A STUDY OF THE ORGANIZATION AND ADMINISTRATION OF
PRIVATE SUMMER CAMPS FOR CHILDREN IN KERR
COUNTY, TEXAS, WITH RECOMMENDATIONS
FOR CAMP MANAGEMENT

APPROVED:

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A STUDY OF THE ORGANIZATION AND ADMINISTRATION OF
PRIVATE SUMMER CAMPS FOR CHILDREN IN KERR
COUNTY, TEXAS, WITH RECOMMENDATIONS
FOR CAMP MANAGEMENT

THESIS

Presented to the Graduate Council of the
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For the Degree of

MASTER OF SCIENCE

By

197057
W. Ted Carley, B. S.

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CHAPTER I

ORIENTATION TO THE STUDY

Within the past half century organized camping in America has become one of the major forms of recreation in the summer time. Every section of America has material resources which provide the core of camping. It is estimated that there are more than 6,000 camps operated throughout the nation, representing a property investment of $125,000,000 and attended by more than 3,000,000 people.\footnote{Harold D. Meyer and Charles K. Brightbill, \textit{Community Recreation}, p. 190.} Approximately 900 camps in New England alone serve about 65,000 campers.

Organized camping has a great variety of sponsors. Municipalities and other public organizations, youth-serving agencies, schools, churches, agricultural groups, civic groups, fraternal organizations, private organizations and individuals are among the sponsors. Some camps are operated for profit, while others are primarily concerned with the welfare of the children. Some facilities are used only during the summer season, while others are used the year round. Some of the organized camps serve only boys or men and others provide facilities for girls and women. The variety is great.
Most successful camps, however, have one thing in common: they are planned, organized, and conducted in a very careful manner. Much thought is given to camper interests, to proper guidance, and to efficient organization and administration of the camp program.

The public has a very high degree of interest in the ways in which the camps are organized and administered because they serve the youth of the country. Evaluation of this organization and administration is essential. Such evaluations may help the camp sponsor plan a more adequate program and they are of educational value in appraising the camp program and in furnishing parents some idea of the values inherent in any outdoor recreation program.

Statement of the Problem

The investigator undertook to make a study of the management of a selected number of private summer camps for children in Kerr County, Texas, because of the growing interest in camping and the need for an informed public regarding the possibilities of wholesome recreation for children in summer camps.

Definition of Terms

Terms used in the study are defined as follows:

Organization and administration is the planning and carrying out of the program and operation of the camp.
Private summer camps are those operated by persons for commercial purposes.

Children are individuals whose age does not exceed seventeen years.

Kerr County, Texas, is located in southwest Texas, sixty-five miles northwest of San Antonio.

Management is the responsible agency in charge of camp direction and operation.

Purposes of the Study

The purposes of the study were:

1. To give the prospective camp director a knowledge of some of the camp problems.

2. To aid camp training agencies in preparing or revising their curricula.

3. To study camp procedures and make recommendations for camp management.

4. To give the camp employee a concise account of the practices and policies of camps.

5. To give the camper and the camper's parents a knowledge of camp organization and administration.

6. To compare the findings of the study with standards recommended by the American Camping Association.

Limitations of the Study

The study was limited to the organization and administration of private summer camps for children in Kerr County, Texas,
for boys and girls whose age limit does not exceed seventeen years. Literature in the study, likewise, was limited to that directly concerning camp organization and administration.

Source of Data

Two sources of data were used in developing the study. Professional literature and camp bulletins were read and studied to determine desirable camp procedures and administrative practices. Visits were made to each of the selected camps of the study by the investigator and personal interviews were utilized in securing information on the private camps in Kerr County, Texas, regarding their organization and administration.

Procedures Used in Developing the Study

Professional literature in the field of camp management and of outdoor recreation was read for orientation to the study and for determining sound principles of camp management and administration. A survey was then made of previous studies in the field to determine areas already covered by research studies in order not to duplicate information gathered by them.

A study was then made of Kerr County, Texas, a favored camping area in Texas, to determine the number of camps and the possibilities of developing a research study of their organization and administration. Attention was given to the
number of the camps, types of sponsors, and their willingness to cooperate in the study through furnishing data about their camps. A questionnaire was formulated and used as a basis in personal interviews with camp managers and directors in Kerr County, Texas.

The data secured from the questionnaires were tabulated to show a comprehensive picture of the camps studied. Additional material was secured from camp bulletins for supplementing the statistical data obtained from the questionnaires. These materials were then presented in a comparative manner and the data analyzed from the standpoint of sound criteria for camp management and organization. Conclusions were developed from a study of the data and recommendations for further study in the field presented.

In presenting the subject matter, the study was divided into five parts: Chapter I gave an orientation to the study, described methods of presentation, and gave a review of previous studies in the field. Desirable practices in camp programs including objectives, activities, guidance, motivation, co-operative planning and practice, grouping, records, and related procedures comprised the subject matter of Chapter II. The selection, supervision, and organization of the staff were considered in Chapter III. In Chapter IV desirable administrative practices were studied. The conclusions
derived from the study and recommendations for further study were given in Chapter V.

Related Studies

Dowdy, in 1949, made a study of the requirements and qualifications for camp counselors of leading private camps for girls in Texas, New Mexico, and Colorado. The purposes of her study were stated as follows:

1. To determine the duties and qualifications of camp counselors in girls' selected private summer camps in Texas, New Mexico, and Colorado.
2. To determine criteria for qualifications and duties of camp counselors.
3. To determine the opinions of camp directors in Texas, New Mexico, and Colorado regarding the duties and qualifications of counselors.
4. To determine the extent to which counselors available for these areas meet the qualifications outlined by camp directors.
5. To determine the needs of the camps for counselors from the viewpoint of the directors of camps.
6. To determine the duties and needs indicated by the directors as far as training is concerned.
7. To determine recommendations for pre-service training in physical education departments for future counselors.

The major conclusions reached by Dowdy in her study were as follows:

1. The summer camp movement is growing and there are many opportunities for girls who desire to train themselves for this type of work.

---


3Ibid., pp. 1-2.
2. The directors of summer camps desire counselors with a broad academic training and with some specialized skill.
3. Personality traits and character outweigh specialized skills in the selection of counselors.
4. Summer camps offer a wide variety of activities; there are many opportunities for girls with skill in more than one activity.
5. The most popular activities are riding, hiking, and swimming.
6. Counselors have many other responsibilities besides those of leadership in specialized skills.
7. The camp directors of Texas, New Mexico, and Colorado have a high standard of qualifications for counselors.  

Dowdy's study is similar to the present one in that it was a survey of some practices in private summer camps, but differed in that data were developed on counselors whereas the present study dealt with the administration and organization of private summer camps.

A very comprehensive related study was made by the American Camping Association in 1940. Through the cooperation of the Kellogg Foundation, a Workshop on camp standards was conducted by the Association at Clear Lake Camp in 1940, and representatives of national agencies, camp directors, and health and sanitation specialists, worked for four days at the task of examining and reformulating the existing statements of standards for the organization and administration of good camping.  

A monograph, Good Camping, represents the efforts of the Workshop Committee.

4 Ibid., p. 43.

5 American Camping Association, Marks of Good Camping, Report of Workshop on Camp Standards, p. 3.
The purpose of the Workshop Committee was not to formulate one more set of standards, but to assemble, examine, and reformulate standards which had been set up by many different groups. The monograph, then, is a synthesis of many practices and procedures and represents the best that there is in camp literature on desirable practices in the program, in the selection, supervision and the organization of the staff, in administration, and in health, safety, and sanitation. As such, the monograph provides a valuable standard for appraisal for any phase of camp administration, and was selected as the measuring instrument for the data developed in the present study concerning the administration and organization of private summer camps in Kerr County, Texas.
CHAPTER II

DESIRABLE PRACTICES IN THE PROGRAM OF THE
FIVE SUMMER CAMPS

The first phase of the survey of the organization and
administration of five private summer camps in Kerr County,
Texas, dealt with desirable practices in the program. These
were considered under eight headings: (1) objectives, (2)
activities, (3) guidance, (4) motivation, (5) co-operative
planning and practice, (6) grouping, (7) relation to year-
long experience of camper, and (8) records.

All the data in the questionnaires plus supplementary
data from camp bulletins on the practices used in the private
summer camps in Kerr County, Texas, were tabulated for pre-
sentation in the study. Analysis and discussions of the
tables consider the strong points and the weak points of the
program. Appraisal of the practices was made by comparing
them to standards for such practices as set up in the mono-
graph, Marks of Good Camping.¹

Objectives of the Camping Programs

Space was given in the questionnaires sent to camp

¹American Camping Association, Marks of Good Camping, 1941.
administrators for stating the aims and objectives of the camping program. All of the respondents either wrote in the objectives of their respective camp programs or included bulletins from the camp in which the aims were expressed. Data in Table 1 show the aims expressed by different camp administrators and the total number camps mentioning this aim in its objectives.

Twenty-one objectives were mentioned by the respondents in listing the objectives of the camps. As shown in Table 1, sixteen of the objectives were mentioned by all five respondents. One respondent mentioned "Christian leadership", two mentioned "water sports", and three mentioned "team play" and "loyalty, openmindedness, and tolerance," respectively. All of the camps featured the objective of swimming, but only two mentioned water sports as well. Only three mentioned "friendship" as the aim of the camps, but the aim was expressed in related aims.

"Living-out-of-doors," "learning to ride a horse," "love and understanding of nature," "group living", and "learn to give-and-take" were some of the other expressed objectives common to all the camps. "Group living," "self-reliance," and "participation by all," indicated that the practices were democratic in nature.

