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A STUDY OF THE CURRENT PRACTICES
IN PROGRAM PLANNING IN THE SUMMER CAMPS
OF THE Y.W.C.A. IN THE MIDWEST

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Arts of
Western Michigan College of Education

by
Mary Louise Lang
Kalamazoo, Michigan
May, 1953
ACKNOWLEDGEMENTS

The writer is greatly indebted to Dr. George G. Mallinson for his advice and assistance in writing this thesis. His constant encouragement, cooperation, and valuable suggestions have made completion of this thesis possible.

Special acknowledgement is made to the Camp Directors of the Young Women's Christian Associations selected for furthering the purposes of this study.

Mary Louise Lang
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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

The Problem

The problem of this study is to determine the various procedures used in planning the programs in the summer camps operated by Young Women's Christian Associations in the states of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. The investigation of the problem seems reasonable at the present time since there appears to be a trend toward greater camper participation in the planning of the program. This trend is substantiated by Studebaker, who states:

"Both in education and in camping there may be noted a tendency to break away from adult-imposed and regimented programs in favor of programs solidly based on psychology of human beings in their individual development." It is this writer's hope that this study will help to determine the degree to which the summer camps of the Young Women's Christian Associations in the Midwest have progressed from the traditionally-regimented program to the more progressive individualistic one.

1Studebaker, John, "Camping in Education and Education in Camping." School Life, XXX (July 1948), 2.
The Young Women's Christian Association

Since this study is concerned with the summer camps of the Young Women's Christian Association, it is pertinent to note the purpose of the organization itself. In the manual of the Young Women's Christian Association, it is found this statement of purpose: "To build a fellowship of women and girls devoted to the task of realizing in our common life those ideals of personal and social living to which we are committed by our faith as Christians." All the activities of the Young Women's Christian Association are of course dedicated to this purpose and hence techniques are constantly being studied, developed and modified in order to attain the objective mentioned to a constantly greater degree.

Summer camping is one of the many activities employed by the Young Women's Christian Association in realizing its purpose and goals. Further, the camping program is among the most common of all the activities employed. According to Irwin, "In 1948, one hundred forty-five of the local

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associations operated camping programs in which a total of eighty thousand young women and girls participated. After forty years of successful utilization of organized camping, the Young Women's Christian Association feels that its camping projects have been of sufficient value to warrant the continued allotment of time and money for this purpose. In the State of Michigan, there are nine Young Women's Christian Associations that operate girls' summer camps. A total of seven hundred fourteen girls can be accommodated by these camps in a given week. Camp Newayga, for example, has been operated for the past twenty-six summers by the Young Women's Christian Association of Grand Rapids, Michigan. In this camp alone, three hundred thirty-two different girls participated in the program during the nine-week 1952 camp season. The purpose of this camp, similar to all Young Women's Christian Association camps, is to provide an opportunity in an out-door setting to further, through group living, the purpose of the Young Women's Christian Association as stated previously.

Objectives of Camping

Summer camping has many real values that are derived through the activities designed to meet particular objectives. Such objectives, of course, vary somewhat since each camp has unique ones based on its own location, facilities, goals, and
philosophy of camping. Yet there are several objectives that
are common to all camps. Mitchell and Crawford in their book
discuss the following objectives of camping in a chapter
entitled "The Objectives of Camping:

1. Camp is an ideal climate for learning
2. Fun in camp
3. Learning new skills and ways of spending leisure time
4. Social adjustment
5. Formation of good habits and development of character
6. Preservation of health and safety
7. Development of an interest in and love for the
   out-of-doors
8. Development of spiritual values

Dimock, one of the foremost authorities on organized
camping, discusses the following as potential objectives in
camping:

1. The development of a sense of at-homeness in the
   natural-world and of the arts of outdoor living
2. Education for safe and healthful living
3. Education for a constructive use of leisure
4. Contribution to personality development
5. Education for democratic group and community living
6. The development of spiritual meanings and values

In discussing these objectives Dimock stresses the fact that
the extent to which possible objectives are realized depends
upon many factors. Among them are the length of the typical
camp experience, the camp community, the counseling staff.

