

CAMP NEW PEOPLE  
Route 2, Box 127  
Almond, Wisconsin 54909

SUMMER 1982



Sponsored by  
THE ECUMENICAL INSTITUTE  
4750 North Sheridan Road  
Chicago, Illinois 60640

### 5-YEAR DESIGN & OBJECTIVE

CAMP NEW PEOPLE, SUMMER '82 is a part of a 5-year E.G. Camp curriculum series. The 5 - year journey is shown in this chart:

80	81	82	83	84
NEW HOPE	NEW EARTH	NEW PEOPLE	NEW FAMILY	NEW ORDER
Articula- ting the Civilizing Process	I WISDOM "What" Developing Global perspectives via the LIVING ENVIRONMENT	II STYLE "How" Acting out Responsible choices via the NEW CORPORATE PATTERNS	III SYMBOL "Why" Demonstrating World Community via the NEW IDENTITY SYSTEMS	Celebrating the Global Servanthood

This year:

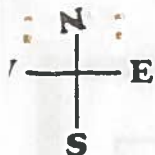
Rational Obj: To acquire and be self-conscious of their foundational "how to" decision-making skills toward participation in a vocation of service

Existential Aim: To be surprised by their own prowess in experience of competence through the power of corporate methods

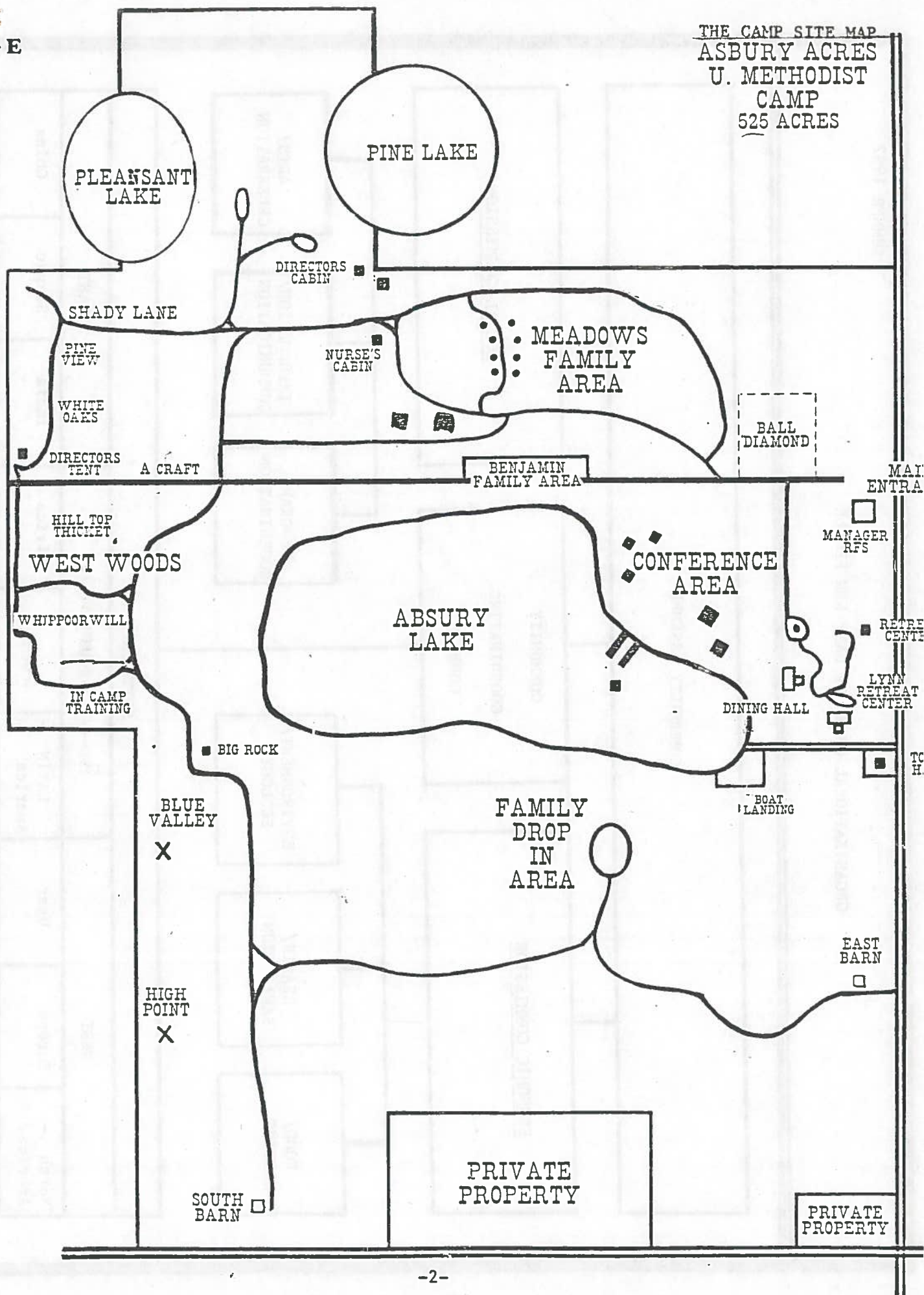
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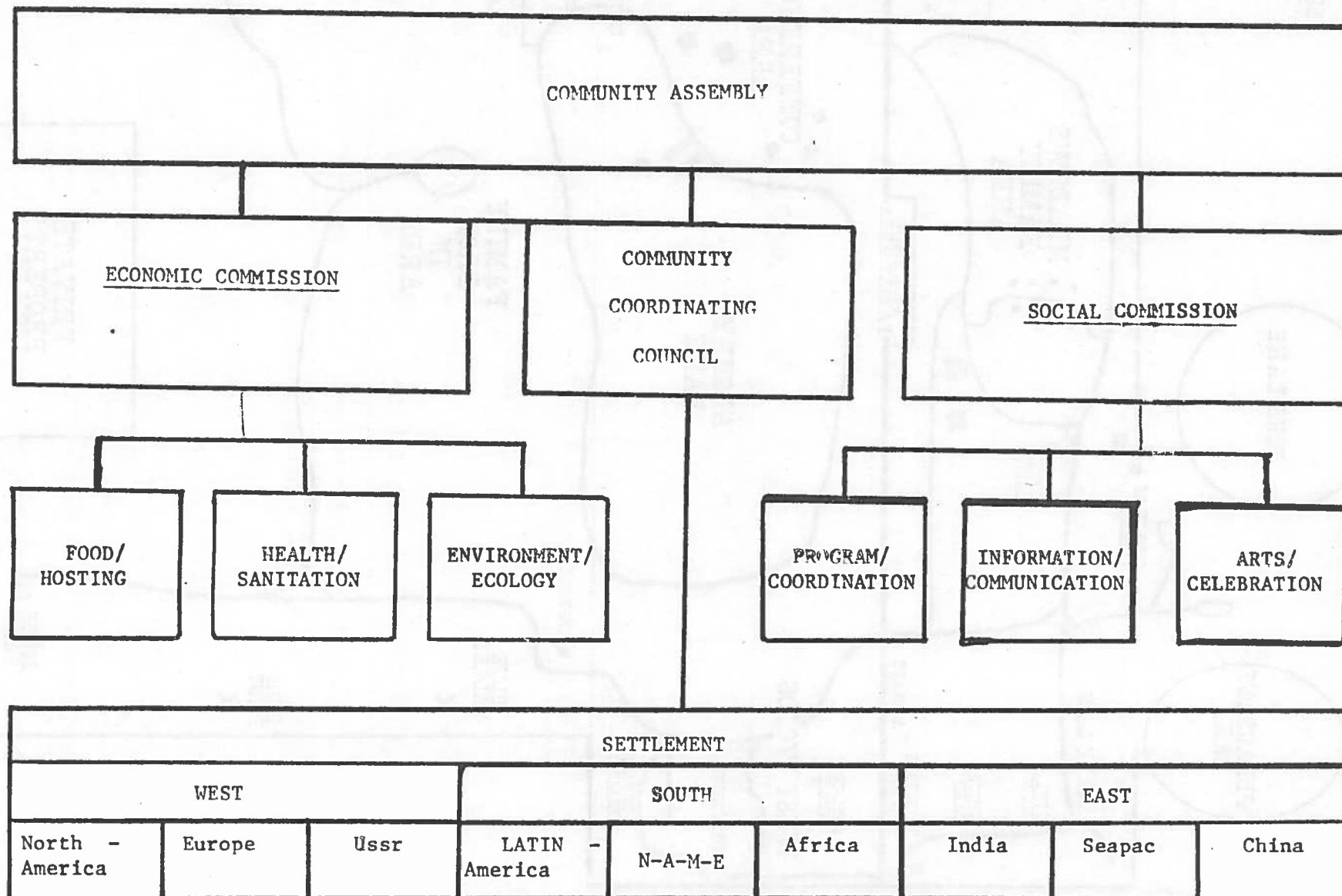


THE CAMP SITE MAP  
ASBURY ACRES  
U. METHODIST  
CAMP  
525 ACRES



SUMMER 1982

# ORGANIZATIONAL CHART OF CAMP NEW PEOPLE



## THE SIX MANAGEMENT GUILDS

PROGRAM/ COORDINATION	FOOD/ HOSTING	INFORMATION/ COMMUNICATIONS	ARTS/ CELEBRATION	HEALTH/ SANITATION	ENVIRONMENT/ ECOLOGY
Daily-Weekly Rhythms	Menu Planning	Weekly Documentation	Decor Creation	Health Service Apprentice	Builders Legacy
Pedagogy Planning	Food Procurement	Weekly Newspaper	Decor Maintenance	First Aid Certificate	Forestry Education
Wednesday Trips	Accounts Budget	Postal Services	Photographic Scrapbook	Preventive Education	Physical Maintenance
Saturday Events	Kitchen Schedules	Materials Production	Guild Fair	Fitness Program	Walks/Hikes Experts
In-kind Office	Celebrative Surprises	Computer Education	Materials Center	Water Systems	Bldg./Grounds Maintenance
5th Grade Explosion	Supplies Inventory	Typing Skills	Art Production	Clean-up Workdays	Preservers Ecology




The guild design recognizes that the image of the first week will be planning and set-up, with each guild choosing its major projects and designing the systems for its responsibilities. The middle three weeks are focused on guild project actuation with preparations for an exhibit and presentation in the Guild Fair to be held at the end of week 5 as part of the production upon returning to the Nexus.