The objectives in each instance were clearly stated and the majority were specific in nature. "Loyalty," and "open-mindedness" were somewhat abstract in nature, but the majority
TABLE 1
AIMS AND OBJECTIVES OF THE PRIVATE CAMPS IN KERRY COUNTY, TEXAS

<table>
<thead>
<tr>
<th>Expressed Aims and Objectives</th>
<th>Camp 1</th>
<th>Camp 2</th>
<th>Camp 3</th>
<th>Camp 4</th>
<th>Camp 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>Christian leadership</td>
<td>X</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>1</td>
</tr>
<tr>
<td>Character</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>Participation by all</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>Learning to swim</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>Living out-of-doors</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>Group living</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>Learning to ride a horse</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>Friendship</td>
<td>X</td>
<td>X</td>
<td>..</td>
<td>X</td>
<td>..</td>
<td>3</td>
</tr>
<tr>
<td>Obey needed rules</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>Learn to give-and-take</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>Team play</td>
<td>X</td>
<td>..</td>
<td>..</td>
<td>X</td>
<td>X</td>
<td>3</td>
</tr>
<tr>
<td>Water sports</td>
<td>X</td>
<td>..</td>
<td>..</td>
<td>X</td>
<td>..</td>
<td>2</td>
</tr>
<tr>
<td>Self-reliance</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>Physical development</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>Special skills and talents</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>Love and understanding of nature</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>Democratic practices</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>Knowledge and skill in sports</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>Personal Hygiene and neatness</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>Loyalty, openmindedness, and tolerance</td>
<td>X</td>
<td>X</td>
<td>..</td>
<td>..</td>
<td>X</td>
<td>3</td>
</tr>
</tbody>
</table>
of the expressed objectives were clear as to their intent. In this respect, the stated camp objectives were in accord with the standards set up in the monograph, *Marks of Good Camping*: "The objectives of the camp should be clear, specific, and recently formulated."\(^1\)

Another standard for camp objectives reads as follows:

> The objectives of the camp should have a definite relationship to the community backgrounds from which the campers come. Socio-economic, racial, national, and cultural factors should be taken into account in the formulation of a camp's objectives.\(^2\)

No reference in any of the descriptive bulletins of the five camps was found concerning any relationship of the camp to the community backgrounds from which the campers came. However, the camps considered in this survey were all private camps and the considerable fees charged for each camper were more or less a guarantee that the campers came from homes well above the average in socio-economic status. The objectives as stated were for boys and girls whose parents were financially able to provide a summer of planned recreation and out-of-door living.

### Activities of the Camps

Camps have many different activities which vary from horseback riding and swimming to the arts and crafts or lessons in music. Data in Table 2 show the activities of the five private camps participating in this investigation.

---

\(^1\) *Marks of Good Camping*, p. 23.  
<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Camps with Activity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Horseback riding</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Archery</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Canoeing</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Swimming</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Photography</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Boxing</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Nature Study</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Handicraft</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Fishing</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Riflery</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Gymnastics and tumbling</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Wrestling</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Athletic games</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dramatics</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Music and band</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Surf board and aquaplaning</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Hiking</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Newspaper</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Fencing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trick roping</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Twirling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dancing</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Scout work</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Badminton</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
A total of twenty-five activities were listed by the different camps. Athletic games included baseball, basketball, softball, and track. As shown in Table 2, the majority of the activities are common to all the camps: horseback riding, archery, canoeing, swimming, nature study, riflery, handicraft, fishing, gymnastics and tumbling, hiking, newspaper, trick roping, badminton, and athletic games. Three of the camps were for boys and two for girls and this accounts for some difference in the type of activities. Obviously, the girl's camps did not feature boxing and wrestling, and the boys did not have as many music or dramatic activities as the girls.

Criteria for appraisal of camp activities, as outlined in the monograph, Marks of Good Camping, state that the activities of the camps should be selected, planned, and conducted so that the camp objectives can be achieved, and that the camp activities should be appropriate to the camp setting. The private summer camps in Kerr County, Texas, are located in a picturesque, wooded, hilly region with running streams and the activities of the camps are particularly suited to the area. There are long rambling horseback trails for the riders and clear, cool waters for canoeing, swimming and water sports. The camps meet the criteria very adequately in this respect.

3 Ibid., p. 25.
Further criteria on activities in the monograph are as follows:

The program of activities should be varied and balanced. Each camper should have a variety of experience. This should include physical, intellectual, aesthetic and social activities.4

Reference to the activities of the camps as listed in Table 2 shows that the camps provided a program of varied and well-balanced activities. These activities are based not only on potentialities of the area but on individual interests of the campers. In the application blanks for each of the camps information is furnished regarding the hobbies and interests of the camper. For example, one of the camp bulletins is quoted as follows:

Please check not less than five of the following activities in which the camper is most interested, bearing in mind that it is not advisable for a camper to undertake too strenuous a schedule.

Archery  Nature study  Fishing
Boxing  Photography  Riflery
Canoeing  Physical education  Handicraft
Life saving  Riding  Swimming
           Tennis

In addition to this information, the parent is asked to furnish data on the personality of the camper as follows:

While camp essentially furnishes facilities for a camper's enjoyment, it is the aim of the Director and the Staff to be of assistance in the moral and psychological development of the camper. With the above in mind, parents are requested to check the following as it applies to the camper.

4Ibid., p. 26.  5Bulletin of Camp No. 3.
Scholastic Standing

Advanced
Average
Retarded

Physical Development

Advanced
Average
Retarded

Check One

Is he aggressive?
Is he reticent?

His favorite hobby

Further remarks:  

The foregoing information makes it possible for the camp administration to plan activities based on the camper's needs and interests. It makes possible a well-balanced, varied program planned in the light of the social, emotional, and physical needs of individual children. The private summer camps of this study, the data indicate, met the criteria for number and variety of camp activities very satisfactorily.

Guidance

The guidance activities of a camp, according to the monograph, Marks of Good Camping, cover a number of areas. Every effort, it is stated, should be made to enable the camper to make such adjustment to the life of the camp as

Ibid.
will result in a feeling of security and happiness. In order
to make this possible, the program of the camp should be
carefully planned to recognize differences in individual
achievement and interests:

1. By providing opportunity for the camper to choose
the activities in which he wishes to participate,
having selected certain activities, the camper
should be expected to assume the responsibilities
inherent in the activities.)

2. By helping the camper to select those activities
that will best meet his needs, and to participate
in them in accordance with his abilities and
limitations.7

As shown in the discussion on activities, each of the
camps of the study provides an opportunity for the potential
camper to select the activities in which he wishes to partic-
cipate and according to his abilities and limitations. The
camps, therefore, satisfactorily meet criteria in this
respect.

A further provision of guidance standards is that the
objectives for each camper should be set in the light of
the following:

1. Information obtained from parents either by in-
terview or a prepared blank.
2. Information from school and other agencies.
3. Physical and medical examination.
4. Observation of behavior.
5. Interviews with camper, at camp, and, whenever
possible, before camp opens.8

As previously noted, all of the five private summer camps
of the study ask for full information regarding a proposed

7Ibid., p. 28. 8Ibid.
camper in the application blank to be filled out by the parents. In addition, all of the camps require a physical and medical examination and four require a doctor’s health certificate as part of the admission procedures. Trained counselors have the campers under observation at all times, and an individual study is made of the needs and interests of each camper.

Another phase of the guidance program is individualization of the procedures. The monograph sets up the following standards:

1. There should be an adequate number of counselors, and their time program should be so arranged as to permit individual guidance of campers.
2. All counselors should be chosen for educational and personality insight and emotional maturity, as well as for skill in camp activities.
3. Both the layout of the buildings and the size of the living units should be conducive to an individualized program rather than to mass living.
4. Not more than four to six campers should live in the same room or tent.9

All of the five private summer camps of the study report great care in the selection of counselors. An excerpt from a camp bulletin, Camp No. 3, is typical of statements from other camps:

Competent and sympathetic leadership is the very heart of camping. A counselor must be a companion and a friend as well as a supervisor and teacher. His first interest and concern must be his boys, their welfare and their problems. With these facts in mind, we select our counselors for their interest in boys and boy’s

9Ibid., p. 29.
activities, as well as for the skills which they will impart to their campers. Experienced campers of former years form the nucleus of a staff that is selected from trained and experienced mature men who have shown a real interest in boys and their problems. Two counselors are assigned to each group (cabin) and the cabin-group is a close-knit organization.\textsuperscript{10}

A survey was made of the ratio of counselors per camper and the type of cabin organization. Data in Table 3 present the information obtained from the survey.

\textbf{TABLE 3}

RATIO OF COUNSELORS PER CAMPER AND TYPE OF CABIN ORGANIZATION IN THE FIVE PRIVATE SUMMER CAMPS

<table>
<thead>
<tr>
<th>Camp</th>
<th>Number of Counselors Per Camper</th>
<th>Type of Layout of Quarters for Campers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 to 5</td>
<td>Individual cabins, 8 campers to cabin</td>
</tr>
<tr>
<td>2</td>
<td>1 to 8</td>
<td>Double cabins, with both senior and junior counselor</td>
</tr>
<tr>
<td>3</td>
<td>1 to 4</td>
<td>Cabins, 8 campers per cabin</td>
</tr>
<tr>
<td>4</td>
<td>1 to 3½</td>
<td>Cabins, 8 campers per cabin</td>
</tr>
<tr>
<td>5</td>
<td>1 to 4</td>
<td>Cabins, 7 campers per cabin</td>
</tr>
</tbody>
</table>

In number of counselors per camper, the five private summer camps of the study much more than meet the suggested ratio in the monograph. However, the number of campers per cabin exceed the suggested number of four to six campers; in three of the camps, eight campers are assigned to each cabin, in one, seven campers, and in another double cabins are used.