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According to Hartwig and Peterson, the following appear frequently in lists of camping objectives:

1. Experience in out-of-door living
2. Development of interests
3. Experience in group living
4. Experience in democratic living
5. Health, physical fitness, and safety

Many of the areas of objectives just mentioned are listed also in the Camp Newayeo Counselor Manual. They are as follows:

1. Develop positive health -- mental, physical, and spiritual
2. Help girls live together well in an outdoor setting
3. Gain both a practical and spiritual appreciation of the out-of-doors
4. Develop initiative and individual responsibility through much experience in real living
5. Gain a new attitude toward work
6. Increase skills in various sports and crafts
7. Develop new interests and knowledge
8. Learn about democracy by practicing it.

In summary, nearly all the sources mentioned list the following as objectives of the camping program:

1. Experience in living in the out-of-doors
2. Spiritual growth
3. Preservation of health and safety
4. Experience in democratic living
5. Developing skills and ways of spending leisure time
6. Experience in group living

Obviously these objectives serve as guides to the wise direction of camp experiences as campers participate in the

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activities and life of the camp. They are essential as
guideposts if the camp is to utilize its rich possibilities
for the development of the camper. Without clear and definite
objectives, the leadership and program of the camp remain a
collection of ideas and activities without a point of
direction.

Trends in Program Planning

Program is considered to be everything that happens to a
camper during the camping period. This is clear in the citation
by Hartwig and Peterson that follows: \(^5\) "The program in camp is
a means of carrying out the objectives of the camp, therefore
every phase of camp life is a part of the program, planned or
unplanned." Hence, program planning, obviously plays a major
role in the success of a summer spent in an organized camp
setting. The connotation of planning however has changed over
the years. Early camps were planned to revolve on a rigid
round-the-clock schedule from sunrise to sunset. The tempo
of camp life was rapid. Activities were scheduled much the
same as school classes and attendance checked regularly.
Individual interest, choice, and freedom were at a minimum.
Each camper was required to attend those classes selected for
him because of parental request or because the camp personnel

\(^5\) Hartwig and Peterson, op. cit., p. 28.
thought they were suitable for the camper and necessary that he gain the most from his camping experience. "Early camps felt that filling every moment of a camper's day was the best way to keep him out of mischief and prevent homesickness and boredom." 9 "In some cases, regimentation and scheduling were carried to such a degree as completely to obliterate the one thing campers most wanted -- to have fun." 10

A period of transition followed this regimented program and many progressive camps went to the opposite extreme and planned little, if any, program of activities. This left the camper much to his own freedom in the selection of his daily and weekly activities -- he could do as he pleased the entire day. The fallacy in this progressive type of program was readily recognized. For example, indecision on the part of the camper in his selection of activities, resulted in a somewhat disorganized program.

Mitchell and Crawford 11 support this position when they state:

"Programs planned exclusively by campers lack continuity and are likely to degenerate into worthlessness and boredom. Best results come from tempering the impetuosity and daring of youth with the sobering influence of experience and

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9 Mitchell and Crawford, op. cit., p. 83.
10 Ibid.
11 Ibid., p. 84.
greater maturity, as occurs when campers and counselors cooperatively plan the program."

Hence, camps soon began to work toward a cooperative program including aspects of both the regimented and progressive type programs. Today the program in the camp is one of relaxation and leisure. The responsibility of program planning has shifted from the director and program director to the individual camper and to camper groups under the supervision of the director, program director, and counselor. According to Dimock and Stratten: 12

"There is a greater richness and variety in program activities and resources but little, if any, regimentation. The interests and purposes of campers are recognized as significant factors in effective learning. Choice and planning on the part of the camper are encouraged. The tempo of camp life is growing less strenuous as the importance of moderation and relaxation is becoming understood."

