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DIRECTORS.

MIDDLE TENNESSEE STATE UNIVERSITY, O.A., 1978

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**A SURVEY OF THE ATTITUDES OF
DAY CAMP DIRECTORS**

Samuel Wood

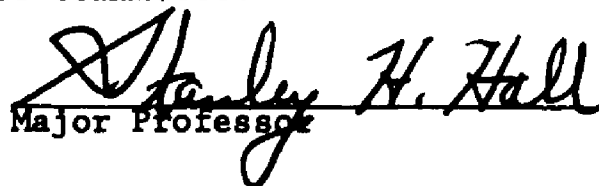
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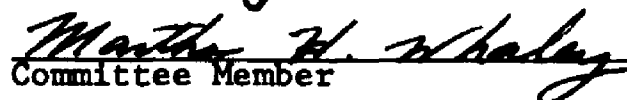
August 1978

A SURVEY OF ATTITUDES OF
DAY CAMP DIRECTORS


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ABSTRACT

A SURVEY OF THE ATTITUDES OF DAY CAMP DIRECTORS

by Samuel Wood

This study was conducted to ascertain the attitudes of Day Camp directors and record the findings that could be used to develop a Day Camp Manual of Operation. The sub-problems of this study were designed to (1) investigate objectives for the day camp, (2) investigate the types of programs suited for day camps, (3) investigate administrative methods for day camps, and (4) investigate staff selection and training for day camps.

The sample population for this study was chosen randomly from two sources: the 1978 Parents' Guide to Accredited Camps--Northeast and the 1978 Parents' Guide to Accredited Camps--South. A random sample of fifty was decided upon for the study.

A check list type of questionnaire with several open-ended questions for the respondents' own ideas was used to survey the attitudes of camp directors. It consisted of questions formulated specifically to acquire

information needed to answer the problem and sub-problems of this study.

The data were edited, scored, and analyzed. The data were programmed for Frequency Distribution (STAT08). Several items were ranked to better clarify the information obtained. Ranking was achieved by assigning numerical values to the ranks given by the respondent and by multiplying those values by the number of respondents.

Analysis of data resulted in a number of tables being formulated to better interpret the data. Most of these tables were descriptive in form; however, some contingency tables consisting of two variables were also included.

Based upon the data obtained from this study, recommendations were made which included the development of a handbook incorporating the objectives and methods found to be most preferred by the respondents of this study.

ACKNOWLEDGEMENTS

The author wishes to express his gratitude to the members of his graduate committee for their helpful assistance in the completion of this study. He wishes to express sincere appreciation to Dr. Stanley Hall for his immeasurable support, patience, and continual encouragement provided throughout the doctoral study.

Also, he extends appreciation to the other members of his committee, Dr. Martha Whaley, of the Physical Education Department, and Dr. Wallace Maples, of the Education Department. Special thanks go to Dr. Ben Dehoyos, for his help and consultation.

In conclusion, the author must not neglect the most important contributors: his family, especially his wife, Jamie, whose faith and support made this whole program worthwhile, and his mother and father, Rachel and Tom King, who have sacrificed many years for his betterment.

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
LIST OF APPENDIXES	vi
Chapter	
1. INTRODUCTION	1
STATEMENT OF THE PROBLEM	3
Sub-problems	3
PURPOSE OF THE STUDY	3
DEFINITIONS OF TERMS	4
DELIMITATIONS	4
2. REVIEW OF RELATED LITERATURE	6
HISTORY OF ORGANIZED CAMPING	6
TOPICAL AREAS FOR CAMP ADMINISTRATION	9
Day Camp Objectives	9
Day Camp Program	14
Day Camp Administrative Methods	15
Staff Selection and Training	17
3. METHODS AND PROCEDURES	21
SURVEY SAMPLE	21
RESEARCH INSTRUMENT	21

Chapter	Page
RESEARCH PROCEDURES	22
Analysis of Data	22
4. DATA ANALYSIS	23
DEMOGRAPHIC DESCRIPTION: AGE AND OCCUPATION SAMPLE	23
OBJECTIVES FOR A DAY CAMP	25
PROGRAMS FOR DAY CAMP	27
ADMINISTRATIVE METHODS AND FUNCTIONS	27
STAFF SELECTION AND TRAINING	33
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	37
SUMMARY	37
CONCLUSIONS	38
RECOMMENDATIONS	39
APPENDIXES	41
BIBLIOGRAPHY	53

LIST OF TABLES

Table	Page
1. Age and Occupation of Respondents	24
2A. Objectives for Day Camp Ranked by Teachers	26
2B. Objectives for Day Camp Ranked by Other Experts	26
3A. Most Popular Programs Selected by Teachers	28
3B. Most Popular Programs Selected by Other Experts	29
4A. Administrative Functions Ranked by Teachers	31
4B. Administrative Functions Ranked by Other Experts	31
5. Importance of Administrative Functions	32
6A. Methods of Staff Selection Ranked by Teachers	33
6B. Methods of Staff Selection Ranked by Other Experts	34
7. Method of Training	34
8. Method of Pre-camp Training	35
9. Method of In-camp Training	36
10. Method of Staff Evaluation	36

LIST OF APPENDIXES

Appendix	Page
A. Letter Sent to Jury of Experts	42
B. Jury of Experts	44
C. Letter to Individuals to be Surveyed	46
D. Questionnaire	48

Chapter 1

INTRODUCTION

Camp is what happens to campers--what they take home with them in their memories, in their new purposes, in their improved or newly acquired skills, in their friendships, in their appreciations, in their awareness of God and of His way for the world. Yes, that's what camp is.

Hard as it may be to remember, we all have a child-like intuitive interest for nature. With regard to this sensitive response by children to nature, Rachel Carson has said,

If I had influence with the good fairy who is supposed to preside over the christening of all children I should ask that her gift to each child be a sense of wonder so indestructible that it would last throughout life, an unfailing antidote against the boredom and disenchantment of later years, the sterile preoccupation with things that are artificial, the alienation from the sources of our strength.¹

In the absence of good fairies, we as parents, teachers, and camp directors must act decisively in the promotion of the indestructible sense of wonder. To develop

¹Jay S. Shivers, Camping Administration Counseling; Programming (New York: Meredith Corporation, 1971), p. ix.

as we should a child needs to live with nature. The opportunity to do so is now possible in thousands of day camps throughout the country.