\textsuperscript{10} \textit{Ibid.}
In the latter camp the arrangement of cabins is unique. Two single cabins are connected with a room for the senior counselors. This means that one senior counselor can be on duty in the cabin at all times, which is an impossibility where the cabins are single. Each single cabin has both senior and junior counselor, the latter sleeping in the cabin with the boys.

One of the questions to camp administrators dealt with camp discipline. Data were compiled from the answers regarding the methods used and are shown in Table 4.

**Table 4**

Methods Used by the Different Camps of the Study in Disciplining Campers

<table>
<thead>
<tr>
<th>Type of Method</th>
<th>Number of Camps Using Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Camp council</td>
<td></td>
</tr>
<tr>
<td>Privileges withdrawn</td>
<td></td>
</tr>
<tr>
<td>Directors and counselors</td>
<td>X</td>
</tr>
<tr>
<td>Senior counselor</td>
<td></td>
</tr>
</tbody>
</table>

All of the respondents reported that no physical punishment was given campers who disobeyed camp rules and abused privileges. The major form of punishment provided was withdrawal of many of the privileges accorded the campers. One of the respondents stated that this was the "worst form of punishment." In two of the camps, a council composed of the directors, the counselors, and representatives of the campers
decide on disciplinary measures. In one of the camps, directors and counselors decide what to do, and in Camp 2 disciplinary measures are left up to the senior counselor except in serious cases of discipline. The two camps which give the campers a voice in discipline are practicing democratic procedures and at the same time making camp government a representative one.

In the majority of instances, the five private summer camps of the study meet standards for guidance of the campers. The most serious lack indicated is the absence of democratic procedures in administering camp discipline.

Motivation

All of the five private summer camps use some form of competition in developing their summer activities programs. Camps 2, 3, and 4 have both intra-competition and inter-competition with other camps, while all respondents reported some form of competitive activities within the camps proper. Data on the type of competition used at intra- and inter-camp levels are shown in Table 5.

As shown in the data in Table 5, all the camps use competition as a means of arousing interest in activities by the campers. Camps 2 and 3 compete with neighboring camps, while Camp 4 does so occasionally, chiefly in riflery and archery.

Reference to different camp bulletins developed data on types of awards. All riflery classes at the different camps
TABLE 5
TYPE OF COMPETITION USED IN THE FIVE PRIVATE SUMMER CAMPS OF THE STUDY AND TYPE OF COMPETITIVE ACTIVITIES

<table>
<thead>
<tr>
<th>Type of Competition</th>
<th>Number of Camps Using Competition</th>
<th>Type of Competitive Activity</th>
<th>Number of Camps Using Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Competition between groups at camps</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Competition between camps</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sometimes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All activities by groups
Archery and rifle
Softball
Horseback riding
Tennis
Swimming
Baseball

are conducted under the rules of the National Rifle Association which awards medals and emblems for achievements in marksmanship. Likewise, archery training is under the auspices of the National Archery Association which also awards medals and emblems. Red Cross life-saving certificates are awarded to expert swimmers. Camps 1 and 5 award medals weekly for the best campers, and a loving cup for best camper of the season. Awards in horseback riding are chiefly points and ribbons in horse-shows at the end of the season, but Camp 5 awards membership in the exclusive "Bit-and-Spur" club for expert horsemanship.
In appraising the use of competitive activities and the use of honors, awards, cups, medals, or point systems the monograph, *Marks of Good Camping*, was used. Standards for motivation, as taken from it, are as follows:

1. Participation should be the result of interest in the activity, of the camper's purposes in respect to the activity, of consideration of actual consequences, or of other intrinsic motives.

2. The setting up by the camp of extrinsic types of motivation involving the use of honors, awards, cups, medals, or point systems should be discouraged. However, the ratings of achievement in specific activities used by certain recognized national organizations, such as the Red Cross Association and the National Rifle Association, may prove valuable and the awards associated with them utilized if found necessary.

3. Recognition of achievement, if used, should place emphasis on the achievement, and recognition should follow the activity rather than being used to induce it.11

The majority of the awards given by the private summer camps, it is indicated, are those given under the auspices of recognized national associations. Athletic rewards are the friendly give-and-take "wins" and as such do not conflict with standards for competition. The honor campers are elected by the campers on the basis of services rendered. Taken as a whole, the system of honors and awards used in the camps are mainly for achievement and as such are in agreement with well-established procedures.

Co-operative Planning and Practice

According to the monograph, *Marks of Good Camping*, the planning of a camp program should be a cooperative experience of directors, campers, and counselors, each contributing in relation to his experience and ability. 12 No direct question on this phase of the camp program was asked in the questionnaire and reference to the bulletins revealed only two instances of the use of a camp council in which the campers participated. Camp No. 5 has the following description of this phase of its program:

The camp council is composed of elected representatives from each cabin. They meet with the co-ordinator of tribes, as mediator. At their weekly meetings camp problems and suggestions are discussed with perfect freedom, and if found necessary camper discipline cases are invited to meet with them. 13

However, a question was asked regarding types of leadership in the camps. Answers of the respondents furnish some understanding of the camp practices in this respect. Data in Table 6 show the information.

As shown in the data in Table 6, Camps 1 and 5 have a camp council. The respondent for Camp 1 states that a council composed of junior and senior counselors plus a representative from each cabin meets each week. This council gives the camper’s angle on what the camp needs. Democratic participation and selection is indicated by this action.

12 Ibid., p. 30. 13 Bulletin of Camp No. 5.
TABLE 6
TYPES OF CHILD LEADERSHIP USED IN THE FIVE PRIVATE SUMMER CAMPS OF THE STUDY

<table>
<thead>
<tr>
<th>Types of Leadership</th>
<th>Number of Camps Using Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Tribe captain and officers</td>
<td>X</td>
</tr>
<tr>
<td>Camp council with representatives</td>
<td></td>
</tr>
<tr>
<td>from each cabin</td>
<td>X</td>
</tr>
<tr>
<td>Counselors are leaders</td>
<td>X</td>
</tr>
</tbody>
</table>

Reference to the different bulletins and informational leaflets distributed by the five different camps reveals that the campers have no participation in making them. Camp No. 5 which has a very elaborate advertising brochure includes several typewritten pages of rules and regulations. However, the majority of the camp regulations are in the interest of the campers and for their protection. Data in Table 7 show the rules as mentioned in the responses to the questionnaire on camp rules.

Ten rules were mentioned by respondents from every camp and were concerned mainly with questions of daily inspection, regular attendance at meals, swimming, leaving camp without permission, and limited visiting privileges. These rules are essential to any adequate camp program. Parents sending
<table>
<thead>
<tr>
<th>Rules</th>
<th>Camps Using Rules</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspection each morning</td>
<td>X     X     X     X     X</td>
<td>5</td>
</tr>
<tr>
<td>Trunk inspection twice weekly</td>
<td>X     X     X     X</td>
<td>5</td>
</tr>
<tr>
<td>No rock throwing</td>
<td>X     ..     ..     ..     ..</td>
<td>1</td>
</tr>
<tr>
<td>Swimming only at regular periods</td>
<td>X     X     X     X     X</td>
<td>5</td>
</tr>
<tr>
<td>Must be at meals unless ill</td>
<td>X     X     X     X     ..</td>
<td>4</td>
</tr>
<tr>
<td>Must have a buddy</td>
<td>X     ..     ..     ..     ..</td>
<td>1</td>
</tr>
<tr>
<td>Must be in cabin at rest hour and taps</td>
<td>X     X     X     X     X</td>
<td>5</td>
</tr>
<tr>
<td>Wear hats for hiking</td>
<td>X     ..     ..     ..     ..</td>
<td>1</td>
</tr>
<tr>
<td>Wear hats for horseback riding</td>
<td>X     ..     ..     ..     ..</td>
<td>1</td>
</tr>
<tr>
<td>Wear pajama tops at night</td>
<td>X     ..     ..     ..     ..</td>
<td>1</td>
</tr>
<tr>
<td>Wear shirts at all meals</td>
<td>X     ..     ..     ..     ..</td>
<td>1</td>
</tr>
<tr>
<td>Must write home twice weekly</td>
<td>X     ..     ..     ..     ..</td>
<td>1</td>
</tr>
<tr>
<td>Not permitted to leave camp without permission from home or</td>
<td>X     X     X     X     X</td>
<td>5</td>
</tr>
<tr>
<td>with parents or counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limit on daily expenses</td>
<td>X     X     X     X     X</td>
<td>5</td>
</tr>
<tr>
<td>Soap shower each day</td>
<td>..     X     ..     ..     ..</td>
<td>1</td>
</tr>
<tr>
<td>No candy or food sent in</td>
<td>..     X     X     X     X</td>
<td>4</td>
</tr>
<tr>
<td>No smoking permitted</td>
<td>..     X     ..     X     ..</td>
<td>2</td>
</tr>
<tr>
<td>No firearms</td>
<td>X     X     X     X     X</td>
<td>5</td>
</tr>
<tr>
<td>No visitors except limited</td>
<td>X     X     X     X     X</td>
<td>5</td>
</tr>
<tr>
<td>No barefoot</td>
<td>..     ..     X     ..     ..</td>
<td>1</td>
</tr>
</tbody>
</table>
their children to these camps are concerned for their safety, especially in swimming in the Guadalupe River and tributary streams. These precautions which the camps take are for the protection of the children. The fact that they are set up ahead of the program does not necessarily mean that the practices of the camp are not democratic.

