

A STUDY OF THE EXTENT AND
DESIRABILITY OF GUIDANCE INFORMATION
AND PRACTICES IN MICHIGAN SUMMER
CAMPS FOR CHILDREN

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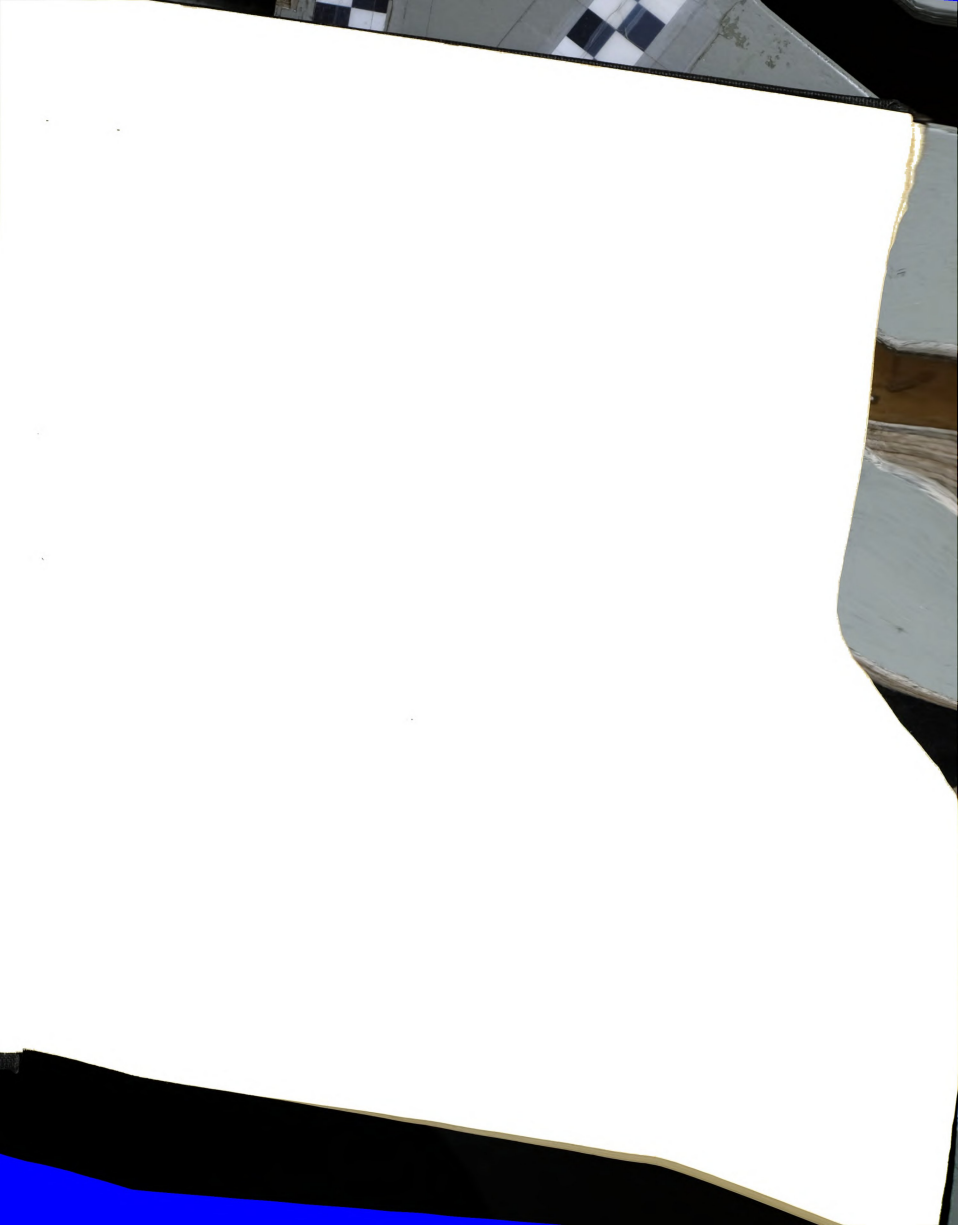
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By

John A. Friedrich

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AN ABSTRACT

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A STUDY OF THE EXTENT AND DESIRABILITY OF GUIDANCE
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SUMMER CAMPS FOR CHILDREN

An Abstract

The Problem. The purpose of this study was: (1) To secure a comprehensive picture of the extent of guidance information, practices, and procedures in Michigan summer camps for children; (2) To determine the desirability of these practices as expressed by various camping authorities; and (3) To determine other general information concerning guidance in Michigan summer camps.

Methods, Techniques, and Data. Data were obtained from 265 (representing about 70 per cent) of Michigan summer camp directors and from 20 authorities in the field of camping, through the use of questionnaire forms. Questionnaire returns were transferred to IBM cards, tabulated, and analyzed. Various other non-tabulated data were interpreted and analyzed. Furthermore, comparisons were made between actual practices and desirability of practices as indicated by authorities.

