugar en el heno y polo acuático.

Además de todo lo anteriormente citado, habrán excursiones a IXIMCHE, observación de pájaros, identificación de plantas, drama, canto, asados de hot-dogs y mucho más.

También hay otras actividades que se llevan a cabo después de la cena. Una vez por semana se encienden fogatas en todo el campamento. Cada grupo de cada cabaña hace su propia presentación, para que todos los demás puedan disfrutarla. Todas las noches se enciende una fogata en el área de las niñas y de los niños. Aquí, reunidos alrededor y al calor de las mismas, se entonan canciones acompañados por guitarras.

Es un tanto difícil describir en pocas palabras todos los eventos que incluye una típica semana de campamento, ya que son los participantes en sí, quienes a través de sus particulares contribuciones hacen que Pino Alto sea un lugar de gratas experiencias y emociones.



PINO ALTO

Kathryn de Matheu
Gwendolyn L. Rowe, Directors

1 Calle 3-46, Zona 9
Guatemala, Guatemala C. A.
Tel. 64-5-65

Date

APPLICATION FOR ADMISSION

1. Full name of camper
 Nickname if used regularly Sex
2. Age Age at camp time Date of Birth Ht. Wt.
 Month, Day, Year
3. Mother's Maiden Name
4. Nearest of Kin Address
 (Grandparents, Aunt, Uncle, etc.)
5. Names of Parents or Guardian: Mother
 Father Guardian
 Is applicant living with both natural parents? Divorced? Separated?
 Deceased? Who?
 If not living with parents, with whom is applicant living?
 Names and ages of brothers and sisters

6. Home address City Zip Code
 Telephone Area Code Number
7. Business of Parent or Guardian
 Business Address City Zip Code
 Telephone Area Code Number
8. School Camper attends Grade (NEXT School Year)
 Address
9. Camp previously attended
10. If new to us, how did you hear about Pino Alto
11. Session of Camp desired Dates:

What would you like the camper to especially gain from camp this summer? Please list any additional information you would like to give the camp that will help us and the camper. (Please use other side).

I am enclosing a \$ 75.00 registration fee. It is my understanding that: the balance of the fee is to be paid not later than opening of camp unless other arrangements have been made; the registration fee will be refunded only in case of illness; that the camp may use any pictures taken during camp time; that the camp directors reserve the right to refuse an application or dismiss a child from camp without refund for misconduct or unsocial behavior.

The camp is not responsible for injuries incurred while the camper is disobeying camp rules which have been established and explained.

Signed:
 Parent or Guardian

Finca Vista Bella, Tecpán

Favor de anotar cualquier información adicional que desee proporcionar al campamento y que considere que nos pueda ser de ayuda, tanto a nosotros como al participante. (Hacer uso del dorso de esta hoja).

Adjunto envío Q.75.00 como cuota de inscripción. Tengo entendido que el saldo de la cuota deberá hacerse efectivo a más tardar el día de inauguración del campamento, a menos que se haya previamente concretado otro arreglo; la cuota de inscripción será reembolsada únicamente en caso de enfermedad; el campamento podrá usar libremente cualquier fotografía que sea tomada durante la temporada del campamento; los directores del campamento se reservan el derecho de no admitir o de expulsar a cualquier niño sin lugar a reembolso, en caso de mala conducta o comportamiento anti-social.

El campamento no es responsable por accidentes que ocurran cuando el niño infrinja las reglas del campamento que han sido establecidas.

FIRMA:



Kathryn de Matheu
Gwendolyn L. Rowe, Directors

1 Calle 3-46, Zona 9
Guatemala, Guatemala C. A.
Tel. 64-5-65

To be filled in by parent before presenting to physician

Height _____ Weight _____

PLEASE SEE REVERSE SIDE FOR PHYSICIAN'S STATEMENT

Campamento de Vacaciones

Finca Vista Bella, Tecpán

(Para ser completado por los padres antes de ser entregado al médico)

Favor de mencionar cualquier precaución o problemas físicos que debemos tomar en cuenta y que se relacionen con el cuidado de su niño mientras se encuentre en el campamento _____

NOTA DE AUTORIZACION

En caso de emergencia, cuando los padres o tutores no puedan ser notificados en ese momento, favor de llamar a: (el médico de la familia sería la persona más indicada).