Grouping

The manner in which campers are grouped for residence and for instruction is next considered. The monograph, *Marks of Good Camping*, states that the organization of "living groups" in camps should be carefully planned because of their great importance. Basic social relationships are established and personality development takes place. The further statement is made that the group should be the kind that will give each camper a feeling of security and a happy beneficial experience. Among the many factors affecting the possible outcomes are the size and composition of the group and the degree of opportunity for the camper to find the camp group most suited to his personality growth. The monograph, therefore, recommended that:

1. Tents and cabin colonies should be divided into small groups, scattered informally, and adjusted to the terrain. (This allows for age, experience, and interest grouping, and avoids mass living.)

2. Tents and cabin groups should be small enough to permit an adequate degree of individual attention to the campers and understanding of them on the part of the counselor.
3. There should be one counselor related to each "living group." These groups should not include more than six or eight campers; and where made up of children under ten, should preferably be much smaller.14

As developed in data previously presented, the campers in the five summer private camps of the study are domiciled in separate cabins with seven to eight campers per cabin plus a counselor except in one instance where the cabins are double and junior and senior counselors are present at all times. Criteria in this instance are satisfactorily met.

The descriptive camp bulletins show that the cabins in the different camps are well-adjusted to the terrain of the area. All the camps are located in the hilly country adjacent to the Guadalupe River, and the cabins are secluded, one from the other in the hills. The architecture of the camps follows that common to the Southwest and the appearance is rustic and well-suited to the nature of the camping activities.

The campers are assigned to cabins not on the basis of friendship or interests but in age-groups. The data in Table 8 show the practices of the different camps in grouping pupils.

All of the camps, the data in Table 8 show, follow some plan of grouping the campers according to age. Camps 1 and 2, it is shown use the four-group method. Camp 3, which enrollment

14**Marks of Good Camping**, p. 31.
TABLE 8
PRactices IN GROUPING CAMPERS FOLLOwed BY THE FIVE PRIVATE SUMMER CAMPS OF THE STUDY

<table>
<thead>
<tr>
<th>Type of Grouping</th>
<th>Number of Camps Using Range</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Four groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-9 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-11 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-13 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14-16 years</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Three groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-10 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-12 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-16 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-8-9 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-11 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-13-14 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juniors 6-12 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seniors 13-14 years</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

younger children than the others, has three age groupings and Camp 4 also has three age-groupings but includes older campers. Camp 5 has two large age-groupings, junior and seniors and these in turn are broken down into four smaller groups according to age. No significant differences in practices of grouping campers are indicated.

The monograph, Marks of Good Camping, also stresses the point that the camp program should have some relation to the year-long experiences of campers. This can be done through the quality and nature of the camp experience, which
affect the attitudes, interests, and behavior that are carried over into the home and the community, and through interrelating the insight and knowledge of the camper's supervisors in the camp and those in his home and community.15 No questions were asked concerning this phase of camping in the questionnaires to camp administrators, and camp bulletins and advertising brochures give no information regarding any methods used by the camps to inter-relate camp experiences to year-round activities. The effort of the camp to base its activity program on the needs and interests of the campers indicate some work of this nature.

**Records**

Record-keeping of camper's activities are as important as keeping records in the classroom. *Marks of Good Camping* states that each camp should keep the following kinds of records:

1. Program of activity records, to provide a log of all activity groups and the experience of individuals in these activities.
2. Personal records of campers, to afford better understanding of the campers, their backgrounds, and their experience in camp by all who deal with them. (For each camper there should be a record file that includes pertinent data obtained from application blanks, special forms filled in by parents, medical-examination reports, interview records, observation comments or descriptions, treatment suggestions, and program experiences.16

Information in the different camp bulletins and in the

advertising leaflets showed that all of the five private
summer camps of the study keep full records on the campers
and that a report is made to parents at the end of the camp-
ing season.

A sample weekly report of Camp 2 is included in the
Appendix of the study. As indicated in the report, the
counselor keeps a record of the camper's activities and once
a week turns in a summary to the camp director. The activ-
ities of the camp are listed at the left side of the report
and space is left for checks. As shown, one check opposite any
course means that the camper is taking it and doing "fair,"
while two checks mean that the camper is doing "very well".
Three checks mean "excellence". An "X" opposite any
course means that the camper is not taking interest in the
activity. Space is then provided at the right for the report
of counselors. Both junior and senior counselors sign the
report. Underneath their signatures is space for remarks
of the division leader.

The health report made by the camp nurse is also in-
cluded in the record. The campers' bank accounts are also
reported with previous balance and withdrawals during the
week. A very complete picture of the campers is presented in
the completed records.

A sample of the reports sent to parents by the camp
staff of Camp 5 is also given in the Appendix of the study.
The health of the camper, participating in camp activities, and remarks of the cabin counselor and the Camp Director comprise the information. The report indicates that the camp keeps a satisfactory type of records on the camper and reports these regularly to the parents. The fact that the camp doctor signs the health report and the Camp Director adds her remarks lends an air of authenticity to the report and builds confidence on the part of the parents in the safety of their children in the out-of-door environment to which they are unaccustomed.

An appraisal of the record-keeping system of the different camps shows no significant differences in types of records kept. The two illustrations are representative of those of other camps of the study.

*Marks of Good Camping* recommends an annual evaluation of camps each year in terms of the extent to which its objectives have been achieved and the extent to which it conforms to recognized standards. This evaluation, the monograph states, should be made by the camp itself, and should include appraisal by directors, counselors, campers, parents, and the agency camp committee. There should also be an appraisal of the development of each individual in terms of the camp objectives and of the objectives that have been formulated by the camp staff. This appraisal of the growth of the individual should be based on comments by staff members, general observation
of the campers by the staff, discussion of the counselor with his campers, and records and recognized techniques of appraisal.19

No questions were included in the questionnaire on methods of appraising camps or of the campers' achievements. No information, therefore, can be presented on this phase of the camp program, but other modern practices indicate that this necessary adjunct of successful camping is not neglected by the summer camps of the study.

Summary

A summary of the desirable practices in good camping of the summer camps participating in this study is presented as follows:

1. The stated camp objectives of the participants are in accord with standards for such objectives as set up in the monograph, Marks of Better Camping.

2. The number and variety of camp activities listed by the participating summer camps in the study were sufficient to meet individual needs of the campers and to care for a wide variety of interests.

3. Guidance activities comprising individual attention to each camper, selection of counselor, ratio of counselors to campers, and disciplinary problems are in accord with

19Appendix, p. 72.
standard procedures except in lack of camper participation in formulation of procedures for camp government and discipline.

4. All of the summer camps of the study use some form of motivation in securing participation in camp events and present awards in the form of trophies, emblems, and ribbons. The majority of these events however are presented under the auspices of recognized national associations, and the system of honors and awards are mainly for achievement. As such, they are in accord with well-established procedures.

5. The data indicate that the campers participate to a very small extent in making the rules of the camps which they attend; on the surface this appears to be an undemocratic practice, but a study of the rules indicates that the majority of them are for guarding the health and safety of the young campers and are necessary in such an area.

6. The methods of grouping campers and the ratio of counselors to campers are in accord with criteria for such practices.

7. All of the camps keep adequate records of the campers. Regular reports are made by counselors and in turn the camps report to the parents.

In the ensuing chapter, desirable practices in selection, supervision, and organization of staff are studied.
CHAPTER III

DESIRABLE PRACTICES IN SELECTION, SUPERVISION, AND ORGANIZATION OF CAMP STAFF

The selection of the staff for a summer camp for growing youths is a very important factor in achieving the main camp objective, desirable growth of individuals. Camp living is informal and the relationships of campers and counselors cover twenty-four hours a day, not just a few hours in the school room. For this reason, counselors should be carefully chosen. The present chapter presents data on the practices in selecting camp personnel of the five private summer camps in Kerr County, Texas. In so doing, attention is directed to minimum qualifications of the staff, staff selection, and training.

Minimum Qualifications of the Camp Staff

No detailed questions were asked in the questionnaire concerning qualifications of the staff, but in all of the camp bulletins information was given on the phase of the camp administration. Data in Table 9 show this information as taken directly from the camp bulletins. All of the camps, the data in Table 9 indicate, have high standards in the selection of camp counselors. Further reference to the bulletins also
<table>
<thead>
<tr>
<th>Camp</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>...the most important factor in a successful camp is a strong personnel. The counselors live with the boys twenty-four hours a day and the things they do and say determine, in a large measure the things the campers do. One can not expect a boy's character to develop beyond the calibre of the counselor.</td>
</tr>
<tr>
<td>2.</td>
<td>A camp can be no stronger than its counselor staff... counselors must be well-qualified in the character, and experienced in camp work.</td>
</tr>
<tr>
<td>3.</td>
<td>Competent and sympathetic leadership is the very heart of camping...counselors are selected for their interest in boys and boy's activities, as well as for skills.</td>
</tr>
<tr>
<td>4.</td>
<td>A carefully chosen staff of counselors, all highly trained in their chosen fields...they are friend and confidante, advisor and playmate, and are character builders</td>
</tr>
<tr>
<td>5.</td>
<td>Counselors are carefully chosen on the basis of their character and ability in special fields of endeavor, their will to work, personality, education and past experience with girls.</td>
</tr>
</tbody>
</table>
shows that the senior counselors are college graduates, and in the majority of instances, have had much experience in camp activities dealing with the training of youth. Camp 1 in its advertising brochure gives some data as follows on its sixty-six senior counselors:

All are college men.
The average age is thirty-three.
Average number of years in camp as counselor is five.
Average number of years of teaching experience is ten.¹

The camp bulletin also outlines the desirable qualifications of a counselor as follows:

A counselor must love to be with boys, love out-of-door life, and enjoy everything that goes with camp life; must be capable of living helpfully with a group of adolescent campers; should have physical ability to get the respect of his campers; should know more about life than oldest camper; must be reliable and do exactly as he says he will do; should be a leader, clean, cheerful, honest, courteous, and helpful with a pleasant outlook on life and interested in welfare of boys. He should have initiative, a winning personality, and should literally radiate pep and enthusiasm in all his camp work. He must live as well as teach the correct principles of right living.²

All of the respondents to the questionnaire stated that they selected counselors either through application or by contact with desired personnel. Camps 1 and 3 required college men above thirty years of age with an average of five years experience in camping activities. The care with which counselors are chosen is indicated in an application blank

¹Bulletin of Camp 1, p. 6.
²Ibid.
for counselors used by Camp 5. As shown in the application
blank, the applicant is required to give complete data on
age, health, occupation, marital status, education, camping
experience, teaching experience, and other leadership organi-
sations. In each of the latter instances, the applicant is
asked to list the names of the camps, schools, or organiza-
tions in which she has served, the dates of the service, and
the amount of salary received as counselor or leader in youth
organizations. Inquiry is also made of leadership activities
in college and finally of the training the applicant has for
leadership in camp activities, these which have been taught,
and those that the applicant prefers. From the information
given on the application blank, the camp director gains a
very good picture of the education, experience, and training
in camp activities of the applicant.