Findings and Conclusions. A great deal of information concerning the general nature and type of summer camps in

Michigan was revealed in this study. Various other information concerning guidance practices in camps was disclosed. It is assumed that the claims made by the various camps in this respect are reasonably valid. Results of this phase of the survey are as follows:

1. In general, the extent of guidance information concerning campers actually in the possession of summer camps is rather limited. All of the information was indicated as being in the possession of some of the camps. The most information available was found to be in the areas of health and personal characteristics, whereas the least was indicated in the area of home background. The most common items of information concerned health, skills, abilities, hobbies, and interests, while the least common were record of school grades and record of intelligence.

2. Sources for obtaining information were very limited, and the amount of information obtained from various sources was quite small. Most information was obtained from camp files, whereas the least was secured from schools and other camps.

3. Proportionately, more private camps possessed more of the various types of information than was the case with organizational camps, and the latter in turn indicated having more of the information than was the case with church camps.

4. Proportionately, more of the small camps possessed more extensive information on campers than medium-sized camps, whereas medium-sized had more than the large camps.

5. A greater percentage of long-term camps possessed guidance information concerning campers than was the case with short-term camps. Camps with three or less periods had proportionately more guidance information than those with four or more periods. A greater percentage of camps with low camper-counselor ratios (seven to one and less) possessed a greater extent of guidance information on campers than did those with higher ratios (eight to one and more). Boys' camps tended to have more guidance information than girls' camps, and the latter had more than coeducational camps.

6. The extent to which the various guidance tools, techniques, and practices were followed by the camps was quite limited.

7. In reference to most practices, less than 50 per cent of the camps followed a majority of them to any extent at all, while less than 30 per cent of the camps on an average indicated using the practices "much". The areas in which the greatest extent of practices were indicated included counseling practices, personnel selection practices, practices to help counselors, and administrative practices.

8. The areas of guidance practices indicated as being followed by the fewest camps were tests and inventories, special techniques (i.e. case studies), techniques to help

campers directly (i.e. guidance classes), and record and report forms.

9. A few camps employed all the practices. However, the majority of camps employed only about half of the practices listed.

10. Private camps followed the guidance practices to the greatest extent, organizational camps indicated less than these, and church camps followed them the least.

11. Both small and large camps indicated that they followed the guidance practices to a slightly greater extent than medium-sized camps. Camp size is evidently of little significance relative to the extent of guidance practices.

12. Camps with four or more camp periods followed the practices slightly more than those with three or less. Camps with lower counselor-camper ratios tended to follow the practices more extensively than those with higher ratios. Proportionately more long-term camps tended to follow the practices than short-term camps.

13. Almost all of the information concerning campers was considered to be desirable by a majority of the twenty authorities serving as an appraisal jury. The only exceptions were information concerning intelligence and information on school grades.

14. Most of the tools, techniques, and practices concerning guidance in camping were considered to be desirable by camp authorities. Those considered to be undesirable by

the majority of authorities were: (a) Providing camp courses in guidance; (b) Using audio-visual aids dealing with guidance; (c) Providing a special work program; (d) Employing directive counseling methods; (e) Providing a special place where individual counseling can be done; (f) Providing for the services of a guidance specialist; (g) Using intelligence and other tests; (h) Using adjustment inventories; and (i) Using sociograms.

15. The extent of information in possession of camps tended to parallel the extent of desirability of this information. The information considered by the authorities as most desirable was more in evidence among camps, whereas the less desirable information was less in evidence. This was also the case in reference to guidance practices.

16. The majority of camp directors felt there was much room for improvement of guidance practices in their camps.

17. All of the authorities felt there was room for much improvement in the type of camp they represented.

18. A third of the camps indicated that ten per cent or more of their campers came to camp with serious problems.

19. As indicated by camp directors, the main causes for campers being unhappy in the camp situation were failure to adjust to the camp group, home maladjustments, and fear of new experience.

20. The main handicaps to promoting effective guidance in summer camps were lack of a trained staff, insufficient time, and lack of finances.

21. Some of the best features of camps relative to guidance as indicated by some directors are a well trained, cooperative staff, individual counseling, and a permissive flexible program.

22. The primary means suggested by camp directors by which the Michigan Camping Association and Michigan colleges and universities can help to improve guidance in camps are by providing more guidance literature and materials and by assisting camps in selecting, recruiting, and training counselors.

23. According to camp authorities, the most important things camps can do to promote and foster more effective guidance of campers are to train and provide better staff members and to put more stress on guidance in the camp program.

24. The main attitude toward guidance in camping seemed to be that it is a good thing and that it needs to be more thoroughly interpreted and implemented in Michigan camps.