Each child in camp is assigned to one guild for the full camp period. Each guild is assigned a one hour block of time on Monday, Tuesday, Thursday and Friday to meet, make its plans, and carry out its activities. As the chart indicates, some of the activity of a guild consists of planning in its arena on behalf of the full camp, such as planning a camp celebration, while other activity will be direct action responsibilities or training such as publishing the camp newspaper.

Children will be given the opportunity to make 1st and 2nd choice recommendations which the staff will then consider in making assignments to guilds. Other values will be: balancing the number of people assigned to each guild, matching skills to the responsibilities, creating working groups relative to ages, boys and girls, etc.

The leadership of each guild will include the "master," "activity leader" and an "apprentice." The youngest staff (the 8th graders) will fill roles such as the "apprentice."

## CAMP CURRICULUM RATIONALES

THEME	WEEK 1 NEW EARTH COVENANT	WEEK 2 NEW URBAN CENTER	WEEK 3 NEW GLOBAL CONTEXT	WEEK 4 NEW PEOPLE FORMATION	WEEK 5 NEW VOCATION FOCUS
IMAGE	" The Disciplined Pioneers"	" The New Society Engineers"	"The New Paradigm Geographers"	" The New Vocat'nl Educators"	"The Secular-Relig's Presence"
SETTLEMENT CURRICULUM  (Mon-Tue) (Th-Fri)	CAMP SYSTEMS ORGANIZATION  COVENANT LAB.	Collegiums: 	Collegiums: 	Collegiums: 	CAMP JOURNEY DOCUMENTATION  SOCIO-SPIRIT RETR'T
		Morning Roundtable Dynamic			
		Muse:Order Memory Dialogue: Methods Engagement: Work (mission/operat'n Pedag.(intel/soc) Proj.(space/art)			
TRIPS CURRICULUM  (Wed.)	NEAR-BY COMM'TY TRIP * interviews * site-seeing * geo-historical context	MADISON URBAN TRIP * cultural museums * wood ind./dairy * city hall	STATE PARK TRIP * team hikes * gridding space * team activities	BARABOO MUSEUM TRIP * circus parade * big top perform- ance * special displays	RELIGIOUS MONASTERY TRIP * work projects * personnel inter- views * life style reflect- ions
EVENTS CURRICULUM  (Sat.)	WISCONSIN HISTORICAL PAGENT * dramatic enact- ments * film:immigrants * local enter- tainment	NEW PEOPLE OLYMPICS * team competitions * physical skills development * innovative games	SETTLEMENT OPEN HOUSES * progressive meal * entertainments * show and tell	CAMP FUTURIC CIRCUS * the circus acts * space transfor- mation * the midway	DOCUMENTATION/ PRODUCTION PREP. * written document * Nexus drama * camp pack-up
GUILD CURRICULUM  (Mon-Tue) (Th-Fri)	GUILD PLANNING and SET-UP	GUILDS  PROJECT ACTUALIZATION			GUILD FAIR and NEXUS DISPLAY



The primary formal and direct curriculum block occurs on Monday, Tuesday, Thursday and Friday and is conducted in the "settlement groups." The dynamical flow of the settlement blocks involves the settlement obediences and space care immediately after breakfast each day, followed by a total settlement collegium which communicates foundational images related to the week's thematic thrust. Collegium is followed by a series of settlement "roundtable" events by particular age groups. These include the muse dynamic (spirit/vocational reflection related to Order common memory), the dialogue (intellectual and social methods training) and the engagement dynamic (planning and implementation skills). This is the rhythm during weeks 2-4. Weeks 1-5 respectively involve the setting-up, planning and initiation of the inclusive structures and systems of the camp, and the corporate documentation of the learnings from the camp journey and the futuric intensification of that journey towards the return and re-entry to the normal living situation.

Basic components of each week: Following is a description of the content of each week's settlement curriculum, including content options where appropriate:

WEEK 1: the focus here is involving the children in basic decision-making relative to designing the operating systems and patterns of the camp (e.g. settlement participatory polity structures, settlement building project, care systems, etc.) Likewise, this week involves the basic dynamics of "settling-in" to the new environment and "making it home." The week concludes with the designing and writing of a corporate discipline (rule) for each settlement group. Conversations on the disciplined life, readings/stories dealing with disciplined groups of people and exercises or games requiring participation and corporate responsibility will be imaginally helpful to this task. The objective of the first week is the catalysis of individual and corporate responsibility for creating and managing and "bringing off" the whole camp.

WEEK 2: the collegium focus here is the social process triangles with the intent of training in the basic ethical posture of an inclusive picture of society. The methods pedagogy tutorial (dialogue) will do training in both grounding the screen and learning how to practically apply it--thus learning the important skill of inclusive geo-social analysis. One possible resource for this is the trip to a neighboring community from the previous week's trip curriculum and/or the basic social dynamics of the camp itself. The tutorial might involve basic talk creation relative to the dynamics and practical use of the screen as an analytic tool. The spirit reflection dynamic (muse) in this week could fruitfully focus on the internal dynamics of the bug model both in terms of the camp itself but also in terms of the ongoing life of the Order:Ecumenical as a vocated people--grounding the why of our symbolic life and our intellectual life, and giving new permission to participate in them. The engagement and planning dynamics involves implementing the settlement work projects.

WEEK 3: the collegium focus of week 3 is geo-social gridding with the intent of training in the basic ethical posture of an inclusive picture and interpretation of our global, spatial reality. The methods pedagogy tutorials will teach the world grid and do basic map-reading education. Children will do some simple studies (including charting) related to the continents and spheres of the world and will learn to grid by gridding the camp, their settlements and possibly the park that is part of the Wednesday trip. The muse reflection could focus on the external missional dynamics of the bug model (witnessing



## SETTLEMENT CURRICULUM BRIEF CONTINUED. . . .

love, justing love, and presencing love) helping to create a story of the profound task of the Order in history as a misional congregation of people that the children can appropriate and understand. The engagement dynamics this week involves planning for and implementing the Saturday settlement "open house" in terms of the food, entertainment and space.

WEEK 4: the collegium focus here is the indicative (contradictional) planning process with the intent of training in the basic ethical posture of the new dynamical, relational thinking required to living effectively in the new society. The methods pedagogy tutorials will deal with learning the basic workshop methods and with experimental PSUs which apply the indicative planning process to various settlement issues and concerns. The children will not only learn basic workshop and planning methods but also how to participate in forging group consensus. The muse could focus on the disciplined fellowhood ("glue" dynamic) of the bug model, dealing with such things as our economic and political discipline, accountability and absolution, our time designs, team structures, etc.) The concern here would be to give an new grasp of and appreciation for the care structures of the Order. The engagement dimension involves continuation of the settlement work projects.

WEEK 5: the focus of week 5 is twofold. Monday and Tuesday is pulling together a corporately written report on the work of each settlement including the journey, learnings and unique gift/contribution made to the total camp. The second half of the week will involve a socio-spirit retreat dealing both with the solitary vocational resolve and journey of the children as the new secular-religious in our times, and with preparing the children for re-entry into their normal living situation and environment. The retreat should include both solitary/corporate spirit exercises (probably based on the NRM charts) and corporate myth/rite/symbol creation to mark the significance of the total journey of the camp and to provide a reference point for remembering and rehearsing key vocational decisions made during camp at later times in the year. Possibly a re-imaging of the daily time design could enable the retreat dynamic.

The week's curriculum includes a trip away from the camp as a discontinuous yet integral part of the week's curriculum objectives. During breakfast on Wednesday, the exciting context and explanations would be made. Thus the trip would start right after clean-up, and campers would return in time for dinner.