In the last decade, there has been an increase in the number of children's day camps, especially near large metropolitan areas. The findings of a 1968 survey indicate that there are approximately 2,600 day camps in operation with attendance of 7,796,333 children yearly.²

Levine in a more recent survey reports that we have approximately 10,500 organized camps that generate over \$2,000,000,000 in economic activity. Levine estimates that camps have an investment of \$5,000,000,000, protect 8,000 miles of shore frontage bordering 2,000,000 acres of accessible land, and employ 3,500,000 persons with an annual payroll of \$185,000,000, while actively contributing to the healthy growth and development of over 3,000,000 children of every racial, ethnic, and economic background each year.³

Quality camping experiences require competent personnel who possess adequate knowledge to make a camping experience rewarding. The responsibility of a well organized and effectively managed camping situation rests with the camp director.

²Lynn S. Rodney and Phyllis M. Ford, Camp Administration (New York: Ronald Press Co., 1971), p. 26.

³Frank Levine, "Organized Camping \$2 Billion U.S. Industry," Camping Magazine (March, 1978), 16-18.

With the increase in day camping and understanding the complex nature of organized day camps, this study attempts to survey the attitudes of Day Camp directors.

STATEMENT OF THE PROBLEM

The problem of this study is to survey the attitudes of Day Camp directors.

Sub-problems

1. To investigate objectives for the day camp.
2. To investigate the type of programs suited for day camps.
3. To investigate administrative methods for day camps.
4. To investigate staff selection and training.

PURPOSE OF THE STUDY

The purpose of this study is to survey the attitudes of Day Camp directors. This study is concerned with finding answers to the following questions:

1. Which are the most common objectives for day camps that are recommended by experts?
2. What are some functional programs suited for day camping?
3. What are some functional administrative methods for day camping?

DEFINITIONS OF TERMS

Day camp. For the purpose of this study, a day camp refers to an organized group camping experience encompassing all phases of camp life with the exception of sleeping away from home.

Program. Program is everything that happens at camp--the planned and unplanned, the organized and unorganized, the tangible and intangible, and informal as well as formal.

Jury of experts--persons currently involved with the administration of camps and who have had five years experience in camp administration.

Questionnaire--a written survey tool used for the purpose of obtaining data concerning present status, practices, or opinions.

Objectives--attainable goals that can be obtained through the program of any enterprise.

Administration--management of an enterprise in a manner such that certain purposes will be accomplished efficiently and effectively through processes that make possible the attainment of the objectives.

DELIMITATIONS

This study will not be concerned with the development of an operations manual for Day Camp directors,

but in providing information for subsequent development of such a manual. This study is limited to the opinions of a jury of experts in outdoor education and camping.

The experts will be selected from throughout the United States.

Chapter 2

REVIEW OF RELATED LITERATURE

A limited amount of literature has been identified concerning day camps. The literature review will proceed from the general to the specific in relation to the present investigation. The related literature will be presented in two parts: (1) history of organized camping and (2) topical areas for camp administration.

HISTORY OF ORGANIZED CAMPING

In the spring of 1861, Frederick William Gunn, headmaster and founder of the Gunnery School for Boys in Washington, Connecticut, decided that he would devote a part of the school year to an outdoor experience for his students. According to Shivers, this was the first school camp.¹

Mitchell, Robberson, and Obley state that the first private camp was started by Dr. Joseph Trimble Rothrock, who

¹Jay S. Shivers, Camping Administration Counseling; Programming (New York: Meredith Corporation, 1971), p. 12.

was a practicing physician in Wilkes-Barre, Pennsylvania. He combined his hobbies of forestry and conservation with his desire to do something for frail boys by establishing the North Mountain School of Physical Culture. He felt that the children's health would improve since they could live out of doors and still continue their education. The school was located on North Mountain in Luzerne County, Pennsylvania, and lasted from June 15 to October 15; there were twenty pupils and five teachers. Students paid \$200 tuition, but income failed to meet expenses, and Dr. Rothrock abandoned the idea in favor of spending the next year on an Alaskan expedition.²

Shivers points out that the first sectarian camp was founded by George W. Hinckley in 1880. With seven younger members of his congregation, Hinckley took a brief trip to Wakefield, Rhode Island, where the boys were able to fish, participate in various games, and camp. The results were so gratifying that he later founded a permanent camp in Maine. It was quite well organized and included religious services, educational activities, and recreational experiences of various types.³

²A. Viola Mitchell, Julia D. Robberson, and June W. Obley, Camp Counseling (Philadelphia: W. B. Saunders Co., 1977), p. 30.

³Shivers, p. 13.

According to Rodney, Ernest Balch initiated a private camp for well-to-do boys. Balch took over what he thought to be a deserted island in Asquam Lake, New Hampshire, in 1881. He named it Camp Chocorua. Balch recruited his clients from a wide variety of the wealthy, thus establishing a trend in private commercial camps. Camp Chocorua, located on Squam Lake at the base of the New Hampshire Mountain from which its name came, existed for "(1) the development of a sensed responsibility in the boy, both for himself and for others, and (2) appreciation of the worthiness of work."⁴

Those two simple objectives helped pave the way for future camp directors to establish their camps with positive purposes, and also gained for Balch the title of "Father of the Organized Camping Movement," a social movement that still exists today.

Irwin states that in 1935 the American Camping Association is "to further the interests and welfare of children and adults through camping as an educative, recreative and character developing experience."⁵

⁴Lynn S. Rodney and Phyllis M. Ford, Camp Administration (New York: The Ronald Press Co., 1971), pp. 4-5.

⁵Frank L. Irwin, The Theory of Camping (New York: A. S. Barnes Co., 1950), p. 7.

