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A survey of the program of activities and related factors in seventy-one YWCA summer resident camps.

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Seiberlich, T.
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A SURVEY OF THE PROGRAM OF ACTIVITIES AND RELATED FACTORS IN SEVENTY-ONE
YWCA SUMMER RESIDENT CAMPS

Submitted by

Tonia Seiberlich

B.S. in Ed., Wisconsin State Teachers
College at LaCrosse, 1955)

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FIRST READER: _____

Dr. James A. Wylie
Professor of Education

SECOND READER: _____

Dr. Carl E. Willgoose
Associate Professor of Education

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TABLE OF CONTENTS

CHAPTER	PAGES
I. INTRODUCTION AND PROBLEM OF THE INVESTIGATION	1
Introduction	2
History of the Camping Movement in the YWCA.	4
Daily Program from a Camp Leaflet Dated 1909	9
Camp Activities in the Early 1900's.	10
YWCA Camping in Europe and Asia.	11
Purpose of the Study	12
Need for the Study	13
Definitions.	14
II. REVIEW OF THE LITERATURE RELATING TO THE PROBLEM.	15
III. PROCEDURES USED IN THE INVESTIGATION.	21
Development of the Instrument.	22
Description of the Inquiry Form Used in the Study.	23
Distribution of the Inquiry Form	25
Percentage of the Returns.	25
Geographical Distribution of the Returns	26
Validity and Reliability of the Instrument	27
IV. THE ACTIVITIES IN THE CAMP PROGRAM.	28
Scope and Nature of Program Activities	29
Presentation of Data.	30
V. FACTORS THAT ARE RELATED TO, AND AFFECT, PROGRAM ACTIVITIES.	43
Related Factors in Program Planning.	44
Presentation of Data	45

CHAPTER	PAGES
VI. SUMMARY, LIMITATIONS, AND CONCLUSIONS	79
Summary.	80
Purpose and Description of Evaluation Questionnaire. . .	81
Presentation of Data	82
Limitations of the Study	98
Conclusions of the Study	98
BIBLIOGRAPHY.101
APPENDIX.104
Letter to Camp Directors	
Copy of the Questionnaire	
Letter of Explanation on Evaluation Questionnaire	
Copy of the Evaluation Questionnaire	

TABLES USED IN THE PRESENTATION OF DATA

TABLE	PAGE
I. THE FREQUENCY OF THE USE OF AQUATIC ACTIVITIES - AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED	30
II. THE FREQUENCY OF THE USE OF ARTS AND CRAFTS ACTIVITIES - AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED. . .	32
III. THE FREQUENCY OF THE USE OF CAMPCRAFT ACTIVITIES - AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED	34
IV. THE FREQUENCY OF THE USE OF MUSIC-DANCE-DRAMA ACTIVITIES - AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED. . .	35
V. THE FREQUENCY OF THE USE OF NATURE ACTIVITIES - AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED	36
VI. THE FREQUENCY OF THE USE OF SPIRITUAL ACTIVITIES - AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED	37
VII. THE FREQUENCY OF THE USE OF SPORTS ACTIVITIES - AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED	38
VIII. THE FREQUENCY OF THE USE OF MISCELLANEOUS ACTIVITIES - AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED. . .	39
IX. THE FREQUENCY WITH WHICH FREE TIME, SMALL GROUP, ALL-CAMP, AND UNIT ACTIVITIES OCCUR IN THE PROGRAMS OF THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED	40
X. THE AGE RANGES SERVED AT EACH OF THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED.	41
XI. THE METHODS USED TO PLACE GIRLS IN THE PROGRAM OF ACTIVITIES AT THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED.	45
XII. THE METHODS BY WHICH CAMPERS ARE PLACED IN LIVING GROUPS AT EACH OF THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED	46
XIII. THE FREQUENCY OF THE OCCURRENCE OF CAMPER COUNCILS IN THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED.	47
XIV. THE FREQUENCY WITH WHICH CAMPER COUNCILS MEET IN THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED.	48
XV. STAFF PERSONNEL WHO MEET WITH THE CAMPER COUNCIL WHEN PLANNING PROGRAM - AS REPORTED BY 40 YWCA SUMMER RESIDENT CAMPS STUDIED	49

TABLE	PAGE
XVI. STAFF PERSONNEL WHO PLAN PROGRAM WHEN THERE IS NO CAMPER COUNCIL PRESENT - AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED	50
XVII. THE OCCURRENCE OF A COUNSELOR-IN-TRAINING PROGRAM - AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED.	51
XVIII. THE NUMBER OF THE 71 YWCA SUMMER CAMPS WHICH REQUIRE ENROLLMENT OF CAMPERS IN THE YWCA BEFORE CAMP.	52
XIX. THE TYPE OF AWARDS WHICH ARE GIVEN IN VARIED PROGRAMS AT THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED.	53
XX. A COMPARISON OF THE PROGRAM INTERESTS OF 12-13 YEAR OLD CAMPERS AND 14-17 YEAR OLD CAMPERS - AS REPORTED BY 41 YWCA SUMMER RESIDENT CAMPS	55
XXI. A LISTING OF THE SPECIAL EVENTS THAT OCCURRED DURING THE 1959 SEASON IN 71 YWCA SUMMER RESIDENT CAMPS STUDIED	56
XXII. THE RESPONSIBILITIES ASSUMED BY 67 YWCA SUMMER RESIDENT CAMP DIRECTORS AS CONCERNS THEIR ROLE IN THE ADMINISTRATION OF THE CAMP.	60
XXIII. THE RESPONSIBILITIES THAT ARE ASSUMED BY THE PROGRAM AND ASSISTANT CAMP DIRECTORS	61
XXIV. THE RESPONSIBILITIES THAT ARE ASSUMED BY THE PROGRAM DIRECTORS OF 24 YWCA SUMMER RESIDENT CAMPS	62
XXV. THE RESPONSIBILITIES ASSUMED BY 280 ACTIVITY DIRECTORS OF VARIOUS PROGRAM AREAS IN THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED.	63
XXVI. THE RESPONSIBILITIES ASSUMED BY 160 ACTIVITY ASSISTANTS IN VARIED PROGRAM AREAS OF 71 YWCA SUMMER RESIDENT CAMPS STUDIED.	64
XXVII. THE TYPE OF PHYSICAL SET-UP THAT IS EMPLOYED IN EACH OF THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED.	65
XXVIII. THE TYPES OF BUILDINGS THAT ARE AVAILABLE FOR GENERAL RECREATION PURPOSES AT THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED.	66
XXIX. THE TYPES OF SWIMMING FACILITIES WHICH ARE PRESENT IN THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED.	68
XXX. THE TYPES OF PROGRAM AREAS AND/OR FACILITIES WHICH ARE PRESENT IN THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED	69

TABLE	PAGE
XXXI. THE CAPACITY OF EACH OF THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED	71
XXXII. THE LENGTH OF THE CAMP SEASON AND THE NUMBER AND LENGTH OF PERIODS DURING THE SEASON - AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED.	73
XXXIII. THE AVERAGE LENGTH OF STAY OF CAMPERS IN 71 YWCA SUMMER RESIDENT CAMPS.	76
XXXIV. THE DECADES IN WHICH THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED WERE ESTABLISHED.	77
XXXV. THE STATUS OF EACH OF THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED AS REGARDS MEMBERSHIP IN THE AMERICAN CAMPING ASSOCIATION	78

CHAPTER I

INTRODUCTION AND PROBLEM OF THE INVESTIGATION

CHAPTER I

INTRODUCTION

THE PROBLEM: The camp program picture as it exists today in Young Women's Christian Association summer resident camps throughout the United States.

Irwin¹ has said that camping is as old as the human race. For many years man has worked, slept and eaten under the open sky.

Since then, man has felt a need to leave city life and return to the out-of-door life for a period of time. This need was given an invaluable assist when the YWCA became one of the pioneers in the field of organized camping and began offering camping programs to women and girls.

Through the years camping and its natural values have remained the same but, at the same time, it has been gradually transformed from a primarily recreational experience into one which has seen the addition of educational and social values.

Growth and development in YWCA camping has occurred through an on-going reviewing process, with the understanding that this is a nationwide, and not an individual, process.

"Camping means a 'living out' experience and it is this special variation in living which is the essence of the program in a camp. The program becomes meaningful as each person who shares in it feels the impact of the place, the people, and the way of life they build together." ²

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1. Irwin, Frank L., The Theory of Camping. A.S. Barnes Co., New York, 1950, p. 3.
 2. Lafferty, Marie, Staff Work Notes. National Board, YWCA, New York, March, 1947, p. 27.

Camping has a valuable contribution to make to the youth of the world in that camp is a child's home for a period of time and, as such, the camp environment must be constructive for it is a formative background. A child's camp experience should develop him or her in a two-fold manner: as an individual and as a member of a group.

As a program of activities is planned it takes into consideration the aims and objectives of the camper, his parents, and the camp. For its basis it utilizes the needs of the child and the natural resources found in the out-of-doors. Since a child's needs are many-fold we must narrow them down to those that a camp situation can meet more adequately than home, church, or other educative force. Once narrowed down we see two needs standing out above all others: that of experience in small group living and that of living in the out-of-doors with Nature as a teacher.

"The natural resources of the out-of-doors should be the basic equipment of all camp activity; using that equipment to live comfortably and cooperatively; to play healthfully and adventurously, and to increase individual knowledge and appreciation of both nature and human nature in the camp program." ¹

"For several years there has been a growing emphasis on activities and interests growing out of and appropriate to the camp environment, and less duplication of city, club, school, and playground activities in the camp. Many camp educators look with favor on this movement away from highly organized sports such as baseball, football, and basketball and craft work with manufactured and prepared materials towards the more woodsy, 'campy', natural interests and activities. This movement toward more primitive activities is excellent. However, it should not be carried to the extreme, but an effort should be made to effect a nice balance between activities possible only in camp and those which may be indulged in away from camp and are therefore of considerable transfer value." ²

1. Ibid., p. 27.

2. Joy, Barbara Ellen, Camping. Burgess Publishing Co., Minneapolis, 1957, p. 42.

Our immediate problem is to gain a clearer understanding of camp program in YWCA summer camps and to determine which activities should be offered at these camps, whenever and wherever possible. By so gaining an insight into the varied program activities offered, we will be better able to ascertain which ones present carry-over possibilities for the year-round program at the local YWCA. However, this is an objective yet to be attained and it will require a close liaison between the camp staff and the Association staff in order that the general objectives of each can be blended into a united effort. Only through the united efforts of all persons connected with YWCA camping can we prevent a camp from becoming an isolated project within the total Association.

HISTORY OF THE CAMPING MOVEMENT IN THE YWCA

The Young Women's Christian Association was a pioneer in the field of camping for women in America; being the first to provide vacation programs for industrial women workers. The first such vacation camp was opened at Asbury Park in 1874 by the Philadelphia Association and was called Sea Rest. Its purpose "was to give overtasked young working women of the city, whose scanty means will not admit of a sojourn by the sea, a happy and healthful vacation from toil." ¹ Cost to attend Sea Rest for two weeks, room and board included, was \$11.00; this being lowered to \$3.00 per week the year following.

Formal opening ceremonies for Sea Rest were held on August 4, 1874. The women of Philadelphia, who had dreamed this camp into being, were honored by the reading of a poem which began, "Daughters of Penn, the

1. Reported by Miss Gladys L. Brown in an interview.

Master's love has brought you here by the sea " ¹ President Ulysses S. Grant gave the dedicatory speech and was so enthusiastic in his praise that Sea Rest could not handle all the applications and, the following year, was forced to expand. Other notables present were Senator Scott from Pennsylvania, Mayor Stokely of Philadelphia, and Bishop Simpson.

Asbury Park must have been a daring venture for, prior to this time, nothing of the sort had been thought of for women and girls. According to the files of the American Camping Association, who refer to camping as a 'movement', Frederick William Gunn was the father of camping, founding the Gunnery School for Boys in 1861. This was a school camp for his pupils and was located in Milford, Connecticut. Mention is also made of two other boys' camps, namely, a camp for weakly boys started in 1880 at Wilkes-Barre, Pennsylvania and a religious camp started in Rhode Island in 1880. Between the years 1881 and 1900, organized camping came into being. Even though, in 1888, Dr. and Mrs. Luther Gulick opened a camp on the Thames River in Connecticut for their daughters and friends, it was not until 1902 that a camp was founded especially for girls. There is no mention of any camp for women in the files of the American Camping Association.

"Some of the first camps operated by the YWCA were surprisingly limited in their clientele. One of the first was established for invalid members of a Bible Class and it is thought by subsequent leadership of the camp that Bible Class hypochondria must have reached an alarming high before the camp saw fit to permit healthy members to enjoy its privileges. Another YWCA camp began because the YWCA offered a ten day use of its new camp site as its annual contribution to the YWCA's campaign for funds. The campers for this period were finally recruited by house to house visiting in order to win parental support of such an unusual venture for the girls in the local

1. Author unknown.

YWCA Club. The popularity of this first experiment succeeded in winning the YMCA, a paying tenant for a number of years. One camp began with the loan of a fishing lodge by a public-spirited citizen and many were truly primitive camping ventures with camp groups marching off to find yet unknown sites and conquering all problems after they arose." ¹

Many of these first camps had primitive sanitation and safety conditions; this including simple food service and living arrangements was to be considered as a natural aspect of roughing it. The camp program was not as primitive but, it too, had a problem in that activities were highly regimented and geared to overactivity, resulting in campers who were greatly fatigued by the time they reached home. Necessary health standards began to develop, not only in YWCA camps but in others as well, but only after ill-fortune had nipped that first high enthusiasm. The YWCA has played a major role in the improvement of these undesirable aspects by lending to the camps the wealth of their health experience and by promoting projects designed to improve these standards.

Publications have been one means of improving standards of camping and the YWCA has been active along this line since the turn of the century. Although they had printed many program publications placing emphasis on the values of camping for women and girls, it was not until 1917 that the first real approaches to camp standards were made. In 1917, a publication entitled How To Choose A Camp, appeared and was followed by a YWCA Manual printed in 1918 and called The Girl Reserve Movement. This manual contained a chapter on 'Camps for Girls' and included the following statement: The value of summer camps to the girls' work of an Association, as well as to

1. Lafferty, Marie, Staff Work Notes. National Board, YWCA, New York, March, 1947, p. 4.

the individual girl, is so great that no Association should be without some provision for camping activities for its girls. 1924 saw the appearance of a forty page manual, Summer Camps, written by Hazel Allen and Josephine Little. This was the first YWCA publication dealing in detail with the standards of camp management and camp site development.

A publication released in 1926 entitled, Explorers - - A Camp Project, by Marion Dudley, pointed out the connection between camp and religious education with the following statement:

Camp offers an unusual opportunity for religious education of adolescent girls, because it is a self-made community with conditions planned so that all relationships bring about the realization of ideals. At camp each girl is an individual, and faces the fact that she is, in large measure, free to choose the kind of individual she will be. She realizes the relation between her spirit and the world in which she lives.