The First Wednesday: In line with establishing the camp and forming the needed covenant the first trip could be near to the camp. In the rural town, Portage, Wis. a visit to the Trading Post of the early days could expose the campers to the way an emerging people, our Pioneers worked an answer to one of the practical questions involved with their covenant to form new community. Interviewing residents regarding stories of the lives of those early settlers would give more concrete understanding of the dynamics of covenant forging.

The next steps needed:

1. Learn the hours and fees of the museum.
2. Research and choose the appropriate site for lunch.
3. Create the interview form to be used.

The Second Wednesday: A day in the city, Madison is recommended. The impingement of the past, present, and future in an urban setting could offer practice in the geo-socio analysis methods being studied this week. The movie, THE IMMIGRANTS, could be shown while the group ate their picnic lunch in a church basement, or Y conference room. The Settlers Museum would link the analysis to the past.

The next steps needed:

1. Research what Madison has to offer relative to the future.
2. Procure the movie.
3. Contact and make all arrangements to show the movie, while having their lunch. (A Senior Citizen's Center might be another site.)
4. Obtain a map of the city.
5. Find out hours, price, and location of the Museum.
6. Get a history of the city.

The Third Trip: Picnic, hike and explore the huge state park by teams. New understandings of the importance and use of space would emerge while using the actual gridding methods learned Monday and Tuesday mornings. Then Thursday and Friday gridding sessions would make more practical sense to the campers.

The next steps needed:

1. Study the map location of the park.
2. Do a preliminary grid.
3. A prep team would need to visit the forest rangers some days before the trip, in order to determine the scope of activities available.

The Fourth Trip: Spend the whole day at the Baraboo Circus Museum to discover what part the circus community plays that allows a clown to "clown" regardless of state of being. Our team of acrobats preparing for our own circus would visit with the acrobatic team of the circus, to "get to know them behind the scenes", and even invite some of them to our circus and so on for each of our circus teams.

The next steps needed:

1. Very soon a trip or contact needs to be made with the Museum to arrange a discount for our visit there, and to set up these groupings.
2. Later the campers would work out the interviews and recoring methods.
3. Figure out the relation of this trip to the Indicative Planning methods being studied this week.

The Fifth Trip: A visit to a monastery. Perhaps these young religious could do a gift of work for the monastery while learning about its kind of discipline, etc.

The next steps needed:

1. Research the monasteries in the area by calling the appropriate Catholic offices in Wis. This needs to be done very soon.
2. Come up with 3 possibilities, and arrange to visit the proper persons, so that a selection could be made.

1. Conversations held with the whole camp should be conducted at each table rather than trying to do a total group reflection with 150 people. Also, these should happen by age groups to enable appropriate spiraling of the conversations.
2. Probably the camp teams should be by age groups to enable curriculum adaptation and spiraling.
3. One of the evening meals each week should be very special in terms of style, decor, food, program etc.--i.e. celebrative.
4. The curriculum for the evening meal (?) time could be readings from one single book (ala Watership Down), or maybe this could be read to children as bedtime stories.
5. The settlement project could be focused around creating the settlement "temple" dynamic--the symbolic space where the settlement gathers for celebration, collegium, councils, evening campfires, etc.
6. Consideration should be given to the use of recorded music at meals and through a camp public address system.
7. Movies should be a regular part of the week--possibly on Sunday evenings. The following should be considered as related to the curriculum: Circus of Dr. Lao, 2001: A Space Odyssey, The Great Walendas, The Immigrants.
8. Children should be encouraged to clean up and dress specially for dinner.
9. Consideration should be given to creating some unique settlement garb in addition to the camp t-shirt.
10. A time for serious academic work and tutoring needs to be included in the weekly schedule. This would involve children with special needs receiving special help in such arenas as reading, writing and math, and for others it would involve continuing to develop basic education skills (rather than simply allowing them to lie dormite during the summer months). This academic (and remedial) work could take place each day as part of the settlement time, it could be a separate guild (called language arts development), or it could happen twice a week in place of the scheduled guild time. Careful consideration will need to be given to staffing of these tutorials in order to ensure their maximum benefit to the children.
11. Some type of camp-wide exercise program is needed towards developing proper habits of physical fitness.
12. Role-playing will be an important part of the curriculum this summer. Such supportive items as make-up (especially clown make-up) and costumes will enable this dimension.
13. Map-reading needs to be part of the curriculum. There should be many maps available for study around the edges.
14. A deep, solid vocational push is crucial at the point of self-consciousness relative to being the religious in our times. The key to this will be grounding deeply images and stories of being a missional thrust and people.
15. Experimentation with fasting, the watch, silence should be considered.



CAMP NEW PEOPLE

SUMMER 1982

WEEKLY TIME DESIGN

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

CAMP BREAKFAST - - - - - CAMP BREAKFAST - - - - - CAMP BREAKFAST - - - - -

SETTLEMENT WORK &amp; LUNCH

FIELD  
TRIP  
& LUNCH

SETTLEMENT WORK &amp; LUNCH

WEEKLY  
CELEBRATION  
& LUNCHWEEK  
REFLECTIONSETTLEMENT  
CLEAN-UP

SOLITARY TIME

SOLITARY TIME

LUNCH

GUILDS,  
WATER, and  
FIELD SPORTSGUILDS,  
WATER, and  
FIELD SPORTSSPORTS  
&  
INDIVIDUAL  
PREP.

DINNER

CAMP FIRE  
DINNER

DINNER

DINNER

HOUSE CHURCH

BED PREPARATION

BED PREP.

BED PREPARATION

BED PREP.

BED PREP.

STAFF MEETINGS .....Re-CREATION.....

DAILY TIME DESIGN

6:00 AM	WAKE - UP		
7:00	QUATERN MEETING		
8:00	BREAKFAST : SYMBOLIC REHEARSAL NEWS CONVERSATION		
9:00			
10:00	SETTLEMENT WORK		Pre-schoolers
11:00			SWIMMING
12:00 NOON	LUNCH		LUNCH
1:00 PM	SOLITARY TIME		SOLITARY TIME
2:00	SPORTS 1	GUILDS 2	3
3:00	GUILDS	SWIMMING	SWIMMING
4:00	SWIMMING		SPORTS
5:00		SPORTS	GUILDS
6:00	DINNER PREPARATION		
7:00	DINNER: READING & CONVERSATION		
8:00	EVENING ACTIVITIES ..... BED PREPARATION		
9:00	STAFF MEETING		
10:00	CURRICULUM PREPARATION		
11:00	"RE -CREATION"		
12:00			

## 5 - WEEK CALENDAR

JUNE 27 - AUGUST 1

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
							JUNE 27 TRAVEL . . .
WEEK I	28	29	30	JULY 1	2	3	4
WEEK II	5	6	7	8	9	10	11
WEEK III	12	13	14	15	16	17	18
WEEK IV	19	20	21	22	23	24	25
WEEK V	26	27	28	29	30	31	AUGUST 1 TRAVEL....

ASSIGNMENT RATIONALE

The S E T T L E M E N T S		SOUTH (Tents)		EAST ( Tents)		WEST (Cabins)	
	Convenors						
	Readers						
	Unit						
	Leaders						
	Pre-Sch. Coordin'tr						
The G U I D S		FOOD/HOST.	PROG./COOR.	HEAL/SANIT.	INFOR./COMM	EVNIR./ECOL.	ARTS/CELEB.
	Master						
	Activity Leader						
	Apprentice						
The S T A F F	Water Front Directors						
	Athletic Coordinator						
	Health Services						
	Pre-sch. Activities						
The P R A C T I C E S	Food Management						
	Cooking Coordination						
	Laundry Services						
	Maintenance&Transport'n						
The ADM.	Directors						
	Finances						
	Coord. Council						



## CAMP NEW PEOPLE

STAFFING

SUMMER 1982

Position			person	#	Status
The A D M I N	The Directors				
T H E  S E T T L E M E N T  L E A D E R S H I P	S O U T H	Convenor			
		ASST CONVENOR			
		GUILD LEADER			
	E A S T	CONVENOR			
		ASST CONVENOR			
		GUILD LEADER			
	W E S T	CONVENOR			
		ASST CONVENOR			
		GUILD LEADER			
T H E  S T A F F	WATER FRONT FACULTY				
	HEALTH SERVICES				
T H E  P R A C T I C S	FOOD MANAGMENT				
	COOKING - CORDINATION				
	MAINTENANCE TRANSPORTATION				

## 1982 CAMP BUDGET

## TRANSPORTATION

Legalization(Vehicle purchase, tolls, etc.). . . . .	\$500.
Maintenance and repairs(car and bus repairs). . . . .	.900.
Gas, oil, and bus travel. . . . .	1400.
	. . . . . 2800.

FACILITY(Increased rent cost and purchase of one tent). . . . . 7200.

## HEALTH

Medicine and First Aid . . . . .	.250.
Laundry and cleaning . . . . .	.300.
	.550.

### MISCELLANEOUS

Communications . . . . .	400.
Faculty celebrations . . . . .	350.
	750.

FOOD . . . . . 9000.

## CURRICULUM

Supplies and equipment . . . . .	.1500.
Decor . . . . .	.100.
Events . . . . .	1100.
	. . . . . 2700.

TOTAL . . . . . 23,000.