Thus it can be seen that camp programs have passed through three major phases of development. They are the (1) highly regimented program with no camper participation in the planning, (2) loosely-organized program with planning placed almost completely on the camper and (3) relaxed program of leisure activities planned cooperatively by camper, counselor, director, and program director.

Camp administrators, program directors, and counselors are constantly striving to increase the amount of participation of the camper in the camping program. The best method for camper participation and the formula for maximal camper experience however are yet to be found. Personnel in the camping field are constantly developing new methods, searching for new ideas, and comparing current practices. The problem, in light of the current trends in camping and the modern philosophies of education, is ever-changing. Hence there needs to be constant study of the problem in order to take advantage of what seems to be worthwhile.

Statement of the Problem

The development of interests, the learning of new skills and ways of spending leisure time, and the experience in democratic living are three of the major objectives of camping. Through the medium of greater camper participation in program planning, camps are striving toward a greater fulfillment of these objectives. Hence, it is the purpose of this study (1) to survey current practices in program planning in the summer camps of the Young Women's Christian Association located in the Midwest and (2) to make recommendations in light of the findings that may make the overall camping program more effective.
CHAPTER II

THE DEVELOPMENT AND DISSEMINATION OF THE QUESTIONNAIRE

The Problem

The purpose of this chapter is (1) to describe the manner in which the questionnaire was developed, and (2) to indicate the procedures used in its dissemination.

The Questionnaire Method

The writer investigated several different methods for gathering data. It was found that the questionnaire procedure would best suit the needs of this study. Good, Barr, and Scates' 1 state:

"A questionnaire is a form which is prepared and distributed for the purpose of securing responses to certain questions. Generally these questions are factual, designed to secure information about conditions or practices of which the recipient is presumed to have knowledge... The questionnaire is an important instrument in normative survey research, being used to gather information from widely scattered sources... The procedure normally comes into use where one cannot readily see all of the people from whom he desires responses or where there is no reason to see them personally. The questionnaire may be used over any range of territory."

The basic pattern of the questionnaire follows closely the appraisal form used by the Michigan Camping Association for the appraisal of summer camps in 1949-50-51. It was from the part of the appraisal form dealing with camp programs that the

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questionnaire was developed. Several tentative forms of the questionnaire were developed. These were submitted for their criticisms and suggestions to a number of specialists in camping. A form suitable for use in this study incorporating the suggestions was developed. A copy of the final form follows.
General Information on Camp

1. What is the length of the present camping season in your camp? (please check)
   - 1 week
   - 2 weeks
   - 3 weeks
   - 4 weeks
   - 5 weeks
   - 6 weeks
   - 7 weeks
   - 8 weeks
   - 9 weeks
   - 10 weeks
   - Other (please state)

2. What is the number of camping periods during any one season? (please check)
   - 1 period
   - 2 periods
   - 3 periods
   - 4 periods
   - 5 periods
   - 6 periods
   - 7 periods
   - 8 periods
   - 9 periods
   - 10 periods
   - Other (please state)

3. What is the length of each camping period? (please check)
   - 1 week
   - 2 weeks
   - 3 weeks
   - 4 weeks
   - 5 weeks
   - 6 weeks
   - 7 weeks
   - 8 weeks
   - 9 weeks
   - 10 weeks
   - Other (please state)

4. What is the age range of your campers?
   - (years) to (years)

5. What is the maximal number of campers for any one period?

6. What types of accommodations do you have? (please check)
   - Cabins
   - Tents
   - Other (please state)

7. How are your accommodations located? (please check)
   - Centralized
   - Decentralized
   - Other (please state)
8. If your accommodations are unique with respect to arrangements or organization, please describe them briefly in the space below.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Camper Planning