Nombre

Dirección

Teléfono

 Por la presente certifico que en caso de enfermedad o accidente que requiera tratamiento médico de emergencia, y si no pueden contactarse los padres o tutores, el director, director asistente o la enfermera contarán con la autoridad necesaria para que se proceda en la forma que él o ella crea necesaria.

DECLARATORIA DE LOS PADRES: Por este medio certifico que a mi mejor saber y entender, este participante no ha sido expuesto a enfermedades infecto-contagiosas durante las últimas tres semanas. Autorizo a mi hijo(a) para que participe en todas las actividades del campamento (incluir una lista de cualquier excepción).

 Firma de los padres o tutores

INFORME MEDICO (OBLIGATORIO)

(Se requiere un examen físico en caso no haya sido sometido al mismo en término de un año).

----- fue sometido a
 a un chequeo físico general el ----- de ----- de 19 -----
 no habiendo evidencia alguna que pudiera contraindicar la participación del niño en todas las actividades del campamento.

¿Algún problema especial? -----

INMUNIZACION:

Difteria/Tétano: -----

Fecha del último refuerzo: -----

Sarampión/Paperas/Rubeola: -----

Polio: -----

Tine Test (prueba de la Tuberculosis) -----

 Firma del médico que practicó el examen

 fecha

 ciudad

 teléfono

OBSERVACIONES DEL MEDICO: -----

DATOS PARA EL REGISTRO DEL CAMPAMENTO

Peso a su llegada ----- Estatura ----- Peso a la salida ----- Estatura -----

FECHA	DIAGNOSTICO Y DOCTOR	PRIMEROS AUXILIOS	COMENTARIOS
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----



PINO ALTO

Finca Vista Bella, Tecpán

Campamento de
Vacaciones

INFORMATION OF INTEREST TO PARENTS PINO ALTO PLEASE FILE REFERENCE FOR THE ENTIRE SUMMER

OPENING DAY: Campers may come in any time afternoon; if possible please plan your arrival before 2:00, at which time lunch is served for the campers. Health forms should have been sent in before this time, late forms may be turned into the directors on Opening Day. Special problems should be pointed out at this time. Your camper's counselor will be waiting to meet you. PLEASE mail your statement of money due prior to Opening Day. We are sorry that we are unable to accommodate guests for lunch on Opening Day.

CLOSING DAY: Parents and families are urged to arrive on time Closing Day. Camp is over at 10 a.m. Counselors are free to leave at 11:00 a.m. Remember this is their 2 day weekend.

LAUNDRY: Remember that laundry is available for an additional charge. Small things can be washed by hand in the pila.

HEALTH FORMS: These may be mailed in prior to Opening Day. However, parents with campers who have special medication or any special instructions should bring the form and meet the directors on Opening Day. A doctor or nurse will make weekly visits to the camp to make routine checks on the childrens health.

POLIO: All children must have required polio shots as recommended by your doctor.

TETANUS: Tetanus shots are required as recommended by your doctor.

GENERAL GROOMING: In active activities such as swimming, etc., hair must be kept off the face. GIRLS with long hair may wear it down in the evening, but during the day it must be styled in braids, pony tails, etc. BOYS should keep hair reasonably well groomed. While the camp recognizes that hair is styled longer now for boys, unusually long or untidy hair is not acceptable.

LABEL CLOTHING: Some way must be found to mark each individual piece of clothing. We suggest some type of printed tag to be sewn in the clothing. This avoids confusion within the campers cabin as to what belongs to whom.

STATIONARY: We suggest that parents send 2 postcards addressed and stamped that your camper may send home.

COSTUMES Donation of: All costumes are very much appreciated for the costume collection.

BOOKS: Campers should bring a favorite book to be used during rest periods.

CAMERA: A camera is great to have. Please do not bring an expensive one. **Bring along ample extra film and flash cubes.** Campers love to take pictures.