CAMP NEW PEOPLE PRESENTATION

at  
GUILD HALL, CHICAGO

INTRODUCTION..... with teams in alley.....

DRUM... ///// ///// ///// /////... times RHONDA  
MUSIC 1 - 55 STAR WARS.... RHONDA

Teams enter and take place in settlements.....

RITUAL....This is the day of the new people SARAH  
We rise to build the earth  
All is possible  
Be it so.

EXCERCISES..... ALICE

CONTEXT..... SHARON

Thus begins a day in the life of Camp New People. This meadow, its flags and gathering places became symbolic ground to us. It gave form to our life together. The music, the song, the ritual and the excercises signalled the new day, new adventures in corporateness, and new rules in learning. The Meadow and what it stands for is in our memory forever.

ACT I - SETTLEMENT LIFE

DRUM... SET TLE MENT - - - - 9 times RHONDA

INTRODUCTION... SARAH

The Camp was divided into three Settlements : East, West and South. East and South lives in big tents and West had two cabins. Each morning there was two hours of curriculum done in the settlements. The following is a summary of the camper's reflections on the mornings spent together.

EAST.. OTTO

Settlement East worked together as a great team. Our songs and working together helped build our corporateness. We worked hard to keep our space clean. When Matthew went to hospital, it was an important event which deepened our care for each other.

SOUTH... ADAM

Settlement South will always be known for its adventures. We created an under-ground hut in the woods, played British Bulldog, and won first place in the Olympic Field Events. We were also pioneers and our garden, meeting tent and playground were signs of that. Settlement South created the future!

WEST... WANJICO

Settlement West worked hard at being a Community. We used a buddy system to care for each other. We put up two tents to meet and eat in. We sang our song a lot. In week two we won the Best Settlement Award.

ACT II - GUILD ACTION

DRUM... FU TURE FU TURE FU TURE (9 times) RHONDA

MUSIC... CHARIOTS.....3 minutes.... RHONDA

.....teams go to guild spaces.....

INTRODUCTION.. SARAH

The Guilds cared for the whole camp, for each individual and for the whole world. There were six guilds - Arts & Celebration; Ecology & Environment; Health & Sanitation; Information & Communication; Food & Hosting and Program Coordination. The afternoons were guild time and were spent in planning and doing our tasks, swimming and sports. In the guilds, we learned new skills and had fun and recreation.

ARTS & CELEBRATION.... JESSICA

In ARTS & Celebration guild we learned a lot of exciting things to do, such as making candles, origami and paper mache. They were all fun. We painted faces at the fair. We also decorated and fixed up the great hall.

ECOLOGY & ENVIRONMENT.... BEN S.

Ecology & Environment guild had to think about its task and its care. In building the obstacle course for the Olympics we began to put care into practice. We had fun catching bugs for our exhibit at the Fair.

HEALTH & SANITATION.... DAMIEN

The Health & Sanitation guild made a chart in week one which listed 24 points of good health. We also made to health outposts, one at the olympics and one at the fair.

INFORMATION & COMMUNICATION.... TOMIKA

Information & Communication has captured the excitement of the new people with a weekly "New People Post". We learned how to type, write and create a new future not only for us, but our fellow friends as well. Information is a growing together and knowing together forever guild.

FOOD & HOSTING.... SHAWN

Food & Hosting were responsible for many of the snacks. We learned how to make cookies and brownies; we stemmed and strung beans and participated in the daily run to the cooler. Our cookies stall at the fair was popular.

PROGRAM COORDINATION.... DANIEL R

The Program Coordination guild watched over all the programs. It built a grid of the whole camp and worked with other guilds to ensure the success of the great Saturday events. We planned the first campfire and had a great "Toss the Ball" booth at the Fair, and many other successful things. This guild took care of the programming and coordinating of the camp.



ACT III - CAMP PROGRAM

DRUM.... FU TURE FU TURE FU TURE (9 times)

RHONDA

.....guilds go to program banners.....

## INTRODUCTION....

SARAH

The camp programme included the Fifth Grade Voyagers Trip, and daily activities in aquatics, arts, sports and preschool. The The programs taught new skills and called forth the spirit of adventure and corporate participation.

## THE VOYAGERS....

MELANIE

The voyagers went on a 3 day canoe trip which covered 40 miles. There were 10 fifth graders and 3 staff who made the trip. We began preparation a week ahead by learning canoe skills and making decisions about where to go and what to take. During the three days we also went fishing, swimming, and laughed a lot. We say that teams were necessary on the voyager trip because it's hard to steer and paddle by yourself. However, it is hard to decide to be a team. Some decisions were easy, like going gishing and others were hard and we got in a few arguments. Next year we recommend we keep the same curriculum but bring BEN GAY.

## AQUATICS....

JEAN\_PAUL

In aquatics we worked on skill development. We learned the front crawl, elementary backstroke and sidestroke. Each day we warmed up by swimming 25 laps. Over the summer we passed 30 beginners and 20 advanced beginners. Our favorite game in the water was sharks and minnows. During the evenings the 5th graders learned how to canoe in preparation for their trip. Throughout the summer we also helped build "New People Beach" by building a dock and raft, putting up swim lines and raking the sand.

## ARTS....

The Arts program supported the settlement curriculum by developing ideas and preparing materials when needed. Each settlement created a montage, grid and 10 tips on visiting their sphere which became part of the great hall decor. On Sundays we had the Art Club and created special Ur decor for the weekly celebration.

## SPORTS....

LEIF

In sports we concentrated on one activity for each of the first three weeks. They were soccer, volleyball, and track and field. We learned skills and rules, and on Fridays played games. The last week each group planned what games they wanted to play. My group played bombardment, capture the flag, British Bulldog and ultimate frisbee. Each sports period started with warm-up excercises, which prepared our bodies for a fun, safe time.

## PRESCHOOL....

TINA H.

The Preschool was the largest group with 21 children. We began our day together at 10 a.m. for swimming. Afterwards we returned to our settlements for lunch and then gathered back together for a nap. In the afternoon we began by doing sports followed by a snack. Later we had curriculum time where we did such things as learning new songs, baking cookies, taking hikes and making montages. Through our time together we learned what it means to be a corporate body through working together.

ACT IV - SPECIAL EVENTS

DRUM... FU TURE FU TURE FU TURE 9 times RHONDA

.....move to events flags.....

INTRODUCTION.... SARAH

The Special Events were the Wednesday trips and the four great Saturday events. These were great celebrations in our life together.

WEDNESDAY TRIP.... BRIAN H.

The four Wednesday trips were a change from the normal routine. We had a ferry boat road on Chain of Lakes, went hiking and swimming, picked strawberries and saw E.T., and had an interesting visit to the Sentry Insurance Building. These trips gave us a wider experience of Wisconsin and the world we live in.

OBSTACLE COMPETITION.... JOHN P.

On the first Saturday there were 3 major events. The first was the Settlement Competition when the judges arrived in suits and judged our space, health and Story, Song and Symbol. The second was the Obstacle Competition. The memorable obstacles were the Swing in East; The Tire-crawl Through in West and the Tree climb in South. The day ended with a great barbecue chicken feast in the Meadow. We learned that planning and preparing takes a lot of work and patience.

NP & NEW EARTH GUILD.... MARK

On the second Saturday we participated in a great game called NP AND THE NEW EARTH GUILDS IN COMBAT WITH THE GEE ELL CREATURES.

The game was played all over Asbury Acres. It rained quite heavily and everyone got wet but the race to recapture the Sacred Symbol went on. Some guilds made a wrong decision and were disqualified. Many guilds made decisions that caused them to back track and side track. Finally at 5 minutes to 5, Arts & Celebration outwitted the Gee Ell Creatures, recaptured the symbol and enabled a victorious evening celebration.

THE OLYMPICS.... SHEAHAN

The 3rd Saturday was the great Olympci Sports Day. There were field events in the morning and aquatics in the afternoon. The Meadow had been carefully prepared as an Arena. There were many flags and the teams marched in from East, South and West - this was a great site. The Mile Cross Country Race was an outstanding event with Adam Lingo winning and Rebecca Early the one victorious pre schooler. South won the Field Events. The Aquatics were won by West. Features of the afternoon were the preschool Ping Pong blowing contest and the staff 100 yard race. That evening during a great feast, 240 Award Ribbons were presented.

THE NEW PEOPLES FAIR.... MIRIAM

This was the week of digging holes. The Meadow was entirely recreated as a Fair groug with 20 booths and a great stage. Flags and banners were unfurled around the ground and bunting made a carnival atmosphere. The day began with the releasing of a great cluster of helium-filled balloons and the booths were opened. Everyone had 24 NP Dollars to spend. The Haunted House, the Kissing Booth and the jail - which was a 6 foot deep hole - were great. The afternoon was interspersed with Midway events like the Blind-fold wheelbarrow race and Naomi Lazear's magic string show. In the evening there was a great dance in the Meadow.

CONCLUSION

DRUM..... SET TLE MENT SET TLE MENT (9 times) RHONDA

.....go to settlement team spaces.....

Staff Report.....

BRIAN R.

PRESENTATION OF BOOK....