Levine brings us up-to-date in a recent article found in Camping Magazine. His study reports that organized camping today generates over \$2,000,000,000 in economic activity, employs over 3,500,000 persons with an annual payroll of \$185,000,000, and actively contributes to the healthy growth and development of over 3,000,000 children of every racial, ethnic, and economic background each year.⁶

TOPICAL AREAS FOR CAMP ADMINISTRATION

After reviewing the available literature, the investigator established the following major topical areas relevant to this study:

1. Day Camp Objectives
2. Day Camp Programs
3. Day Camp Administration Methods
4. Day Camp Staff Selection and Training.

The above named topical areas are found sequentially in the remainder of this section.

Day Camp Objectives

Nathan Pepper in 1952 completed a doctoral dissertation at the University of Houston in school camping with special emphasis on program, objectives, and curriculum. An evaluation of Pepper cites that the areas in

⁶Frank Levine, "Organized Camping \$2 Billion U.S. Industry," Camping Magazine (March, 1978), 16-18.

which school camping can contribute most are healthful living and group living. Camping makes its greatest contributions in democratic living: "Direct learning experiences with their resultant values are the contributions camping has to offer in the education of the whole child."⁷

In research related to the finding of Pepper, Koch conducted a study of a two-week day camping program. The instrument used to evaluate the program was a questionnaire filled out by the parents. In addition, Koch personally contacted the parents and teachers at the end of the camp season. In her study, the author concluded that many desirable social habits and attitudes developed as a result of the day camp experience. She stated, however, that it was difficult to evaluate the day camp program in terms of pupil progress because of inadequate instruments.⁸

We must decide where and how we will go from here in camp objectives. A present trend in the field of education

⁷Nathan Hal Pepper, "A Study of School Camping with Special Emphasis on Program, Objectives, Curriculum, Administration, and Evaluation" (unpublished Doctoral dissertation, University of Houston, 1952).

⁸Marjorie R. Koch, "A Descriptive and Evaluative Study of a School Day Camp Program" (unpublished Master's thesis, The University of Buffalo, February, 1953).

is the translation of subject matter into instructional objectives.⁹

The use of behavioral objectives is believed to be the way of the future as indicated by Haberman when he stated that: "They cannot be ignored and must be contended with since this approach promises to be the major vehicle for revising curriculum in the future."¹⁰

Several authors have indicated the contents and the formulation of good instructional objectives. Schmatz, owner of a private camp in Wisconsin, stated that goals or objectives established for camp use should be clearly stated so as to be open to few interpretations.¹¹ Garvey stated that:

Behavioral objectives define exactly what pupils should be able to do after they have mastered a unit. The emphasis is on stating objectives in terms of definite pupil behavior. They should not state what the teacher is to do, nor should they describe learning activities.

Behavioral objectives guide the teacher in selecting learning procedures that will foster desirable behavior changes in the learner. Therefore,

⁹Stephen M. Corey, "Nature of Instruction," Programmed Instruction, 27 (Fall, 1967), 20-21.

¹⁰Martin Haberman, "Behavioral Objectives: Bandwagon or Breakthrough," Journal of Teacher Education, 19 (Spring, 1968), 94.

¹¹Robert R. Schmatz, "Written Goals, Clearly Stated, Help Staff Understand Objectives," Camping Magazine (November, 1971), 14.

they must be lucid and explicit, not ambiguous, or unrealistic, or unattainable.¹²

Summers emphasized well stated objectives by the title of his article, "Watch Your Objectives." He cited the value of clearly stated objectives and gave examples of how to be specific by using such observable verbs as "write," "diagram," "solve," and "demonstrate."¹³

Several authors have indicated the value and benefits of using instructional objectives. Haberman listed the following as benefits:

1. Teachers and pupils have clear purposes.
2. Broad content is broken down into meaningful pieces.
3. Organizing content into sequences and hierarchies is facilitated.
4. Evaluation is simplified.
5. Teacher training is facilitated.
6. Selection of materials is clarified.
7. Research and planning become part of the mainstream of the educative process.¹⁴

Rodney believes that objectives are statements of dynamic action in connection with the groups for whom they are intended. Objectives must state what the program is intended to do for the person. He further states the following six objectives of the American Camping Association that fit many general objectives.

¹²James F. Garvey, "The What and Why of Behavioral Objectives," The Instructor, 77 (April, 1968), 192.

¹³Francis L. Summers, "Watch Your Objectives," The Instructor, 74 (September, 1965), 55.

¹⁴Haberman, p. 94.

1. To provide each camper with the opportunity for wholesome fun and adventure in a safe and supervised outdoor program.
2. To help develop a concept of safe and healthful living by stressing safety in camp skills; by offering a chance for increasing strength, vitality, and endurance; and by fostering freedom from mental tensions.
3. To contribute to the development of a sense of "at-home-ness" in the natural world by imparting an understanding of and appreciation for conservation of natural resources, and by increasing the ability to use basic camping skills.
4. To increase a camper's concept of spiritual meanings and values through encouraging the development of a kinship with and security in an orderly universe; through developing a keener sense of aesthetic appreciation; and through gaining an understanding of and appreciation for persons of other religions, cultures, nationalities, and races.
5. To encourage the development of skills and knowledges that may contribute to wholesome recreation during later years.
6. To contribute to the development of the individual through adjustment to group living in a democratic setting by instilling in him a sense of the worth of each individual, by helping him to function effectively in a democratic society, and by helping him to develop a sense of social understanding and responsibility.¹⁵

Objectives and planning are dynamic tools according to Harrison who states that the simplest of tasks can not be carried out gracefully without planning through objectives.¹⁶

This section presented literature favorable to objectives. Although some educators are critical of instructional objectives, the author has decided to pursue

¹⁵Rodney and Ford, p. 14.

¹⁶Thomas Harrison, "Objectives for Progress," Camping Magazine (September, 1972), 52.

the use of instructional objectives appropriate for a day camp manual of operation.