Two of the latest publications printed by the YWCA are: Camps and Their Modern Administration, written by Hazel Allen in 1930; and Camping With Purpose, written by Marie Lafferty Cortell in 1950.

In addition to printing publications two groups of the YWCA, the Territorial Committee and the National Board, were active in promoting camping throughout the United States in the early part of the nineteenth century. The Territorial Committee opened and operated two camps, namely; Trout Run Camp, Trout Run, Pennsylvania; and Sunny Slope Camp, Tyron, North Carolina. Trout Run Camp opened in 1909 and served the states of Delaware, Maryland, and Pennsylvania. Sunny Slope Camp opened in 1911 and served the Virginia-Carolina area. The National Board opened and operated four camps during 1913 and, by 1923, this number had grown to seven. These seven camps were located in California, Connecticut, Iowa, Maine, New York, and Pennsylvania (2).

A major emphasis was placed on camping in the total YWCA program

during World War I. This was due in large part to the fact that many of their camps were operated for teen-age and younger girls; programs for these girls having begun in 1909 and 1912, respectively.

The YWCA's early work with the younger girls' program was, in a way, associated with the Camp Fire Girls movement as the following statement will point out:

"The YWCA made a substantial contribution to the founding and extension of the Camp Fire Girls movement. Dr. Anna L. Brown, of the national staff of the YWCA, was a member of the organization committee and of the first Camp Fire Girls Board of Directors. The YWCA cooperated during the early years by giving office space and a secretary. Until World War I when the YWCA organized its own teen-age program, Camp Fire Girls was often used by community Associations as their program for younger girls. In many places the YWCA organized Camp Fire Girls groups." ¹

The postwar period of World War II was a time for re-evaluation of all youth programs and the taking stock of gains and losses which had occurred in camping during the war years. YWCA camp leaders sought to measure the values of camp programs in the light of what was best for all concerned with camping.

"Camp leaders have learned through the years that camps cannot evade the impelling social forces affecting life as a whole. The future of camping lies in the influence it can exert to help mold citizens who are world conscious and are equipped mentally, physically and emotionally to live peacefully and cooperatively on such a plane. YWCA camps have a special heritage of world fellowship upon which to base their future progress in this direction. Interracial and interreligion membership within the Association has given YWCA camps a head start in the move to expand this area of camp influence. However, camping should not be considered an isolated activity within the Association. It should reflect the policies and procedures of its national and local organization as definitely as any other part of a YWCA program." ²

1. Carrol, Ann, The YWCA Magazine, "Crossed Logs and Flames". March, 1959, p.4.

2. Lafferty, Marie, Staff Work Notes. National Board, YWCA, New York, March, 1947, p. 5.

* DAILY PROGRAM FROM A CAMP LEAFLET DATED 1909 *

Rising Bell

Breakfast - - 7:30

Bible Class (3/4 of an hour)

Dinner - - 12:30

Recreation - -

Nature Study

Field Sports - Tennis, Croquet, Basketball

Boating and Bathing

Supper - - 5:30

Vesper Service

Occasional talks on Association work

Lights Out

Hay Ride every two weeks

CAMP ACTIVITIES IN THE EARLY 1900's

... An Ideal Day Includes ...

Swedish Drill
 Flag Raising Exercise
 Discussion Hour
 Rest Hour
 Camp-Fire
 World Fellowship
 Devotions

- A Day's Program by Hours -

7:00 Bugle Call
 7:30 Flag Raising

 7:40 Breakfast

 8:30 Formal Inspection
 9:00 Morning Devotions and Notices
 Observation Class
 9:30 - 10:00 Swedish Drill
 10:00 - 11:30 Recreation
 11:30 - 12:30 Discussion

 12:30 Dinner

 1:30 - 2:30 Rest Hour
 2:30 - 5:00 Recreation

 5:45 Dinner

 6:30 - 7:00 Singing
 7:00 - 9:00 Camp-Fire or Evening Recreation
 9:00 Taps

----- excerpted from The Girl Reserve Movement

A Manual for Advisors

YWCA

The Woman's Press

600 Lexington Avenue

New York

YWCA CAMPING IN EUROPE AND ASIA

The YWCA pioneered with camping in the United States and saw it grow and flourish to include countless numbers of teen-age girls and young working women. This task done, they turned their attention to Europe and Asia and established camps in such far-flung places as Germany, Lebanon, India, Japan, Turkey, and many other countries. These camps brought a new way of life to the women and girls of these countries by giving them a new-found freedom and independence.

Today, Turkey has only one organized camp for girls, this being the YWCA's Camp of Happiness, which has been in operation for more than twenty-five years.

Camps in Lebanon and Egypt are very popular despite the fact that it is considered improper for a girl to sleep away from home, even at her married sister's.

Before camping could be accepted as playing a major role in the lives of teen-agers in the Phillipines, mothers had to be convinced that it was not unhealthy nor unladylike to sleep out-of-doors in tents.

Argentina was enthusiastic towards camping once certain obstacles were overcome. The Asociacion Cristiana Femia writes; Girls of Argentina are not accustomed to living with others outside of their families. They are learning cooperation and the happiness of sharing work and play.

Many German families find it difficult to send their daughters to camp because of their intense poverty. A typical call to the YWCA from a refugee worker might sound like this, "We would love to send Helga and Marie to your camp, but they have no pillows and blankets to bring. The

whole family sleeps in two beds with two blankets only." ¹ The YWCA worker somehow manages to find extra pillows and blankets so that Helga and Marie may attend camp and, for a period of time, forget the bleakness of their lives. They remember that camp is a place to have fun and that they are young.

In Denmark it is said that camps established by the Kristelig Forening for Unge Kvinder have "been the means of much blessing." ² The Netherlands have several camps which are flourishing under the guidance of the YWCA or, as it is known locally, The Federatie van Christelijke Vereenigingen van en voor Vrouwen en Meisjes. These camps serve a variety of girls and women, namely: one is a camp for school girls; another for young women university graduates wanting to hold conferences to discuss problems and questions from the Christian point of view; a third holds courses in agriculture for peasant girls; and a holiday camp is run for the mothers of unemployed families.

These are only a few examples of YWCA camps around the world but there are countless untold numbers of such stories and anecdotes. Thus, it can be clearly seen that the YWCA has truly pioneered in the field of camping, both at home and abroad.

PURPOSE OF THE STUDY

The intent of this study is: to ascertain the scope and nature of program activities participated in at YWCA summer resident camps; to study

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1. Reported in an interview with Gladys L. Brown.
 2. Ibid.

factors related to the program of activities at these camps; and to determine which activities should be offered at YWCA summer resident camps, wherever possible.

NEED FOR THE STUDY

There have been many indications as to the need for such a study. One such indication is in the following excerpt, taken from Staff Work Notes:

"Association camps all over the country have had a part in shaping the patterns of camping that exist today. Like all other national organizations, however, the YWCA has had a wide divergence in the philosophy, program and administration of its camp projects. Since camping is a comparatively young movement which has been suffering the growing pains of its own development, it is not strange that there have been no national YWCA camp procedures developed. Nevertheless, without any specific national emphasis YWCA camps have assumed certain recognizable aspects by virtue of their close alliance with the total Association program." 1

This above statement points out a need for a more comprehensive body of knowledge, which will lead to a clearer understanding, of the varied types of program now in existence at YWCA summer resident camps throughout the United States.

Another important factor is the scarcity of material available on existing programs in YWCA summer resident camps. Throughout the United States, many Associations are measuring the values of their camp programs and are seeking new methods and ideas for enriching and extending these programs.

Above all, "the YWCA does not want to consider camping as an isolated activity within the Association. It must be an integrate part of the total

1. Lafferty, Marie, Staff Work Notes - Camping. National Board, YWCA, New York, March, 1947, p. 4.

YWCA program, reflecting the policies and procedures of its national and local organization as definitely as any other part of a YWCA program." 1

DEFINITION OF TERMS

YWCA summer resident camp is defined as a camp operated by a YWCA Association for a period of time during the months of June, July, and August and serving girls ranging in age from 6-18.

An activity is described as a skill or interest in which a camper may participate.

Much signifies that the activity was participated in more than three times per week.

Some signifies that the activity was participated in two or three times per week.

Little signifies that the activity was participated in once a week or less.

Uncertain signifies that the actual amount of time spent on an activity was unknown.

YWCA denotes the Young Women's Christian Association with headquarters in New York City.

ACA denotes the American Camping Association with headquarters in Martinsville, Indiana.

CIT denotes a Counselor-In-Training. These girls are either juniors or seniors in high school and are training to become our future camp staff.

1. Lafferty, Marie, Staff Work Notes - Camping. National Board, YWCA, New York, March, 1947, p. 5.

CHAPTER II**REVIEW OF THE LITERATURE RELATING TO THE PROBLEM**

REVIEW OF THE LITERATURE RELATING TO THE PROBLEM

The camping movement is expanding and growing at a rapid rate; many investigations are now under way in an attempt to gain further knowledge so that we will be better able to understand all of its many facets. However, there have been only one or two studies which deal directly with the type of programs being offered at camps during the summer months.

This study is an attempt to bring to light the need for YWCA camping and the important role it plays in helping women and girls to meet program objectives as set up by the National Board in the 1958 Convention Workbook, namely:

- "1) To be fully themselves; to understand themselves; and to develop their full potentialities.
- 2) To relate constructively to others at home and abroad.
- 3) To work with others to build a community and a world in which all people have the basic essentials for life and are able to live in self-respect, human dignity and freedom.
- 4) To continue to grow in knowledge and ability to use the resources available to our generation.
- 5) To live significant lives in a meaningful universe, to grow in understanding of the Christian faith and its meaning for individual lives and for society." ¹

What is camping? It can be said that "camping is an organized experience in an outdoor environment, under trained leadership, which offers campers an opportunity for growth, Development and happiness through a program of activities related to the natural surroundings." ²

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1. Work Book for the 21st National Convention, 1958. National Board of the YWCA, New York.
 2. McBride, Robert E., Camping At The Mid-Century. Continental Casualty Co., 1953, p. 19.

Camping is made up of many facets, all of which are either directly or indirectly related. One of these facets is camp program and related factors and it is this area with which we are primarily concerned in this study.

An excellent definition of camp program is one given by Dimock in Camping and Character:

"The summer camp is in a rather unique position to provide the essential conditions for the development of a curriculum of education for living ... the curriculum is identified with a total process of living the camp rather than with the organized and directed activities which we usually think of as program. The whole life of the camp is curriculum. Education is conceived as the series of activities, adjustments, relationships, and attitudes which make up the camper's daily experience. The emergence of the camp program simply represents the way in which the camp community gets organized to live cooperatively in pursuit of its ends." 1

Two other comments regarding program are as follows:

"Program forms the keystone in the arch of camping." 2

"The program is the actual expression of the camp's philosophy translated into activity." 3

The field of education conceives program as follows:

"It can be said that program is a tool, an instrument with which the child can shape his life. It must be kept flexible to meet his changing needs, and sharpened to keep pace with his, or her, own interests. It should be something he never tires of nor outgrows, a many-sided tool which both amuses and instructs, develops and fulfills." 4

The formulation of a camp program should be governed by methods derived

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1. Dimock, Hedley S. and Hendry, Charles E., Camping and Character. Association Press, New York, 1929, p.33.
 2. Burns, Gerald E., Program of the Modern Camp. Prentice-Hall, Inc., 1954, p. 29.
 3. Ibid., p. 17.
 4. New York City Board of Education, NRA Summer Notebook. Nol' 57.

from educational psychology and philosophy. It should take into consideration the aims and objectives of the campers, his parents and the camp. The following concepts as stated by Horsmon is but one way in which we can govern our formulation of camp program:

- "1) Camping must be fun.
- 2) Camp program can, and should, effect some real education while providing real fun.
- 3) Camping, as a creation of society, discharges its responsibilities to society when it provides children with an opportunity to live successfully now and to prepare for future successful living.
- 4) Camp program is most meaningful to the camper and most productive of the results a truly democratic society desires when it is camper-centered, camper-planned, camper-executed, and camper-evaluated.
- 5) Camp program will meet its responsibilities to the individual camper when it provides him with opportunities for expression of self, satisfaction of personal needs, opportunity for recognition from the group, and opportunity for integration within a group.
- 6) Camping can best be done in small groups; with a mature, well-trained staff; and an administrative policy that is conceived as being subordinate to the needs and purposes of campers and to the inescapable demands of today's world." ¹

In addition to these basic concepts, there are many possibilities for discovering which types of program can best be offered in a camp setting. These include the natural setting of the camp, the equipment and facilities available, the abilities of the staff members, and the interest and enthusiasm of the campers. Yes, the process of learning is so complex that a camper may undergo development in many ways at the same time.

1. Horsman, Mack E., "Basic Concepts For A Growing Camp Program". Camping Magazine, February, 1957, 29:21.

Varied methods of placing campers in the program of activities are employed. These consist of living groups, organized classes, special interest groups, and ability groups. The living group is the most important of these groups for it is here that a camper gains experience in small group living. Organized classes are important in that the aims and objectives of all are achieved through the learning process. Camper's objectives are best realized through special interest groups for here he may choose an activity in which he is specifically interested. Ability groups are necessary in that each camper can progress at his own rate and, in such a group, his learning progress would coincide with that of others in the group.

An important factor in determining which type of program can best be offered during a camp season is the length of the camping period. Taking this factor into consideration, Irwin states:

"Since camps whose periods are less than four weeks are quite limited in the number and scope of camper needs they can meet, their program should in general, concentrate on giving the child those experiences which the camp is better able to offer than the home, the school, the church, or the neighborhood. For those camps whose periods are four weeks or longer a varied program of activities should be attempted. In addition to above experiences it should include instruction and participation in many of those activities in which the child normally participates at home, at school, or in the neighborhood group. This wider program is a necessity in long term camps if the child is to quickly and easily rejoin his various interest groups when he again returns home." 1

Burns, in the following statement, has aptly summed up the importance of camp program:

"Although there are vast differences in camp programs, their broad objectives are similar. Camps offering a balanced program share the universal aim of designing their activities to contribute

1. Irwin, Frank L., The Theory of Camping. A.S. Barnes Co., New York, 1950, p. 20.

to the preparation of the camper for taking his place and succeeding in the complex society of our times. Through this balanced program, effected in the outdoor environment under skilled leadership, camps seek to develop attitudes, habits, skills, and concerns which will aid the camper in the proper growth and development." 1

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1. Burns, Gerald P., The Program of the Modern Camp. Prentice-Hall, Inc., 1954, p. 13.

CHAPTER III

PROCEDURES USED IN THE INVESTIGATION

DEVELOPMENT OF THE INSTRUMENT

To obtain answers to questions deemed pertinent to this study, an inquiry form was developed. The development of this form began in January of 1960 after a careful search had been made for instruments used in the past for other camp studies.