1. Please check which of the following methods are used in camper-planned activities:

<table>
<thead>
<tr>
<th>Method</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Choice of activity groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Unit or section camper-counselor meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Camper council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Camper Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Cabin or tent groups planning program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Counselors plan and carry out program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Counselors guide campers in program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. If you have any comments with respect to question #1, please make them here.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
3. Do campers sign up for activities or classes? Yes_________ No_________
   a. If the answer to the above question (#3) is "Yes", what is the length of the period for which they sign up? (please check)
      daily_________ for full camping period_________
      weekly_________ other (please state)_________
   b. Is roll taken in the activities or classes for which campers sign up?
      Yes_________ No_________

4. If campers do not sign up for classes or activities, how are arrangements made for their participation? (please comment briefly)
III. Camp Activities

Please fill out the following table in the appropriate manner.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Extent of provision in the average period</th>
<th>Type of participation</th>
<th>Planned by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>none</td>
<td>little</td>
<td>some</td>
</tr>
<tr>
<td>Archery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and Crafts</td>
<td></td>
<td></td>
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<tr>
<td>Badminton</td>
<td></td>
<td></td>
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<tr>
<td>Campcraft</td>
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<tr>
<td>Campfire Program</td>
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<tr>
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<tr>
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<td>Projects for Camp</td>
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<tr>
<td>Riflery</td>
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<td>Riding</td>
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<td>Sailing</td>
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<td>Sleep-outs</td>
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<tr>
<td>Sports</td>
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<td></td>
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<tr>
<td>Square Dancing</td>
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<tr>
<td>Special Programs</td>
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<td></td>
</tr>
<tr>
<td>Swimming</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worship Services</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please feel free to use the backs of the sheets to make any comments you wish.
Selection of Camps to Which Questionnaires Were Sent

The writer first consulted the National Office of the Young Women's Christian Association in New York City. She found that there is no complete listing known of camps operated by the Young Women's Christian Associations. The next logical therefore was to contact the office of the American Camping Association in Chicago, Illinois. However only an incomplete list of camps with membership in the American Camping Association was available since many organizations that join the American Camping Associations do not currently operate a summer camping program.

Finally, the writer obtained what seemed to be a complete list by contacting Young Women's Christian Associations in the states concerned by the study. This list contained the names of the summer camps in the various states under consideration. The final list consisted of the locations of forty-two Young Women's Christian Associations in the various states in the Midwest that were believed to operate camps. To each of the names on the list was sent a questionnaire.

Thus the following received questionnaires:

**Michigan:**

- Saginaw
- *Detroit*
- Muskegon
- Bay City
- Grand Rapids

- Owosso
- Ann Arbor
- Flint
- *Lansing*
Wisconsin:

Wausau
**Madison
Beloit

Neeah
*Green Bay
Milwaukee

Indiana:

Elkhart
**Evansville
**Gary
*Marion

*Nuncle
**Richmond
New Trenton

Ohio:

*Akron
Cincinnati
*Hamilton
**Massillon

*Dayton
**Medina
#Youngstown

**Cleveland

Minnesota:

Duluth
*Minneapolis
*Mankato

Illinois:

Elgin
*Rockford
*Springfield

*Rock Island
*Aurora

*Alton
Chicago
Danville

The associations marked with a single asterisk (*) did not respond. Those marked with a double asterisk (**) responded but indicated that they did not operate summer camps. Hence a total of twenty usable replies was obtained.
CHAPTER III

THE RESULTS OF THE QUESTIONNAIRE

The Problem

The purpose of this chapter is to (1) tabulate the data found on the questionnaire, and to (2) tabulate the results.

Questionnaire Returns

As stated already, forty-two questionnaires were distributed to those Young Women's Christian Associations in the midwest thought to be operating a program for summer camping for girls. Twenty-six, or 60.47 percent of the questionnaires were returned to the writer. Twenty of these reported that a summer camp for girls was in operation (resident basis) and six reported the operation of "stay-at-home" or "day" camps. The writer was interested only in those camps operated on a resident basis. Hence, the tabulations will include only the returns dealing with this type of program.