Day Camp Program

No two camps have the same programs, nor should they attempt to. However, according to Rodney and Ford, basic principles seem to govern quality camp programs. Simply stated, a program should have these characteristics:

1. Implementation of objectives.
2. Program is based on camping needs.
3. Camper involvement in planning.
4. Use of entire environment.
5. Challenging and adventuresome.
6. Individual camper recognition.¹⁷

Unlike Rodney and Ford, Jobe takes a different approach in his study by advocating the unplanned experience. Flexibility and indigenous planning imply an exciting program.¹⁸

Cowle discusses both rigid scheduling and loosely structured programs. He argues for a rigid program believing that new interest must be kindled by exposure at proper times, which is the greatest challenge that a camp must accept.¹⁹

¹⁷Rodney and Ford, p. 10.

¹⁸Mabel Lyon Jobe, The Handbook of Day-Camping (New York: Association Press, 1949), p. 10.

¹⁹Irving M. Cowle, Day Camping (Minn.: Burgess Publishing Co., 1964), p. 147.

In "The Future of Camping," C. Walton Johnson stated that:

The true test of the value of a summer camp is the extent to which the camp achieves such intangibles as respect for personality, a sense of honesty and fair play, improvement of personality, growth of character, moral convictions, spiritual insights, and a true sense of values. Perhaps the greatest contribution a camp can make to the lives of children is to give them a true sense of value. A man's sense of value determines his motivations, his philosophy, his happiness, his usefulness, his greatness. A man's sense of values is a measure of his stature as a man.²⁰

Howard Gibbs, in his study, believes as Johnson does that programs must:

1. Prove the value of camping.
2. Stress leadership.
3. Upgrade camping in America.
4. Expand influence on behalf of the out-of-doors.
5. Grow in quality and quantity.²¹

Literature relating specifically to program areas is exhaustive and only selected current and relevant sources were cited pertaining to camp programs.

Day Camp Administrative Methods

Camp administration is the process that mobilizes the camp resources, human and material, toward the achievement of predetermined goals.

²⁰C. Walton Johnson, "The Future of Camping," Camping Magazine (March, 1961), 2.

²¹Howard Gibbs, "Opportunities and Options, Camping Geared to Today's Concerns," ACA Report, 1966, pp. 4-5.

Ever since Henri Faye described his elements of administration, there has been an effort to refine his process. He regarded these processes as "planning, organization, command, coordination, and control."²²

Gulick and Urwick's monumental work on the nature of administration in the 1930's has been used by many students in administration during this period.²³ Newman also used descriptive words denoting the administrative process.²⁴

Rodney concludes his study by stating that the goals of camping can best be served by having administrative practices that are focused toward the attainment of educational objectives and toward the American ideal of "education for all," either formal or informal.²⁵

Larson states that administrative methods will vary from camp to camp depending on the location, philosophy, and staff.²⁶

Cowle admonishes the administrator to willingly assume all manner of responsibility and eagerly accept

²²Rodney and Ford, p. 30.

²³Luther Gulick and L. Urwick, eds., Papers on the Science of Administration (New York: Institute of Public Administration, 1937).

²⁴William H. Newman, Administrative Action (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1950), p. 4.

²⁵Rodney and Ford, p. 48.

²⁶Ross H. Larson, Day Camp Manual (Philadelphia: Fortress Press, 1972), p. 7.

duties far beyond the confines of his position and to garnish himself with competent people.²⁷

Shivers suggests that camp administration is concerned with providing outdoor and nature oriented experiences through the employment and direction of specialized staff, supported by an optimism environment and appropriate facilities. Shivers further points out that administration of the modern camp includes the following eight functions:

1. Establishment, either by incorporative, charter, or contractual agreements that the camp does in fact exist.
2. The initiative and execution of value judgment designed to guide the development and regulate the conduct of the camp.
3. Inauguration of fiscal management techniques.
4. Personnel management.
5. Programming.
6. Property acquisition, development, and maintenance.
7. Public relations.
8. Record keeping.²⁸

Staff Selection and Training

Shivers states that so important is the staff that all other aspects become insignificant in comparison. A competent staff must serve as the nucleus of a well established camp.²⁹

²⁷Cowle, p. 15.

²⁸Shivers, p. 27.

²⁹Ibid., p. 97.

Penning the following thoughts, Larson states that the most important part of the planning process is the selection of the staff. An effective staff is the key to an effective day camp.³⁰

Most authors reviewed had strong feelings on staff importance. Shellenberger penned the strongest feeling in his article stating that the staff member is the most important ingredient in the constellation of factors that constitute a camp.³¹

Silverstone and Hacker, responding to staffing and training, state that the truth is that camp staffing is one of a diminishing number of fields which uses amateurs in a very demanding way while hoping that they will perform like professionals. They further state that we must work on ways to help develop a more mature, more sensitive, and more responsible staff of camp personnel through human relations training.³²

Reimann, in discussing staff recruitment and selection, acknowledges that the crucial factor in any camp is the leadership of the counselor. The camp, Reimann

³⁰Larson, p. 27.

³¹Don Shellenberger, "Strong Staff: The Key Ingredient," Camping Magazine (April, 1977), 6-8.

³²Robert Silverstone and William Hacker, "If Only My Counselors Were More Mature or More Professional, or More Sensitive to Children's Need," Camping Magazine (April, 1977), 18.

states, will be successful in proportion as the director is able to secure men and women who bring the necessary maturity, judgment, interest, and loyalty to the camp. Reimann also agrees with other authorities that staff training is vital to a well-run camp.³³

The purpose of pre-in-camp training, according to Mitchell, is to acquaint all staff members with the philosophy and objectives of the camp, to familiarize them with the site and facilities, to add to their knowledge of the necessary skills, and to help them develop good working relationships with co-workers, campers, and parents.³⁴

Dimock's concept of the staff centers around his belief that a staff must be a functioning organism within which each member carries his specific responsibilities. He lists his concept of the staff as follows:

1. The staff is the "spirited" center of the camp community.
2. The staff is the "value center" of the camp in operation.
3. The staff is the center for determining the "educational destiny" of the camp.
4. The staff is the chief center of satisfaction or frustration for both campers and staff personnel.
5. The staff is the center of motivation for the growth of its members in competence.