PINO ALTO

Finca Vista Bella, Jacpan

Campamento de
Vacaciones



REFERENCE FOR THE ENTIRE SUMMER
PLEASE FILL
PINO ALTO
INFORMATION OF INTEREST TO PARENTS

OPENING DAY: Campers may come in any time after noon. If possible please plan your arrival before 2:00, at which time lunch is served. Health forms should have been sent in before this time. Late forms may be turned into the director on Opening Day. Special problems should be pointed out at this time. Your camper's counselor will be waiting to meet you. PLEASE wait your statement of money due prior to Opening Day. We are sorry that we are unable to accommodate guests for lunch on Opening Day.

CLOSING DAY: Parents and families are urged to arrive on time Closing Day. Camp is over at 10 a.m. Counselors are free to leave at 1:00 p.m. Remember this is their 2 day weekend.

LAUNDRY: Remember that laundry is available for an additional charge. Small things can be washed by hand in the pits.

HEALTH FORMS: These may be mailed in prior to Opening Day. However, parents with campers who have special medication or any special instructions should bring the form and meet the director on Opening Day. A doctor or nurse will make weekly visits to the camp to make routine checks on the children's health.

POLIO: All children must have required polio shots as recommended by your doctor.

TETANUS: Tetanus shots are required as recommended by your doctor.

GENERAL GROOMING: In active activities such as swimming, etc., hair must be kept off the face. GIRLS with long hair may wear it down in the evening, but during the day it must be styled in pigtails, pony tails, etc. BOYS should keep hair reasonably well groomed. While the camp recognizes that hair is styled longer now for boys, unusually long or untidy hair is not acceptable.

LABEL CLOTHING: Some way must be found to mark each individual piece of clothing. We suggest some type of printed tag to be sewn in the clothing. This avoids confusion within the campers' cabin as to what belongs to whom.

STATIONARY: We suggest that parents send 2 postcards addressed and stamped that your camper may send home.

COSTUMES: Donations of: All costumes are very much appreciated for the costume collection.

BOOKS: Campers should bring a favorite book to be used during rest periods.

CAMERA: A camera is great to have. Please do not bring an expensive one. Bring along ample extra film and flash cubes. Campers love to take pictures.

GUNS AND BOWS/ARROWS: Furnished by Camp. Do not bring your own to camp.

TRANSISTOR RADIOS: May not be played in camp. Therefore, leave them at home. Fire code forbids any electrical appliances in the cabins. Leave hair dryers and other electric appliances at home.

COMMUNICATION: You may expect the following communication from the camp and counselors. One postcard will be sent to tell how your camper is adjusting. A report will be written after the camper returns home. Please notify the Camp if you do not receive the above communications.

EMERGENCY: Since we are located outside Guatel's service area, emergency communications must be through telegrafico Tecpan. Special arrangements have been made for them to carry messages to us any time of the day. **DO NOT ASK YOUR CAMPER TO CALL HOME!**

MAIL: Campers enjoy receiving letters or postcards. Try writing a note early in the first week, since mail service is slow at times. This will insure your child hearing from you at least once during the two week period.

PINO ALTO

c/o Finca Vista Bella

Tecpan, Guatemala

SLEEPING BAG: The camp has bunk beds with mattresses, but campers provide sleeping bags. Liners may or may not be used. If the camper does not have a sleeping bag, two blankets and two sheets may be used.

SHOES: Tennis shoes may be worn. Heavier shoes or boots are good for hiking

CLOTHING LIST: Don't forget to send the completed clothes list. **DO NOT FORGET to mark clothes and personal articles, toothbrushes, camera, etc.** A list is mandatory consisting of everything brought to camp. **Do not send articles in good luggage.**

TREATS: Do not send treats. Please notify all relatives. Please do not give in to the pleas of the Camper because he is away from home. Fruit or cookies are acceptable treats if provided for the entire camp. A treat for the entire camp can be passed out in the afternoon and is very welcome. (The camp will order this for you if prearranged before the session. The cost will be approximately Q.20.).