Tabulation of Results

For convenience it was decided to tabulate the data according to the questions on the questionnaire.
Camper Planning in Y.W.C.A. Camps

I. General Information on Camp

Table I

1. What is the length of the present camping season in your camp?

<table>
<thead>
<tr>
<th>Number of weeks</th>
<th>Number of camps</th>
<th>Number of weeks</th>
<th>Number of camps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>other</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most Y.W.C.A. camps in the midwest operate on six, seven, or eight week seasons.

Table II

2. What is the number of camping periods during any one season?

<table>
<thead>
<tr>
<th>Number of Periods</th>
<th>Number of Camps</th>
<th>Number of Periods</th>
<th>Number of Camps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

Most of the camps had four or five camping periods during the season.
3. What is the length of each camping period?

1. 5 had periods of one week in length
2. 4 " " ten days in length
3. 5 " " two weeks in length
4. 1 " 3 one-week periods and 1 ten-day period
5. 1 " 1 five-day period and 4 twelve-day periods
6. 1 " 1 ten-day period, 1 one-week period, 2 two-week periods
7. 1 had 1 ten-day period, 4 one-week periods, 2 two-week periods
8. 1 had 1 one-week period, 4 two-week periods
9. 1 had 1 three-week period, 2 two-week periods

The length of each camping period varies considerably but most of the camps studied had periods of one-week, ten-days, or two-weeks in length.

Table III

4. What is the age range of your campers?

<table>
<thead>
<tr>
<th>Minimal Years of Age</th>
<th>Number of Camps</th>
<th>Maximal Years of Age</th>
<th>Number of Camps</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>15</td>
<td>2</td>
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<tr>
<td>9</td>
<td>5</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The minimal age for attending most of the camps studied is eight years of age; the maximal age for most is seventeen years of age.
5. What is the maximal number of campers for any one period?

<table>
<thead>
<tr>
<th>Number of Campers</th>
<th>Number of Camps</th>
<th>Number of Campers</th>
<th>Number of Camps</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>1</td>
<td>74</td>
<td>1</td>
</tr>
<tr>
<td>50</td>
<td>1</td>
<td>75</td>
<td>1</td>
</tr>
<tr>
<td>52</td>
<td>1</td>
<td>80</td>
<td>1</td>
</tr>
<tr>
<td>95</td>
<td>2</td>
<td>90</td>
<td>1</td>
</tr>
<tr>
<td>60</td>
<td>1</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>64</td>
<td>3</td>
<td>120</td>
<td>1</td>
</tr>
<tr>
<td>68</td>
<td>1</td>
<td>160</td>
<td>1</td>
</tr>
<tr>
<td>72</td>
<td>1</td>
<td>200</td>
<td>1</td>
</tr>
</tbody>
</table>

The maximal number of campers for any one period varies considerably. Most camps seem to have a maximum of sixty-four campers.

6. What type of accommodations do you have?

1. 13 camps have cabin accommodations
2. 2 camps have tent accommodations
3. 1 camp has dormitory accommodations
4. 2 camps have both tent and cabin accommodations
5. 1 camp has tent and dormitory accommodations
6. 1 camp has lodge accommodations

The majority of the camps studied have cabin accommodations.

7. How are your accommodations located?

1. 12 are centralized
2. 3 are decentralized
3. 4 have a combination but tend toward centralized
4. 1 has 1/3 of the camp centralized, 2/3 decentralized
Most of the camps surveyed have their accommodations centrally located.

3. If your accommodations are unique with respect to arrangements or organization, please describe them briefly.

Only one comment was made to this question. One Y.W.C.A. rents a camp from a Boys' Club which furnishes all food and maintenance with their own staff.