SARAH

Camp New People is proud to present to the Order the complete record of our 5 week journey. In the first week we struggled with being the Disciplined Pioneers. During our second week we invented the form of the New Society Engineers. In week three our focus was the New Paradigm Geographers and in week four the New Vocational Educators.

We have improved the camp, we have remained fit and healthy, we have been on a great adventure and our spirits have been deepened.

We have built corporateness, we have developed individual skills and we have embodied the New People.

We present this report as our contribution to the Year of Movement Formation.

CALLED OUT OF BEING.....

PANCHAYAT

THE SONGS OF THE SETTLEMENTS.....

SETTLEMENT EAST.....

We're sphere East!  
We took the bus from Chicago to camp  
Now we're here!  
Next we started our daily program  
We took a trip!  
We travelled through a chain of 8 lakes  
Cause we're Settlement East  
And we're great!

We paint the rocks and the outhouse too  
We won the prize for the cleanest space  
We made the obstacle course for you  
And we're Settlement East  
And we care!

We picked strawberries and we saw E.T.  
We prepared for the greatest game  
We made a map for our symbolic space  
Cause we're Settlement East  
And we're winners!

We built our booth for the New People Fair  
We visited the Sentry Building  
We got the highest score for cleanest space  
Cause we're Settlement East  
We're the best!

We have our fair and have a dance  
We earned the highest score for cleanest space  
We're ready for our coming home  
Cause we're Settlement East  
EAST IS IT!



THE SONGS OF THE SETTLEMENTS.....

SETTLEMENT WEST....(tune: High Hopes)

When you walk through the trees  
See the birds and the bees  
And the pine needle leaves,  
You've come to WEST

Sweeping needles, lining up rocks  
Picking up sticks and stacking up blocks  
Making our beds in cabins  
Building bunks to the roof

Chorus: 'Cause we are Settlement WEST  
We are Settlement West  
We are high as a pine in the sky WEST  
And so four teams in one are we  
We have fun do we  
We turn rain into sun  
Hey! We are Settle-Settlement  
Hey! We are Settle-Settlement  
Hey! We are Settle-Settlement WEST.....(THE BEST)

Meeting, talkin, building a plan  
We will do whatever we can  
Anyone knows a plan can  
Help us do what we want.

Chorus....with (THE BEST).....

. . . . .

SETTLEMENT SOUTH....THE CARING ONES! (tune: Love is Everywhere)

Chorus: We are South, we care.  
We are the caring ones,  
You know it.  
We can create the future.  
Come and dare to build the Earth!

Travelling on the road for seven hours,  
Stopping on the way so many times.  
Finally arrived there two hours late,  
Bus was crowded, but now we're fine.

There are many things to do here:  
Sports, guilds, swimming and having fun.  
We have field trips every Wednesday,  
Working and playing in the sun.

Five weeks later we're in Chicago,  
Hello Dad and hello Mum.  
We can't wait til next year's camp  
And again we'll have lots of fun!

Sing chorus after each verse.....

Last chorus....finish with "WITH US!"

. . . . .

**THE NEW PEOPLE**

**OUR STORY**

**July 1982**

Camp "New People" was Summer Curriculum for children ranging from preschoolers to 5th Grade. There were approximately 75 campers and 30 staff. 17 of the staff were 8th grade students. The camp lived in three different settlements and each settlement had a complement of the full age-range of campers. The camp was cared for by 6 guilds. The camp met for curriculum each morning by settlements and by guilds in the afternoon for missional planning and action. Woven around these activities was a continuing sports and aquatics program. The Wednesday trips and Saturday Events gave focus and motivity to the whole camp.

Asbury Acres has again proven a fine host to us. We have improved the camp and anticipate its continued use. Campers and staff alike have journeyed profoundly through this experience. The following pages are mainly the reflections of the campers.

. . . . .

# **SETTLEMENT LIFE**



## THE SETTLEMENTS

The Camp was divided into three Settlements : East, West and South. East and South lived in big tents and West had two cabins. Each morning there was two hours of curriculum done in the settlements. The following is a summary of the campers' reflections on the mornings spent together.

### All the things we did in the Settlements:

#### WEST

Painted rocks, read the book "By Balloon to Sahara", put up two tents and one fell down, bulletin boards, swept paths, put a toilet seat in the outhouse, created our story, song and symbol. We made a montage of sphere West, we made a grid of our settlement and a map. We added more bunk beds, put up a clothes line and built a six foot deep jail for the Fair. We cleaned our cabins, and collected milk cartons for the Fair booth. We had regular tick checks. We had a buddy, big sister little sister system. We made our West flags. We made a 10 obstacle course and set up a wash basin. In week 2 we won the Best Settlement Award.

#### SOUTH

Created song, story and symbol; cleaned settlement daily; made a mail box; picnic cook-out; had settlement camp-fire; made a garden; started a hut; picked wild strawberries; grid/map of settlement; planned a booth; made a montage; daily inspections; sparklers; made an obstacle course; won 1st place in obstacle course; won 1st place in field sports in Olympics; played British Bulldog; won balancing in fair; met in orange tent; assigned care tasks enablement.

#### EAST

- Week 1 - wrote song (verse 1), story and symbol; built obstacle course; participated in obstacle course competition; won 1st prize for cleanest space; built wash table; gathered rocks for paths.
- week 2 - painted out house and rocks; put drain rocks round washing area; wrote verse 2 of song; created mail box; created structure of "buddy system"; wake-up to "Rocky" music; brought table in settlement tent; Matthew went to hospital; created settlement folders; settlement staff meetings.
- week 3 - re-arranged bed and bunk beds; settlement camp fire; wrote verse 3 of song; Benjamin's picnic with sparklers; celebrated 2 birthdays; prepared for Olympics; created flags - 1 for sphere and 3 for continents; mapped our space; 3rd place in Olympics.
- week 4 - prepared booths for fair; wrote 4th verse for song; made a haunted bus; got highest score for settlement competition; Matthew returned from hospital; had solitary reflection on camp.

The things we would most like others to know about are -

WEST -

The toilet seat we put in our out-house; our story song and symbol; the six foot jail for the fair that we built; the buddy - big sister/little sister system we created.

SOUTH -

The obstacle course; the Olympics which we held; the Sentry Insurance building visit; the "Adventure" game.

EAST:-

Our story, song and symbol; our settlement's "buddy system" waking up to "Tocky" music; the settlement folders; Benjamin's picnic with sparklers; the flags we created; our high score for settlement competition; Matthew's return from hospital and the solitary reflection.

The "ten" guidelines we would give others on HOW to be the settlement of the NEW PEOPLE.

WEST -

1. clean space everyday,
2. use the buddy system in order to care for little ones,
3. be sure to have your camp (green) T-shirt,
4. be kind to one another,
5. do your assignments,
6. have enough clothes labelled with name and kept clean,
7. have a symbol,
8. use teamwork,
9. write a song and story, and
10. be prepared for anything.

SOUTH -

1. teamwork,
2. helping each other,
3. having teams get lunch,
4. reporting on time at place you need to be,
5. do what staff tells you,
6. don't litter,
7. don't leave your stuff in a mess - keep tent clean,
8. take turns on swing,
9. don't fight and
10. don't be noisy during meetings.

EAST -

1. be corporate,
2. obey rules,
3. engagement for everybody,
4. sing a lot,
5. laugh a lot,
6. spirit life,
7. make friends,
8. never swim alone,
9. care for buddies and
10. keep out-house clean.

Names given to our four weeks together:

WEST

LIFE AS A TEAM

SOUTH

WEEKS OF WONDER

EAST

KNOWING, CARING AND GROWING TOGETHER.

CONCLUSIONS:

The Settlements were an experiment in Community. We developed our common discipline that included everything from our wake-up and lights-out forms to the methods whereby we kept our space orderly. The teaming of older and younger ones was especially significant. We studied together: our work on Camp Systems, Camp gridding and the Battle-planning method were especially significant. We built a common symbolic life: we had rituals, camp-fire celebrations and we paid careful attention to our space. Our Song, story and symbol were especially significant.

# GUILD ACTION



## THE GUILDS

We had six guilds in which our focus was Care for the Camp, Care for each other and Care for the World. This was our afternoon activity, we met as guilds in the following arenas of concerns - Programme & Coordination; Health & Sanitation; Ecology & Environment; Food & Hosting; Information & Communication and Arts & Celebration. The guild activities included a time at the lake and a time for field sports.... The following are the statements made by each of the guilds.

### PROGRAMME & COORDINATION -

The things this guild did over the four weeks included -

- making the camp map and grid;
- starting a garden;
- preparing a booth for the fair;
- catching frogs & crayfish;
- started a bleacher;
- created a ball toss for booth;
- participated in the "Adventure" game;
- helped environment & ecology to build obstacle course;
- planned the first campfire;
- announced enablement and symbolic assignments, and
- painted the accomplishment board.

The exciting times included when we strolled/walked all over the camp to make the map; when we prepared for the first campfire and the least exciting thing was when we brainstormed what to do for the celebrations and then found that the model got changed a little.