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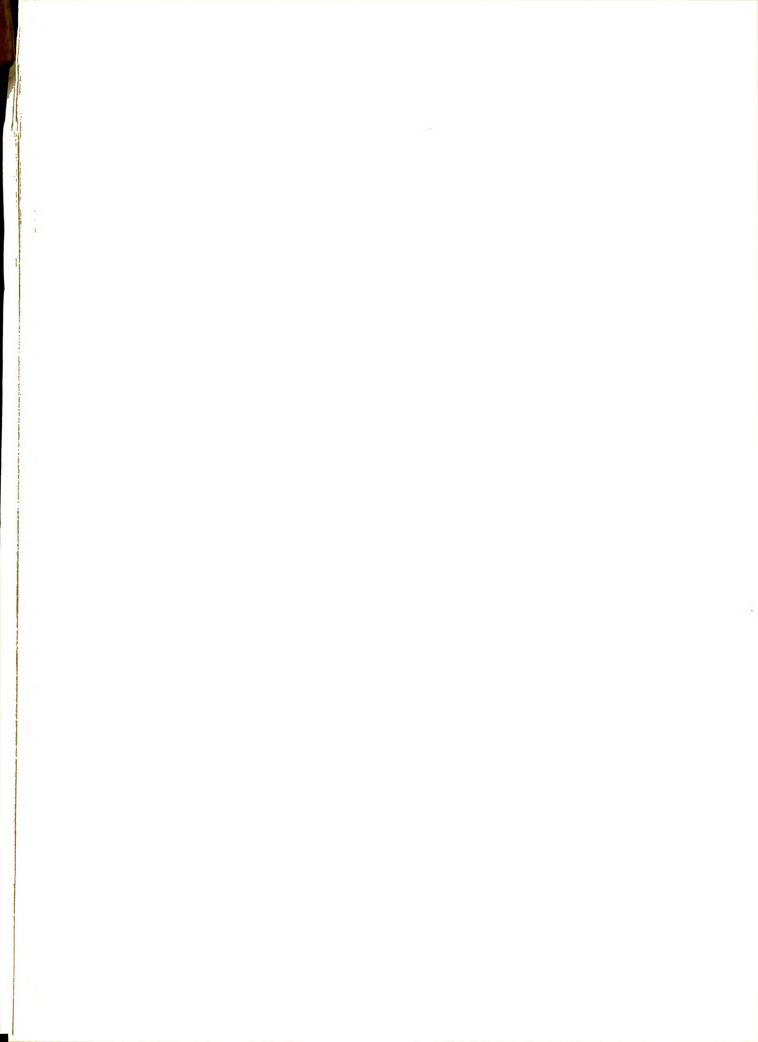
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CHAPTER I

THE PROBLEM: ITS NATURE AND IMPORTANCE

Introduction. In recent years guidance has become of much more concern to educators. It occupies a significantly prominent place in the total educational program. An interest in the guidance of youth manifests itself throughout the country in all phases of education; and, accordingly, the function of guidance has become broad and inclusive.

According to Skinner:

Child psychology, the increasing knowledge of individual differences, and the conception of education as continuous growth in ability to meet the demands of life in a changing society support the view that the function of guidance is as broad as education itself.¹

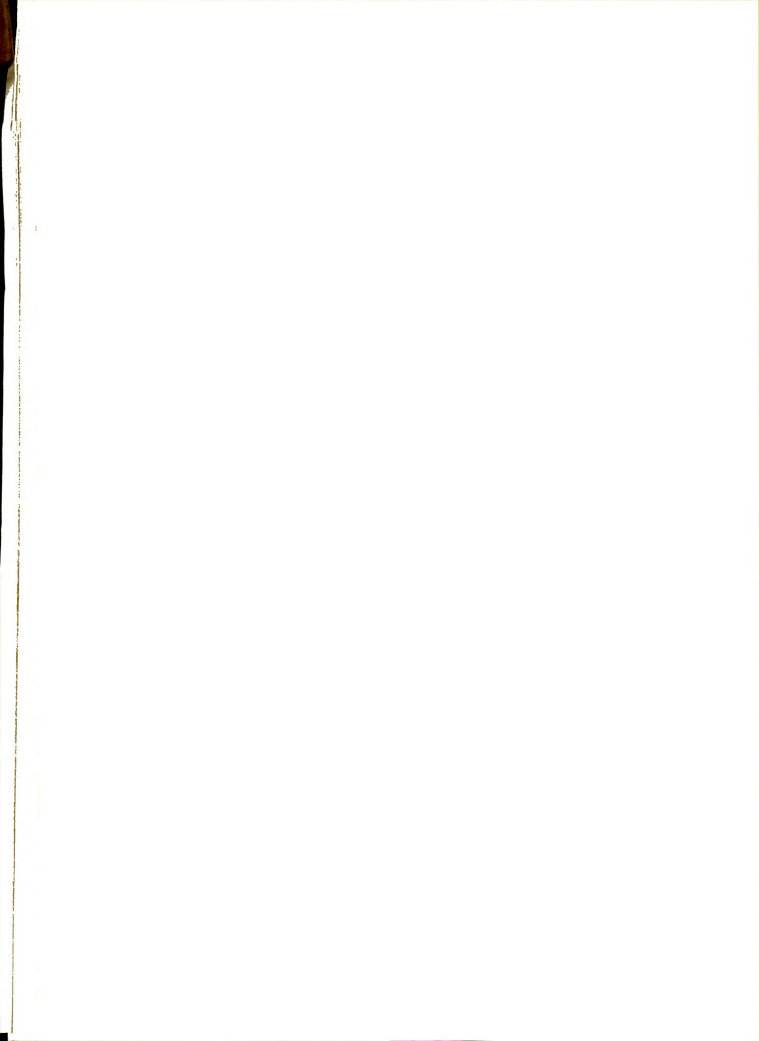
Camping is basically an educational endeavor, concerned primarily with the total growth and development of children. Dimock states that:

The most salient characteristic of the camp is that it is a community, conceived, contrived, and controlled as educational in purpose and process.²

This educational nature of camping carries with it many implications in relation to guidance. The careful

¹ Charles E. Skinner, Educational Psychology (New York: Prentice-Hall, Inc., 1945), p. 604.

² Hedley S. Dimock, Administration of the Modern Camp (New York: Association Press, 1948), p. 29.



guidance of campers is today one of the major concerns of camping. Each individual in camp required individual study and individualized treatment.³ The physical, social, and psychological implications of the summer camp experience as it affects the camper are tremendous.⁴ Opportunities for guidance to function in the camp setting are innumerable. The potential for effective assistance to campers in the multiplicity of social adjustments necessary in the camp environment is great indeed.⁵

In years past, camping was a luxury for the favored few. Today, it is considered by some people to be a necessity in the all around educational program, and should become a part of the educational system. Educators should provide all children with an opportunity for a camping experience.⁶ Dimock expressed the fact a number of years ago that camping as a part of the total educational experience of the American child and youth may not be far beyond the horizon.⁷ In view of

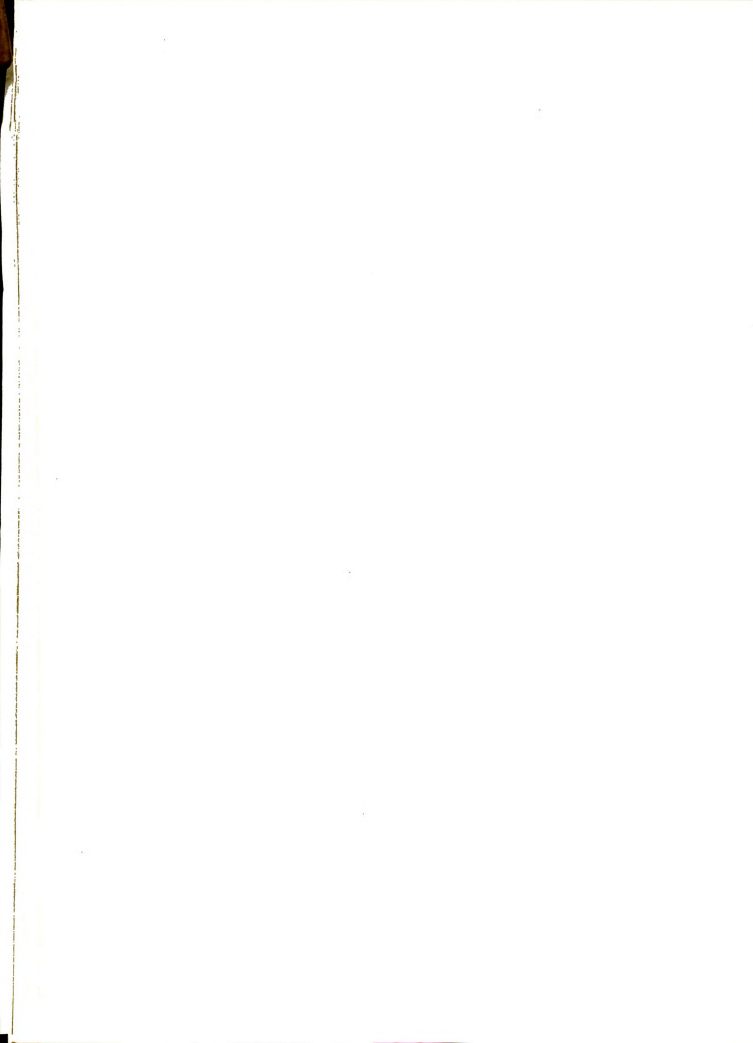
³ Louis H. Blumenthal, Group Work in Camping (New York: Association Press, 1937), p. IX.

⁴ C. Towle, "What About Summer Camps," American Childhood, 34:11, April, 1949.

⁵ H. Ross, "How The camp Can Help The School," Progressive Education, 14:602, December, 1937

⁶ American Camping Association, "The Role of Camping in Education," Camping Magazine, 18:26, February, 1948.

⁷ Hedley S. Dimock, "Summer Camp Today and Tomorrow," Survey, 80:146, May, 1944.



this evident trend towards camping for all children, it becomes more and more apparent that guidance in the total camping picture will assume an ever increasing prominence.