II. Camper Planning

Table V

1. Which of the following methods are used in camper-planned activities?

<table>
<thead>
<tr>
<th>Method</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Choice of activity groups</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>b. Unit section camper-counselor meetings</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>c. Camper council</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>d. Camper committee</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>e. Cabin or tent groups planning program</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>f. Counselors plan and carry out program</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>g. Counselors guide campers in program</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>h. Others: Camper planned, counselor done</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

There are several methods of camper planning, that are very popular, namely, choice of activity groups, cabin or tent groups planning program, counselors guide campers in program, and camper council.

3. Do campers sign up for activities or classes?

10. Yes

10. No

Half of the camps studied have campers sign up for activities; the other half of the camps studied do not.
a. If the answer to the above question (#3) is "Yes", what is the length of the period for which they sign up?

- 5 daily
- 5 full camping period
- 1 weekly
- 1 other: "may change as wished"

Of those camps using the "sign-up method," most favor its use on a daily basis.

b. Is roll taken in the activities or classes for which campers sign up?

- 4 Yes
- 6 No

Most do not favor taking formal roll call but a spot check by activity counselors.

Table VI

4. If campers do not sign up for classes or activities, how are arrangements made for their participation?

<table>
<thead>
<tr>
<th>Method</th>
<th>No. of Camps</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Cabins participate as a unit in activities they plan</td>
<td>1</td>
</tr>
<tr>
<td>b. Announcements each day on activities to choose</td>
<td>1</td>
</tr>
<tr>
<td>c. Daily interest, counselor guidance and encouragement</td>
<td>5</td>
</tr>
<tr>
<td>d. Morning free choice; afternoon by living groups</td>
<td>1</td>
</tr>
<tr>
<td>e. Free choice; use of visual aids, tours, special events and announcements to stimulate interest, camper planning sheets to encourage varied selection</td>
<td>2</td>
</tr>
</tbody>
</table>

Arrangements for participation are usually made by daily interest in most camps not following a sign up plan.
### III. Camp Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Extent of Provision in the Average Period</th>
<th>Type of Participation</th>
<th>Planned By</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>Little</td>
<td>Some</td>
</tr>
<tr>
<td>Archery</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Arts and Crafts</td>
<td>6</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Badminton</td>
<td>2</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Campcraft</td>
<td>4</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Campfire Program</td>
<td>9</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Canoeing</td>
<td>1</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Canoe Trips</td>
<td>13</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Cock-outs</td>
<td>12</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Dramatics</td>
<td>8</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Devotions</td>
<td>13</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>First Aid</td>
<td>12</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Fishing</td>
<td>12</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Life Saving</td>
<td>8</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Nature</td>
<td>16</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Photography</td>
<td>17</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Projects for Camp</td>
<td>14</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Riflery</td>
<td>8</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Riding</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sailing</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Singing</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sleep-outs</td>
<td>1</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Sports</td>
<td>3</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Square Dancing</td>
<td>9</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Special Programs</td>
<td>12</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Swimming</td>
<td>8</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Tennis</td>
<td>12</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Worship Services</td>
<td>10</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Others: Boating</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

The table indicates that the most popular activities are arts and crafts, singing, swimming and archery, in most camping programs, namely, sailing and riflery. Those activities involving small units seem to be more suitable for camper participation in the planning, those involving the entire camp seem to be least suitable for camper participation in the planning.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Problem

The purpose of this study was (1) to survey current practices in program planning in the summer camps of the Young Women's Christian Associations located in the midwest and (2) to make recommendations in light of the findings that may make the overall camping program more effective.

Methods Employed

The first step in this study was to locate the names of the various Young Women's Christian Associations that operate summer camps. Such a list was obtained by writing to various Young Women's Christian Associations in the states concerned. Thus a complete list of the summer camps was obtained.

A questionnaire was then developed that sought information concerning various phases of operation of the summer camps. The questionnaire was sent to all the camps on the list. The results were then tabulated.