The things we would like to share with others that we learned about being a guild are 1st, that in our planning we care for the camp; 2nd, build a comprehensive model and coordinate it; 3rd, suggest and planned some events such as camp fires and Wednesday trips and 4th, teamwork makes job easier.

The name we would give to our guild experience is "THE GUILD OF TEAMHOOD".

### HEALTH & SANITATION

Over the past 4 weeks our guild has been working together doing a variety of activities such as: creating a ritual; listing the 24 points to good health and announcing one health tip each day at breakfast; making a five-finger food groups poster and flash card game; and colouring get-well cards for Matthew Sands.

The Health guild was most excited about delivering firstaide in the Health Centre outpost which our guild set up for the Olympics Day and then due to its success, we set up a similar out post for the New People Fair along with a 5 food groups game for passers-by. This guild was least enthused about doing a bathroom cleaning blitz, but learned and would like to share with others that in order to do all the tasks required, guild members must be dedicated and work as a team. Guild members also had the opportunity to assist the nurse in the nurses cabin thereby experiencing the guild as a way to learn useful skills.

As a result of all of the things we experienced in these 4 weeks the name we would give it is "TAKING CARE OF YOURSELF AND EVERYONE ELSE."

#### ECOLOGY & ENVIRONMENT -

The things this guild did over the four weeks included building an Obstacle Course for the New People Fair which had a maze, and if you went the right way you would see an "oops" and turn back and go the wrong way; we also built a bridge, a tire crawl through; a ladder; balance beams and a tire run through.

The most exciting time we experienced was when we built the Obstacle Course; and the least exciting time was building the tool shed which we didn't finish after making the obstacle course.

The things we would like to share with others is that it is hard to decide what to do; it is hard to decide to keep going; it is easy doing the task and it can be lots of fun working together and you can be proud of what you do.

The name we would give to our guild experience is "MAKING THINGS FOR THE WORLD".

#### FOOD & HOSTING -

The things this guild did over the four weeks included cooking brownies; helping in the kitchen (making snacks for next day); making a restaurant for the Fair; stringing beans (thousands of them); going to the freezer for supplies; picking strawberries; and making cookies and marshmallows for the restaurant.

The exciting times included getting to make cookies and marshmallows; making the restaurant, building the garden; making signs & symbols and the least exciting things we did was stringing all those beans.

The things we learned and would like to share with others about being a guild are 1st, teamwork is what's needed to be a guild; 2nd, a guild plans for the future; 3rd, a guild cares for the total group and 4th, being a guild means there is always work to do.

The name we would give to our guild experience is "ADVENTURES WITH FOOD".

#### INFORMATION & COMMUNICATION -

The things this guild did over the four weeks included making 4 issues of "The New People Post"; making a booth for the Fair and going on the strategic thinking Adventure.

The most exciting times included going on the adventure; writing articles and making the newspaper; and the least exciting part was when the people wouldn't cooperating with the writing of the articles.

The things we would like to share with others that we learned about being a guild are 1st, how to write articles; 2nd, making a booth can be fun and 3rd that a guild is all about caring for the camp, caring for the individual and caring for the world.

The name we would give to our guild experience is "THE GUILD THAT COMMUNICATES WITH OTHERS AND GIVES INFORMATION TO THE WORLD".

### ARTS & CELEBRATION -

The things this guild did over the four weeks included; making and decorating candles; making necklaces; making montages; drawing clown faces and paper designs for the Fair; making origami shapes for celebrative events; learning new strokes in swimming; playing some new and different sports; and making banners and flags for the camp.

The exciting times included making the paper mache masks; creating the montages for great hall decor and drawing the clown faces.

The things we would like to share with others that we learned about being a guild are 1st, we learned new strokes in swimming and took tests; 2nd, we learned new sports such as bombardment, soccer and volley ball; 3rd, we were happy when we played bombardment and passed our swimming tests; it was hard to swim 25 laps and it was hard when we didn't know the rules of the games that were being played. Sports & Aquatics has helped us be new people by teaching us new things.

The name we would give to our guild experience is "CELEBRATION ARTS".

The guilds cared for the whole camp, for each individual and for the whole world. They were the way we did our tasks as a guild, we swam together and played sports together. In the guilds we learned new skills and engaged in adventuresome creation.

# **CAMP PROGRAMS**



## THE PROGRAMS....

### PRE-SCHOOL.

We, the pre-school were a large group of 21 children. Monday, Tuesday, Thursday and Friday we began our day together at 10.00 a.m. for swimming. Afterwards we returned to our settlements for lunch, then it was our nap time which we had altogether on the floor in the main room at the Health Cabin. In the afternoon we began by doing sports, followed by **snack** and then a curriculum block.

Mondays were shower days with all the pre-school and that was quite a task. Tuesday was Arts and Crafts day and oh! what a mess!! We did such things as play dough figures, camp murals, drawings of camp events, montages and wrote letters.

Thursday and Friday the curriculum was similar to that done in the Settlements. Some of the key happenings were studying and drawing a world map and filling in the places where we had lived, learning songs from all three spheres in French, Spanish and Korean.

Preparing for the odz 'n enz booth at N.P. Fair was also great fun for us. We baked chocolate chip cookies, had an art display and had all the lost and found articles of clothing etc.

Over the summer we learned a lot about nature through hikes and a lot about what it means to be a corporate body through working together.

### AQUATICS....

Aquatics and sports were major activities of the summer. Every Monday, Tuesday, Thursday and Friday, each guild took an hour for swimming and an hour for sports during the afternoon. During aquatics time we worked on developing our skills which included learning the front crawl, elementary back-stroke, sidestroke and artificial respiration. Each day we warmed up by swimming 25 laps. Over the summer camp period we passed 30 beginners and 20 advanced beginner swimmers. Those who became advanced beginners were then able to swim in deeper waters which was very exciting. Our favorite games in the water were Sharks & Minnows and Marco Polo. Throughout the summer we also helped build the "New People Beach" by building a dock and raft, putting up swim lines and raking the sand.

### SPORTS....

In sports, for the first three weeks of camp the campers practices a sport for each week. In the first week they did soccer, then volley-ball and for the third week they prepared for the Olympics by running track and even the preschool ran a mile. The campers learned about certain skills and the rules about each sport. In the last week each group got to choose what games they wanted to play. Examples of these are "Capture the Flag", "Steal the Bacon", "Bombardment" and "Ultimate Frisbee". Before each sports period, the groups did warm up excercises which prepared them for a fun and safe time.

Both sports and swimming gave us the opportunity to strengthen our bodies, push our individual capabilities, and play together in teams.

## THE PROGRAMS....

### ART

Art was an important part of the program. The creation of flags gave form to the Meadow. New flags were added for each Saturday event. In the Great Hall, decor was created as the program evolved. Besides the Camp Symbol there were Grids of the Settlements, along with a 10-point list about each of the spheres. There were montages depicting the spheres. Special decor was created for the Ur meals which included centre pieces for each of the 12 tables, origami, and papier mache masks. Drawing pictures was a continuing task that engaged the preschoolers, as well as the older children, and added considerably to the Fair.

In the broader sense, the use of music, the orchestration of the Saturday events, the use of colour and the use of the drums welded the curriculum and gave it its profundity.

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## THE FIFTH GRADE TRIP -- THE VOYAGERS

### The Preparation

Adam Lingo

Before we began the Fifth Grade Exploration we decided that this was a preparation for next year's Sixth Grade Rite of Passage. We said that we would make all the decisions as a group. We understood that this was going to be a long, hard trip and that we had to plan carefully what to bring. The Fifth Graders started to meet about a week before the actual trip at lunch times. We planned where to go and what to do.

### Description of the Party

Melanie Harris

The people on the Fifth Grade trip were :-

Adam Lingo,  
Ajit Fisher  
Jessica Farrar  
Jill Wilkinson  
Jonathan Troxel  
Melanie Harris  
Naomi Jayasekera  
Otto Sharp  
Taji Crew  
Tameka Williams

There were also three staff:

Barbara Hawley  
Robert Hawley  
Elaina Harper.

The plan for the trip was to do three days of canoeing beginning on the Wolf River and going onto Lake Poygan. The distance was measured at 40 miles. We left early on Wednesday morning and returned late Friday evening. We had six canoes for the trip.

### The Journey Commences:

Taji Crew

On Monday we had a trial run. We packed our bags and went to Benjamin for the night. It helped us to think through what we needed. Tuesday, we packed our bags and food for the trip itself. Early on Wednesday morning we got the canoe rack and loaded all our gear into it and set out. After forgetting the paddles we were finally on the river by 11 a.m. Two teams got into trouble and one canoe went sideways downstream for awhile, while the other one beached and had to put out again. Late in the afternoon it rained heavily and we were glad when a kind cabin owner gave us rooms free and some food. We went fishing and caught an 18" catfish. After a great feast we went to bed at 10:30 p.m.