When the form was in its early stages of development, a letter was sent to Miss Gladys L. Brown, the Consultant for Health, Physical Education and Recreation Leadership Services in the national office of the YWCA. This letter explained the purpose of the study, told of the form that was being developed for use in the study, and sought her help with the survey. She, in turn, expressed the interest of the YWCA in seeing such a study completed and asked for a copy of the inquiry form. This was sent to her in the form of a preliminary draft. She reviewed it, made suggestions and comments as to further clarify or enlarge certain areas of the form.

From information gathered as a result of the review of previous studies, interviews, and reports, an inquiry form was developed. It posed questions concerning program activities as well as factors relating to the use of these activities. The form was then 'tried' on a group of three camp directors. Each was asked to respond to the questions, make comments about the form, and to give suggestions to further clarify or improve it.

The final form was developed from the suggestions offered by this trial group, Miss Brown, and the writer's advisor. A careful and thorough analysis of the responses in the returned forms were used to check the reliability of the suggestions made by the camp directors.

DESCRIPTION OF THE INQUIRY FORM USED IN THE STUDY

The inquiry form called for six types of information, namely:

- 1) General information
- 2) Camper (information related directly to the camper)
- 3) Personnel (information concerning camp staff and their relation to program)
- 4) Program facilities
- 5) Program divisions
- 6) Family camping

The questions relating to general information dealt with:

- 1) Name and address of the camp
- 2) Year camp was established
- 3) Camp property - owned or rented
- 4) Length of summer season
- 5) Length and number of periods
- 6) Cost to attend - campers and CIT's
- 7) Affiliation with the ACA
- 8) Objectives of the camp
- 9) Camp budget
- 10) Camp equipment
- 11) Camp committee

The questions relating to camper dealt with:

- 1) Age range
- 2) Camp capacity
- 3) Number of campers in 1959
- 4) Average length of stay
- 5) Percentages of each age group; race; religion; campers members of local or other YWCA's; scholarships
- 6) Number of referrals; exchange students
- 7) Physical set-up of camp
- 8) Basis used to place a camper in a cabin group
- 9) Number of campers in a living group
- 10) Basis on which a camper is placed in program activities
- 11) Opportunities for all-camp, small group, unit, and free time activities
- 12) Awards

The questions relating to camp staff dealt with:

- 1) Age of staff
- 2) Number of staff
- 3) Director and Program Director as regards year-round position with the YWCA
- 4) Number of days given to pre-camp training
- 5) Number of all-staff and/or unit staff meetings held
- 6) Number of staff employed in the varied types of duty

- 7) Number of staff having double duties
- 8) Additional leadership, if any

The questions concerning program facilities consisted of:

- 1) Total acreage
- 2) Camp usage other than summer
- 3) Swimming facilities
- 4) General recreation facilities
- 5) Specific program facilities
- 6) Types of terrain

The questions regarding program divisions were classified under the following specific headings, and listed according to frequency of use, i.e.,

Little - once a week or less; Some - two or three times per week;

Much - more than three times per week:

- 1) Aquatics
- 2) Arts and Crafts
- 3) Campcraft
- 4) Music-Dance-Drama
- 5) Naturelore
- 6) Spiritual Emphasis
- 7) Sports
- 8) Miscellaneous

Questions regarding the following were also included under program divisions:

- 1) Trips and explorations
- 2) Events related to --
World Fellowship
UNICEF
Y-Teen Scrapbooks
- 3) Inter-faith activities
- 4) Specific program interests
- 5) Availability of piano, radio, TV, newspapers, and record player for campers use
- 6) Exchange campers with other camps
- 7) Camper Council
- 8) CIT Program
- 9) Special events

A list of questions on family camping was included at the end of the form. Its purpose was to ascertain which YWCA camps now have such and the manner in which they are operated. This area was included for the special

use of the national office of the YWCA and not as part of this study.

A copy of the inquiry form may be found in the Appendix.

DISTRIBUTION OF THE INQUIRY FORM

The form was mailed from the National Office of the YWCA in New York City to area camp directors in one-hundred twelve YWCA's throughout the United States. This list of camps was obtained from the 1960 YWCA summer resident camp list. Areas where a group of Associations share in the operation of a single camp were mailed only one form; this being sent to the area camp director.

Two letters accompanied each form. The first was one written by Miss Gladys L. Brown of the national staff. She expressed the YWCA's interest in seeing this study completed and asked cooperation from each Association in seeing that the form was filled out and returned to the national office. The second was one from the writer, explaining the purpose of the study and requesting a copy of the 1959 camp folder so that an interpretation of program could be made. Persons filling out the form were encouraged to make notations regarding any question in the form. This was done to secure better response and to allow for special needs or problems.

PERCENTAGE OF THE RETURNS

One-hundred twelve copies of the inquiry form were mailed to area camp directors throughout the United States. Of these, seventy-four were returned. Seventy-one were used in the study. Three of the original seventy-four forms were not used as they had been inadequately responded to. These figures show, on a percentage basis, that sixty-six percent of the inquiry forms distributed were returned.

GEOGRAPHICAL DISTRIBUTION OF THE RETURNS

The returned inquiry forms came from the following thirty-five states; the number following each state indicates the number of returns from that state:

Alabama	1	Nebraska	1
Arkansas	1	New Jersey	1
California	4	New York	6
Connecticut	1	North Carolina	1
Georgia	2	Ohio	4
Hawaii	1	Oklahoma	1
Illinois	4	Oregon	1
Indiana	1	Pennsylvania	8
Iowa	2	Rhode Island	1
Kentucky	3	South Carolina	1
Maine	1	South Dakota	1
Maryland	1	Tennessee	2
Massachusetts	4	Texas	2
Michigan	5	Vermont	1
Minnesota	2	Virginia	3
Missouri	1	West Virginia	1
Mississippi	2	Wisconsin	2
Montana	1		

The national board of the YWCA has divided the United States into four geographical areas, namely: Eastern, Central, Southern, and Western. Each Association is located in one of these areas. Inquiry returns as regards geographical area is as follows:

Eastern	24
Southern	17
Central	23
Western	7

The map immediately following this page indicates the four geographical areas and the states comprising each area. The number in red in the lower right hand corner indicates the number of returns from that state.

VALIDITY AND RELIABILITY OF THE INSTRUMENT

The validity of the instrument was determined by a validity check of the program of activities at three YWCA summer resident camps.

The reliability of the instrument was determined by the use of an evaluation questionnaire. This questionnaire was sent to eight area camp directors selected on the basis of their experience in camping. Their camps were located throughout the United States and represented each of the four geographical areas, namely: Eastern, Central, Southern, and Western. Two camps represented each area.

CHAPTER IV

THE ACTIVITIES IN THE CAMP PROGRAM

SCOPE AND NATURE OF PROGRAM ACTIVITIES

Behind all camp programs lies one basic fact; program is the sum total of all experiences, planned and unplanned, that happen to a child while in camp.

Thus, activities alone do not make the program but they do constitute a major portion of it. "A good camp program is a balanced program of activities in various areas." ¹

Each camp is different for each camp has developed its own program of activities to fit its particular situation. However, the YWCA thinks in terms of what is best for all concerned, so that a constant reviewing of program is going on among camp directors. From this evolves a concept of sharing and adopting ideas and practices in camp programming for all camps concerned, no mention being made of their size.

With this point of view in mind one must investigate which activities are being offered at each of the seventy-one YWCA summer resident camps studied. These camps range in size from those of small Associations to large metropolitan area Associations; some owning their own land and others leasing it.

To make responses easier for those answering the form, all program activities were grouped under eight general classifications, with specific activities listed under each general heading. These eight general classifications are: Aquatics - Arts and Crafts - Camcraft - Music, Dance, Drama - Nature - Spiritual Emphasis - Sports - Miscellaneous.

1. Hartwig, Marie and Petersen, Florence, Camp Counselor Training Workbook. Minneapolis, Burgess Publishing Co., 1950, p. 29.

TABLE I

THE FREQUENCY OF THE USE OF AQUATIC ACTIVITIES -- AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED

ACTIVITY	FREQUENCY OF USE						TOTAL USE			
	MUCH		SOME		LITTLE		UNCER- TAIN	Number	Percent	Rank
	Number	Rank	Number	Rank	Number	Rank				
Boating	33	7	4	5	0	-	0	37	52.1	7
Canoeing	36	6	5	4	1	5	0	42	59.1	6
Fishing	6	10	12	1	11	1	0	29	40.6	8
Life-Saving - Jr.	42	4	6	3	2	4	0	50	70.1	4
Life-Saving - Sr.	37	5	6	3	2	4	0	45	63.4	5
Ocean Dipping	1	12	1	6	0	-	0	2	2.8	11
Racing Swimming	1	12	1	6	0	-	0	2	2.8	11
Sailing	7	9	1	6	2	4	0	10	14.1	9
Swimming - Free	64	2	4	5	0	-	0	68	95.7	2
Swimming - Instruction	67	1	1	6	1	5	0	69	97.2	1
Swimming - Recreational	48	3	10	2	5	3	0	63	88.7	3
Water Ballet	30	8	6	3	9	2	0	45	63.4	5
Water Safety Aide	3	11	0	-	0	-	0	3	4.2	10

TABLE I

Of seventy-one camps, all have utilized Aquatic activities in their program, but not all have used the same ones. The frequency of use and the type of activity varied with each camp. Swimming, of all three types, was the most frequently used, occurring in ninety-four percent of the camps. Least frequently used were those of ocean dipping, racing swimming, and Water Safety Aide, occurring in three percent of the camps.

TABLE II

THE FREQUENCY OF THE USE OF ARTS AND CRAFT ACTIVITIES -- AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED

ACTIVITY	FREQUENCY OF USE						TOTAL USE			
	MUCH		SOME		LITTLE		UNCER- TAIN			
	Number	Rank	Number	Rank	Number	Rank				
Basketry	3	12	0	-	0	-	1	4	5.6	12
Block Printing	4	11	0	-	0	-	1	5	7.0	11
Ceramics and Pottery	15	9	4	7	4	3	1	24	33.8	9
Drawing (pen, ink)	24	6	17	1	3	4	1	45	63.4	3
Enamel Work	26	4	5	6	1	6	1	33	46.5	6
Leathercraft	40	2	10	3	2	5	1	53	74.6	2
Metalcraft	29	3	7	5	6	1	1	43	60.6	4
Naturecrafts	47	1	9	4	2	5	1	59	83.1	1
Needlework	6	10	4	7	2	5	1	13	18.3	10
Painting (oil, finger)	23	7	11	2	6	1	1	41	57.7	5
Plastic Lace	3	12	0	-	0	-	1	4	5.6	12
Sandprints	1	14	0	-	0	-	1	2	2.8	14
Scrapcraft	4	11	0	-	0	-	1	5	7.0	11
Shellcraft	3	12	0	-	0	-	1	4	5.6	12
Stone-polishing	2	13	0	-	0	-	1	3	4.2	13
Tile Work	3	12	0	-	0	-	1	4	5.6	12
Weaving	18	8	4	7	5	2	1	28	39.4	8
Woodworking	25	5	4	7	1	6	1	31	43.7	7

TABLE II

Of seventy-one camps, seventy have used Arts and Crafts activities in their program, but not all have programmed the same ones. The frequency of use and type of activity varied with each camp. Nature Crafts, however, were the most frequently used, occurring in eighty-three percent of the camps. Least frequently utilized were those of sand-prints and stone polishing, occurring in four percent of the camps.

TABLE III

THE FREQUENCY OF THE USE OF CAMPCRAFT ACTIVITIES - AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED

ACTIVITY	FREQUENCY OF USE							TOTAL USE		
	MUCH		SOME		LITTLE		UNCER- TAIN	Number	Percent	Rank
	Number	Rank	Number	Rank	Number	Rank	Number			
Cook-outs	12	3	25	1	28	1	3	68	95.7	2
Firecraft	14	2	19	3	9	6	2	34	47.9	6
First-Aid	4	5	8	6	14	4	2	38	53.5	4
Hikes	29	1	21	2	16	3	3	69	97.2	1
Knotcraft	2	7	8	6	10	5	2	22	31.0	9
Lashing	3	6	12	5	16	3	2	33	46.5	7
Map & Compass Work	16	3	12	5	16	3	1	32	45.1	8
Preparation for Overnights	9	4	15	4	28	1	3	55	77.5	3
Trail Blazing	4	5	6	7	24	2	1	35	49.3	5

Seventy-one camps have utilized Campcraft activities in their program, but not all have engaged in the same ones. The frequency of use and the type of activity varied in each camp. Hiking and cook-outs, however, were the most frequently utilized, occurring in ninety-seven percent of the camps. Least frequently engaged in were knotcraft and map and compass work, occurring in thirty-eight percent of the camps.

TABLE IV

THE FREQUENCY OF THE USE OF MUSIC-DANCE-DRAMATIC ACTIVITIES - AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED

ACTIVITY	FREQUENCY OF USE							TOTAL USE		
	MUCH		SOME		LITTLE		UNCER- TAIN			
	Number	Rank	Number	Rank	Number	Rank	Number	Number	Percent	Rank
Dancing - Ballet	1	8	0	-	0	-	0	1	1.4	10
Dancing - Creative	0	-	1	9	0	-	0	1	1.4	10
Dancing - Folk	13	4	17	3	22	3	4	56	78.9	4
Dancing - Modern	7	6	5	8	0	-	0	12	16.9	8
Dancing - Square	10	5	14	4	24	2	4	52	73.2	5
Drama - Formal	10	5	7	7	4	7	2	23	32.4	7
Drama - Informal	21	3	23	1	16	4	3	63	88.7	2
Operettas	2	7	0	-	0	-	0	2	2.8	9
Song Fests	49	1	9	6	5	6	4	67	94.4	1
Sunday Choir	7	6	13	5	27	1	2	49	69.0	6
Story-Telling	22	2	20	2	14	5	4	60	84.5	3
Verse Speaking Choir	1	8	1	9	0	-	0	2	2.8	9

All of the seventy-one camps have utilized Music-Dance-Dramatic activities in their program, but not all have programmed the same ones. The frequency of the occurrence and the type of activity varied with each camp. Song fests and informal drama, however, were the most frequently utilized, occurring in ninety-two percent of the camps. Least frequently utilized activities were those of ballet and creative dancing, occurring in only one percent of the camps.

TABLE V

THE FREQUENCY OF THE USE OF NATURE ACTIVITIES - AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED

ACTIVITY	FREQUENCY OF USE							TOTAL USE		
	MUCH		SOME		LITTLE		UNCER- TAIN	Number	Percent	Rank
	Number	Rank	Number	Rank	Number	Rank	Number			
Animals	13	4	10	6	12	4	5	40	56.3	5
Birds	16	3	12	5	16	2	5	51	71.8	3
Fossils	3	6	5	7	5	7	2	15	21.1	7
Insects	13	4	12	5	10	5	3	31	43.7	6
Plants	18	1	14	3	16	2	4	52	73.2	2
Shells	3	6	2	8	6	6	2	13	18.3	8
Stars	8	5	13	4	18	1	3	42	59.1	4
Trees	17	2	18	1	15	3	5	55	77.5	1
Wildflowers	17	2	15	2	15	3	3	50	70.1	3

Of seventy-one camps, sixty-three have utilized Nature activities in their program, but not all have used the same ones. The frequency of the use and the type of activity varied with each camp. Trees and plants, however, were the most frequently studied, occurring in seventy-four percent of the camps. Least frequently utilized were those of shells and fossils, occurring in twenty percent of the camps.