NOTE TO PARENTS: We appreciate parents letting us know any special concern they may have, so that we can all work together to help our campers in every possible way. Educating children today (and camp life is an education) takes the cooperation of all of us. Gaining independence and self-reliance are two main values of camp. Some of you are sending us your children and it will be their first time away from home. We recognize the trust, faith that you place in us. If your child writes homesick notes the first week, does not like camp, wants to come home, etc., continue to write back with reassuring but positive notes that he or she must make an effort to adjust. **NEVER tell a camper that if he or she does not like camp, he or she can come home.** Children must learn to overcome seemingly difficult situations. Life can't always be easy. What better place is there for a child to learn to be away from home, to increase his or her sense of independence and self-reliance than here at Camp, where everyone cares and is trying to produce a child's world. Please rely on our judgment, as we are here and can see the entire situation. If we feel any action must be taken we will contact you. We want this to be a satisfying and enjoyable experience for all involved.



PINO ALTO

Campamento de
Vacaciones

Finca Vista Bella, Tecpán

INFORMACION DE INTERES A LOS PADRES

PINO ALTO

FAVOR ARCHIVAR COMO REFERENCIA DURANTE TODO EL PERIODO DE LAS VACACIONES

DIA DE INAUGURACION: Los participantes pueden llegar a cualquier hora después del mediodía: de ser posible planear su llegada para estar allí antes de las 2:00 (hora en que se servirá el almuerzo a los participantes). Los formularios de salud habrán sido enviados antes de esa fecha, los que estén pendientes de entrega lo harán en la dirección este día. Problemas especiales deberán tratarse en esta oportunidad. El consejero o instructor de participantes los estará esperando para conocerlos. Se les ruega enviar. . .

Lamentamos no poder tener invitados al almuerzo del Día de Inauguración.

DIA DE CLAUSURA: A los padres familiares se les ruega llegar puntualmente el día de Clausura. El Campamento termina a las 10 a.m. Los consejeros o instructores podrán marcharse a partir de las 11 a.m., ya que es parte de sus dos días libres de fin de semana.

LAVANDERIA: Recordar que hay servicio de lavandería, por el que se cobra una cuota adicional. Los artículos pequeños podrán ser lavados a mano en las pilas.

FORMULARIOS DE SALUD: Deberán enviarse por correo con anticipación al Día de Inauguración. Sin embargo, los padres de los participantes que requieran medicamentos especiales o deseen impartir instrucciones especiales deberán traer el formulario y exponerlo a los directores el día de inauguración. Un médico o enfermera hará una visita semanal al campamento para efectuar chequeos de rutina en cuanto a la salud de los niños.

POLIO: Todos los niños deben estar vacunados conforme a las instrucciones de su médico.

TETANO: Las vacunas contra el tétano son requeridas en la forma que recomiende su médico.

APARIENCIA GENERAL: En actividades tales como natación y otros deportes, la cara deberá estar despejada. Las niñas con cabello largo, deberán usarlo en trenzas, cola, etc., pudiendo soltarlo en las noches. Los niños, aun cuando reconocemos que en la actualidad usan el pelo relativamente largo, un cabello demasiado largo o despeinado, no será aceptable.

MARCAS PARA LA ROPA: Cada una de las piezas deberá estar debidamente marcada. Suggerimos etiquetas de tela cosidas a las prendas. Esto evita confusión entre los participantes para identificar sus pertenencias.



PINO ALTO

Campamento de
Vacaciones

Finca Vista Bella, Tecpan

INFORMACION DE INTERES A LOS PADRES

PINO ALTO

FAVOR ARCHIVAR COMO REFERENCIA DURANTE TODO EL PERIODO DE LAS VACACIONES

DÍA DE INAUGURACION: Los participantes podrán llegar a cualquier hora después del día de inicio de ser posible planear su llegada para estar allí antes de las 2:00 horas en que se dará el almuerzo a los participantes. Los formularios de salud deberán ser llenados antes de esa fecha; los que estén pendientes de entrega se harán en la dirección este día. Los participantes especiales deberán tratarse en esta oportunidad. El consejo e instructor de participación los estará esperando para conocerlos. Se les ruega enviar.

Lamentamos no poder tener invitador al momento del Día de Inauguración.

DÍA DE CLAUSURA: A los padres familiares se les ruega llegar puntualmente al día de Clausura. El Campamento termina a las 10 am. Los consejos e instructores podrán trabajar a partir de las 11 a.m., ya que es parte de sus dos días libres de fin de semana.

LAVANDERÍA: Recordar que hay servicio de lavandería por el que se cobra una cuota adicional. Los artículos pequeños podrán ser lavados a mano en las pilas.