These procedures and practices meet the criteria as
set up in the monograph, Marks of Good Camping, which are
listed as follows:

1. All staff members should have the education, ex-
perience, and interests that fit them for the re-
sponsibilities of leadership with children in an
agency of recreation or informal education.
2. All staff members should possess the health and
vitality needed for their camp responsibilities.
3. All staff members should have desirable personable
qualifications.

---

3 Appendix, p. 72.
As previously developed in Chapter II, the counselors employed by the five private summer camps live in the cabins with the campers and are intimately associated with all their activities. They are selected for their experience as youth leaders and for their education and training in special skills.

These camp requirements correspond to the desirable practices recommended in *Marks of Good Camping*:

- Unit directors and head counselors should live in the unit and be intimately associated with all its activities.
- They should:
  - (a) have leadership experience involving cooperation with adults and young people.
  - (b) have a college education, or its equivalent in travel or life experiences.
  - (c) possess skill in working with assistants in the unit, in order that there may be continued improvement in their work and in their own development.
  - (d) possess understanding of, and appreciation for, the opportunities for growth in informal group living.
  - (e) have understanding of techniques of co-operative management and appreciation of working cooperatively with others.
  - (f) be able to interpret social values of outdoor living in terms related to year-round living.
  - (g) have the ability to work with parents and the general public so that an understanding cooperation results.
  - (h) possess understanding of the role of, and skill in, an effective working relationship with parents and community agencies.
  - (i) have the ability to relate the activities of the unit to the activities of the camp as a whole. 

All of the respondents in the study stated that counselors are assigned to their respective duties in the camp according
to their skill and experience with activities. This means that the counselors work in those fields for which they have training and experience and that the campers, for this reason, enjoy the leadership of specially trained personnel for the different activities.

The monograph, *Marks of Good Camping*, also sets up standards for camp directors. The camp bulletins also furnish information on this phase of the camping program. In Camps 2 and 4, camp ownership and directorship are combined, while in Camps 1, 3, and 5 there is both an owner and director of the camp. Directors, in each of these instances, are teachers who have had a long-standing tenure in their position as camp director. Owners of the camps, likewise are interested in youth but employ trained leadership for the programs. In Camp 4 the owner is both director and proprietor, but in Camp 2 a program director is employed. These qualifications very adequately meet the criteria:

The camp director should possess all the qualifications listed as minimum standards for all staff members. In addition, he should:

(a) be at least twenty-five years of age, and possess maturity of personality and judgment.

(b) have had at least two years of successful experience in organizing camping and have demonstrated his administrative ability, preferably within a camp setting.

(c) possess insight and skill in education supervision.

(d) possess a sense of social values.

(e) have a working knowledge of the administrative and business phases of the camp and be able to
set up a satisfactory system of records for evaluation.

(f) possess the ability to free himself from the routine and details of camp administration sufficiently to enable him to take a central part in the camp program.\(^6\)

Each of the camps, according to the bulletin, has a business manager and this official relieves the director of many of the routine details of camp procedure. The data indicate that the leadership in the private summer camps of the study is fully up to the high standards set for this area of camping.

Criteria are also set up for members of the operating and maintenance staff. Because of their close contacts with campers, staff, and neighboring community such employees are important factors in the success of the camp and its program. Data in Table 10 show the type of workers employed by the private summer camps of the study.

**TABLE 10**

<table>
<thead>
<tr>
<th>Types of Camps</th>
<th>Camps 1</th>
<th>Camps 2</th>
<th>Camps 3</th>
<th>Camps 4</th>
<th>Camps 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business office</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dining hall force</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dietitian</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Stable men</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Maintenance force</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Maids</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>X</td>
</tr>
<tr>
<td>Shopper</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>X</td>
</tr>
</tbody>
</table>

\(^6\)Ibid., p. 40.
The data in Table 10 show that all the camps have about the same type of workers in the operation and maintenance of the camp with one exception. Camp 5 provides maids for the camp and shoppers as an added convenience to the young campers. In some instances, older campers perform many of the camp duties and secure a considerable reduction in fee. In the majority of instances, the campers do all their own housekeeping duties, and the majority of the employees other than campers are in the business office and the maintenance force. All the respondents to the questionnaire answered that the camps had a trained dietitian; in one instance, the dietitian is responsible for employing and supervising all the dining-room employees.

No special requirements are set up for the employees other than skill and training for the job. The majority of the employees, however, return season after season to work in the camp for its duration; outside of the office force, the majority of the camp workers live in the area. So far as possible to ascertain, these employees meet criteria in that they are prepared and qualified for their particular jobs and have concern for the general objectives of the camp. 7

Camp Staff Selection

Mention has previously been made regarding selection of

7Ibid., p. 41.
camp personnel and an illustration given of the general type of application blank. This practice conforms to standards stating that "sources of information as to possible staff members, their history, qualifications, and recommendations should be determined" and definite procedures in selection established. 8

Each of the camps executes a working contract with its staff in which the specifications of the job and the terms of employment, including period of time covered, salary or wages, and working schedule, are specified. All of the respondents in the study report that salaries are paid working employees, but Camp 1 pays a salary plus commission on campers brought in to the camp by the counselors.

Camp Staff Organization

No specific questions were asked in the questionnaire regarding the staff organization in regard to policy and program making. The number of counselors per camper, as previously stated, ranged from a one-to-four ratio to a one-to-eight ratio which more than adequately met standards for leader-camper ratio. Counselor directions, however, were included with the advertising sent out on the camps, and reference to these counselor rules show that the camps very clearly define the responsibilities of the campers. In

8Ibid.
these instructions issued to counselors, they are urged to discuss any problems that come up with the camp director. One day a week off is allowed for staff members. Counselors are required to sign out when leaving the same as any camper. Counselors are also required to conduct themselves in a manner conducive to the good name and reputation of the camp while off duty. The camp bulletins state that it is the policy of the camps to build personnel that will return summer after summer. So far as can be ascertained from the information available, the camps of the study compare favorably with standards set up for staff organization in the monograph, *Marks of Good Camping*, which states:

1. It is desirable that there be a group counselor to at least every six or eight campers.
2. It is desirable that members of the staff participate both in determining the content of the program and in formulating program policies.
3. It is desirable that all staff members have a clear understanding of their own responsibilities and of the relationships to be maintained with each other.
4. In order that their work may be most effective, staff members should not carry more than reasonable loads in responsibility and in working hours.
5. It is desirable that staff members receive adequate compensation for the responsibilities that they carry.9

Summary

The findings reached from a study of the data on the selection, supervision, and organization of the camp staffs of the summer camps of the study are stated as follows:

1. All of the camps have a high standard in the selection of counselors, preferring college-educated people who are experienced in dealing with youth and in the activities sponsored by the camps.

2. Counselors are assigned to their respective duties in camp according to their skill and experience with activities, and the ratio of counselors to campers is very favorable and above standards in the majority of instances.

3. The data further indicate that the camp leadership, as represented by the owners and camp directors, is fully up to the high standards set for this area of camping.

4. No special requirements are set up by the participating summer camps for employees other than skill and training for the job, but the fact that most of the employees live in the area and return season after season for the summer work indicates that they are very satisfactory in their sphere of employment.

Desirable administrative practices in carrying on the summer camps are presented in the ensuing chapter.
CHAPTER IV

DESIRABLE PRACTICES IN ADMINISTRATION OF CAMPS

Many of the practices recommended by the monograph, *Marks of Good Camping*, for administration of camps deal with those applicable to all types of camps, public as well as private. These practices mainly concern the organization of the administrative department and finances and business management. Since private camps are operated for profit as well as constructive recreation, it is assumed that they have an administrative set-up that is efficient and adequate. In the instance of the present study, no detailed questions were asked concerning the administrative organization of the camps, but each camp director was asked to indicate the camp chain of organization.

Administrative Organization

The most common type of camp chain of organization is represented in Figure 1. The camp director or owner, whichever happens to be in full control of the camp, has supervision over all camp areas but delegates the direct supervision of the campers to the counselors. The head counselor

1*Marks of Good Camping*, p. 48.
Fig. 1.—Representative type of chain organizations of camps.
is responsible directly to the director. Department heads for equitation, sports, recreation, or handicrafts are next in line under the head counselor. Each of these department heads, in turn, have supervision of counselors in their own particular areas. The health infirmary, the dining hall, the business office, and maintenance are directly under the supervision of the camp administrator.