TABLE VI

THE FREQUENCY OF THE USE OF SPIRITUAL ACTIVITIES - AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED

ACTIVITY	FREQUENCY OF USE							TOTAL USE		
	MUCH		SOME		LITTLE		UNCER- TAIN			
	Number	Rank	Number	Rank	Number	Rank	Number	Number	Percent	Rank
Chapel	9	3	7	2	41	1	1	58	81.7	1
Daily Meditations	4	5	0	-	1	5	1	6	8.5	5
Inspirational Meetings	10	2	10	1	8	3	0	28	39.4	3
Morning Watches	6	4	1	4	3	4	0	10	14.1	4
Vespers	21	1	6	3	22	2	1	50	70.1	2

Of seventy-one camps, all have utilized Spiritual Activities in their program, but not all have used the same ones. Frequency of use and type of activity varied with each camp. Chapel, however, is the most frequently scheduled, occurring in eighty-two percent of the camps. Least frequently utilized were daily meditations, occurring in but nine percent of the camps.

TABLE VII

THE FREQUENCY OF THE USE OF SPORTS ACTIVITIES - AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED

ACTIVITY	FREQUENCY OF USE							TOTAL USE		
	MUCH		SOME		LITTLE		UNCER- TAIN	Number	Percent	Rank
	Number	Rank	Number	Rank	Number	Rank	Number			
Circle Games	19	4	23	2	13	3	4	59	83.1	4
Relays	18	5	28	1	16	2	4	66	92.9	1
Searching Games	17	6	13	8	17	6	3	60	84.5	3
Tag Games	14	7	20	3	12	4	4	50	70.1	7
Badminton	33	2	18	4	6	7	5	62	87.3	2
Baseball (Softball)	19	4	18	4	16	2	5	58	81.7	5
Basketball	8	8	14	7	7	6	1	30	42.3	9
Horseshoes	1	10	1	10	0	-	0	2	2.8	11
Table Tennis	33	2	15	6	1	9	4	53	74.6	6
Tennis	35	1	2	9	3	8	2	42	59.1	8
Tetherball	3	9	1	10	0	-	0	4	5.6	10
Volleyball	30	3	16	5	9	5	5	60	84.5	3

Of seventy-one camps reporting, all seventy-one have used Sports Activities in their program, but not all have scheduled the same ones. The frequency of the use and the type of sports used varied with each camp. Relays and badminton, however, were the most frequently utilized, occurring in ninety percent of the camps. Least frequently utilized were those of horseshoes and tetherball, occurring in only four percent of the camps.

TABLE VIII

THE FREQUENCY OF THE USE OF MISCELLANEOUS ACTIVITIES - AS REPORTED BY THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED

ACTIVITY	FREQUENCY OF USE							TOTAL USE		
	MUCH		SOME		LITTLE		UNCER- TAIN			
	Number	Rank	Number	Rank	Number	Rank	Number	Number	Percent	Rank
Archery	52	1	8	4	1	7	3	64	90.0	2
Camp Newspaper	13	4	16	2	20	1	2	51	71.8	3
Campfire Programs	25	2	25	1	16	3	4	70	98.6	1
Charm Group	1	10	0	-	0	-	0	1	1.4	10
Conservation	8	5	7	5	18	2	1	34	47.9	4
Creative Writing	6	6	9	3	7	4	1	23	32.4	6
Fencing	2	9	0	-	0	-	0	2	2.8	9
Golf	0	-	1	7	0	-	0	1	1.4	10
Indian Lore	1	10	0	-	0	-	0	1	1.4	10
Photography	2	9	1	7	6	5	2	11	15.5	7
Riding	22	3	1	7	6	5	0	29	41.7	5
Riflery	4	8	0	-	9	-	0	4	5.6	8
Special Interest Clubs	5	7	5	6	1	7	0	11	15.5	7
Water Skiing	2	9	0	-	0	-	0	2	2.8	9

Of seventy-one camps, all have utilized activities which may be classified as being in their program, but not all have offered the same ones. The frequency of the use and the type of activity varied with each camp. Campfire programs, however, were the most frequently utilized, occurring in ninety-seven percent of the camps. Least frequently utilized were those of charm group, Indian lore and photography, occurring in only one percent of the camps.

TABLE IX

THE FREQUENCY WITH WHICH FREE TIME, SMALL GROUP, ALL-CAMP, AND UNIT ACTIVITIES OCCUR IN THE PROGRAMS OF THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED

FREQUENCY OF OCCURRENCE	TYPES OF ACTIVITY							
	FREE TIME		SMALL GROUP		ALL-CAMP		UNIT	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Daily	71	100.0	67	94.4	55	77.5	46	64.8
Weekly	0	-	2	2.8	15	21.1	13	18.3
*Miscellaneous	0	-	2	2.8	1	1.6	12	16.9
TOTALS	71	100.0	71	100.0	71	100.0	71	100.0

*Miscellaneous means one of two things:

- a) There was no response to this particular question.
- b) It may not have been offered because of the physical set-up of the camp.

Table II indicates that all seventy-one camps gave their campers free time daily, this occurring just before supper and/or before lunch. During this period the campers are free to choose how they may spend their time.

Due to the varying physical set-ups of the camps, not all camps participate in the remaining activities; namely those of small group, all-camp, and unit activities. They differ in the time allowed for each activity as well as to the activities offered. However, it can be noted that the greatest number of these camps participate in these activities daily.

TABLE X

THE AGE RANGES SERVED AT EACH OF THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED

AGE RANGES	CAMPS REPORTING IN EACH OF THE GEOGRAPHIC AREAS								TOTALS	
	EASTERN		WESTERN		SOUTHERN		CENTRAL			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
6-14	-	-	-	-	1	5.9	-	-	1	1.4
6-15	1	4.2	-	-	-	-	-	-	1	1.4
6-16	1	4.2	-	-	-	-	-	-	1	1.4
6-17	-	-	-	-	2	11.7	-	-	2	2.9
7-13	1	4.2	-	-	-	-	-	-	1	1.4
7-14	1	4.2	-	-	1	5.9	-	-	2	2.9
7-15	1	4.2	1	14.3	1	5.9	-	-	3	4.2
7-16	-	-	-	-	-	-	2	8.7	2	2.9
7-17	-	-	-	-	-	-	1	4.2	1	1.4
8-14	3	12.5	-	-	-	-	-	-	3	4.2
8-15	2	8.3	-	-	2	11.7	1	4.2	5	7.0
8-16	5	20.7	-	-	4	23.5	6	26.0	15	21.2
8-17	2	8.3	-	-	2	11.8	4	17.4	8	11.3
8-18	-	-	-	-	-	-	1	4.2	1	1.4
9-12	-	-	-	-	-	-	1	4.2	1	1.4
9-13	-	-	-	-	-	-	1	4.2	1	1.4
9-15	1	4.2	-	-	-	-	2	8.7	3	4.2
9-16	2	8.3	-	-	2	11.8	-	-	4	5.6
9-17	2	8.3	-	-	-	-	1	4.2	3	4.2

TABLE X (cont'd.)

AGE RANGES	CAMPS REPORTING IN EACH OF THE GEOGRAPHIC AREAS								TOTALS	
	EASTERN		WESTERN		SOUTHERN		CENTRAL			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
10-15	-	-	-	-	1	5.9	-	-	1	1.4
10-16	-	-	-	-	-	-	3	13.0	3	4.2
10-17	-	-	4	57.1	1	5.9	-	-	5	7.0
11-16	1	4.2	-	-	-	-	-	-	1	1.4
12-17	1	4.2	2	28.6	-	-	-	-	3	4.2
TOTALS	24	100.0	7	100.0	17	100.0	23	100.0	71	100.0

Table X is intended to indicate the specific age ranges occurring at each of the seventy-one YWCA summer resident camps and the distribution of each in the geographic areas that have been set up by the National Board of the YWCA. It can be seen that the largest number of age ranges occurring within a specific bracket is that of the 8-16 year old level; occurring at fifteen, or twenty-one percent, of the camps.

Of the seventy-one camps, only five serve the 6 year old level; two of the camps being in the Eastern area and three in the Southern area. The Western area has six of seven camps with age ranges occurring within the 10-17 year old level.

CHAPTER V**FACTORS THAT ARE RELATED TO, AND AFFECT, PROGRAM ACTIVITIES**

RELATED FACTORS IN PROGRAM PLANNING

Activities alone do not determine the type of program a camp shall have. Rather, it is a number of factors which present possibilities for program. Some of these factors are the camp objectives and philosophy; the campers; the staff; the camp site - terrain, physical facilities, equipment; climate and weather; the length of the season; the budget; and many more.

Camps are individualistic in nature due to the fact that the program of each, to a certain extent, will differ. This difference results from many factors, a few of which were mentioned in the preceding paragraph. These factors will influence, either directly or indirectly, the type of program that is presented at each camp.

With this point of view in mind, let us look at the information reported on the following pages. This data was gathered from seventy-one YWCA summer resident camps which ranged in size from small Association camps to large metropolitan Association camps.

TABLE XI

THE METHODS USED TO PLACE GIRLS IN THE PROGRAM OF ACTIVITIES AT THE 71 YWCA
SUMMER RESIDENT CAMPS STUDIED

METHODS USED	CAMPS USING THE METHOD	
	Number	Percent
Combined - Special Interest; Living Group; and Organized Classes	17	23.9
Combined - Special Interest and Living Group	12	16.9
Special Interest Alone	12	16.9
Combined - Special Interest and Organized Classes	11	15.5
Organized Classes Alone	7	9.7
Living Group Alone	5	7.1
Combined - Special Interest and Ability	4	5.6
Combined - Organized Classes and Living Group	3	4.2
TOTALS	71	100.0

Table XI indicates that fifty-six of seventy-one camps, or seventy-nine percent, place girls in the program of activities by employing the use of the Special Interest method. Of these fifty-six camps only twelve, or seventeen percent, use the Special Interest method alone. The remaining forty-four, or sixty-two percent, use it in combination with another method of placement. Special Interest is another term for camper's choice of activities he wishes to participate in. The least frequently utilized method of placement is that of Ability.

TABLE XII

THE METHODS BY WHICH CAMPER ARE PLACED IN LIVING GROUPS AT THE 71 YWCA
SUMMER RESIDENT CAMPS STUDIED

METHODS USED	CAMPS USING THE METHOD	
	Number	Percent
Age Alone	26	36.6
Combined - Age and Request	13	18.4
Combined - Age and Grade	10	14.1
Combined - Age and Interest	7	9.9
Combined - Age, Grade, and Request	5	7.0
Combined - Age and Experience	2	2.8
Combined - Age, Grade, and Experience	2	2.8
Combined - Age, Interest, and Experience	2	2.8
Grade Alone	2	2.8
Y-Teen Alone (Y-Teen Club)	1	1.4
No placement of any type	1	1.4
TOTALS	71	100.0

Table XII indicates that the methods employed in camper placement in living groups are, namely: Age, Grade, Request, Interest, Experience and Y-Teens. Of these methods, age is the most frequently used as sixty-seven of seventy-one camps employ the use of it, either alone or in combination with one or more methods.

The least frequently utilized method is that of interest, occurring in nine of seventy-one camps as an adjunct to one or more methods. Only one camp uses the method of Y-Teen placement.

TABLE XIII

THE FREQUENCY OF THE OCCURRENCE OF CAMPER COUNCILS IN THE 71 YWCA SUMMER
RESIDENT CAMPS STUDIED

FREQUENCY OF OCCURRENCE	CAMPS HAVING CAMPER COUNCILS	
	Number	Percent
Yes	40	56.3
No	23	32.4
No Information Given	8	11.4
TOTALS	71	100.0

Table XIII indicates that forty camps, or fifty-six percent, have a Camper Council which meets at various times during the camp season. This Camper Council is made up of a representative group of campers who are selected by their fellow campers and meet with a staff member to plan certain parts of the program.

Of the twenty-three camps who have no Camper Council, Table XVI will indicate who plans program in the absence of such a Council.

TABLE XIV

THE FREQUENCY WITH WHICH CAMPER COUNCILS MEET IN THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED

FREQUENCY OF MEETINGS	CAMPS HAVING CAMPER COUNCIL MEETINGS	
	Number	Percent
Daily	22	55.0
Twice per week	8	20.0
Three times per week	1	2.5
Weekly	8	20.0
Monthly	1	2.5
TOTALS	40	100.0

Table XIV indicates that of seventy-one camps, forty have Camper Councils. Of these forty, over half, or fifty-five percent, hold meetings on a daily basis. Monthly meetings are held least frequently as are those which meet three times per week.

During these meetings of a representative group of campers and a staff member, certain aspects of program are planned.

TABLE XV

STAFF PERSONNEL WHO MEET WITH THE CAMPER COUNCIL WHEN PLANNING PROGRAM -- AS REPORTED BY 40 YWCA SUMMER RESIDENT CAMPS STUDIED

STAFF PERSONNEL	CAMPS USING SUCH PERSONNEL	
	Number	Percent
Program Director	19	47.5
Director or Assistant Director	11	27.5
Assistant Director and Assigned Staff	6	15.0
Director and/or Program Director	3	7.5
Director and Junior Camp Committee meeting during the winter	1	2.5
TOTALS	40	100.0

Table XV indicates that the Program Director is the person with whom the Camper Council most frequently meets to plan certain aspects of program.

The Junior Camp Committee and Director meet at certain times throughout the winter and plan the coming summer's program. The camp that does this has reported that such a venture has been very successful.

TABLE XVI

STAFF PERSONNEL WHO PLAN PROGRAM WHEN THERE IS NO CAMPER COUNCIL PRESENT -
AS REPORTED BY 23 YWCA SUMMER RESIDENT CAMPS STUDIED

STAFF PERSONNEL	CAMPS USING SUCH PERSONNEL	
	Number	Percent
Program Director and Staff	12	52.0
Each Unit (campers and staff together)	5	20.1
Camp Director	2	8.6
Camp Director, Executive Director, and Camp Committee	1	4.3
No Information Given	3	13.0
TOTALS	23	100.0

Table XVI indicates that over half, or twelve camps, use the Program Director and varied staff to plan certain aspects of the program in the absence of a Camper Council.