The Second Day:

Tameka Williams

Thursday morning after the rain had ended, we wakened at 9 a.m. Everybody was still in their warm bed, when all of a sudden, out of nowhere Jan and Bob walked in and the girls in the living room jumped. They said hello and told us that the food was in the car. The boys got the food and we ate cold cereal, bananas and milk. In the Canoes we came to a small island and then into a very nice canal which actually took us the wrong way, but finally we came into the lake. We were invited to lunch by an old man spending the summer in his cabin and then set out for a big adventure. Some people rowed straight across the lake and the waves were big. We got into trouble and were afraid our canoes would be swamped. That evening we stayed at Jean and Jan's motel (camping). We got to watch the TV and then played a game around the campfire.

The Third Day:

Jessica Farrar.

On Friday we made some changes in our teams, before leaving at 9 a.m. Later on we stopped for water. We travelled a little longer and then stopped for lunch at an island. Finally we came to the end of our journey and boy! were we happy! We went swimming in the lake and then we went and played on the swings. Bob Hawley brought us some pop and we all sat down, drank and talked. Meanwhile, Elana's grandparents came. After awhile the yellow banana came and we packed our bags, the canoes, and left. It was exciting to be welcomed home by everyone, but we were very tired.

Some Reflections:

Otto Sharp.

The most exciting part of the trip was when we ran into the big waves. It was also the hardest and most tiring part of all we did. Some of the girls were frightened. We wished that the trip had been five days long when we were preparing for the trip, but now that it is over we are glad it was only three days. On the second night there was a beautiful sunset which we will never forget. We saw that teams were necessary on this voyage because it is hard to steer and paddle by yourself. However, it was hard to decide to be a team. Some decisions were easy, like going fishing. Others were hard and we had some arguments about them.

Advice for next year:

Naomi Jayasekera.

There are some things that people next year should remember to bring. They need fishing poles; they should bring Ben Gay and toilet paper and shovels. It would be helpful to have permission ahead of time for resting places and camping places. Choosing the right canoe teams is very important. We think we should use the same curriculum next year.

## **SPECIAL EVENTS**



### THE SPECIAL EVENTS

The special events during the camp were the Wednesday trips and the four great Saturday events. These were all great celebrations in our life together and were occasion for major competitions between the settlements, when much cheering was heard echoing across the whole of Aysbury Acres.

#### THE WEDNESDAY TRIPS....

The first week we took a boat trip and swam in Waupaca. We went on our bus, which has now become known as "our big white wonder bus", drove to Waupaca to Chain-o-Lakes boat rides. When we got on the boat some of us went up to the top deck and some went on the lower deck. The tour took us through 8 lakes and our tour guide told us that we were on one of the ten last commercially used sternwheel paddle boats in the United States. After the boat-ride we went to a beach where we had lunch and went swimming and sliding down a waterslide. At five o'clock we came home and had a nice long solitary time.....oh! what a day!

The second Wednesday of camp our "wonder bus" wouldn't start to begin the day, so we hiked all over Aysbury Acres in the morning. After some time the bus decided to oblige and took us to an afternoon at another lake. We swam quite a bit and then had fun building canals in the sand.

Our third Wednesday was spent picking strawberries in the morning at Turners Farm. We picked 115 lbs. of strawberries in one hour and it was a lot of fun. When we were finished, we sang "I am the one" to Mrs. Turner. Then we all got on the bus, went to the park and ate our lunch, after which two of our preschoolers fell into the pond while chasing frogs. Then we went into Waupaca where we had the whole theater to ourselves and watched a great movie, E.T. It was a great movie, full of excitement and suspense. It's funny and it's sad some of the parts we liked best were Gertie and ET both screaming at each other, Elliot burping in class, Elliot kissing the school girl, Gertie dressing up E.T. like a girl and all the bicycles lifting up into the air. We all loved it and wished we could have had the day all over again.

Last Wednesday, we visited the World Headquarters of Sentry Insurance in Stevens Point. The building was big and square; we liked the shape. It had four storeys above ground and four underground. Inside there was a bank, fancy stores, a theater, a TV room, and even a big swimming pool that employees can use before and after work and on breaks. We all wanted to go swimming. We also liked the big round table with 25 big soft swivel chairs for the Board of Directors..

#### SATURDAY NO. 1....

Saturday July 3rd we held a celebration. The day had 3 parts: The Settlements of the Pioneers; The fun of the pioneers and the feast of the pioneers.

For the first part of the day, the settlements of the pioneers, we spent time cleaning and adding last touches to our settlements, cleaning beds, painting rocks, and getting our song, story and symbol together to present. Then 3 judges came to each of the settlements. They judged five categories, accomplishments of week one, interior design, health care, sacred space and spirit life.

## SATURDAY NO. 1 (cont.)

For the second part of the day each settlement built an obstacle course with 10 parts. Three teams from each settlement were timed to go through them. The totals were added to determine the scores of the settlements.

For the last part of the day we all went to the Grand Meadow and had a barbeque chicken and watermelon. Next prizes were announced for settlement judging. The scores were West 72, South 69, and West 51.

For the obstacle courses South came first then West and then East.

At night we had fireworks by the lake. All together it was quite a day

## SATURDAY NO. 2 ....

Saturday, July 10, we went on an adventure. The six guilds were competing against each other. The names of the guilds are:

1. Information/ Communication
2. Arts/ Celebration
3. Health/ Sanitation
4. Program Coordination
5. Environment/ Ecology
6. Food/ Hosting

Each guild went to a starting point where they were read a part of a story. They had to pick one of three choices having to do with strategic thinking. For example, when faced with a problem, guilds chose between going to a wise man for advice, to the guild hall to plan, or to the store house for arms. The guild hall was the best choice.

The goal was to find a way to get back the camp sacred symbol from the G. L.s ( G.L. stood for the good lifes ) Each decision had consequences that took them nearer or farther from the goal.

The event took place all over camp because the staff "sensai" were located in 12 different places. The guilds ran from place to place in the pouring rain to find the next destination that was the result of their choice. Some of the places were nearly a mile apart. It lasted three hours. The Arts & Celebration Guild were the only one to find the symbol and so got the prize.

## Saturday NO. 3.....

For our Saturday celebration on July 17, we had our 2nd Annual Olympics at Asbury Acres. After breakfast we got the flags we had made days before and marched singing to the Grand Meadow, going around three times, and then into the observation area for each settlement.

We started with the many field events. The broad jump had people jumping with their feet together as far as they could. We had a mile relay where 4 people of different ages each ran  $\frac{1}{4}$  mile with a stick and handed it to the next person. There were also a mile run, 25 and 50 yard dashes and hurdles, a frisbee throw, and a limbo bar where people went lower than 2 feet, plus many other events.

The obstacle course had 7 obstacles, including a bridge, 8 tires to climb through, a ladder you had to climb up and jump off onto mattresses. The best part that the preschooler and an older kid had to go through was a big cloth maze, which if we got lost in, had to go back to find the right way and so lost time. All but the maze was left up and given the name the NEW PEOPLE PARK.

Settlement South had the most points in the Field and track events, followed by West and East. After lunch we marched to New Peoples Beach and had many water events. We did a swamped canoe race, with the 5th-graders paddling across the lake in a canoe filled with water. We did running in shallow water, 100 yard relay, swimming under water, breath holding contest, and relaying a ping-pong ball across the water. West settlement was 1st in Aquatics, East 2nd and South 3rd.



← SATURDAY NO. 3....(contd.)

It was only a few days before that we had started planning for the Olympics, making flags and getting ready. In Sports we practices doing track and field, and in swimming we were told how to do races and the racing dive.

Then at our feast over 240 blue, red and white ribbons to individuals and teams were presented. Overall in both track and field and the aquatic events, West was 1st, South 2nd and East 3rd.

SATURDAY No. 4....

It was magnificent! The flags waving proudly in the bright sun, the happy smiles on the camper's faces, all made it a beautiful day for the Fair. On Saturday, the 24th at 1.00 p.m. Jeff Roper brought greetings from the Global Research Council and opened our Fair. Then the booths opened. Some featured a kissing booth, a 6-foot deep jail that was dug out of the ground, a haunted bus, and even one with electronic games. Every camper was given 24 tickets. You paid 1 ticket to play a game, and if you won, you would receive 2 or more as the prize.

Intervals were made in the fair for special events which included skits by the settlements, a balancing act, walking on barrels, and making announcements. There was also a restaurant where you could go and buy pop, pizza, popcorn and candy, with ticket (money) Throughout the day a smile was on every camper's face.

We ended the day with a dance on the Grand Meadow under the summer moon.

**SYMBOLIC  
AND  
ENABLEMENT**

## NEW PEOPLE SYMBOLIC LIFE

The symbolics of the camp were created by the staff the week previous to camp opening. The following were the rituals used each day.

### THE MORNING RITUAL...

SING: "I AM THE ONE"

We are set free  
To be the New People  
To care for the earth  
That is life  
Be it so.

Life is never the way we want it  
We refuse to accept its promise  
Nevertheless, we are filled with possibility  
That is life  
Be it so.

### THE WITNESS....

We go to build the earth  
It is good  
All is well.

### THE MORNING RITE....

Leader: This is the day of the New People  
Com: We rise to build the earth  
Leader: That is life  
Com: Be it so.

### SUPPER RITE....

Leader: We anticipate the future  
Com: We plan the future  
Leader: Our decisions count  
Com: Be it so.