All of the respondents in this study report this type of administrative organization except one. In this camp the owner has supervision of the office and maintenance, and the program director supervises the infirmary and the kitchen and dining hall. In all instances, the supervision of the campers is left to the counselors except for the general supervision of the owner or director.

An appraisal of these practices indicates that the camp programs are organized efficiently and that direct supervision of the campers is placed in the hands of those specially trained in youth leadership. In previous discussions, it has been developed that the head counselors at each of the private summer camps is a person trained and experienced in guiding youth activities.

Location and Equipment of the Private Summer Camps

All of the camps participating in the study are located in Kerr County, Texas. Topography of this area makes it especially suitable for summer camps. Located in a hilly
country with high altitude, the climate is cool, dry, and is recommended for sinus or asthmatic conditions. The Guadalupe River traverses the area and furnishes a medium for water sports and recreation. A typical camp site description from one of the camp bulletins is quoted as follows:

Seven hundred acres so wonderfully endowed by nature for its purpose, we doubt that it has an equal anywhere. Plenty of flat land for the sports and activities requiring same. Mountains with gently sloping sides and flat, connecting tops, which make them wonderful for hiking and riding. Many miles of trails and bridle paths within the camp property which is all under one fence. Elevation average about 2,000 feet. A mile of frontage on the beautiful Guadalupe-crysil-clear water of a purity seldom found in any river—near its headwaters.²

The entire area is sparsely settled and the rough terrain discourages small farming enterprises. Seclusion and privacy are thus afforded. In this respect, the camps meet standards as set up in Marks of Good Camping:

1. The topography should provide natural beauty, privacy, spaciousness, and natural resources for an all-round program, and should be free from hazards as far as possible.

2. The privacy afforded should give a sense of independence of the surrounding community and should assure freedom from interference by neighbors or outsiders or interference with them by the camp.

3. The site should be assured of legal right to an ample supply of pure water.³

All of the camps are privately owned. Data in Table 11 show the size of the camp areas.

²Ibid., p. 48. ³Ibid., p. 49.
TABLE 11

SIZE OF CAMP AREAS OF FIVE PRIVATE SUMMER CAMPS
IN KERN COUNTY, TEXAS

<table>
<thead>
<tr>
<th>Camp</th>
<th>Number of Acres in Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2,500 / 3 leased ranches</td>
</tr>
<tr>
<td>2</td>
<td>700</td>
</tr>
<tr>
<td>3</td>
<td>90</td>
</tr>
<tr>
<td>4</td>
<td>3,000 (1,200 in actual camp site)</td>
</tr>
<tr>
<td>5</td>
<td>600</td>
</tr>
</tbody>
</table>

With the exception of Camp 3, all of the camp sites have considerable acreage. One camp respondent reports that his particular camp owns both sides of the Guadalupe River, both above and below the swimming pool so that no one can contaminate water or disturb aquatic instruction. The one camp with less than one hundred acres in its campsite is for junior boys and concentrates its camp activities in a small space for this reason.

All the camp sites are on high, hilly ground. They meet criteria for camp sites in this respect and in sufficient area for expansion with the exception of Camp 3:

The site should, if possible, be on elevated land, with a porous, sandy, or gravelly sub-soil, to insure good drainage.

The area should be large enough to permit future expansion.4

Data in Table 12 show the different types of buildings in the different camps.

4Ibid., p. 54.
<table>
<thead>
<tr>
<th>Type of Building</th>
<th>Camps</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Living quarters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Camp director</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Counselors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Live in cabinets with campers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dining hall</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Infirmary</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Theater or motion picture area</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Arts and crafts</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Riding stables</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Bathhouses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visitors housing</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Maintenance</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Miscellaneous buildings</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

As shown in the data in Table 12, all of the camps furnished living quarters for the camp directors. In one instance, the respondent stated that the quarters were the permanent private residence of the owner of the camp. Separate quarters were reported by two camps for specialized counselors.
but in the main the counselors live in the cabins with campers. Separated cabins for campers are reported by all the camps. Camp 2 has stone cottages while Camp 5 has rock cabins.

All of the camps report some type of infirmary. Likewise, all have an area where dramatic productions may be presented and moving pictures shown. In Camp 5, this area is in the recreation hall and in Camp 1 it is in the gymnasium. All camps, however, report this type of recreational building or provisions in other buildings on the camp site.

All of the camps have instructional space for arts and crafts. Some type of gymnasium is also available at all the camps except Camp 5. In the latter camp, outdoor courts for athletic games are provided and space in the recreation building provides for others. All of the camps have riding stables, and Camp 1 has its own riding ponies individually trained for use by campers. One of the camps have a bath-house; campers use cabins for changing clothes when swimming.

Two of the respondents reported that their camps had a reception center for visitors, but no overnight facilities. One of the camp bulletins reported that tourist cabins were available in the area, but on the whole visiting is not encouraged by any of the camps to any extent.
Four of the camps have maintenance buildings, and all of them have miscellaneous buildings not mentioned in the table. Camp 2 has a pump house, a camp store, a band room, and a rifle range room. Camp 5 has a recreation hall which is used for gymnastics, dancing, parties, evening programs, dramatics, stunts, and for corrective class. In addition it has a separate building which serves the camp as a library. Camp 1 has a four-room rock library building which includes a photography laboratory, and two large recreation halls equipped with pool tables, ping pong, and such like. Camp 2 has an assembly hall and a photography laboratory. Camp 4 has four shower houses, a playhouse for classes, and a very large tent-like structure with concrete floors which is used for a variety of purposes.

These provisions appear to be in accord in most instances with the following criteria set up in the monograph, *Marks of Good Camping*:

The housing facilities for campers and staff should be adequate for the climatic conditions of the locality, consistent with standards of health and sanitation, afford ample opportunities for effective program, and meet the specific needs of the particular camp. There should be simplicity of equipment without the sacrifice of attractiveness and long life.

1. Living units should be decentralized rather than centralized.
2. Buildings should be of simple design and suitable to the environment...
3. Quarters for administrative purposes should be provided.
4. There should be separate quarters suitable to serve as an infirmary where ill or injured campers or those in need of isolation or rest can be cared for.\footnote{Ibid., pp. 55-56.}

Summary

The following findings are indicated by a study of the data in the chapter and constitute a summary of what has been presented:

1. The data on the administrative organization of the camps indicate that the camp programs are organized efficiently and that direct supervision of the campers is placed in the hands of those specially trained in youth leadership with administrative practices performed by the owners of the camps.

2. The location of the summer camps of the study is in a hilly, wooded area traversed by a small river and presents many opportunities for desirable camp activities such as hiking, riding, and water sports.

3. The climate of the area is dry and is especially recommended for campers with sinus and asthmatic conditions.

4. All of the camps have sufficient area for many activities; three have considerable acreage.

5. The location of the camps in the hilly, sparsely-settled area insures privacy and better sanitation for the campers.
6. The equipment of the camps for camp activities is adequate for the needs of the campers. The cabins are separated, and other buildings are sufficient for carrying on a wide variety of activities.

7. Facilities for water sports are adequate.

Desirable practices in health, safety, and sanitation are studied in the ensuing chapter.
CHAPTER V

DESI RABLE PRACTICES IN HEALTH, SAFETY, AND SANITATION

An important phase of the camping program is the practices in health, safety, and sanitation. This is especially true because camping is outdoors and the campers are growing youth who need supervision and care in their activities. The purpose of the present chapter is to present the data on these practices as found in the five private summer camps in Kerr County, Texas.

Health Practices

As previously discussed in the study, each camper admitted to the private summer camps of the study has to present a health examination certificate from a physician. This examination immediately precedes the application of the camper. In addition to this each camper is required to have been immunized against typhoid fever. There practices are in accord with those outlined in the criteria:

Each child and each member of the camp staff, before being admitted to camp, should submit to a physical examination by a doctor of medicine. This examination should be given a week before the person's arrival at camp.¹

¹*Marks of Good Camping*, p. 60.
Personnel

Data in Table 13 show the personnel of the different camps for health, safety, and sanitation needs of the campers:

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Number of Personnel Per Camp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Doctors</td>
<td>1</td>
</tr>
<tr>
<td>Registered nurses</td>
<td>2</td>
</tr>
<tr>
<td>Dietitian</td>
<td>1</td>
</tr>
</tbody>
</table>

All of the camps, the data in Table 13 show, either have the continuous services of a doctor or a doctor is on call. Four of the camps have the services of two registered nurses, and the other has one registered nurse. All of the camps have a trained dietitian who supervises and plans the meals for the campers. These provisions are in accord with those quoted below:

1. Each camp should have available a doctor of medicine to render medical services. If he does not live in the camp, he should be located in as close proximity as possible.
2. Each camp should have a registered nurse in residence.
3. Each camp should have a resident institutional dietitian; or if this is not possible, at least the services of a consulting dietitian in arranging menus.

2Ibid., pp. 60-61.
Health Service Equipment

As shown in the data on the site and equipment, each of the camps of the study either has an infirmary or cabins fitted up to serve that purpose. All of these are provided with first-aid equipment, surgical dressings, such medicines as are deemed necessary by the camp physician, and an isolation unit for pupils suspected of having, or who have, a communicable disease. All of the camps have motorized transportation and telephone connections with the city of Kerrville. These provisions very adequately meet suggested criteria:

1. Each camp should have a tent, building, or isolated room equipped as an infirmary, and used exclusively for that purpose.
2. The infirmary should be provided with first-aid equipment, surgical dressings...and an isolation unit.
3. Transportation should be available at all times for use in an emergency.
4. If the camp does not have a telephone, arrangements should be made for access to the nearest telephone day and night.³

All of the respondents stated that all medicines are dispensed from the infirmary. In case of accident, or illness the camper is cared for at the infirmary unless it is serious. In that event, the camper is taken to the hospital in the nearby town of Kerrville.