Statement of the Problem. The study was undertaken: (1) To determine what information concerning campers is in the possession of Michigan Summer Camps for Children; (2) To determine the extent of this information; (3) To determine what types of guidance techniques and practices are followed by these camps; (4) To determine the extent of these techniques and practices; (5) To determine the desirability of this information and these techniques and practices; (6) To compare the status of guidance information and practices of Michigan Summer Camps with their desirability as indicated by authorities in the field of camping; (7) To secure other pertinent facts relative to the status of guidance in Michigan Summer Camps for Children; and (8) To attempt to determine what must be done to improve the status and function of guidance in camps.

Need for Study. Charles W. Elliot, former president of Harvard University, claimed that "the organized summer camp is the most significant contribution to education that America has given the world". His statement is well borne out by the fact that organized camping has spread throughout the world into almost every country.⁸ In America, particularly, it has

⁸ C. A. Bowen, Campers Around The World (New York: Abingdon-Cokesbury Press, 1950), p. 28.



shown phenomenal growth. In the United States today there are more than 12,600 summer camps serving over 4,000,000 campers. This compares with 100 camps serving less than 5,000 campers in 1905.⁹

In view of this tremendous growth in camping, there is a great need for continuous gathering of information about camping.¹⁰ A survey of literature in the field indicates that comparatively little research has been devoted to the status, development, evaluation, and improvement of guidance in the camping program. No attempt has been made to investigate the extent and desirability of guidance information and practices. There is today in the camping program in America, an urgent need for a better understanding and a clearer picture of the place and function of guidance and counseling as it applies to the camping program. It is hoped that a study such as the one here undertaken will prove beneficial in meeting this need.

Need for Guidance in Camping. The need for guidance has been well-expressed by Traxler, who states that:

Psychologically, a need for guidance is found wherever the environment is sufficiently complex to permit a variety of responses, and whenever individuals are not equipped to react instinctively to the stimulus of the environment.¹¹

⁹ Robert E. McBride, Camping At The Mid Century (Chicago: American Camping Association, 1953), pp. 11-12.

¹⁰ Ibid., p. 1.

¹¹ Arthur E. Traxler, Techniques of Guidance (New York: Harper and Brothers, 1945), p. 1.



The responses, reactions, and adjustments required within the camp environment and social structure necessitate the adherence to basic effective guidance practices and procedures. Guidance in camping can help to produce maturity in individuals. Social progress today demands maturity among the various members of society. This can be brought about much more readily through sound guidance practices. According to Kraines and Thetford:

The more that members of society are immature, the more will the total social personality be characterized by instability; and the consequent customs, taboos, and laws make it more difficult for each person to achieve that intellectual honesty and that emotional integrity and stability so essential to health and happiness.¹²

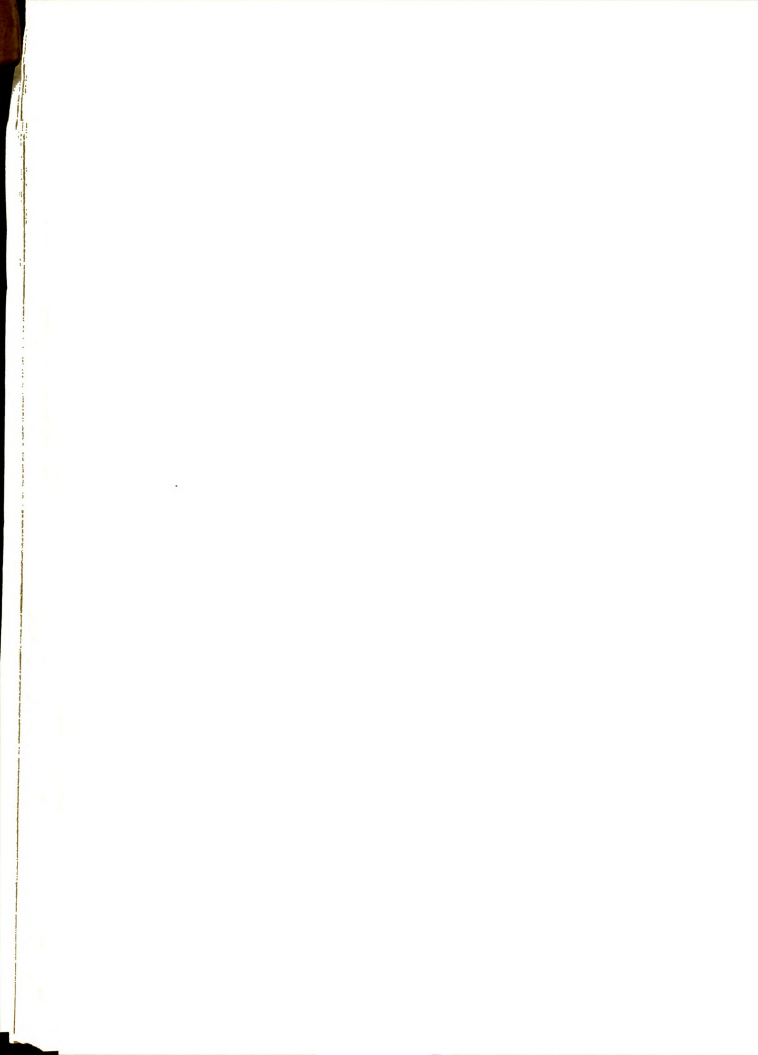
The gradual evolution of the personality should take place in childhood and should culminate in emotional maturity coincident in time with physical and social maturity.¹³ Effective guidance in the summer camp program can help greatly in this fundamental transition.