TABLE XVII

THE OCCURRENCE OF A COUNSELOR-IN-TRAINING PROGRAM --- AS REPORTED BY THE 71
YWCA SUMMER RESIDENT CAMPS STUDIED

OCCURRENCE OF PROGRAM	CAMPS HAVING SUCH A PROGRAM	
	Number	Percent
Yes	43	60.6
No	28	39.4
TOTALS	71	100.0

Table XVII indicates that over one-half, or sixty-one percent, of the camps, have a Counselor-in-Training program. Those girls who participate in it are either juniors or seniors in high school and their training may last anywhere from four weeks to two summers in length. During their training they are taught the basic fundamentals of all aspects of camping and learn to apply to the campers what they have been taught. This they do by working as program aides in the various program areas.

TABLE XVIII

THE NUMBER OF THE 71 YWCA SUMMER CAMPS WHICH REQUIRE MEMBERSHIP OF CAMPERS BEFORE ENROLLMENT IN CAMP

GEOGRAPHIC AREA OF THE CAMP	CAMPS REQUIRING YWCA MEMBERSHIP			
	YES		NO	
	Number	Percent	Number	Percent
Central	18	34.6	6	31.6
Eastern	17	32.7	6	31.6
Southern	13	25.0	4	21.0
Western	4	7.7	3	15.8
TOTALS	52	100.0	19	100.0

Table XVIII indicates that fifty-two camps, or seventy-three percent, require membership of a camper before enrollment at a camp. Of the nineteen that do not, two are considering the matter and will make it a requirement very shortly.

The Western area is comprised of seven camps and this accounts for the low number of membership which is, or is not, required. However, It must be remembered that this area has many Associations which cooperate jointly in the operation of one camp.

TABLE XIX

THE TYPE OF AWARDS WHICH ARE GIVEN IN VARIED PROGRAMS AT THE 71 YWCA SUMMER
RESIDENT CAMPS STUDIED

PROGRAM ACTIVITY	TYPE OF AWARD GIVEN	CAMPS GIVING AWARD	TOTALS
AQUATICS	American Red Cross Swimming Life Saving Boating Water Safety Aide Best in Waterfront	21 6 3 2 <u>1</u>	33
ARTS & CRAFTS	Arts and Crafts	<u>2</u>	2
CAMPCRAFT	Campcraft Best Map Drawn Best in Campcraft	2 1 <u>1</u>	4
DRAMATICS	Dramatics	<u>2</u>	2
NATURE	Nature	<u>4</u>	4
SPORTS	Competitive Sports National Archery Association Horseback Riding Table Tennis	5 4 3 <u>1</u>	13
MISCELLANEOUS	Campers - All-Around Camper Number Years Attended Showing Most Progress Most Enthusiastic Camp Queen Outstanding CIT Camper Council Badge Cabin Clean-Up	12 3 2 2 1 1 1 <u>8</u>	19
ACHIEVEMENT	Achievement in an Activity	<u>17</u>	17
NO AWARDS GIVEN		<u>21</u>	21

Table XIX indicates that twenty-one camps, or thirty percent, give no awards of any type. Achievement awards for proficiency in an activity are given by seventeen camps, or twenty-four percent. The remainder of the camps give varied activity awards in one or more areas.

TABLE XX

A COMPARISON OF THE PROGRAM INTERESTS OF 12-13 YEAR OLD CAMPERS AND 14-17 YEAR OLD CAMPERS --- AS REPORTED BY 41 YWCA SUMMER RESIDENT CAMPS

12-13 YEAR OLD CAMPERS		RANK OF INTEREST	14-17 YEAR OLD CAMPERS	
Number Camps	Activities		Activities	Number Camps
36	Waterfront	1	Waterfront	23
13	Crafts	2	Tripping	12
12	Sports	3	Overnights	9
8	All Areas	4	Hiking	8
7	Hiking	5	Crafts	7
6	Nature	6	Dramatics	6
5	Overnights	7	Sports	5
4	Dramatics	8	Nature	4
3	Tripping	9	All Areas	3

Table XX indicates that Waterfront activities rank first in camper interest in both age groups. However, camper interest in remaining activities tends to vary widely in each age group. The 12-13 year olds prefer a wide variety of activities (they are interested in trying out each activity to see what it is all about) while the 14-17 year old has more or less settled down to certain activities. In this case, out-of-door activities rank high in the 14-17 year old group. Dramatics and nature rank low in both age groups.

Each of the forty-one camps reported one or more interests for each age group, thereby accounting for the difference in the total number of camps reporting as compared to actual activities.

TABLE XXI

A LISTING OF THE SPECIAL EVENTS THAT OCCURRED DURING THE 1959 SEASON
IN 71 YWCA SUMMER RESIDENT CAMPS STUDIED

SPECIAL EVENTS	NUMBER OF CAMPS REPORTING
SPECIAL DAYS AND/OR NIGHTS :	
Olympic Days	7
Christmas in July - Day Activity	7
International Day	7
Upside Down Day	3
Camper Reunion Day	2
Hawaiian Day	2
Overnight Parties	2
Anniversary Celebrations	2
Crowning of Camp Queen	2
Improvement of Campgrounds with aid of a State Conservation Officer	2
Work Days	2
Beatnik Evenings	2
Lt. of WAC's for drills	1
Arts Festival Day	1
Halloween Day	1
Paul Bunyan Day	1
Pirate and Gypsy Day	1
Play Day	1
Political Rally Day	1
Rip van Winkle Day	1
Robin Hood Day	1
Western Day	1
Birthday Night	1
Indian Night	1
Western Night	1
Mexican Day	1
Winter Wonderland Evening	1
PARENTS DAY :	
Open House	4
Water Pageant	4
Open House and a Picnic	2
Demonstration of Work Accomplished	2
Campfire	1
Camper-Counselor-Parent Volleyball Game	1
Open House and Dedication of a New Cabin	1
Riding Show	1

TABLE XXI (cont'd.)

SPECIAL EVENTS	NUMBER OF CAMPS REPORTING
<p>FOURTH OF JULY :</p> <p>Celebration 3 Alaska Gold Rush 1 Bonfire 1 Flag Burning Ceremony and the Raising of a New Flag 1 Floats 1 Pajama Parties 1 Water Parade 1</p>	
<p>SPECIAL WATERFRONT ACTIVITIES :</p> <p>Water Shows 10 Water Ballet 4 Swimming Meet 2 Boat Regattas 2 Canoe and Boat Races 1 Demonstration by Synchronized Swim Group 1 Water Fire Show (campfire project done by CIT's) 1 Water Pageant with YMCA Camp 1 Water Carnival 1 Water Play-Day and Games 1</p>	
<p>SPECIAL MUSICAL ACTIVITIES :</p> <p>Musicals 5 Choir Group Production 2 Operettas 2 Minstrel Show 1 Special Program by Classes at end of Month 1</p>	
<p>SPECIAL DANCE ACTIVITIES :</p> <p>Dance Program 2 Folk Dance Demonstration 1 Indian Dance Night 1 Interpretation of Y-Teen Song through a Dance 1 Ballet Show 1</p>	

TABLE XXI (cont'd.)

SPECIAL EVENTS	NUMBER OF CAMPS REPORTING
SPECIAL DRAMATIC ACTIVITIES :	
Skit Nights	3
One-Act Plays	2
Indian Pageants	2
Creative Night (all creative groups combine in a production)	1
Round the World Theatre Tour (all living groups choose one country and something from this country's culture to present; then they find a spot in camp in which to stage it; the audience travels and alternates in presenting and watching)	1
"This is Your Life" (camp director	1
SPECIAL SPORTS ACTIVITIES :	
Tournaments	6
Horseback Riding Show and Contests	3
Rodeo	1
Archery Tournament	1
CARNIVALS, FAIRS, CIRCUSES :	
Carnivals	6
Circuses	3
County Fair	2
Camp Fair	1
Mardi Gras Carnival	1
BANQUETS AND SPECIAL MEALS :	
End of Season Banquets	9
End of Period Banquets with Candle Lighting Ceremony	2
All-camp Barbeque	2
Hawaiian Luau	1
Japanese Meal	1
Shrove Tuesday Pancake Supper	1
United Nations Progressive Supper	1
Program of Progressive Supper	1

TABLE XXI (cont'd.)

SPECIAL EVENTS	NUMBER OF CAMPS REPORTING
FINAL EVENING IN CAMP : Closing Campfires Wish Boat Ceremonies Council Fires	 5 2 2
WORLD FELLOWSHIP : Penny Fair Initiation of Alumni Campers World Fellowship Banquet	 2 1 1

Table XXI is intended to indicate varied types of program activities which have been participated in lately. All of the seventy-one camps that reported participated in one or more of the above activities.

Those listed program activities were designed as Special Events which meant that they were used on special occasions and took some time in the preparation of each.

TABLE XXII

THE RESPONSIBILITIES ASSUMED BY 67 YWCA SUMMER RESIDENT CAMP DIRECTORS AS CONCERNS THEIR ROLE IN THE ADMINISTRATION OF THE CAMP

RESPONSIBILITIES ASSUMED	CAMPS REPORTING	
	Number	Percent
Administration Alone	53	79.1
Combined - Administration and Program Director	5	7.5
Combined - Administration and Activity Head	5	7.5
Combined - Administration and Dietitian	2	2.9
Combined - Administration, Business Manager, and Program Director	1	1.5
Combined - Administration and Nurse	1	1.5
TOTALS	67	100.0

Table XXII indicates that fifty-three camp directors, or seventy-nine percent, have a single responsibility - the administration of the camp. The remainder, fourteen, combine the responsibility of administration with one or more responsibilities. The added responsibility of these fourteen directors depends largely upon the physical set-up of the camp, for it is this which will determine what it is to be.

TABLE XXIII

THE RESPONSIBILITIES THAT ARE ASSUMED BY 36 YWCA SUMMER RESIDENT ASSISTANT
CAMP DIRECTORS

RESPONSIBILITIES ASSUMED	CAMPS REPORTING	
	Number	Percent
Administration Alone	8	22.2
Combined - Administration and Business Manager	4	11.1
Combined - Administration and CIT Head	4	11.1
Combined - Administration and Activity Head	2	5.6
Combined - Administration and Cabin Duty	1	2.8
Combined - Administration and Program Director	17	47.2
TOTALS	36	100.0

Table XXIII indicates that only eight of thirty-six camps have assistant camp directors who are responsible for administration only. The remaining twenty-eight combine the responsibility of administration with that of a second responsibility, the most frequent being that of program director. However, the type of added responsibility assumed will depend largely on the physical set-up of the camp.

TABLE XXIV

THE RESPONSIBILITIES THAT ARE ASSUMED BY THE PROGRAM DIRECTORS OF 24 YWCA
SUMMER RESIDENT CAMPS

RESPONSIBILITIES ASSUMED	CAMPS REPORTING	
	Number	Percent
Administration Alone	20	83.3
Combined - Administration and Activity	4	16.7
TOTALS	24	100.0

Table XXIV indicates that twenty program directors are responsible for the administration aspect of their job while the remaining four have an added responsibility of teaching an activity.

A program director's main job would be to see that a program of activities is begun and kept going on a smooth basis.

TABLE XXV

THE RESPONSIBILITIES ASSUMED BY 280 ACTIVITY DIRECTORS OF VARIOUS PROGRAM AREAS IN THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED

PROGRAM AREAS	RESPONSIBILITIES ASSUMED			
	SPECIALTY ALONE		SPECIALTY AND CABIN	
	Number	Percent	Number	Percent
Arts and Crafts	24	21.1	32	19.3
Boating	7	6.1	12	7.2
Campcraft	8	7.1	26	15.7
Music and Drama	2	1.8	7	4.2
Nature	8	7.0	22	13.3
Outpost	3	2.6	6	3.6
Sports	20	17.5	36	21.7
Trips	4	3.5	7	4.2
Waterfront	38	33.3	18	10.8
TOTALS	114	100.0	166	100.0

Table XXV indicates that one-hundred sixty-six, or fifty-nine percent, of the activity directors are responsible for both a cabin and the activity in which they are best suited to be in charge of. The majority of these "double-duty" staff members are found in the areas of Arts and Crafts, Sports, and Waterfront.

Those staff members having responsibility for one activity only are found largely in the areas of Arts and Crafts, Sports, and Waterfront. Here again, the physical set-up of the camp influences where staff members can best be used as regards responsibility.

TABLE XXVI

THE RESPONSIBILITIES ASSUMED BY 160 ACTIVITY ASSISTANTS IN VARIED PROGRAM AREAS OF 71 YWCA SUMMER RESIDENT CAMPS STUDIED

PROGRAM AREAS	RESPONSIBILITIES ASSUMED			
	SPECIALTY ONLY		SPECIALTY AND CABIN	
	Number	Percent	Number	Percent
Arts and Crafts	1	6.7	33	22.9
Boating	1	6.7	10	6.9
Camcraft	2	13.3	10	6.9
Nature	0	-	10	6.9
Outpost	0	-	5	3.4
Sports	3	20.0	28	19.3
Trips	1	6.7	7	4.8
Waterfront	7	46.6	42	28.9
TOTALS	15	100.0	145	100.0

Table XXVI indicates that all but fifteen of one-hundred sixty-activity assistants have responsibility for both a cabin and assisting with an activity. The activities having the largest number of assistants are those of Waterfront, Arts and Crafts, and Sports. Those activities having the largest number with responsibility for a specialty only are those of Sports, Waterfront, and Camcraft.

Looking at both areas of responsibilities as regards total number of activity assistants, we see that the majority are found in the areas of Waterfront, Sports, and Arts and Crafts.

TABLE XXVII

THE TYPE OF PHYSICAL SET-UP THAT IS EMPLOYED IN EACH OF THE 71 YWCA SUMMER
RESIDENT CAMPS STUDIED

TYPE OF PHYSICAL SET-UP	CAMPS USING SET-UP	
	Number	Percent
*Unit	43	60.6
*Single Unit	24	33.8
*Centralized	3	4.2
*Interest Groups	1	1.4
TOTALS	71	100.0

*Unit - the camp is set-up with a certain number of cabins in each unit.

*Single unit - the camp is small enough to function as a single unit.

*Centralized - the camp has all cabins grouped together around a central building or area.

*Interest groups - the camp has its cabins arranged according to the group and its main interest - i.e. all riding persons together.

Table XXVII indicates that over half the camps, or sixty-one percent, use the unit system as a basis for the lay-out of cabins on the camp site. The centralized and interest group basis is used in only four of the camps, indicating that they are not as widely used as the unit system. However, these two types could easily fit into the unit type, dependent upon the number of cabins in camp.