The methods employed by the different camps in giving

³Ibid., p. 62.
attention to basic fundamentals of personal health are shown in Table 14.

**Table 14**

Methods of Giving Daily Attention to Basic Fundamentals of Personal Health in the Camps of the Study

<table>
<thead>
<tr>
<th>Camp Procedures</th>
<th>Camps Using Procedures</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart in room checked daily</td>
<td></td>
<td>X</td>
<td>.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Daily inspection for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brushed teeth</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean finger nails</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean clothes</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brushed hair</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bowel movement</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sores, cuts, and such like</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Four of the camps, the data in Table 14 show, have a chart in each cabin against which the campers are checked each day. The remaining camp has inspection for personal cleanliness and care each day. Little differences between the two methods are indicated. All of the camps distribute literature at the beginning of the camping season and post health rules in each cabin regarding required essentials of health. In this respect they are in accord with established criteria:

Each member of the camp staff and the campers should be fully informed in regard to the policies of
the camp concerning attention to personal care in order that physical health may be bettered at points where improvement is possible.4

Safety

Safety procedures are an integral part of instruction in all camp activities where accidents and injuries are likely to occur. According to criteria, particular attention in camps should be given to the observance of safety rules in such activities as hiking, horseback riding, canoeing, and sailboat and motor boat riding.5 These are all popular camp activities, yet there are elements of danger for growing youth in proper precautions are not taken.

The private summer camps in Kerr County, Texas, have some natural hazards. The Guadalupe River traverses the areas in which the camps are located and furnishes the campers with many opportunities for various kinds of water sports. At the same time it is a river stream and for this reason is more dangerous than ordinary lake water. The hilly, mountainous country, too, is infested with rattlesnakes, not in large numbers but never to be disregarded in hiking. Camp directors, the data in the study indicate, are well aware of the hazards and take suitable precautions. Data in Table 15 show some safety rules listed by the different respondents to the questionnaire.

4Ibid., pp. 64-65.
5Ibid., p. 66.
### TABLE 15

**SAFETY RULES ENFORCED AT THE PRIVATE SUMMER CAMPS OF THE STUDY**

<table>
<thead>
<tr>
<th>Safety Rules</th>
<th>Camps with Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>No riding on outside of cars</td>
<td>X</td>
</tr>
<tr>
<td>No fast driving in camp</td>
<td>X</td>
</tr>
<tr>
<td>No cold drinks taken from store</td>
<td></td>
</tr>
<tr>
<td>No fireworks except those supervised on July 4th.</td>
<td></td>
</tr>
<tr>
<td>Snake bite kit taken on all hikes and counselor at head of line</td>
<td>X</td>
</tr>
<tr>
<td>Cannot leave camp area unless with counselor</td>
<td>X</td>
</tr>
<tr>
<td>No camper near waterfront without supervision</td>
<td>X</td>
</tr>
<tr>
<td>No barefoots</td>
<td></td>
</tr>
<tr>
<td>No canoeing until swimming test has been passed</td>
<td>X</td>
</tr>
</tbody>
</table>

The data in Table 15 show unanimity among the camps in the majority of safety rules. All of them take precautions about the campers being in the water without supervision and in hikes in the wooded areas. No camper is permitted to leave camp areas without being accompanied by a counselor.

All of the respondents reported too that there were life
guards on duty at all times when the campers are in the water. Other practices at the swimming areas meet Red Cross standards for such areas.

Water and Sewage Disposal

All of the camps have a water supply independent of the river stream which traverses the area. Drinking water and that for use in the camp is obtained from deep wells and is piped throughout the camps by use of modern facilities and equipment. The water for drinking is tested regularly by the State Health Department, and the swimming beach waters are laboratory tested for bacteriological conditions. Water at all the bathing beaches is protected against sewage pollution, or contamination by garbage.

In these respects, the camps meet criteria for water supplies as set up:

1. The water supply for drinking purposes must be certified as safe by the local, State, or Provincial Department of Health before the camp opens and must be tested at regular intervals during the camp season, unless the camp has access to a public water supply.
2. Drinking water should be distributed over the camp by an approved sanitary system...
3. Swimming-beach water should be submitted to bacteriological tests by the local, State, or Provincial Department of Health, in order to assure that it is satisfactory from the standpoint of health.
4. Water at all bathing beaches should be free from dangerous sewage pollution or contamination by garbage, refuse, and foreign or floating materials.\(^6\)

\(^6\)Ibid., pp. 71-72.
All of the camps have modern sanitary sewage systems. Three of the camps have complete sewage disposal plants and the two smaller ones have septic tanks adequate for the needs of the numbers of campers. Flush toilets are provided, and separate toilet rooms are provided for campers, administrative staffs, and employees. These provisions are in accord with those recommended in the criteria:

1. There should be an adequate number of flush toilets connected to a sewer system or to a residential sewage-disposal plant and constructed and operated in accordance with plans and instructions of the State or local Board of Health.

2. Adequate toilet facilities should be provided for employees of each sex.7

Summary

A summary of the chapter is presented in the findings developed from a study of the data presented:

1. Requirements of a health certificate and immunization against typhoid fever by the camps meet criteria for this phase of the health practices.

2. Medical personnel in the camps are adequate for the needs of the campers.

3. The health service equipment is modern and each camp has separate facilities for this equipment and for isolation of campers who have contagious diseases or who show symptoms of such illnesses.

7Ibid., p. 73.
4. Daily inspection of the campers insures close attention to their health needs.

5. Safety rules of the camps provide no unsupervised swimming, no leaving camp areas without a counselor, and for counselor-supervision of the campers at all times.

6. The water supply of the camps for drinking purposes conforms to safety requirements set up by the State Health Department of Texas.

7. Sewage disposal plants are modern and are adequate for the needs of the campers and the camping areas.

The general conclusions reached from the study and recommendations for further studies are presented in the final chapter.
CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

The investigator made a study of the organization and administration of a selected number of private summer camps for boys and girls in Kerr County, Texas, and compared the findings with criteria recommended by the American Camping Association in the monograph, *Marks of Good Camping*.¹

The term organization and administration, as used in the present study, is the planning and carrying out of the program and operation of the camp. Private summer camps are those operated by persons for commercial purposes. Children are individuals whose age does not exceed seventeen years. Kerr County, Texas, is located in southwest Texas, sixty-five miles northwest of San Antonio. Management is the responsible agency in charge of camp direction and operation. *Marks of Good Camping* is a synthesis of standards compiled by a workshop of the American Camping Association and represents modern standards in the field of camping activities. It is an outline of minimum requirements for organization

and administration of a camp for children. The following purposes were established for the study:

1. To give the prospective camp director a knowledge of camp problems.
2. To aid camp agencies in preparing to revise their curricula.
3. To study camp procedures and make recommendations for camp management.
4. To give the camp employee a concise account of the practices and policies of camps.
5. To give the camper and the camper's parents a knowledge of camp organization and administration.
6. To compare the findings of the study with standards recommended by the American Camping Association.

The instrument used in the study to collect data was a questionnaire which was personally presented to the directors of each camp participating in the study. The data were tabulated and presented in tables wherever possible. An analysis of the data was made, and the findings compared with the standards set up by the American Camping Association in the monograph, *Marks of Good Camping*.

**Summary of the Findings**

Important findings of the study are the following:

1. The stated camp objectives were found to be in accord with standards for such objectives.
2. The number and variety of camp activities were sufficient to meet individual needs and interests of the campers.

3. Guidance procedures were in accord with standards in this field with the exception of camper participation in procedures for camp government and camp discipline.

4. Honors and awards used as a motivation for camp activities were mainly for achievement made under the auspices and rules of recognized national associations and as such were in accord with recommended procedures.

5. The rules of the camp are made in advance of the camping season and campers do not participate in making the rules. The practice is undemocratic but is justified by the nature of the rules which are mainly to protect the safety and health of the camper.

6. The methods of grouping campers and the ratio of counselors to campers is in accord with criteria for such practices.

7. Methods of keeping records and of reporting to parents are adequate and meet criteria for these practices.

8. All of the camps of the study have a high standard in selecting counselors. College-educated, mature people who are experienced in dealing with youth and recreation are preferred.

9. Counselors are assigned to their duties in camp according to their skill and experience. The ratio of counselors
according to their skill and experience. The ratio of counselors per camper is above minimum standard requirements in the majority of instances.

10. Camp leadership, as represented by the owners and directors, is fully up to the high standards set for this area of camping activities.

11. Camp employees return from one season to another which indicates satisfactory service rendered by these people.

12. The camp programs are organized efficiently and direct supervision of the campers is in the hands of those specially trained in youth leadership with administrative practices performed by owners of the camps.

13. The location of the summer camps of the study is ideal for camping purposes and presents many opportunities for hiking, riding, and water sports, the most popular camping activities.

14. The climate of the area is dry and is specially recommended for campers with sinus or asthmatic conditions.

15. All of the camps have sufficient area for many activities.

16. The location of the camps in the hilly, sparsely-settled areas insures privacy and better sanitation for the campers.

17. The equipment of the camps for camp activities is adequate for the needs of the campers and meet criteria for such equipment.
18. Facilities for water sports are adequate.

19. Requirements of a health certificate and immunization against typhoid fever by all the camps meet criteria for this phase of health practices.