Personality development follows biological principles in a sense, since each part has its special time of ascendancy, and if a part does not arise at its appointed time, it will never be able to form fully.¹⁴

¹² S. H. Kraines and E. S. Thetford, Managing Your Mind (New York: The Macmillan Co., 1943), p. 353.

¹³ Irene M. Josselyn, Psychosocial Development of Children (New York: Family Service Association of America, 1948), p. 19.

¹⁴ Helen L. Witmer and Ruth Kotinsky, Personality in the Making, (Mid-Century White House Conference Report) (New York: Harper and Brothers, 1952), p. 264.



According to Drought, the camp atmosphere is especially conducive to the development of personality and maturity in a socially desirable and individually beneficial fashion.¹⁵ If this is true, it behooves the camp and all individuals and groups associated therewith, to effectively utilize and more fully exploit this vast potential.

Although much of the guidance in a summer camp arises informally and spontaneously, a certain amount of planning is needed.¹⁶ More accurate methods for appraising social adjustment are needed.¹⁷ Much more information is needed relative to the most effective techniques and practices to be used. Irwin points out that camp leaders are recognizing more and more the need for guidance in the camping program when he says:

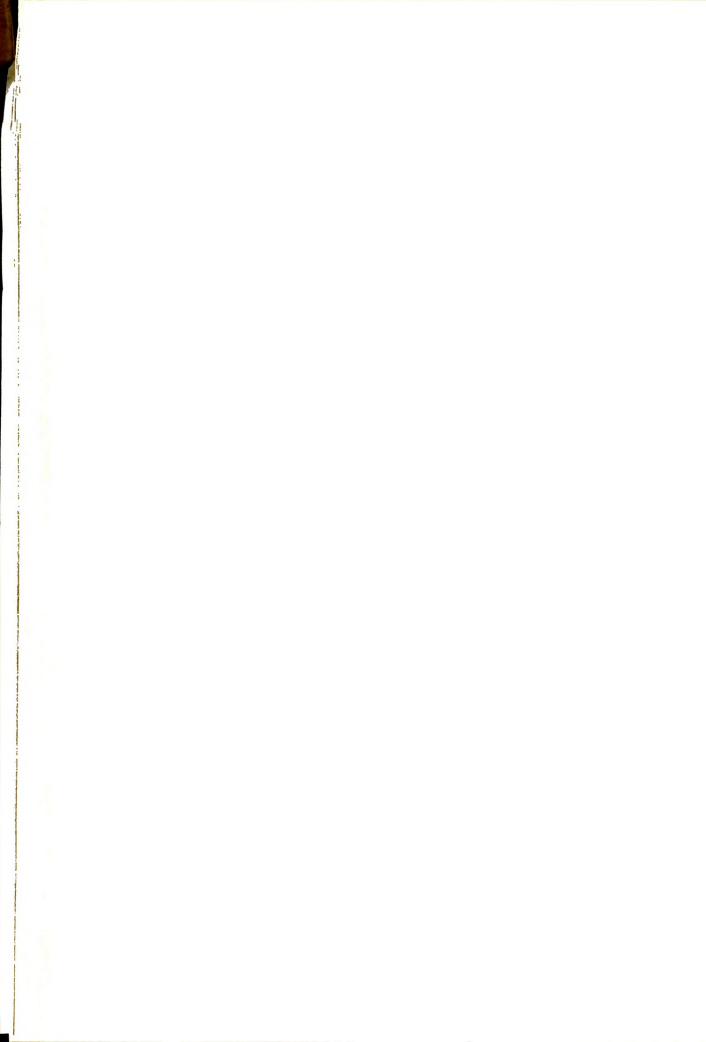
In recent years, however, camp administrators have been growing up to their responsibility as educators, rather than entertainers. In the better organized camps, a serious effort is now being made to know each of the campers, and to devise a camping program sufficient in quality and flexibility to meet the needs of these campers. Counselor training courses are putting more emphasis upon an understanding of the "whole" child and less emphasis upon proficiency in a specific camp skill. Camp programs are being evaluated in terms of "what do they do for the child" instead of "what do they offer".¹⁸

¹⁵ Neal Drought, "Character Building in Camp," Camping Magazine, 8:3, March, 1936.

¹⁶ Louis Wessel, "Camp Life and Purposeful Planning," Camping Magazine, 7:14-15, December, 1935.

¹⁷ John J. Ivan, "Rating Camper Behavior," Camping Magazine, 23:16, February, 1951.