³³Lewis C. Kiemann, The Successful Camp (New York: Vail-Ballou Press, 1958), p. 110.

³⁴Grace L. Mitchell, Fundamentals of Day Camping (New York: Association Press, 1961), p. 135.

6. The staff constitutes the morale center of the camp.³⁵

A competent, well trained staff is vital to a well-run day camp as indicated by a review of the literature. Central to this theme, we know that when the staff is happy it will be reflected in the behavior and attitudes of the campers.

³⁵Hedley S. Dimock, Administration of the Modern Camp (New York: Association Press, 1948), pp. 93-94.

Chapter 3

METHODS AND PROCEDURES

SURVEY SAMPLE

The sample population for this study was chosen randomly from two sources: the 1978 Parents' Guide to Accredited Camps--Northeast¹ and the 1978 Parents' Guide to Accredited Camps--South.² A random sample of fifty was decided upon and presented to the writer's committee chairman for final approval.

RESEARCH INSTRUMENT

The research instrument was a check list type of questionnaire with several open-ended questions for the respondents' own ideas. This questionnaire was developed by the writer with the help of the writer's committee and validated by a selected jury of camp experts. It consisted

¹American Camping Association, 1978 Parents' Guide to Accredited Camps--Northeast (Martinsville, Indiana: Bradford Woods, 1978).

²American Camping Association, 1978 Parents' Guide to Accredited Camps--South (Martinsville, Indiana: Bradford Woods, 1978).

of questions formulated specifically to acquire the information needed to answer the problem and sub-problem of this study. They were all single item indexes where the answers were taken at face value.

RESEARCH PROCEDURES

Analysis of Data

The data were edited, scored and pre-coded, and transferred onto IBM cards for computer analysis. The data were programmed for Frequency Distribution (STAT08) and run on the IBM 360 computer.

Several of the items were ranked to better clarify the information obtained. Ranking was achieved by assigning numerical values to the ranks given by the respondent and by multiplying those values by the number of respondents. The item with the lowest total score (since rank number 1 was assigned 1 point) was ranked first, the next highest was ranked number 2, etc. The highest score was ranked last.

Tables were constructed from the information obtained by the computer to better interpret the data. Most of these tables were descriptive in form; however, some contingency tables consisting of two variables were also included.

Chapter 4

DATA ANALYSIS

The purpose of this chapter is to present the substantive findings of this study in the form of descriptive and contingency tables. Also, a brief description of the sample population is included in regard to age and occupation of the respondents.

DEMOGRAPHIC DESCRIPTION: AGE AND OCCUPATION OF SAMPLE

Although the sample population is composed entirely of experts in camp administration, it is, nevertheless, important to know the age and occupation of the respondents to ascertain that this is a representative sample (see Table 1). As shown in Table 1, all age groups from 17 to over 50 years old were represented.

Among the teachers, there were none under 24 years of age; however, 37½ percent were between the ages of 25 and 30, another 37½ percent between 36 and 50 years old, and 25 percent were over 50 years of age.

The other experts, which included five who worked in the Young Men's Christian Association (four of them as

directors), three who worked in private schools (two as headmasters), two social workers, two Jewish Communal Service workers, one Assistant HPER Director at the Young Men's Christian Association, one volunteer Scout leader with teaching background, one day care owner, one day camp worker, and one employed in private business, had respondents in all age groups except the 46-50 group. Forty-one percent were under 36 years of age, another 41 percent were between 36 and 45 years old, and 18 percent were over 50 years of age.

Table 1
Age and Occupation of Respondents

Age	Occupation					
	Teacher		Other Experts		Total	
	No.	%	No.	%	No.	%
17-24	--	--	2	100.00	2	8.00
25-30	3	60.00	2	40.00	5	20.00
31-35	--	--	3	100.00	3	12.00
36-40	1	20.00	4	80.00	5	20.00
41-45	1	25.00	3	75.00	4	16.00
46-50	1	100.00	--	--	1	4.00
Over 50	2	40.00	3	60.00	5	20.00
Total	8	32.00	17	68.00	25	100.00

OBJECTIVES FOR A DAY CAMP

Tables 2A and 2B present a list of selected day camp objectives, as ranked by the respondents. Table 2A presents the objectives ranked by teachers, and Table 2B has the same objectives ranked by the other experts.

As shown in Tables 2A and 2B, there were some differences in ranking between the teachers and the other respondents. The teachers ranked providing a positive experience as their prime objective for a day camp, while the others ranked this as second. Increasing social skills with peers and adults was the prime objective for these other experts. (This was ranked fourth by teachers.) To help the camper acquire new hobbies and interests was ranked second by the teachers and fourth by the others.

Three of the objectives were ranked the same by all the respondents. These were: to fulfill some of the needs and interests of the camper (ranked third), to introduce the camper to a few outdoor skills (ranked fifth), and, finally, to introduce the camper to the use of some outdoor equipment. This last objective was ranked as least important by the entire population sample.

Table 2A
Objectives for Day Camp
Ranked by Teachers

Rank	Objectives	#1 %	#2 %	#3 %	#4 %	#5 %	#6 %
1	Positive Experience	37.5	--	25.0	37.5	--	--
2	New Hobbies and Interests	12.5	25.0	37.5	12.5	12.5	--
3	Fulfill Needs	25.0	37.5	12.5	25.0	--	--
4	Increase Social Skills	25.0	25.0	25.0	--	12.5	--
5	Introduce Outdoor Skills	--	12.5	--	25.0	50.0	--
6	Introduce Use of Equipment	--	--	--	--	--	75.0

Table 2B
Objectives for Day Camp
Ranked by Other
Experts

Rank	Objectives	#1 %	#2 %	#3 %	#4 %	#5 %	#6 %
1	Introduce Social Skills	43.75	37.50	18.75	--	--	--
2	Positive Experience	50.00	6.25	6.25	31.25	6.25	--
3	Fulfill Needs	18.75	37.50	31.25	6.25	6.25	--
4	Acquire New Interests	6.25	12.50	37.50	6.25	12.50	18.75
5	Introduce Outdoor Skills	6.25	--	--	50.00	37.50	6.25
6	Introduce Use of Equipment	--	6.25	--	12.50	25.00	56.25

PROGRAMS FOR DAY CAMP

Any camp, in order to be successful, must provide a program of activities that is popular with the campers. In order to determine the most popular programs, a selected list of program activities was presented to the respondents, from which they chose the five most popular programs. Tables 3A and 3B present these programs in their order of importance as they were ranked by the teachers and the other experts.