20. Medical personnel in the camps are adequate for the needs of the campers.

21. The health service equipment is modern and each camp has the necessary separate facilities for isolation of campers who are ill with contagious disease or who have symptoms of such a disease.

22. Daily inspection of the campers insures close attention to health needs.

23. Safety rules of the camp for water sports are very strict and counselor-supervision at all times provides other safety precautions.

24. The water supply of all the camps for drinking purposes conform to safety requirements set up by the State Health Department of Texas.

25. Sewage disposal plants are modern and are adequate for the needs of the campers and the camping areas.

Conclusions of the Study

1. The stated objectives of the summer camps, the number and variety of the activities offered, guidance procedures, motivation efforts, methods of grouping campers, and methods of keeping records on camper progress and behavior were
found to be in accordance with standards recommended in the monograph, *Marks of Good Camping*. The one criticism for this phase of the camping program is the lack of democratic participation of the campers in formulating and carrying out camp disciplinary rules.

2. The camp staffs were found to be carefully selected, assigned to duties according to skills and experience, and in sufficient numbers to meet all standards set up by the American Camping Association. Camp leadership from the standpoint of ownership and program directors was found to be excellent and fully in accord with established standards.

3. Administrative practices center business administration in the hands of owners or program directors and camper supervision in the hands of those specially trained in youth leadership and outdoor recreation. As such, the practices measure up to recommended standards.

4. Safety and health practices are adequate for camper needs and safety and are in accord with regulations of the Department of Public Safety and the State Health Department of Texas.

Recommendations

The investigator offers the following recommendations:

1. Studies should be made of other private summer camps in other areas to evaluate the extent to which they meet accepted recommendations.
2. Civic organizations should increase their activities in providing summer camps for children in order to make such facilities available to more children and at a reduced cost to the parents of the children.
APPENDIX

Camp 1

Report to Parents

Date

We wish to make the following report on the Health of

__________________and the Mystic activities in which she

is participating at this time.

Health Report

Weight________________ Height________________ Feet____

Posture________________ General Condition________________

Remarks______________________________________________________

__________________________

Camp Doctor

Activity Report

__________________ is a member of the ________________

tribe and is participating in the activities checked:

Academic
Archery
Arts & Crafts
Campercraft-Hikes
Condition Activities
Dancing
  Ballroom
  Folk
  Modern
  Tap
Dramatics
Ensemble
Glee Club
Golf
Horseback Riding
  Eastern
  Western
Journalism
Land Sports
  Arial Darts
  Badminton
  Basketball
  Deck Tennis
  Shuffleboard
Softball
  Volleyball
Nature Study
Reporter for Mystic
Paper
Rifle Shooting
Roping
Shield Maker
Tennis
Totem Pole Maker
Tumbling
Twirling
Vespers
Water Sports
  Canoeing
  Diving
  Fishing
  Life Saving
  Swimming

72
Remarks

Cabin Counselor

Remarks

Director
Weekly Report
Camp 2

<table>
<thead>
<tr>
<th>Sports and Activities</th>
<th>Group</th>
<th>Cabin</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Riding, Western</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Riding, English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
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<td></td>
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<tr>
<td>Rifle</td>
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<td>Tennis</td>
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<td>Archery</td>
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<td>Canoeing</td>
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<td>Fishing</td>
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<tr>
<td>Fancy Diving</td>
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<tr>
<td>Boxing</td>
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<tr>
<td>Tumbling</td>
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<tr>
<td>Gymnastics</td>
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<td></td>
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<tr>
<td>Basketball</td>
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<tr>
<td>Baseball</td>
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<td></td>
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<td>Craftwork</td>
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<td>Dramatics</td>
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<td>Track</td>
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<td>Camp Band</td>
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<tr>
<td>Orchestra</td>
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<tr>
<td>Nature Study</td>
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<td>Dancing</td>
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<td>Scoutwork</td>
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<td></td>
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<tr>
<td>Newspaper</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Report of Counselors

Senior Counselor

One check opposite any course means taking it and doing fair.

Junior Counselor

Two checks mean doing very well.

Remarks:

An "X" opposite any course means not taking interest or showing improvement. Look on opposite side of this sheet for suggestions.

Remarks:

Remarks of Division Leader

( ) Director ( ) Secretary
Health Report

Camp Bank Account

Previous Balance (Deficit)

Weight

Withdrawals During Week:

Balance . . . $
Counselor Application Blank

Name__________________________________________ Age________

Weight__________ Height__________ Social Security No.____

Present Address_____________________________ Telephone No.____

Permanent Address_________________________ Religion__________

Educational background (schools attended, degrees received)
________________________________________________________________________

Major college subject______________ Minors______________

Previous camp experience:
   As a camper when and where:______________________________

   As a counselor when and where:__________________________

Present occupation (if teaching, give name of school and subject)__________________________

In the list of activities listed below and on the reverse side of the page, check twice the ones you could proficiently teach without assistance; check once the ones in which you could be an assistant.

Water Sports:  Creative Writing
   Swimming__________________ Dramatics__________
   Diving____________________
   Life Saving_______________ Dancing:
   (What Red Cross Rating?)  Tap_________________
   Canoeing_________________

Land Sports:  Ballet_________________
   English Riding____________ Character__________
   Western Riding___________ Modern___________
   Archery__________________ Ballroom__________
   Rifle____________________ Nursing___________
Baseball
Tennis
Badminton
Table Tennis
Fencing
Golf
Games
Nature Lore (what phases)
Photography
Contract Bridge
Trips and Hiking
Outdoor Cooking
Editing Camp Newspaper
Publicity
Stenography and Typing
Corrective exercises
Story Telling

Arts and Crafts:
Sketching
Silver and Metal
Ceramics
Leather Tooling
Tutoring (what subjects)

Music:
Piano:
  Accompanying
  Instructing
  Popular music for dancing
  Play by ear?
  Do you sing?
  Play what instrument?
  Play in orchestra?
  Direct camp chorus?

Is your religious background and experience such that you could come to camp prepared to give inspirational talks at our inter-denominational Sunday Service or at campfire meetings?

Preference of assignment from list on this and preceding page:  (1st choice:  2nd choice: )

Preference of term:  (June to July)  (July to August)

Give details on training and experience for teaching first and second choice of assignment named above:

Would you willingly live in a cabin with campers?  
With what age girls do you prefer to live?
What compensation would you expect?_________________________
(Compensation is in addition to room and board)

List four professional people, such as past or present employers, teachers, etc., who know of your training, personality, character, and general ability for doing camp work:

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remarks:

(Note: Counselors are expected to report to camp the day before camp opens and remain through the last day.)
Camp 4 Daily Schedule

Name_________________________________ Classification___ Kampong___
Mon.-Wed.-Fri. _________________ Tues.-Thurs.-Sat. _________________

7:15 __________________________ Reveille

7:30-7:55 ______________________ Clean Up Kampongs

8:00 __________________________ Breakfast

1st period __________________________
2nd period __________________________

10:35-10:45 ______________________ Intermission for Nourishment

3rd period __________________________
4th period __________________________

12:25 __________________________ Round-Up

1:10 __________________________ Lunch

2:15-4:15 ______________________ Quiet Hour and "Siesta"

4:15-4:45 ______________________ Mail and Nourishment Time

5th period __________________________
6th period __________________________

7:00 __________________________ Dinner

8:00 __________________________ Evening Program

9:15 __________________________ Warning Bugle

9:30 __________________________ Taps
Personal Interview Question Outline On
Private Summer Camps

1. Size of camp________________________ Tuition________________

2. Buildings
   A. Living quarters
      - Camp director________________________
      - Counselors___________________________
      - Campers_____________________________
      - Camp employees_______________________
   B. Dining hall__________________________
   C. Infirmary or first aid room____________
   D. Theater or area for motion pictures____
   E. Crafts and arts_______________________
   F. Gymnasium__________________________
   G. Riding stables_______________________
   H. Bathhouses for swimming______________
   I. Camp administration__________________

3. Organization of campers
   A. Number of children________ Age level________
   B. Number of weeks per session________ Number of sessions________
   C. Manner in which campers are divided and assigned
to groups______________________________
   D. Types of child leadership used___________________________
   E. Camp rules___________________________
   F. How campers are disciplined when necessary______________

4. Organization of activities
   A. Activities presented to the campers
      (1)
      (2)
      (3)
B. Methods of instruction for game and play activities

C. Methods of instruction for crafts and similar activities

D. Methods of instruction and supervision of waterfront and aquatic activities

5. Aims and objectives that camp organization is based upon
   A. 
   B. 
   C. 
   D. 
   E. 
   F. 

6. Administration of camp personnel
   A. Camp chain of organization
   B. Counsellors
      (1) How selected?
      (2) How assigned to their job?
      (3) How they are paid?
      (4) Rules governing counsellors
   C. Instructors
      (1) How selected?
      (2) How assigned to their activity?
      (3) How they are paid?
      (4) Rules governing instructors
   D. General camp employees
      (1) Types of jobs to be filled?
      (2) How assigned to their duty?
      (3) How they are paid?
      (4) Rules governing their employment

7. The operation of the dining hall and kitchen
   A. Employees needed
   B. How they are paid
C. Rules governing their employment
D. Rules and regulations of the dining hall in regard to the campers
E. Sanitary and health measures used in the operation of the dining hall and kitchen.

8. Health and safety precautions of the camp
   A. Examination necessary for entrance?
   B. Doctor or nurse on duty at camp?
   C. Any type vaccination necessary for entrance?
   D. Method of handling illness or injury during camp?
   E. Method of attention to basic fundamentals of personal health each day?
   F. Any general health rules enforced carefully?
   G. Any safety rules strictly enforced?
BIBLIOGRAPHY

Books


Unpublished Material