TABLE XXVIII

THE TYPES OF BUILDINGS THAT ARE AVAILABLE FOR GENERAL RECREATION PURPOSES
AT THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED

TYPE, OR TYPES, OF BUILDINGS AVAILABLE	CAMPS HAVING SUCH BUILDINGS	
	Number	Percent
Central Recreation Hall	15	21.2
Central Recreation Hall - Unit Cabins	12	16.9
Central Recreation Hall - Dining Hall	9	12.7
Central Recreation Hall - Crafts Building	4	5.6
Central Recreation Hall - Dining Hall - Unit Cabins	3	4.2
Central Recreation Hall - Crafts Building - Unit Cabins	2	2.8
Central Recreation Hall - Lounge	2	2.8
Dining Hall	10	14.1
Dining Hall - Unit Cabins	6	8.5
Dining Hall - Crafts Building	3	4.2
Dining Hall - Unit Cabins - Crafts Building	3	4.2
Dining Hall - Barn - Lounge	2	2.8
TOTALS	71	100.0

Table XXVIII indicates that forty-seven camps have a central recreation hall that is used for general recreation purposes. The dining hall is used by twenty-seven camps, either alone or in combination with one or more buildings, for recreation purposes.

However, all seventy-one camps have one or more buildings which can be used for general recreation purposes, such as rainy day activities, parties and evening program.

TABLE XXIX

THE TYPES OF SWIMMING FACILITIES WHICH ARE PRESENT IN THE 71 YWCA SUMMER
RESIDENT CAMPS STUDIED

TYPE OF SWIMMING FACILITY	CAMPS HAVING SUCH A FACILITY	
	Number	Percent
Lake Alone	37	52.1
Pool Alone	21	29.6
River Alone	7	9.9
Combined - River and Pool	2	2.8
Combined - River and Lake	1	1.4
Combined - River and Ocean	1	1.4
Creek Alone	1	1.4
Mountain Stream Alone	1	1.4
TOTALS	71	100.0

Table XXIX indicates that sixty-seven, or ninety-four percent, of the camps have only one type of swimming facility, this being a lake. A creek and a mountain stream are found in only two camps while four other camps have a combination of a river and a second type of swimming facility. In the latter case, one facility augments the other.

TABLE XXX

THE TYPES OF PROGRAM AREAS AND/OR FACILITIES WHICH ARE PRESENT IN THE 71
YWCA SUMMER RESIDENT CAMPS STUDIED

FACILITIES AND/OR AREAS PRESENT	CAMPS HAVING SUCH	
	Number	Percent
Swimming	71	100.0
Crafts	69	97.2
Playfield	64	90.1
Volleyball	64	90.1
Archery	63	88.7
Library	54	76.1
Campcraft	51	71.8
Nature	44	62.0
Tennis Courts	43	60.6
Canoeing	42	59.2
Boating	41	57.7
Outpost	29	40.8
Riding	18	25.4
Sailing	12	16.9
Chapel-in-the-Woods	6	11.3
Riflery	5	7.0
Badminton	5	7.0
Golf Course	2	2.8
Golf Area	1	1.4
Dance and Drama	1	1.4

Table XXX indicates that a majority of seventy-one camps have an area or facility which is used exclusively for the program activity denoted by the name of the area. However, many camps also have an area or facility which serves a two-fold, or more, purpose. For example - a volleyball court doubles as an area for badminton or a boating area serves canoeing as well.

In Tables XXV and XXVI it was noted that the majority of activity directors and activity assistants were those of Waterfront, Sports, and Arts and Crafts. This table indicates that the most frequently found areas were those of Swimming, Crafts, Playfield, Volleyball, and Archery.

TABLE XXXI

THE CAPACITY OF EACH OF THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED

CAPACITY OF CAMP	CAMPS HAVING SUCH	
	Number	Percent
0-29	1	1.4
30-39	2	2.8
40-49	3	4.2
50-59	6	8.5
60-69	7	9.9
70-79	11	15.5
80-89	7	9.9
90-99	9	12.7
100-109	7	9.9
110-119	4	5.6
120-129	4	5.6
130-139	1	1.4
140-149	1	1.4
150-159	1	1.4
160-169	1	1.4
170-179	1	1.4
180-189	3	4.2
Over 200	2	2.8
TOTALS	71	100.0

Table XXXI indicates the number of persons that can be accomodated, both campers and staff, at each of the seventy-one camps studied. So that we are able to get an over-all picture of the situation, the brackets are arranged in groups of ten.

It can be seen that the number able to be accomodated at each camp builds up until it reaches a peak at the 70-79 bracket. In this bracket we find eleven camps who can accomodate this number. From this point on there is a gradual decline in the number able to be accomodated. However, the last two brackets again show a small increase in the number of persons.

TABLE XXXII

THE LENGTH OF THE CAMP SEASON AND THE NUMBER AND LENGTH OF PERIODS DURING THIS SEASON - AS REPORTED BY 71 YWCA SUMMER RESIDENT CAMPS STUDIED

LENGTH OF SEASON	TOTAL NUMBER OF CAMPS		INDIVIDUAL NUMBER OF CAMPS	NUMBER OF SESSIONS	LENGTH OF SESSIONS
	Number	Percent			
1 week	2	2.8	2	1	1 week
10 days	1	1.4	1	1	10 days
2 weeks	2	2.8	2	2	1 week
3 weeks	3	4.2	1 1 1	3 3 2	1-9 day -- 2-12 day 1 week 10 days
25 days	1	1.4	1	3	2-10 day -- 1-5 day
4 weeks	3	4.2	3	4	1 week
5 weeks	2	2.8	1 1	3 5	1-1 week -- 2-2 week 6 days
6 weeks	16	22.6	9 5 1 1	3 6 5 4	2 weeks 1 week 4-1 week -- 1-10 day 2-1 week -- 1-2 week
7 weeks	2	2.8	1 1	7 4	1 week 2-2 week -- 3-1 week

TABLE XXXII (cont'd.)

LENGTH OF SEASON	TOTAL NUMBER OF CAMPS		INDIVIDUAL NUMBER OF CAMPS	NUMBER OF SESSIONS	LENGTH OF SEASONS
	Number	Percent			
8 weeks	30	42.3	15 3 3 2 2 1 1 1 1	4 4 2 5 8 6 6 5 5	2 weeks 12 days 4 weeks 2-1 week -- 3-2 week 1 week 4-1 week -- 1-2 week 9 days 10 days 4-10 day -- 1-1 week 1-7 day -- 1-10 day -- 3-12 day
9 weeks	7	9.9	2 2 1 1 1	5 5 8 7 5	4-2 week -- 1-1 week 4-12 day -- 1-5 day 7-1 week -- 1-10 day 2-2 week -- 5-1 week 13 days
10 weeks	1	1.4	1	5	1-5 day -- 4-12 day
12 weeks	1	1.4	1	12	1 week
TOTALS	71	100.0	71		

Table XXXII indicates that the most frequently used length for a camp season is that of eight weeks, for its occurs in thirty, or forty-two percent, of the camps. Of these thirty, one-half employ the use of a two week period, thereby having four sessions during the camp season. The remaining fifteen camps have sessions which range in length from one week to four weeks.

Looking at the table as a whole we will see that the length of the sessions varies from five days to four weeks. The most frequently occurring length for a session is that of one week for eighteen camps employ this method, either by itself or in combination with one or more lengths of session.

Also occurring quite frequently were the ten day and two week length of session, for we find eight camps employing such.

TABLE XXXIII

THE AVERAGE LENGTH OF STAY OF CAMPERS IN 71 YWCA SUMMER RESIDENT CAMPS

LENGTH OF STAY	TOTAL NUMBER OF CAMPS		INDIVIDUAL NUMBER OF CAMPS		LENGTH OF PERIODS
	Number	Percent	Number	Percent	
1 period	61	85.9	27	38.0	2 weeks
			12	16.9	1 week
			7	9.8	10 days
			5	7.1	12 days
			5	7.1	6 days
			3	4.2	4 weeks
			1	1.4	13 days
			1	1.4	8 days
2 periods	10	14.1	5	7.1	1 week
			4	5.6	2 weeks
			1	1.4	12 days
TOTALS	71	100.0	71	100.0	

Table XXXIII indicates that sixty-one camps have campers who stay for just one period. These periods range in length from six days to two weeks, the two week length proving to be the most popular as twenty-seven of the camps report.

The remaining ten camps have campers who stay over for one or more periods. Of the ten camps, five have campers who stay over for one more week while four have campers who stay over for two more weeks.

TABLE XXXIV

THE DECADES IN WHICH THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED WERE ESTABLISHED

DECADE CAMP WAS ESTABLISHED	CAMPS REPORTING	
	Number	Percent
1900-1909	2	2.8
1910-1919	12	16.9
1920-1929	24	33.8
1930-1939	10	14.1
1940-1949	7	9.8
1950-1959	8	11.3
Unknown	8	11.3
TOTALS	71	100.0

Table XXXIV indicates the decade in which the camps studied were established. The largest number were established during the 1920-1929 decade. However, the years between 1910-1939 saw the establishment of forty-six camps for girls.

TABLE XXXV

THE STATUS OF EACH OF THE 71 YWCA SUMMER RESIDENT CAMPS STUDIED AS REGARDS
MEMBERSHIP IN THE AMERICAN CAMPING ASSOCIATION

GEOGRAPHIC AREA IN WHICH CAMPS ARE LOCATED	MEMBERS		NON-MEMBERS	
	Number	Percent	Number	Percent
Eastern	18	25.3	5	7.1
Central	18	25.3	6	8.5
Western	6	8.5	1	1.4
Southern	14	19.7	3	4.2
TOTALS	56	78.8	15	21.2

Table XXXV indicates that over one-half the camps studied, or fifty-six, hold membership in the American Camping Association. Of the remaining fifteen camps, five are considering becoming members in the near future.

As members of this organization the camps are entitled to varied program privileges throughout the year. They also follow the objectives that have been set-up by this organization.

CHAPTER VI

SUMMARY, LIMITATIONS, AND CONCLUSIONS

SUMMARY

The samples used in this study were seventy-one YWCA summer resident camps located throughout the United States and ranging in size from small Association camps to large metropolitan Association camps. To determine which program activities should be offered in YWCA camps wherever possible and which related factors affect program activities, a sample of eight area camp directors representing camps located throughout the United States were used.

The data compiled in Chapters IV and V, together with the tabulation of program activities used by both groups, were obtained through use of a questionnaire.

The purpose of this study was: (1) to ascertain the nature and scope of program activities participated in at YWCA summer resident camps (2) to study factors related to the program of activities (3) to determine which activities should be offered in YWCA summer resident camps, wherever possible.

At the completion of the evaluation questionnaire, an analysis of the data indicates the following material to be the findings :

PURPOSE AND DESCRIPTION OF THE EVALUATION QUESTIONNAIRE

This form was designed for the purpose of discussing and determining:

- 1) which program activities should be offered at YWCA summer resident camps, wherever possible
- 2) how a person should be hired as a camp counselor in relation to the skill knowledge she possesses and what the extent of her duties will be during the summer days
- 3) factors which are directly related to the program of activities and their effect on the program.

The form covered three areas of program, namely:

- 1) Content - this dealt with 'Main' and 'Possible' program activities that should be offered at YWCA summer resident camps, wherever possible
- 2) Personnel - this dealt with the hiring of staff and the duties they are to perform during the summer
- 3) Miscellaneous - this dealt with factors related directly to program activities

Questions used in this study were ones derived from the inquiry form previously used in the beginning of this study. They are questions which were selected because of their seeming importance in determining how to keep a program of activities running smoothly and functionally.

The form was sent to eight area camp directors throughout the United States who were selected on the basis of their experience in camping. These eight directors represented the four geographical areas, two from each area as set up by the National Board of the YWCA. These areas are the Central, Eastern, Southern, and Western.

The response to the answering of this form was excellent and showed their willingness to help in this study. All eight forms were returned and each had one or more pertinent comments to make in relation to the questions. These comments may be found throughout the material contained within the

the following pages.

The questions within the form were of two types: 1) a check-type for the program content section and 2) a fill-in type for the program personnel and program miscellaneous sections. However, each director was encouraged to make comments wherever she felt it pertinent to do so. There were no answers to some of the questions, this being due in large part to the fact that the answer had been covered thoroughly in one or more of the preceding questions.

A copy of this evaluation form may be found in the Appendix.

I. PROGRAM CONTENT

In this section, each of the eight area camp directors were asked to check, on a list of program activities, Yes or No as to whether or not these activities should be included in a YWCA summer resident camp program. This list of program activities is a compilation of those activities which were used in the original inquiry form. It was assumed that the camp had ideal facilities and equipment so that any type of program activity could be offered. Each director realized that the actual content of a camp's program of activities is so variable that very few, if any, programs are written up. Thus, their selection of program activities is a result of their experience in camping and of the knowledge and ideas which arose from these experiences.

The following list of 'Main' program activities were ones selected by five or more of the camp directors as those which should be included, wherever possible, in a YWCA summer resident camp program:

'MAIN' PROGRAM ACTIVITIES :

AQUATICS -

Boating
 Canoeing
 Fishing
 Jr. Life-Saving
 Sr. Life-Saving
 Sailing

Swimming - Free
 Swimming - Instruction
 Swimming - Recreational
 Water Ballet
 Water Safety Aide

ARTS AND CRAFTS -

Ceramics
 Drawing (pen, pencil)
 Enamel Work
 Leathercraft
 Metalcraft
 Naturecraft

Painting
 Papier Mache
 Pottery
 Scrapcraft
 Weaving
 Woodwork

CAMPCRAFT -

Cook-outs
 Firecraft
 First Aid
 Hiking
 Knotcraft

Lashing
 Map and Compass
 Preparation for Overnights
 Trail Blazing

MUSIC-DANCE-DRAMA

Dancing - Folk
 Dancing - Modern
 Dancing - Square
 Drama - Informal

Song Fests
 Story Telling
 Sunday Choir

NATURELORE -

Animals
 Birds
 Fossils
 Insects
 Plants

Shells
 Stars
 Trees
 Wildflowers

SPIRITUAL EMPHASIS -

Chapel Services
 Daily Meditations
 Inspirational Services

Morning Watches
 Vespers

SPORTS AND GAMES -

Circle Games	Badminton
Indian Games	Baseball (Softball)
Relays	Table Tennis
Searching Games	Tennis
Tag Games	Tetherball
	Volleyball

MISCELLANEOUS - (includes all activities not covered above)

Archery	Photography
Camp Newspaper	Riding
Campfire Programs	Writing - Creative
Conservation	

The following list of program activities are ones which were selected by fewer than five of the eight camp directors, but are 'Possibles' for new experiences in the camp program:

'POSSIBLE' PROGRAM ACTIVITIES :

AQUATICS -

Diving
Racing Swimming

ARTS AND CRAFTS -

Copper Tooling
Needlework
Plastic Lace

CAMPCRAFT -

Axe and Knife Usage

MUSIC-DANCE-DRAMA -

Ballet
Drama - Formal
Puppets
Voice Speaking - Choir

NATURELORE -

Reptiles
Rocks

SPIRITUAL EMPHASIS -

Discussions on religion, philosophies of living, etc.