### EVENING RITE....

Leader: The day ends  
Com: The night comes  
Leader: Life is good  
Com: Be it so.

The drums have played an important role. They have called the New People to attention in the morning by drumming a long sound, then four short sounds and then another long sound. This is done 9 times to represent the nine continents.

In the afternoon the drums called the New People to lunch with a long sound followed by a short sound. It said fu-ture, fu-ture, fu-ture. In the evening this beat calls the New People to dinner. It calls one hundred times to symbolize all the ICA offices around the world.

Finally at night it beats thirty three times, once for every nation that ICA is working in. The message is "so be it" - one high, one low and one medium sound



#### THE ENABLEMENT STRUCTURES....

Camp New People was enabled by one and all: To every meal was assigned two teams on Set/Serve and clear: These teams also assigned members to help the permanent kitchen staff with washing dishes. Through this, every camper learned the importance of space care and team work.

Part of Week I's set-up was the implementation of the "buddy-system" which involved one older camper with a younger one to help dress them, keep their clothes in order and bathe them.

By the end of Week II, it was obvious that an outside push was required to get the settlements in order. So began the daily 9:00 a.m. inspections with everyone at attention at their bunks ready to begin a new day.

THE SONGS OF THE SETTLEMENTS.....

SETTLEMENT EAST.....

We're sphere East!  
We took the bus from Chicago to camp  
Now we're here!  
Next we started our daily program  
We took a trip!  
We travelled through a chain of 8 lakes  
Cause we're Settlement East  
And we're great!

We paint the rocks and the outhouse too  
We won the prize for the cleanest space  
We made the obstacle course for you  
And we're Settlement East  
And we care!

We picked strawberries and we saw E.T.  
We prepared for the greatest game  
We made a map for our symbolic space  
Cause we're Settlement East  
And we're winners!

We built our booth for the New People Fair  
We visited the Sentry Building  
We got the highest score for cleanest space  
Cause we're Settlement East  
We're the best!

We have our fair and have a dance  
We earned the highest score for cleanest space  
We're ready for our coming home  
Cause we're Settlement East  
EAST IS IT!

THE SONGS OF THE SETTLEMENTS.....

SETTLEMENT WEST....(tune: High Hopes)

When you walk through the trees  
See the birds and the bees  
And the pine needle leaves,  
You've come to WEST

Sweeping needles, lining up rocks  
Picking up sticks and stacking up blocks  
Making our beds in cabins  
Building bunks to the roof

Chorus: 'Cause we are Settlement WEST  
We are Settlement West  
We are high as a pine in the sky WEST  
And so four teams in one are we  
We have fun do we  
We turn rain into sun  
Hey! We are Settle-Settlement  
Hey! We are Settle-Settlement  
Hey! We are Settle-Settlement WEST.....(THE BEST)

Meeting, talkin, building a plan  
We will do whatever we can  
Anyone knows a plan can  
Help us do what we want.

Chorus....with (THE BEST).....

. . . . .

SETTLEMENT SOUTH....THE CARING ONES! (tune: Love is Everywhere)

Chorus: We are South, we care.  
We are the caring ones,  
You know it.  
We can create the future.  
Come and dare to build the Earth!

Travelling on the road for seven hours,  
Stopping on the way so many times.  
Finally arrived there two hours late,  
Bus was crowded, but now we're fine.

There are many things to do here:  
Sports, guilds, swimming and having fun.  
We have field trips every Wednesday,  
Working and playing in the sun.

Five weeks later we're in Chicago,  
Hello Dad and hello Mum.  
We can't wait til next year's camp  
And again we'll have lots of fun!

Sing chorus after each verse....

Last chorus....finish with "WITH US!"

. . . . .

# CAMP NEW PEOPLE

July '82

## LENS

Camp New People used week 4 to explore the use of the V.O.P. method (Vision, Obstacle, Plan). We used the method in our settlement and guilds to plan our activities for the week. In morning collegiums we asked ourselves the question "What do you see New People of Phase I doing next year?" Each team brainstormed ideas and they were gestatted by a representative group. The following morning we spent on obstacles to the vision and then moved to hold new proposals.

We submit this report to the Order as our recommendations for the next year.

## PRACTICAL VISION

ALMOND, WISC.

JULY 1982

TOWARD WORLD VIEW	TOWARD LEADERSHIP DEMONSTRATION	TOWARD DISCIPLINED LEARNING	TOWARD PHASE I GLOBAL TRAINING CAMP	TOWARD FOUNDATIONAL SELF-SUFFICIENCY
RECREATION TRIPS AND ACTIVITIES	RITES OF PASSAGE	SPECIFIC LEARNING SKILLS	CAMP DEVELOPMENT	SELF SUPPORT
<ul style="list-style-type: none"> <li>• FIELD TRIPS</li> <li>• GO TO AMUSEMENT PARK</li> <li>• DO A PLAY</li> <li>• VISIT SHOE FACTORY</li> <li>• DRESS UP LIKE A CLOWN</li> </ul>	<ul style="list-style-type: none"> <li>• GO ON 6TH GRADE TRIP</li> <li>• TRAVEL ALOT</li> <li>• 5TH GRADE FARM</li> <li>• 6TH GRADE CAMP OVERSEAS</li> </ul>	<ul style="list-style-type: none"> <li>• GO TO STUDENT HOUSE</li> <li>• STUDY WELL AT SCHOOL</li> <li>• HELP OTHERS WITH SCHOOL WORK</li> <li>• DOING BETTER IN SCHOOL</li> </ul>	<ul style="list-style-type: none"> <li>• CLEAN CAMP REGULARLY</li> <li>• BUILD SWIM AREA</li> <li>• PUT UP ROAD SIGNS</li> <li>• REARRANGE OUR SPACE</li> </ul>	<ul style="list-style-type: none"> <li>• EARN TRIP MONEY</li> <li>• SELF SUPPORT</li> <li>• E.G. SELF SUPPORT</li> </ul>
YOUTH INTERCHANGE  <ul style="list-style-type: none"> <li>• WRITING LETTERS</li> <li>• PHASE I NEWSLETTER</li> </ul>	LEADERSHIP PRACTICES	TECHNOLOGY EXPLORATION	FUNDED PROGRAM	PERSONAL CARE
	<ul style="list-style-type: none"> <li>• SHOW RESPONSIBILITY</li> <li>• BE A PRIOR</li> <li>• BECOMING A TEAM LEADER</li> <li>• TAKING CARE OF YOUNGER ONES</li> </ul>	<ul style="list-style-type: none"> <li>• EDUCATION THROUGH VIDEO</li> <li>• WORKING WITH COMPUTERS</li> </ul>	<ul style="list-style-type: none"> <li>• FUND CAMP 1983</li> </ul>	
	FUTURE SKILLS SERVICE	PRACTICAL SKILLS	SIGNIFICANT JOURNEY	
	<ul style="list-style-type: none"> <li>• CLEAN UP COMMUNITY</li> <li>• BUILD FUTURE HOME</li> <li>• GARBAGE CLEAN UP ACROSS THE GLOBE</li> </ul>	<ul style="list-style-type: none"> <li>• LEARN TO WRITE</li> <li>• PLAY RED ROVER</li> <li>• LEARN TO SWIM</li> <li>• LEARN TO DIVE</li> <li>• LEARN TO BE ON TIME</li> </ul>	<ul style="list-style-type: none"> <li>• DOCUMENTED '82 CAMP</li> <li>• COME BACK TO CHICAGO</li> <li>• SING OUT THE GREATNESS OF CAMP NEW PEOPLE</li> <li>• RECRUIT CAMP CHILDREN</li> </ul>	<ul style="list-style-type: none"> <li>• BRUSHING TEETH</li> <li>• GETTING A RETAINER</li> <li>• REGULAR EXERCISE</li> </ul>





ASBURY CAMP

CAMP NEW PEOPLE

ALMOND, WISC.

# PROPOSALS

JULY '82

PREPARED and EFFECTIVE PEOPLE		EMBODIED NEW PEOPLE STYLE	FULLY IMPLEMENTED PHASE I PROGRAMME	
EFFECTIVE LEARNING	CAREFUL TIMING		PLANNED CURRICULUM	PRACTICAL EQUIPMENT
INDIVIDUAL LEARNING PROGRAMS	ADVANCED PLANNED FIELD-TRIPS	PUBLISHED PHASE I ROLE	LONG-RANGE CURRICULUM PLAN	CREATIVE PHASE I FINANCING
	CAREFULLY PACED	DECLARED NEW PEOPLE STORY	CORPORATE PLANNING SESSIONS	
WELL- EQUIPPED LIBRARY	TIME-DESIGNS	INTENTIONAL FRIENDSHIP STYLES	PHASE I SCHOOL COORDINATION	ENHANCED CAMP FACILITIES
	SCHEDULED HOMEWORK PERIODS	POWERFUL RITES OF PASSAGE		
COMPUTER EDUCATION SCHEMES	DAILY CORPORATE TIMELINES	IMAGINAL DECLARATIVE DECOR	FULL EARLY RECRUITED STAFF	WORKING PHASE I VEHICLES