FORMULARIOS DE SALUD: Deberán enviarse por correo con anticipación al Día de Inauguración. Sin embargo, los padres de los participantes que requieran modificaciones especiales o cambios en las instrucciones deberán traer el formulario y exponerlo a los directores el día de inauguración. Un médico o enfermera hará una visita especial al campamento para efectuar chequeos de rutina en cuanto a la salud de los niños.

PODO: Todos los niños deben estar vacunados conforme a las instrucciones de su médico.

TETANO: Las vacunas contra el tétano son requeridas en la forma que se muestra en su médico.

APARIENCIA GENERAL: En actividades tales como natación y otras deportes, se debe estar despierto. Los niños con cabello largo, deberán usarlo en trenzas, cola, o con el pelo cortado en las noches. Los niños, aun cuando tengan una gran cantidad de pelo relativamente largo, un cabello demasiado largo o despierto, no será aceptable.

MARCAS PARA LA ROPA: Cada uno de las piezas deberá estar debidamente marcada. Se piden etiquetas de tela cosidas a las prendas. Esto evita confusiones entre los participantes para identificar sus pertenencias.

PAPEL DE ESCRIBIR: Sugerimos que los padres envíen con sus niños una o dos postales con sus correspondientes sellos postales y dirección para que los niños les puedan escribir.

DISFRACES: Los donativos de disfraces serán altamente apreciados, ya que vendrán a integrar la colección de disfraces del campamento.

LIBROS: Los participantes deberán traer algún libro de su preferencia que usarán durante los períodos de descanso.

CAMARA: A los participantes en general les gusta tomar fotografías, por lo que consideramos que traigan una cámara, **siempre y cuando no sea una cámara cara.** Además, se les ruega **traer suficientes rollos de películas, así como cubitos para flash.**

RIFLES, ARCOS Y FLECHAS: Serán proporcionados por el campamento, por lo que les pedimos **no** traer los suyos.

RADIOS DE TRANSISTORES: No se podrán usar en el campamento. Los reglamentos contra incendio no permiten la tenencia de aparatos eléctricos en las cabañas. Se les ruega dejarlos en casa, así como secadoras de pelo y cualquier otro implemento eléctrico.

COMUNICACIONES: Podrán esperar las siguientes formas de comunicación de parte del campamento y los instructores: Una postal que será enviada para informarles en qué forma se está adaptando su niño. Un informe será enviado cuando el niño regrese a casa. Les rogamos notificar al campamento en caso de no recibir dichas comunicaciones.

EMERGENCIAS: Ya que estamos ubicados en las afueras del área de servicio cubierta por Guatel, las comunicaciones de emergencia se harán a través del telégrafo de Tecpán. Se han hecho arreglos especiales para el envío o recibo de mensajes a cualquier hora. **¡NO LE PIDA A SU NIÑO QUE HAGA LLAMADAS A CASA!**

CORREO: A los niños les gusta recibir cartas o postales. Traten de enviarles una notita en los primeros días, ya que el correo es un poco lento algunas veces. Así podrán asegurarse de que su niño tenga noticias de Uds. durante el período de dos semanas.

SLEEPING BAGS: El campamento está equipado con camas tipo litera y colchones, pero los sleeping bags deberán traerlos los participantes. Pueden usar los forros para las mismas, si así lo desean, pero no es indispensable. Aquellos que no tengan sleeping bag, podrán traer dos frazadas y dos sábanas.

ZAPATOS: Se usarán zapatos tennis. Botas o zapatos más fuertes serán útiles para las caminatas o excursiones.

LISTA DE ROPA: No se olviden de enviarnos la lista completa de ropa, así como de marcar todas las prendas de ropa y artículos personales, cepillos de dientes, cámaras, etc. Es obligatoria la lista de todos los artículos que se lleven al campamento. **NO ENVIEN LAS COSAS EN PIEZAS DE EQUIPAJE FINO O CARO.**

OBSEQUIOS O GOLOSINAS: Se les solicita no enviarlos y agradeceremos comunicárselo a familiares y amistades, así como no acceder a las súplicas de los niños, sólo porque se encuentren lejos de casa. Fruta o galletitas serían obsequios aceptables, siempre y cuando sean para todo el campamento. Un obsequio de este tipo para todos sería altamente apreciado. En tal caso, el campamento se encargará de hacer el pedido (si así se conviene antes de la temporada). El costo sería de aproximadamente Q.20.00.