SPORTS AND GAMES -

Basketball
Deck Tennis
Quiet Games
Soccer
Speedball

MISCELLANEOUS - (includes all activities not covered above)

Discussion Evenings
Fencing
Flag Ceremonies
Golf
Riflery
Special Interest Clubs

All of the questions in this section, Program Content, were of the check-type answer but each director was to feel free to make comments wherever she felt it pertinent to do so. The following is a compilation of comments made by each director and are concerned with specific program area:

AQUATICS -

- 1) Racing Swimming - too competitive for camp

ARTS AND CRAFTS -

- 1) There should be a real effort made to emphasize Nature crafts. All other crafts can be done provided they have a creative aspect in design, etc.
- 2) Hope these activities allow for girls to create and not just make kits.
- 3) In favor of any crafts ideas which interest girls and provide them with an opportunity to develop creatively.

CAMPCRAFT -

- 1) First Aid - should be an interest group.
- 2) Conservation - should be a continuous program.

MUSIC-DANCE-DRAMA -

- 1) Modern Dance - can be used in worship and closing ceremonials.
- 2) Ballet - can be used if integrated into program.

NATURELORE -

- 1) No end to this list once the experience is satisfying.
- 2) Some aspect of some activity each day, but not necessarily concentrated study in each daily.
- 3) This should be continuous throughout the camp program whenever time and place allow.

SPIRITUAL EMPHASIS -

- 1) Either Morning Watches or Vespers. Church Service on Sunday.
- 2) Some type daily.
- 3) Either Daily Meditations, Vespers, or Morning Watch - not all!

SPORTS AND GAMES -

- 1) Games if a younger age group. Tennis if junior or senior high school age.
- 2) Some type daily.

MISCELLANEOUS -

- 1) Photography and Writing - should be an interest group.

SUMMARY OF PROGRAM CONTENT

The program activities which have been listed on the preceding pages are, by no means, to be intended as a complete listing. Rather, they are representative of a large portion of camp program activities which should be offered in all YWCA summer resident camps, wherever possible. The type of program offered will depend on a number of factors, among them: the

physical set-up of the camp, the terrain, the equipment, the facilities, the budget, the campers and the staff.

The 'Main' list of camp activities which can, and should, be offered must be supplemented by a list of 'Possible' activities. These last arise from suggestions by campers and staff alike and are frequently an outgrowth of a main activity, such as Aquatics.

Each director was asked to check how often each activity should be offered during the week. The general consensus of opinion can best be summed up in a few sentences rather than by enumerating the number of times each activity should be held. The amount of time spent on each activity should grow out of the planning of small living groups and as a result of other projects. Creative activity should be offered with the knowledge that each camper will participate according to interests and guidance. Campers should not participate in any one activity to the exclusion of any other. It is not our philosophy to make "experts" in a session - only open vistas to all the wonderful things there are to do in a setting so far removed from urban living.

II. PROGRAM PERSONNEL

In this section, each of the eight area camp directors were asked to comment on three major questions dealing with program staff. The first is one dealing with the hiring of a person for a camp staff position in relation to the skill knowledge she possesses. The second and third deal with program activity heads and their assistants in relation to the duties they are to perform during the summer.

The summary at the end of each question is a compilation of their

answers and is intended to give us a clearer understanding of how YWCA camp directors feel regarding these important questions.

1) a. Should a person be hired as a camp counselor with only one skill in which she excels and little knowledge of other skills?

- 1) Yes - if she is to be employed for only one program area.
- 2) Sometimes! Depends on the person and the need of the camp. In general or in a majority of cases - No!
- 3) Depends on the job assigned.
- 4) Each activity should have at least one expert staff member directing it.
- 5) In the first place I don't hire with skills first in mind -- quality of person and contribution towards growth and development of campers first.
- 6) No.
- 7) No.
- 8) No.

b. Or should a person be hired for her broad range of skills, with no one special skill in which she excels?

- 1) Yes - in a majority of cases.
- 2) Yes - especially if an experienced counselor who could be used in several program areas as an assistant with general supervision.
- 3) Yes - but hopefully have some camping skills. Some staff have to have some experience and skills.
- 4) Yes.
- 5) This sometimes works out fine or vice versa -- will depend on the person -- her interest and enthusiasm for children and the out-of-doors, etc.

c. Other?

- 1) Feel you need both specialists and general counselors.
- 2) Best would be to have one skill in which she excels and a broad range of skills.
- 3) Combination of one in which she excels and a broad range of skills.
- 4) We hire basically on interest and desire to work with children. Skills are secondary.
- 5) All counselors must be chosen for general fineness of character and understanding of children.

SUMMARY OF QUESTION 1 :

The eight area camp directors answering this question are in agreement that a person should be hired as a camp staff member in light of her broad range of skills which she has knowledge of rather than for one skill in which she excels. If this person did happen to excel in one skill, it would be to everyone's advantage. Other factors which play a role in determining whether or not a person will be hired are: the needs of the camp; the personal qualities of the candidate -- her character, interest and desire to work with children, her understanding of her children, and her skill knowledge.

Basically, these eight directors believe it would be best to have both specialists and general counselors in a camp situation. However, it would be even better if the specialist, or the general counselor, had a broad range of other skills. The personal qualities of the candidate must not be forgotten for, in many cases, these have preference over the skills when a person is being chosen for a camp job.

- 2) Should the heads of the following activities be given the additional duty of cabin responsibility?

Waterfront Arts and Crafts	Nature Camcraft	Trips Sports
-------------------------------	--------------------	-----------------

- 1) No (if budget and living space allow).
- 2) No.
- 3) No.
- 4) No.
- 5) Yes.
- 6) Yes.
- 7) Waterfront no Camcraft . . . yes
 Arts and Crafts. . no Trips yes
 Nature no Sports. . . . yes
- 8) Waterfront and Trips - yes.

SUMMARY OF QUESTION 2 :

Of the eight camp directors, four were in total agreement that the heads of Waterfront, Arts and Crafts, Nature, Camcraft, Trips, and Sports should not be given the additional responsibility of a cabin. The main reason behind this is that each of the above named activity heads would have work after hours in the way of planning and preparation, reports, etc. However, they could easily be assigned to certain special activities, such as Camper Council, planning a party, and many more.

Of the remaining four, two were in half-way agreement that some of the activity heads could be given cabin duty, this depending upon the amount of time that could be devoted to each.

The remaining two were in definite agreement that each activity head should also be given cabin duty, for they feel that living group responsibility and program duty fit well together.

3) Should the assistant activities personnel be given cabin duty in addition to their activity responsibility?

- 1) Yes.
- 2) Yes.
- 3) Yes.
- 4) Yes.
- 5) Yes.
- 6) Why not!
- 7) No.

SUMMARY OF QUESTION 3 :

Of the seven directors, six are in agreement that assistant activities personnel should be given cabin duty while the seventh disagrees. When an activities assistant has cabin duty it makes for a program which is better integrated, for living group counselors are the most important and have the best opportunity to find satisfaction in knowing and being friends with campers. However, they must be scheduled with enough time to do justice to a cabin group.

III. PROGRAM MISCELLANEOUS

In this section, each of the eight camp directors were asked their opinions concerning questions dealing with an assortment of factors related to program. These covered: the basis on which a camper should be placed in the program of activities, awards, a master plan for program, and those activities which are indigenous to the camp setting.

Rather than having a summary at the end of this section, each question will have a summary immediately following it.

- 1) On what basis should a camper be placed in program activities? A check of two or more will indicate a combination is desired.

	1	2	3	4	5	6	7
Living Group (cabin or tent)	x	x	x	x	x	x	x
Organized Classes (camper's choice)	x			x	x	x	x
Special Interest Groups (informal)	x			x	x	x	x
Ability Groups (eg. swimming)	x		x	x	x	x	x

SUMMARY OF QUESTION 1

Of seven camp directors, five preferred to use a combination of Living Group, Organized Classes, Special Interest Groups, and Ability Groups as a basis for placing campers in program activities. The sixth preferred to place campers by use of Living Group alone, these groups being made up according to school grade. The seventh preferred to use Living Groups in the morning and Ability Groups in the afternoon.

However, all directors feel that all above mentioned four are important and should be included in the camper's experience at some time, thus giving her a well-rounded program.

- 2) Should awards be given?

Yes 5

No. 2

Ideally - no. . 1

SUMMARY OF QUESTION 2

Of eight camp directors, five feel that awards should be given, but only if all have a chance to participate within their own age groupings.

Two do not favor award giving, but would rather give recognition of a type. The eighth prefers not to give awards but realizes that in our current society it seems to be desirable.

However, all are in agreement that awards must be attainable by all in order to have any value at all.

3) If awards are given, should they be:

a) Achievement Awards - these are given to all campers who show achievement in a program activity during their stay at camp.

Yes . . . 4

No. . . 2

b) Competitive Awards - these include Honor Camper, cabin inspection, color day, tournament award, best camper, etc.

Yes . . . 1

No. . . 3

c) Both competitive and achievement?

Yes . . . 1

No. . . 3

SUMMARY OF QUESTION 3

Awards given at camp should not be of the competitive type except in rare instances, such as tournaments. Rather, they should be of the achievement type and care must be taken to see that they do not become false.

To accomplish this end, awards must be given only when they are earned.

4) Do competitive awards have their place in the camp program? If so, what would you say it is?

Yes . . . 2

No. . . 6

SUMMARY OF QUESTION 4

Of eight directors, six are in agreement that competitive awards do not belong in a camp program. If they are present it should be on a fun and group basis with all having a chance to participate within their own age groupings. These awards should not have any value as such and a ribbon or certificate would serve the purpose admirably.

As one director has so aptly summed it up: Camp is one of the few places, or only place, left where kids can feel free to try new things -- discover in a relaxed atmosphere more about their potentialities and their limitations and where they can learn give and take and cooperation without having to be measured against each other.

5) Other awards not listed.

One director would like to see recognition given in achievement in program areas. Such recognition in Arts and Crafts could be given by having the student exhibit her work. Other possibilities would be the reading of a poem to a group, giving a demonstration at an Aquacade, or giving a demonstration of firebuilding. In such cases a ribbon or badge would not be necessary.

6) Should the camp staff devise and develop a Master Plan for the program during pre-camp orientation?

Yes . . . 5

No. . . 3

SUMMARY OF QUESTION 6

Of eight directors, five agree that a Master Plan for program should be devised and developed during pre-camp training by the staff. This plan should be a general framework with a flexible basis so that the staff can develop the outline, keeping in mind that a constant re-evaluation during the camp season is necessary in light of the campers present.

The remaining three are in favor of having a Master Plan for program developed before the pre-camp training period begins. This plan could be developed year-round and, during pre-camp period, staff could contribute to the procedures, methods, and specific changes so that the aims of all can be better achieved. These ideas can then be extended and incorporated into next year's Master Plan.

- 7) In this Master Plan should there be opportunities provided for the campers to plan Special Events or Days through use of a Camper Council and/or cabin or unit groups?

Yes . . 7

Occasionally . . 1

SUMMARY OF QUESTION 7

All eight directors are in agreement that each Master Plan should present opportunities for campers to plan Special Events or Days through the use of a Camper Council and/or cabin or unit groups. Camp program is for the child so it must be child-centered, within reason. Your small living group presents innumerable opportunities for camper planning and decision making as well as delegating responsibilities.

8) Is a Camp Council, which has representatives from both staff and campers, necessary?

Yes . . 7

No. . . 1

SUMMARY OF QUESTION 8

Of eight directors, seven feel that a Camper Council, having representatives from both campers and staff, is necessary and important for camp belongs to the participants. Through its use, we can develop good leadership, get the camper's views concerning varied program areas, and obtain some of our best programming ideas. During the summer, a Junior Camp Committee consisting of both campers and CIT's, could be elected to serve on a year-round basis. This group's main function would be to serve as an advisory group to the Camp Committee and plan varied winter events, such as reunions and Open House.

9) If there is no reason for having a Camper Council, how should the campers be given opportunities for planning part of the program?

SUMMARY OF QUESTION 9

Only one director responded to this question for she was the only one to give a No answer to the preceding question. She feels that program planning ideas for campers should arise through decentralized small group living, either within activity or living groups. Once program goes to the natural world, camper planning becomes necessary and relatively easy with a most rewarding ending.

- 10) Should only those activities which are indigenous to the camp setting be taught, or should there be other activities also?

SUMMARY OF QUESTION 10

All eight directors responded to this question and all felt that there should be both indigenous and non-indigenous activities offered during the course of a camp program. However, the camp setting will have a major influence on the type of activities offered. Majorly, the program should grow from the necessities and opportunities of exploring the out-of-doors. Many activities, such as Music, Writing, Games, come naturally and necessarily as one plans programs for campfires, writes trip logs, and other special occasions.

Emphasizing program not so possible in the city or home community but which is appropriate to outdoor life and program leads to revealing and/or developing new talents and program. This, in turn, encourages group cooperation and appreciations by using creatively those things indigenous to the camp setting. Activities which are peculiar to the camp setting should be stressed -- Nature, Campcraft, etc. -- but the program, to be well rounded, should include Sports, the Arts, etc.

Thus, we should offer as broad a program of activities as is possible for each activity develops an individual in one or more ways. The camp site will be a major consideration in planning; however, the purposes and make-up of staff and campers also determines much.

LIMITATIONS OF THE STUDY

- 1) There is no method available for checking and evaluating the amount of time each area camp director devoted to analyzing their program and responding to the questions in the inquiry form. In four cases, the area camp director was not available to answer, thus resulting in incomplete answers on these forms. However, the persons responding for the absentees were directly connected with the camp program.
- 2) The importance of each individual activity is difficult to determine for a great deal depends upon one or more related factors -- i.e., the natural camp setting.
- 3) There was not a significant return from the Rocky Mountain and Western states, this being due in large part to the fact that many of the Associations in this area cooperate in the operation of one camp.
- 4) When questioning the camp directors, it was necessary to have them recall the program activities that were engaged in in the past and the frequency of participation in each of these activities. In addition they had to recall many factors which are related to a program of activities.

CONCLUSIONS OF THE STUDY

- 1) Swimming (free, recreational, and instructional); Life-Saving (Junior and Senior); Water Ballet; and Canoeing were the most widely engaged in of the activities classified under Aquatics.
- 2) Naturecrafts, Leathercrafts, Drawing, Metalcraft, and Painting

were the most widely engaged in of the activities classified under Arts and Crafts.

- 3) Hiking and Cook-outs were the most widely engaged in of the activities classified under Campcraft.
- 4) Song Fests, Informal Drama, and Story Telling were the most widely engaged in of the activities classified under Music-Dance-Drama.
- 5) Trees, Plants, Birds, and Wildflowers were the most widely engaged in of the activities classified under Nature.
- 6) Chapel and Vespers were the most widely engaged in of the activities classified under Spiritual Activities.
- 7) Badminton, Softball, and Volleyball were the most widely engaged in of the activities classified under Sports.
- 8) Campfire Programs, Archery, and Camp Newspaper were the most widely engaged in of the activities classified under Miscellaneous.
- 9) The data indicates that many camps participate in similar program activities, but the amount or the length of time spent on each activity varies with each camp.
- 10) The type of program a camp will be able to offer will depend upon a number of related factors, among them the natural camp setting, the length of the camp season, the abilities of the staff, the interest and enthusiasm of the campers, the equipment and facilities available, and the budget.
- 11) The data indicates that a great majority of the camps have similar program interests.