Aquatics, which includes boating, canoeing, swimming, raft building, etc., was definitely the most popular program among all the respondents, as can be seen in Tables 3A and 3B. Sports was also very popular with the teachers, tying for first place with aquatics, but deemed less important by the other experts who placed it third, after campcraft and naturecraft. Among the teachers, only two activities received less than 25 percent of their support, while there were seven programs selected by less than one-fourth of the population sample of the other experts.

ADMINISTRATIVE METHODS AND FUNCTIONS

Two separate items were presented in the questionnaire regarding administrative methods and functions. In the first question, the respondents were presented with a list of six selected administrative functions of a day camp

Table 3A
Most Popular Programs Selected by Teachers

Rank	Programs	%
1	Aquatics	87.5
1	Sports	87.5
2	Crafts	75.0
3	Conservation	50.0
4	Archery	37.5
4	Campcraft or Naturecraft	37.5
4	Games Made by Participants	37.5
5	Cooking	25.0
5	Hiking	25.0
5	Singing	25.0
5	Skits and Drama	25.0
6	Family Picnic and Campfire	12.5
6	Dancing	12.5

Table 3B
Most Popular Programs Selected by Other Experts

Rank	Programs	%
1	Aquatics	100.00
2	Campcraft or Naturecraft	76.47
3	Sports	70.59
4	Crafts	58.82
5	Conservation	41.18
5	Cooking	41.18
6	Singing	23.53
7	Archery	17.65
7	Dancing	17.65
8	Family Picnic and Campfire	11.76
8	Hiking	11.76
8	Skits and Drama	11.76
9	Games Made by Participants	5.88

which they were asked to rank in order of importance. This information is presented in Tables 4A and 4B for the teachers and the other experts, respectively.

The second item presented another list of selected administrative methods and functions, which the respondents graded according to the importance they placed on them. The results are presented in Table 5.

Tables 4A and 4B indicate that the only administrative function ranked the same by both teachers and the other experts is programming of stimulating activities designed to meet the interests, needs, and range of ability of the individual. This was ranked first by both groups of respondents.

Establishing fiscal management techniques and sources for support of the day camp was ranked last by the teachers and fourth by the other experts. Record keeping was considered least important by the other experts.

Table 5 shows that teachers ranked the location of the physician and hospital as the most important function. The other experts indicated that the availability of emergency transportation was most important. A daily health check for each camper was considered least important by the teachers. The function considered least important by the other experts was that the program should be fast moving.

Table 4A
Administrative Functions
Ranked by Teachers

Rank	Function	#1 %	#2 %	#3 %	#4 %	#5 %	#6 %
1	Programming of Activities	62.5	12.5	12.5	--	--	12.5
2	Personnel Management	--	25.0	37.5	37.5	--	--
3	Public Relations	12.5	12.5	25.0	12.5	37.5	--
4	Enactment of Policies	12.5	25.0	--	25.0	12.5	12.5
5	Record Keeping	12.5	--	25.0	12.5	25.0	12.5
6	Fiscal Management	--	25.0	--	--	12.5	25.0

Table 4B
Administrative Functions
Ranked by Other
Experts

Rank	Function	#1 %	#2 %	#3 %	#4 %	#5 %	#6 %
1	Programming of Activities	41.18	52.94	5.88	--	--	--
2	Enactment of Policies	41.18	23.53	11.76	5.88	11.76	5.88
3	Personnel Management	11.76	5.88	17.65	47.06	17.65	--
4	Fiscal Management	17.65	--	35.29	5.88	29.41	11.76
5	Public Relations	11.76	5.88	11.76	29.41	29.41	5.88
6	Record Keeping	5.88	5.88	5.88	11.76	5.88	47.06

Table 5
Importance of Administrative Functions

Function	VI %	I %	UI %	VU %
Schedule of departure and return	32	64	--	--
List of names of campers	72	24	--	--
List of physical limitations	68	28	--	--
Written consent of parents for camper attendance	76	16	--	--
Roll call at regular intervals	40	40	8	8
Medical treatment should be reported to	56	36	--	--
A daily check of health of each camper	24	44	12	16
Location of physician and hospital	72	20	--	--
Person with first aid training accompany groups away from camp	80	20	--	--
If swimming, condition of water known	84	12	4	--
Emergency transportation always available	88	12	--	--
Trucks not used to carry children	56	20	12	12
Information about camping area should be given in advance	36	52	--	--
Awards not used as disciplinary tool	52	32	4	8
Don't make program too complicated	40	48	--	8
Program should be fast moving	20	48	12	20
Conduct meeting for hazards, poisonous plants, old bridges, glass, etc.	56	40	--	4
VI = very important I = important UI = unimportant VU = very unimportant				

STAFF SELECTION AND TRAINING

The research instrument included several items in regard to staff selection and training. The first question contained three different methods of staff selection which the respondents ranked according to preference. It was left open-ended so the respondents could write in their own preferred methods, if they desired to do so (see Tables 6A and 6B).

As shown in Tables 6A and 6B, personal interview was by far the most preferred method of staff selection. Other methods suggested by the respondents were: previous experience and personal recommendation (suggested by the teachers), experience as a volunteer worker, group interviews, personal acquaintance, and length of experience (listed by the other experts).