NOTA A LOS PADRES: Mucho apreciaremos que los padres nos comuniquen cualquier duda o preocupación con relación a sus niños y juntamente trataremos de resolverlos para ayudarlos en la mejor forma posible. La educación de los niños hoy en día (y el campamento es un tipo de educación) conlleva la cooperación de todos nosotros. Alcanzar independencia y confianza en sí mismos, son dos de los valores principales en nuestro campamento. Algunos de ustedes nos están enviando a sus niños, y quizás para ellos sea la primera experiencia lejos del hogar. Reconocemos esto y les agradecemos la confianza que han depositado en nosotros. En caso de que el niño escriba notas a su casa indicando que se siente triste, que no le gusta el campamento y que desea volver a casa, les rogamos que sus respuestas sean optimistas y que les sirvan de estímulo para lograr un esfuerzo por su adaptación. Nunca les diga que en caso no les guste pueden volver a casa. Los niños deben aprender a sobreponerse a situaciones y dificultades. La vida no es siempre fácil. Si el niño se encuentra lejos de casa, qué mejor lugar que éste para que pueda incrementar su sentido de independencia y seguridad en sí mismo. Aquí en el campamento, donde todos están pendientes de él, se interesan y tratan de crear un mundo especial para los niños. Les rogamos confiar en nuestro criterio, ya que nos encontramos aquí y podemos enfocar de cerca cualquier situación. Si creemos necesario tomar cualquier medida, nos pondremos en contacto con Uds. Deseamos que esta sea una experiencia llena de satisfacciones y alegría para todos los que estemos involucrados en ella.



PINO ALTO

Finca Vista Bella, Tecpán

Campamento de Vacaciones

The problem of keeping track of the clothing and other possessions of campers is tremendous. **Losses can be prevented only by your cooperation.**

LIST OF CLOTHING AND ARTICLES TO BRING TO CAMP (Separate list and separate luggage for each camper, PLEASE!)

PLEASE WASH ALL NEW CLOTHING

Camper's Name:

Parent's Signature:

Counselor's Signature: Cabin:

No. Needed	No. Sent	Article	No. Needed	No. Sent	Article
4	-----	Levis or Jeans	2	-----	Pillow Cases
2	-----	Pajamas	2	-----	Bath Towels
-----	-----	Belt	1	-----	Beach Towel
1	-----	Jacket	2	-----	Wash Cloths
3	-----	Sweat-Shirts or sweaters	1	-----	Sleeping Bag
8	-----	Underwear	2	-----	Liners for Bag (optional)
8 prs.	-----	Socks	1	-----	Pillow
1	-----	Shoes (optional)	1 ea.	-----	Soap, Shampoo
1	-----	Tennis Shoes	1	-----	Toothpaste, etc.
2	-----	Swimsuit	1	-----	Personal kit (comb, brush, toothbrush)
1	-----	Laundry Bag	1	-----	Flashlight
7	-----	Cotton T-shirts or	1	-----	Bathrobe
-----	-----	Wash and wear blouses	1	-----	Rubber Thongs
-----	-----	Shorts	6	-----	Safety Pins
-----	-----		1 box	-----	Kleenex

NOT CLOTHING THAT REQUIRES IRONING, PLEASE!!

Additional items that may be included. **Please label each one!**

Plant and bird identification books

Binoculars

Camera

Canteen

PLEASE: No chewing gum, candy, loose cash, sheath knives, hand axes, record players, expensive items, toys or radios.



PINO ALTO

Campamento de Vacaciones

Finca Vista Bella, Tecpán

El problema de llevar un adecuado control de la ropa y demás efectos personales de los participantes es tremendo. **Pérdidas por negligencia podrán prevenirse únicamente si contamos con su colaboración.**

Lista de Ropa y Artículos que se requieren para el Campamento

(Por favor llenar listas individualmente y empacar por separado el equipaje de cada participante).