¹⁸ Frank L. Irwin, The Theory of Camping (New York: A. S. Barnes and Company, 1950), p. 2.



More and more, camps are being organized around the concept of individual growth and development, thus increasing the need for services which assist campers in making the best adjustment to various situations confronting them. Camp leaders are becoming aware of the fact, that though standards may be uniform, children are not. From such a realization, an increasing demand for programs designed to understand the individual and aid him in meeting his problems has arisen.¹⁹

The need for guidance in the camping program is especially significant in view of the fact that children of camp age have reached a stage in the life cycle during which they require more assistance in the form of guidance from adults. Witmer and Kotinsky claim that:

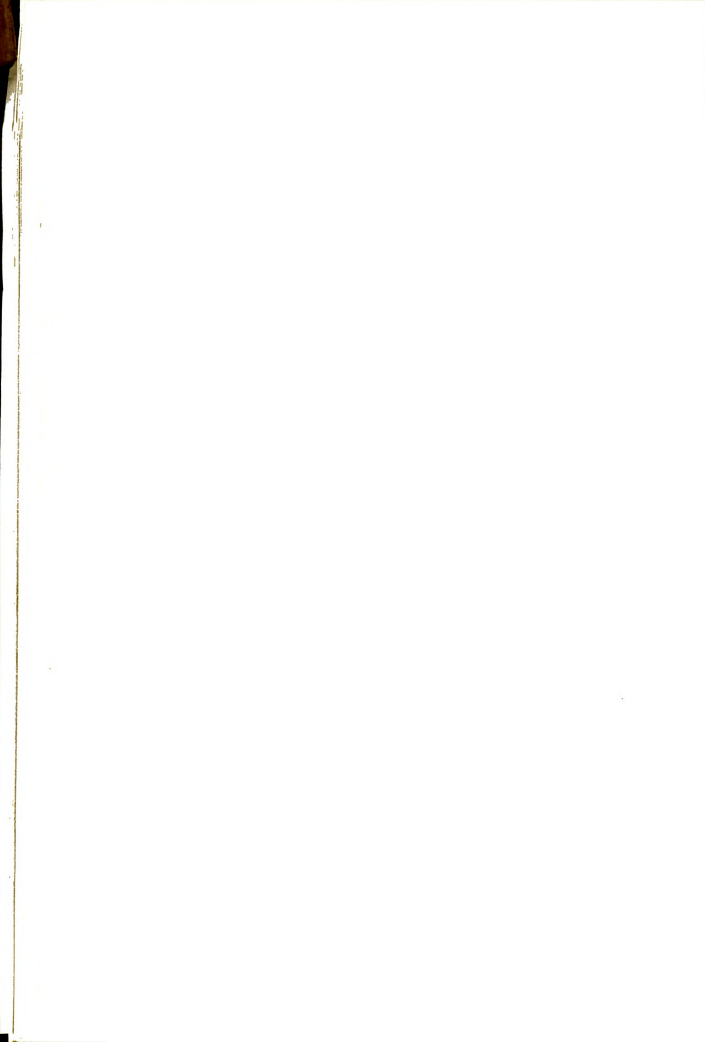
The older child confronted with an increasing number of adults, a widening world of experience, and more and more important decisions to make, normally seeks and finds some grown person with whom he establishes a relationship of special confidence.²⁰

Camp age children not only are receptive to guidance, but they need and seek it.

The need for guidance in the summer camp program has gradually become more and more evident. Recognition of it by leaders in the area of camping has given rise to a trend in

¹⁹ Carl R. Rogers, Counseling and Psychotherapy. (New York: Houghton Mifflin Company, 1942), p. 6.

²⁰ Witmer and Kotinsky, op. cit., p. 264.



the development of more and better programs which can be conducive to effective guidance.

Value of Guidance in Camping. It is ordinarily assumed that if guidance is of value in the school environment, it is likewise of value in the summer camp. The type, degree, and adaptation of guidance practices will nevertheless vary in accordance with the aims, objectives, and purposes of each particular type of camp. Very often the value of guidance in the school situation depends not so much on tests, measurements, and examinations, although they have their place, but, by and large, on the systematic, incidental observation of teachers who see the child through many hours of the week in many situations.²¹ This is especially true in the case of the camp counselor who is often with the campers twenty-four hours a day.

Guidance of campers can greatly enhance the socialization process.²² The ability to get along well with other people is by all odds the most important factor making for personal happiness and effectiveness in an individual's life.²³

²¹ California Elementary School Principals' Association, "Guidance in the Elementary School," (Oakland, California: California Elementary School Principals' Association, 1938), p. 8.

²² Douglas A. Thorn, "Camping as a Socializing Experience," Camping Magazine, 8:5, May, 1936.

²³ William C. Menninger, Understanding Yourself (Chicago: Science Research Associates, 1948), p. 44.

This is one of the primary concerns and functions of guidance in the camping situation.