Table 6A

Methods of Staff Selection Ranked by Teachers

Rank	Method	#1 %	#2 %	#3 %	#4 %
1	Personal Interview	87.5	--	--	--
2	Letter of Reference	--	25.0	62.5	--
3	Telephone Interview	--	62.5	--	12.5
4	Other	12.5	--	12.5	12.5

Table 6B
Methods of Staff Selection
Ranked by Other Experts

Rank	Method	#1 %	#2 %	#3 %	#4 %
1	Personal Interview	100.00	--	--	--
2	Letter of Reference	--	64.70	25.53	--
3	Telephone Interview	--	17.65	35.29	11.76
4	Other	--	11.76	17.65	5.88

The respondents were also presented with a list of selected training methods for day camp staff and asked to check the preferred method. Table 7 presents the results of this inquiry. Table 7 indicates that the only acceptable staff training method is pre-camp training, according to the respondents of this study.

Table 7
Method of Training

Method	No.	%
Pre-camp Training	25	100
News Bulletin	--	--
Staff Meeting or Manual	--	--
Other	--	--

In Table 8, the methods of pre-camp training, as ranked by the respondents, are presented. Both teachers and other experts agreed on the ranking. Pre-camp training was ranked first by 62.5 percent of the teachers and 81.25 percent of the other experts. Recruit and training was ranked second by 50 percent of both teachers and other experts, and certifications was ranked third by 62.5 percent of both teachers and other experts.

Table 8
Method of Pre-camp Training

Rank	Method	#1 %	#2 %	#3 %
1	Pre-camp Training	76	16	4
2	Recruit and Training	20	52	20
3	Certifications	4	28	64

Methods of in-camp training are presented in Table 9, in rank order, as ranked by the respondents. In-service training was considered the most preferred method by 92 percent of the total sample population and staff social informal training was chosen as the second best method. The other two methods were also considered valuable but not ranked first by any of the respondents.

Table 9
Method of In-camp Training

Rank	Method	#1 %	#2 %	#3 %	#4 %
1	In-service Training	92	8	--	--
2	Staff Social Informal Training	8	48	20	12
3	Staff Exchange	--	20	28	20
4	Visit Other Camp	--	12	24	32

The method of staff evaluation is another important aspect of day camp administration. Three methods were suggested which the respondents ranked in order of preference. Space was provided for other suggested methods. Table 10 presents the findings as ranked by the population sample.

Table 10
Method of Staff Evaluation

Rank	Method	#1 %	#2 %	#3 %	#4 %
1	Supervisor Evaluation	76	20	--	--
2	Oral Evaluation	16	52	12	--
3	Evaluation from Campers	4	12	48	4
4	Other*	4	8	4	4

*Other suggested methods were: self-evaluation, on-going evaluation through weekly conferences, and evaluation from parents of campers.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The following discussion contains a brief summary of the study, the conclusions drawn from the study, and a number of recommendations.

SUMMARY

The purpose of this study was to survey the attitudes of Day Camp directors and record the findings that could be used to develop a Day Camp Manual of Operation.

The sub-problems of this study were designed to:
(1) investigate objectives for the day camp, (2) investigate the types of programs suited for day camps, (3) investigate administrative methods for day camps, and (4) investigate staff selection and training for day camps.

A sample population of fifty directors was chosen randomly from two sources: the 1978 Parents' Guide to

Accredited Camps--Northeast¹ and the 1978 Parents' Guide to Accredited Camps--South.²

A check list type of questionnaire with several open-ended questions for the respondents' own ideas was used to survey the attitudes of camp directors. It consisted of questions formulated specifically to acquire information needed to answer the problem and sub-problems.

The data were edited, scored, and analyzed. Analysis of data resulted in a number of tables being formulated to better interpret the data. Most of these tables were descriptive in form; however, some contingency tables consisting of two variables were also included.

Attitudes concerning objectives, suitable programs for day camps, administrative methods, staff selection and training were analyzed and recommendations made for their inclusion in a handbook.

CONCLUSIONS

Based upon the findings reported in the analysis of the data, the following conclusions were made concerning the attitudes of those surveyed.

¹American Camping Association, 1978 Parents' Guide to Accredited Camps--Northeast (Martinsville, Indiana: Bradford Woods, 1978).

²American Camping Association, 1978 Parents' Guide to Accredited Camps--South (Martinsville, Indiana: Bradford Woods, 1978).

1. Most of the respondents, except the teachers, ranked increasing social skills with peers and adults as their main objective for day camp.

2. Teachers selected providing positive experience for the campers as their prime objective.

3. The most popular day camp activity chosen by the entire sample population was aquatics, which included boating, canoeing, swimming, and raft building.

4. Programming of stimulating activities was considered the most important administrative function.

5. The location of physician and hospital and having emergency transportation available were also considered very important.

6. The most preferred method of staff selection was by personal interview.

7. Pre-camp training was the only staff training method accepted by the respondents.

8. In-service training was preferred over staff social informal training and other methods for in-camp training.

9. The most preferred method for staff evaluation was supervisor evaluation.

RECOMMENDATIONS

The following recommendations were made as a result of the findings of this study.

1. It is recommended that a Day Camp Handbook be developed, incorporating the objectives and methods found to be most preferred by the respondents of this study.

2. Camp directors, teachers, and other administrators should examine the results of this study to be able to offer better leadership for the day camps of tomorrow.

3. A similar investigation should be conducted using a greater population in order to ascertain if a larger population would influence the results.

4. A more critical appraisal of the survey instrument should be conducted with other variables to obtain additional information.

APPENDIXES

APPENDIX A

LETTER SENT TO JURY OF EXPERTS

Dear

I am presently working on a doctoral dissertation in physical education at Middle Tennessee State University. In an effort to construct an instrument suitable for surveying the attitudes of Day Camp directors, I should appreciate your response to the enclosed check list.

Please accept my thanks and return the completed check list in the enclosed, self-addressed, stamped envelope.