FAVOR DE LAVAR TODAS LAS PRENDAS DE VESTIR NUEVAS

Nombre del participante: _____

Firma de los Padres o Encargado: _____

Firma del Consejero: _____ Cabaña: _____

Cantidad necesaria	Cantidad enviada	Artículo	Cantidad necesaria	Cantidad enviada	Artículo
4	_____	Jeans o Levis	2	_____	sobrefundas
2	_____	pijamas	2	_____	toallas de baño
_____	_____	cincho	1	_____	toalla de playa
1	_____	chumpa/chaqueta	2	_____	toallitas pequeñas
3	_____	sudadero/sweater	1	_____	sleeping bag
8	_____	ropa interior	2	_____	forros p/la misma (opcional)
8 pares	_____	calcetines	1	_____	almohada
1	_____	zapatos (opcional)	1 c/u	_____	jabón, shampoo, pasta de dientes, etc.
1	_____	zapatos tennis	_____	_____	cepillo, peine
2	_____	calzonetas	1	_____	cepillo de dientes
1	_____	bolsa p/ropa sucia	1	_____	flashlight
7	_____	playeras de algodón o camisas wash & wear shorts	1	_____	ginas
_____	_____	_____	6	_____	ganchos de ropa (de seguridad)
1	_____	bata de baño	1 caja	_____	kleenex

NINGUNA CLASE DE ROPA QUE NECESITE APLANCHARSE POR FAVOR

Podrán incluirse otros artículos. Favor de marcar cada uno.

Libros de identificación de plantas y pájaros _____

Binoculares _____

Cámara _____

Cantimplora _____

POR FAVOR: Los siguientes artículos **NO** están permitidos: chicles, dulces, dinero en efectivo, cuchillos, hachas, tocadiscos, artículos de valor o juguetes, radios.

APPENDIX S

ANNIE OAKLEY AWARD

I certify that
has been tested and found proficient in the understanding and practice of proper gun handling rules.

signature of instructor

Camp Pino Alto
Tecpán, Guatemala

date

BUFFALO BILL AWARD

Those who receive the BUFFALO BILL AWARD at Camp Pino Alto, Tecpán, Guatemala, have totaled the highest score during their riflery class.

This is to certify that

has earned the **BUFFALO BILL AWARD**

Camp Pino Alto
Tecpán, Guatemala

MAID MARION AWARD

Those who receive the MAID MARION AWARD at Camp Pino Alto, Tecpán, Guatemala, have totaled the highest score during their archery class.

This is to certify that

has earned the MAID MARION AWARD

Camp Pino Alto
Tecpán, Guatemala

ROBIN HOOD AWARD

I certify that
has been tested and found proficient in the understanding and practice of proper bow and arrow handling rules.

signature of instructor

Camp Pino Alto
Tecpán, Guatemala

date

BULL'S EYE AWARD

Those who receive the BULL'S EYE AWARD at Camp Pino Alto, Tecpán, Guatemala, have hit the center of the archery target.

This is to certify that

has earned the BULL'S EYE AWARD

Camp Pino Alto
Tecpán, Guatemala

DEAD EYE AWARD

Those who receive the DEAD EYE AWARD at Camp Pino Alto, Tecpán, Guatemala, have hit the center of the riflery target.

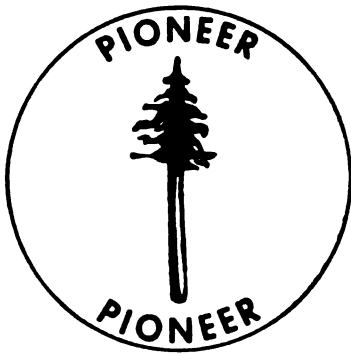
This is to certify that

has earned the DEAD EYE AWARD

Camp Pino Alto
Tecpán, Guatemala

Pioneer Award

Those who have earned the distinction of being a PIONEER at Camp Pino Alto, Tecpán, Guatemala, are able to: tie two kinds of knots, make two types of fires, use a pocket knife to whittle a point on a stick, find North in camp without a compass, make two types of trail signs, cook two types of food on an open fire.



THIS IS TO CERTIFY THAT

has completed all the requirements
necessary to be a PIONEER.

CAMP PINO ALTO

MICHIGAN STATE UNIVERSITY LIBRARIES



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