Conclusions

In so far as the techniques employed in this study may be valid the following conclusions seem defensible.
1. Although the camps studied were all operated by Young Women's Christian Associations, the study indicates there are many variations in the length of camping seasons, organization, and program.

2. The length of the camping seasons vary from one week to ten weeks in length. Most of the camps operate on seasons of six, seven, or eight weeks in length.

3. The number of camping periods in the various camps range from one to ten. Most of the camps studied divided the camping season into four or five periods.

4. The length of each camping period varies considerably but most of the camps studied run periods of one-week, ten-days, or two-weeks in length.

5. The minimal age allowed for campers varies from seven years to twelve years. Most camps operate with a minimal age of eight. The maximal age-range varies from fourteen to eighteen years. Most camps operate with a maximal age of seventeen.

6. The maximal number of campers for any one period varies from thirty-five to two hundred campers. Three camps accommodate a maximum of sixty-four campers, two camps a maximum of fifty-five and two a maximum of eighty.

7. The camps in this study chiefly offer cabin sleeping accommodations for the campers. Thirteen camps (65%) have cabin facilities. These cabins are usually centrally
located as compared with decentralized location of accommodations.

8. The popular methods used in camper planned activities are: (1) choice of activity groups (90%), (2) camper-council (80%), (3) cabin or tent groups planning program (90%), (4) counselors guide campers in program (85%).

9. The least popular methods used in camper planned activities are: (1) unit or section camper-council meetings (45%), (2) camper committee (15%), (3) counselors plan and carry out the program (40%), (4) camper planned, counselor done (5%).

10. Fifty percent of the camps studied ask campers to sign up for activities or classes. The length of the sign-up period is usually one day and most of the camps prefer a "spot check" by activity counselors rather than a formal roll call.

11. Fifty percent of the camps studied do not ask campers to sign up for activities or classes. The most popular method for arranging for camper participation is counselor guidance and encouragement in activities of the camper's daily interest.

12. A study of Table VII indicates the extent of provision of the suggested activities varies considerably. The most popular activities are arts and crafts, singing, swimming, archery, and worship services. Activities such as riflery,
sailing, and riding which require a large capital outlay are not available in a large number of these camps. No provision in the average camping period is made in most camps for the following activities: riflery, sailing, first aid, fishing, riding, and photography.

13. Participation in activity classes is usually on an individual basis and the planning for teaching of skills left up to the counselor.

14. Cookouts and sleepouts seem most effective when organized on the basis of living units rather than on the basis of larger units.

15. Activities such as campfires, devotions, singing, sports, square dancing, special programs, swimming, and worship services, which seem to lend themselves to larger groups, are usually planned for the entire camp group. At times participation in the above activities is by smaller groups.

16. Activities of an all-camp nature are usually planned by the camper-council.

17. Activities shared by the living units are planned by the members of the group under supervision of the counselor in charge.

Recommendations

In so far as the conclusions may be defensible the following recommendations are reasonable.
1. Program trends in camping emphasize a relaxed program of leisure activities planned cooperatively by camper, counselor, program director, and director. The camps studied appear to approach this type of program. These camps should continue to move with the modern camping trends to develop programs with a maximum of activities planned by the campers under counselor guidance and supervision.

2. The general objectives of camping and the specific objectives of each camp should be examined periodically to determine the extent to which the program in effect will approach the realization of the desired objectives.

3. More camps should be conscious of the values of including first aid training in the camp program. Daily living in the out-of-doors necessitates a background in first aid if health and safety are to be maintained.

4. There is a growing tendency toward decentralized camping in the present camping movement. The physical features of the Young Women's Christian Camps studied make it difficult to adapt to decentralized camping. Long range planning for the future by these camps will be necessary in order to adapt the centralized camp for more out-of-door living and planning experiences by small groups. Some of the camps studied are attempting to meet this growing need by developing outpost units with emphasis on campcraft experiences.
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