-
- 12) The camps that reported restrictions on varied program activities were aware of these restrictions and the effect that they had upon the program of activities.
 - 13) Program activities that are now being participated in are very similar to those that the eight camp directors, in their evaluation questionnaire, have said should be offered in YWCA summer resident camps, wherever possible.

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APPENDIX

A SURVEY OF THE PROGRAM OF RESIDENT YWCA CAMPS

It is hoped that this study will arouse discussion and action toward the extension and enrichment of the program of resident YWCA camps, in a manner strictly in keeping with the expressed aims and objectives of the Association.

The questionnaire that follows is designed to determine the scope of specific program activities participated at in resident YWCA camps, as well as giving an over-all picture of program.

At no one time does the thought of regimenting program areas enter the picture. Rather, it should be thought of as a simple effort to think of the YWCA and its national importance in the field of camping.

DEFINITIONS USED:

- 1) ACA - refers to the American Camping Association objectives as listed in its Standards for Resident Camping.
- 2) YWCA - refers to the YWCA objectives as listed in the 1958 Convention Workbook.
- 3) Unit - a group of girls with 12-24 in number and a unit leader and 1 or 2 assistants, regardless of age.

REQUEST:

To give a general idea of how program is interpreted at your camp, a 1959 camp folder and application blank will be helpful. Please enclose it with your questionnaire.

Please feel free to make notations on the questionnaire.

I. GENERAL

Name of camp _____ Year established _____

Camp address _____

Is camp property: Owned _____ Rented (from whom & length) _____

Besides regular resident camping, are any of the following programs offered:

Week-end programs: Women & Girls _____ Coed _____

Family camping periods _____ Winter camping _____

Length of summer season _____

Number of periods _____ Length of periods _____

Cost for campers to attend: 1 period _____ Summer _____

Cost for Counselors-in-Training to attend _____

Is the camp affiliated with the American Camping Association? _____

Does the camp follow the objectives of: ACA _____ YWCA _____

Both _____

Is the camp budget subsidized by funds from other YWCA budgets? _____

Is the use of YWCA equipment charged to camp budget? _____

Is there a Camp Committee? _____ Does it function year-round? _____

What are its responsibilities? (Check those which apply):

1) Maintenance and improvement of buildings and equipment _____

2) Camp budget _____

3) Operation of camp under minimum standards of camping and of laws of state regarding safety, sanitation, and health _____

4) Development of camp policies and knowledge of camp program _____

5) Interpretation of camping policies and programs to the YWCA Board, the parents, and the community _____

II. CAMPER

Age range of campers: Youngest _____ Oldest _____

Camp capacity _____ Number of campers in 1959 _____

Average length of stay _____

Using 1959 figures, complete the following:

% of each age group: 7 & 8 _____ 9 & 10 _____ 11 & 12 _____

13 & 14 _____ 15 - 17 _____

% by race: White _____ Negro _____ Oriental _____ Other _____

% by religion: Protestant _____ Catholic _____ Jewish _____

% of campers related to local YWCA _____

% of campers related to other YWCA's _____

% of campers not related to YWCA _____

% of scholarships _____ # of referrals _____

of exchange campers _____

Is the camp inter-racial? _____

How are campers recruited? _____

Is an interview of camper and parent required? _____ If so, is the
YWCA Purpose and program described? _____

Is YWCA membership required to attend camp? _____

What type of physical set-up does your camp have? :

Unit _____ Whole camp is small enough to function as one unit _____

Other (describe) _____

On what basis is a camper placed in a cabin group? :

Age _____ Interest _____ Other (describe) _____

How many campers are in one living group (cabin, tent)? _____

How many living groups in a unit? _____ How many units? _____

Are campers separated into such groups as: All scholarships together _____

All referrals together _____ No separation _____

II. CAMPER (cont'd.)

On what basis is a camper placed in program activities? :

Living group _____ Organized classes _____ Special interest
Other (describe) _____

Are there opportunities for campers to have the following? :

	DAILY	WEEKLY
"All-camp" activities	_____	_____
"Small group" activities	_____	_____
"Free time"	_____	_____
Unit activity	_____	_____

What awards, if any, are given at your camp? :

TYPE	NUMBER GIVEN
_____	_____
_____	_____

III. PERSONNEL

A. Qualifications:

Are all staff (with exception of kitchen girls and CIT's) 19 years or older? _____

If the above answer is no, complete the following:

Number: Under 16 _____ 16-18 _____ 19 and over _____

Total number of staff (1959 figures) _____

Number: College graduates _____ 2 years college _____

Foreign students _____ Exchange counselors _____

% by race: White _____ Negro _____ Oriental _____ Other _____

% by religion: Protestant _____ Catholic _____ Jewish _____

Is the director a year-round member of the local YWCA staff? _____

If YES, what is her position at the YWCA _____

If NO, who carries the year-round administrative responsibility

Is the Program Director a year-round member of the YWCA? _____

If YES, what other job does she carry at the YWCA? _____

How many days are given to pre-camp training? _____

How often are: All-staff meetings held _____

Unit staff meetings held _____

B. CLASSIFICATION

NAME	NUMBER EMPLOYED IN EACH DUTY			
	Administration only	Activity only	Cabin only	Cabin & activity
Director				
Assistant Director				
Program Director				
Unit Leaders				
Assistant Unit Leaders				
Arts & Crafts Director				
Arts & Crafts Assistants				
Nature Director				
Nature Assistants				
Campcraft Director				
Campcraft Assistants				
Outpost Director				
Outpost Assistants				
Trips Director				
Trips Assistants				
Waterfront Director				
Waterfront Assistants				
Boating Director				
Boating Assistants				
Sports Director				
Sports Assistants				
Dietitian				
Cooks				
Nurse				
Business Manager				
Business Assistant				
Maintenance				
Other (list)				

Do any of the above listed administrative personnel have "double duties"?

For example, a Program Director who is also Assistant Director. If any such, please list below:

Is additional leadership available occasionally in the community?

If so, what kind?

IV. PROGRAM FACILITIES

Total Acreage _____

Is camp suitable for:

Coed camping _____ Family camping _____ Winter camping _____

Use of grounds by members for unorganized camping _____

Is camp suitable for year-round useage _____

Is camp rented to non-YWCA groups for camping programs _____

How many days in 1959 was camp used for any YWCA activity _____

How many days was camp used by groups other than YWCA groups _____

Swimming facilities (check):

Lake ___ River ___ Pool ___ Ocean ___ Bay ___ Other _____

General recreation facilities (check):

Central recreation hall (other than dining hall) _____

Dining hall is used for recreation as well as eating _____

Unit cabins can be used for small group recreation _____

Other (describe) _____

Specific program facilities (check):

Swimming area _____

Campcraft area _____

Boating area _____

Volleyball area _____

Canoeing area _____

Library _____

Sailing area _____

Playfields _____

Nature corner _____

Outpost area _____

Craft shop _____

Riding area _____

Archery range _____

Riflery area _____

Tennis court _____

Other (list) _____

Types of terrain (check those found in or near your camp):

Mts. ___ Hills ___ Swamp ___ Lakes ___ River ___ Trees ___ Plains ___

PROGRAM DIVISIONS (check YES or NO, then check how often it is held)

	YES	NO	LITTLE once a week or less	SOME 2-3 times a week	MUCH more than 3 times a week
<u>A. AQUATICS</u> Boating Canoeing Fishing Life-Saving - Jr. Life-Saving - Sr. Sailing Swimming - free Swimming - instruction Swimming - recreational Water Ballet Other (list)					
<u>B. ARTS AND CRAFTS</u> Ceramics and Pottery Drawing (pen, ink) Enamelwork Leathercraft Metalcraft Naturecrafts Needlework Painting (oil, finger) Weaving Woodwork Other (list)					
<u>C. CAMPCRAFT</u> Cook-outs Firecraft First Aid Hikes Knotcraft Lashing Map & Compass Work Preparation Overnights Trail Blazing Other (list)					
<u>D. NATURELORE</u> Animals Birds Fossils Insects Plants Shells Stars Trees Wildflowers Other (list)					

	YES	NO	LITTLE once a week or less	SOME 2-3 times a week	MUCH more than 3 times a week
<u>E. MUSIC-DANCE- DRAMATICS</u> Dancing - Folk Dancing - Square Dramatics - Formal Dramatics - Informal Song Fests Sunday Choir Story Telling Other (list)					
<u>F. SPIRITUAL EMPHASIS</u> Chapel Services Inspirational Meetings Morning Watches Vespers Other (list)					
<u>G. SPORTS</u> Circle games Relays Searching games Tag games Badminton Baseball Basketball Table Tennis Tennis Volleyball Other (list)					
<u>H. MISCELLANEOUS</u> Archery Camp Newspaper Campfire programs Conservation Photography Creative Writing Riding Riflery Special interest clubs Other (list)					

TRIPS AND EXPLORATIONS NUMBER LAST SEASON AGES PERMITTED

Bicycle trips
Canoe trips
Mountain climbing
Overnights
Pack trips
Rowboat trips
Sightseeing trips
Other (list)

Were there any events related to the following in 1959?:

World Fellowship _____ UNICEF _____ Y-Teen Scrapbooks _____

Were there inter-faith activities held? _____ How often? _____

What were the specific program interests of :

12-13 year olds _____

14-17 year olds _____

Were the following available to campers? If YES, how often?

Piano _____ Radio _____ TV _____ Newspapers _____ Record player _____

Does your camp exchange campers with other camps? _____ How long does
this exchange last? _____ Who may participate?% _____

Do they go as a unit? _____ If NO, how do they go? _____

Is there a Camp Council? _____ Is it inter-faith and inter-racial? _____

How often are meetings held? _____ Which staff
member meets with them? _____

If no Camp Council, who plans program? _____

Is there a CIT program? _____ How long a program is it? _____

How many CIT's can be accomodated at one time? _____

Please list any Special Events your camp held in 1959. These are
usually activities requiring a lot of preparation.

FAMILY CAMPING

Is family camping available in your camp? _____

If YES, describe briefly how it started. _____

How are families recruited? _____

What alterations in facilities were needed? _____

_____ T _____

What is the capacity number of families that can be housed? _____

What is the youngest age at which a child may come? _____

What is the maximum length of your season? _____

What is the minimum _____ maximum _____ length of stay for a family?

What is the cost for adults? _____ Children? _____

Who plans the program? _____

Do activities include (check those which apply to you):

- 1) Those done with the total camp group? _____
- 2) Those done as an individual family? _____
- 3) Those for children only? _____
- 4) Those for adults only? _____

How much leadership is needed, other than that supplied by the campers themselves? _____

CAMP PROGRAM EVALUATION QUESTIONNAIRE

We appreciate your willingness to participate in this final phase of our survey. This evaluation is designed to determine some concepts of camp program and your experience and beliefs will be of invaluable aid to us.

As you will notice, most of the questions that follow are of the check type answer, but if you wish to comment on any of them, please feel free to do so.

When finished with the questionnaire, please return it to:

Miss Toni Seiberlich

424 Newbury Street

Boston 15, Massachusetts

The return date for this is not later than May 15, sooner if at all possible.

Again, you are thanked for your help.

PROGRAM CONTENT:

On the following list of program activities, check YES or NO as to whether or not they should be included in a YWCA resident summer camp program. We are assuming that the camp has ideal facilities and equipment so that they will be able to do any and everything. If YES, further indicate as to how often they should be participated in by placing a check in the appropriate column.

	YES	NO	LITTLE once a week or less	SOME 2-3 Times a week	MUCH more than 3 times a week
<u>A. AQUATICS</u> Boating Canoeing Fishing Life-Saving - Jr. Life-Saving - Sr. Racing Swimming Sailing Swimming - free Swimming - instruction Swimming - recreational Water Ballet Water Safety Aide Other					
<u>B. ARTS AND CRAFTS</u> Ceramics Drawing (pen, ink) Enamel Work Leathercraft Metalcraft Nature Crafts Needlework Painting (oil, finger) Papier Mache Plastic Lace Pottery Weaving Woodwork Scrapcraft Other					

	YES	NO	LITTLE once a week or less	SOME 2-3 times a week	MUCH 3 times or more a week
<u>C. CAMPCRAFT</u> Cook-outs Firecraft First Aid Hikes Knotcraft Lashing Map & Compass Work Preparation Overnights Trail Blazing Other					
<u>D. NATURELORE</u> Animals Birds Insects Fossils Plants Shells Trees Stars Wildflowers Other					
<u>E. MUSIC-DANCE- DRAMATICS</u> Ballet Dancing - Folk Dancing - Modern Dancing - Square Dramatics - Formal Dramatics - Informal Song Fests Sunday Choir Story Telling Other					
<u>F. SPIRITUAL EMPHASIS</u> Chapel Services Daily Meditations Inspirational Services Morning Watch Vespers Other					

	YES	NO	LITTLE once a week or less	SOME 2-3 times a week	MUCH more than 3 times a week
<u>G. SPORTS AND GAMES</u> Circle Games Indian Games Relays Searching Games Tag Games Badminton Baseball Basketball Deck Tennis Table Tennis Tennis Tetherball Volleyball Other					
<u>H. MISCELLANEOUS</u> Archery Camp Newspaper Campfire Programs Conservation Fencing Golf Photography Riding Riflery Special Interest Clubs Writing - Creative Other					

PROGRAM PERSONNEL:

- 1) Should a person be hired as a camp counselor with only one skill in which she excels and little knowledge of other skills?

- 2) Or should a person be hired for her broad range of skills, with no one special skill in which she excels?

Other?

- 2) Should the heads of the following activities be given the addition of a cabin duty?

Waterfront	Nature	Trips
Arts and Crafts	Campcraft	Sports

- 3) Should the assistant activities personnel be given cabin duty?

PROGRAM MISCELLANEOUS:

- 1) On what basis should a camper be placed in program activities? A check of two or more will indicate a combination is desired.

Living Group (cabin or tent) _____

Organized Classes (camper's choice) _____

Special Interest Groups (informal, eg. fishing) _____

Ability Groups (eg. swimming, campcraft) _____

2) Should awards be given? _____

If so, should they be:

a) Achievement Awards _____

These are given to all campers who show achievement in any activity during their stay at camp.

b) Competitive Awards _____

These include honor camper, cabin inspection, tournament awards, color day, etc.

c) Both competitive and achievement _____

Do competitive awards have their place in the camp program? If so, what would you say it is? _____

Other awards not listed _____

3) Should the camp staff devise and develop a master plan for the program during the pre-camp orientation period? _____

In this master plan should there be opportunities provided for the campers to plan Special Events or Days through use of a Camper Council and cabin or unit groups? _____

Is a Camper Council, which has representatives from both campers and staff, necessary? _____

If there is no reason for having a Camper Council, how should the campers be given opportunities for planning part of the program? _____

4) Should only those activities which are indigenous to the camp setting be taught, or should there be other activities also? _____