Sincerely yours,

Samuel Wood

APPENDIX B

JURY OF EXPERTS

JURY OF EXPERTS

Dr. Robert W. Johns
Auburn University
Department of Secondary Education
Auburn, Alabama

Mr. James F. Miller
Camp Greystone
Box 98
Tuxedo, North Carolina

Mr. David R. McCallister
Colorado Mountain College
Department of Outdoor Studies
Glenwood Springs, Colorado

Dr. Burton Olsen
Brigham Young University
Department of Recreation
Provo, Utah

Mr. York Pharr
Camp Falling Creek
Tuxedo, North Carolina

Mrs. Bertha Chrietberg
Middle Tennessee State University
Department of Health, Physical Education,
Recreation and Safety
Murfreesboro, Tennessee

Dr. Robert W. Norred
University of Tennessee
Department of Health, Physical Education,
and Recreation
Chattanooga, Tennessee

APPENDIX C

LETTER TO INDIVIDUALS TO BE SURVEYED

Dear Camp Director:

I am endeavoring to survey the attitudes of selected Day Camp directors as chosen from the American Camping Association. This survey is part of a doctoral dissertation.

Specific information gathered during the study will be kept strictly confidential.

Completion of the enclosed survey instrument will take only a few minutes of your time. After providing information requested, please enclose your response in the self-addressed, stamped envelope and return at your earliest convenience as my committee had hoped we could complete this chapter by May 15th.

Should you desire an abstract upon completion of the study, please indicate this at the top of your inventory.

Accept my sincere thanks for attention given this request.

Sincerely,

Samuel Wood

APPENDIX D
THE QUESTIONNAIRE

QUESTIONNAIRE

Please, it is very important that you answer all questions completely. Thank you.

1. Age

- ☐ 1. 17-24
- ☐ 2. 25-30
- ☐ 3. 31-35
- ☐ 4. 36-40
- ☐ 5. 41-45
- ☐ 6. 46-50
- ☐ 7. Over 50

2. Occupation. If you are a teacher, mark A, B, C, or D.

- ☐ 1. Teacher in (A) elementary, (B) junior high school, (C) high school, or (D) college
- ☐ 2. Industry
- ☐ 3. Private Business
- ☐ 4. Other, specify _____

Following are some suggested Day Camp objectives. Will you rank in order those that you think are most important for a Day Camp (give "1" to the highest ranking, "2" to the next, etc.).

- 3. ☐ to introduce the camper to a few outdoor skills
- 4. ☐ to provide a first positive experience in the outdoors for the camper
- 5. ☐ to introduce the camper to the use of some outdoor equipment
- 6. ☐ to increase the camper's social skills with peers and adults
- 7. ☐ to acquire new interests and hobbies
- 8. ☐ to fulfill some of the needs and interests of the camper

Check only the five types of program activities that you consider most popular in a day camp.

- 9. ☐ aquatic--boating, canoeing, swimming, raft building
- 10. ☐ archery--target shooting, arrow making, etc.
- 11. ☐ conservation--development of some conservation activities that campers can participate in
- 12. ☐ campcraft or naturecraft--cross section of trees, identification, leaf printing, etc.

13. _____ cooking--simple foods that boys can do and enjoy,
aluminum foil
14. _____ crafts--kites, leather, woodworking, birdhouse,
something to take home, etc.
15. _____ family picnic meal and closing campfire with
ceremony
16. _____ games the boys can make as well as play
17. _____ hiking--develop a nature trail or just a walk
18. _____ singing--playing a musical instrument
19. _____ sports--volleyball, softball, putting green,
physical fitness
20. _____ skits and dramatics
21. _____ dancing--folk and square, Indian, round, etc.

Following are some administrative functions of the Day Camp. Will you rank in order those that you think are most important for a Day Camp (give a "1" to the highest ranking, "2" to the next, etc.).

22. _____ the enactment of policies that give a frame of
reference to the operation of the camp
23. _____ establish fiscal management techniques and sources
for the support of the Day Camp
24. _____ personnel management--assignments of duties and
responsibilities with authority to carry out
imposed obligations
25. _____ public relations--information about the camp and
its values to campers
26. _____ record keeping--maintenance of comprehensive
records and reports dealing with every facet of
day camp life
27. _____ programming of stimulating activities designed to
meet the interests, needs, and range of ability of
the individual

Following are some administrative functions of the Day Camp. Please indicate how important you feel they are (very important, VI; important, I; unimportant, UI; and very unimportant, VU).

28. _____ schedule of departure and return
29. _____ list of names of campers
30. _____ list of physical limitations
31. _____ written consent of parents for camper attendance
32. _____ roll call at regular intervals
33. _____ medical treatment should be reported to
34. _____ a daily check of the health of each camper
35. _____ location of physician and hospital
36. _____ a person having first aid training must accompany
groups away from camp

- 37. ☐ if swimming is allowed, condition of water must be known beforehand
- 38. ☐ emergency transportation must be available at all times
- 39. ☐ trucks should not be used in transporting children
- 40. ☐ information about camping area should be given in advance
- 41. ☐ the awards shall not be used as disciplinary tools
- 42. ☐ don't make program too complicated
- 43. ☐ program should be fast moving
- 44. ☐ conduct a meeting for hazards, poisonous plants, old bridges, glass, dangerous objects, etc.
- 45. There are different methods of selecting the staff for the Day Camp. Please rank the following (give a "1" to the highest ranking, "2" to the next, etc.).
 - 1. ☐ personal interview
 - 2. ☐ letter of reference
 - 3. ☐ telephone interview
 - 4. ☐ other, specify _____

46. Which of the following do you think is the most appropriate method in training the Day Camp staff? (Check one only.)

- 1. ☐ pre-camp training
- 2. ☐ news bulletin
- 3. ☐ notice for special training
- 4. ☐ staff meetings
- 5. ☐ staff manuals

Rank the methods of staff training before camp. (Use "1" for highest ranking.)

- 47. ☐ certifications
- 48. ☐ recruit and train
- 49. ☐ pre-camp training

Rank the method of staff training techniques during camp. (Use "1" for the highest ranking.)

- 50. ☐ in-service training
- 51. ☐ staff exchange for a day or so
- 52. ☐ visit other camps
- 53. ☐ staff social informal training

Rank the method of staff evaluation. (Use "1" for highest ranking.)

- 54. _____ oral evaluation
- 55. _____ supervisor evaluation
- 56. _____ evaluation from campers
- 57. _____ other, specify _____

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