The entire structure of the camp program involves an integration of guidance throughout its pattern. According to Osborne:

If one really accepts the idea that guidance is at the heart of camping, he has at once a definite and valid standard by which to appraise the numerous aspects of camp program and procedures.²⁴

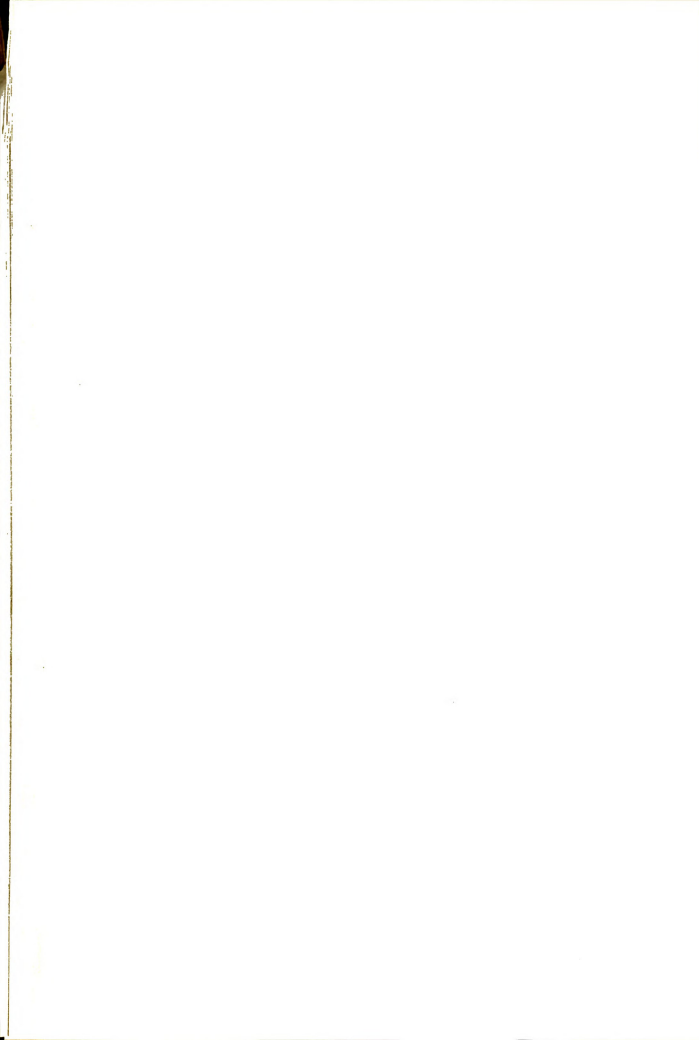
It has been pointed out before that the camp environment is especially conducive to effective guidance. Some of the basic reasons for this gives further emphasis to the fundamental values of guidance in the camp program. Drought lists some of these factors as follows:

1. The fact that each child is primarily with his own age group.
2. The fact that the child is out of contact with the home.
3. The fact that the child is in rural surroundings.
4. The fact that the majority of campers are adolescent and pre-adolescent children.
5. The fact that a counselor-camper ratio of 7-1 or less exists, as compared to the teacher-pupil ratio of 30-1 as found in the schools.
6. The fact that the program is more appealing.
7. The fact that the atmosphere is more permissive.²⁵

Whether or not these values can be effectively provided depends upon the camp staff. Only when they can assist in

²⁴ Ernest G. Osborne, Camping and Guidance (New York: Association Press, 1937), p. 5.

²⁵ Drought, op. cit., p. 4.



developing the child's mental, physical, and social abilities as well as his work habits and his emotional drives will they be able to help the child find the specific interests which match his abilities, skills, and attitudes.²⁶

The value of good guidance practices in the summer camp cannot be over-estimated. Only to the extent, however, that each individual camp, its administration and its leaders, intelligently and thoroughly promote and implement such practices can these values be truly felt and appreciated.

Definition of Terms. Inasmuch as guidance has become primarily associated with schools and educational institutions, the definitions to follow concerning guidance will be given in this frame of reference. Since camping is basically an educational endeavor, definitions given in reference to the school situation will be applicable to camps as well.

Guidance. Traxler conceives of guidance as follows:

Ideally conceived, guidance enables each individual to understand his abilities and interests, to develop them as well as possible, to relate them to life goals, and finally, to reach a state of complete and mature self-guidance as a desirable citizen of a democratic social order.²⁷

A similar definition is given by the Michigan State Board of Control for Vocational Education who defines guidance as being:

²⁶ Irwin, op. cit., p. 45.

²⁷ Traxler, op. cit., p. 3.

The process of assisting the individual to understand his abilities, needs, interests, aptitudes, limitations, and opportunities, and to make wise choices and adjustments in the light of this knowledge, in order that he may better serve society and live more happily.²⁸

The absence of common understanding among educators concerning guidance terminology, procedures, and practices has gradually given way to concepts which are more crystalized and meaningful.²⁹ Although guidance in relation to the camping program may not be quite as broad and far-reaching as that in the school program, it does incorporate the basic concepts of the above definitions.

Guidance Services. In relation to the school program, guidance has been defined as a group of services by Erickson, who states:

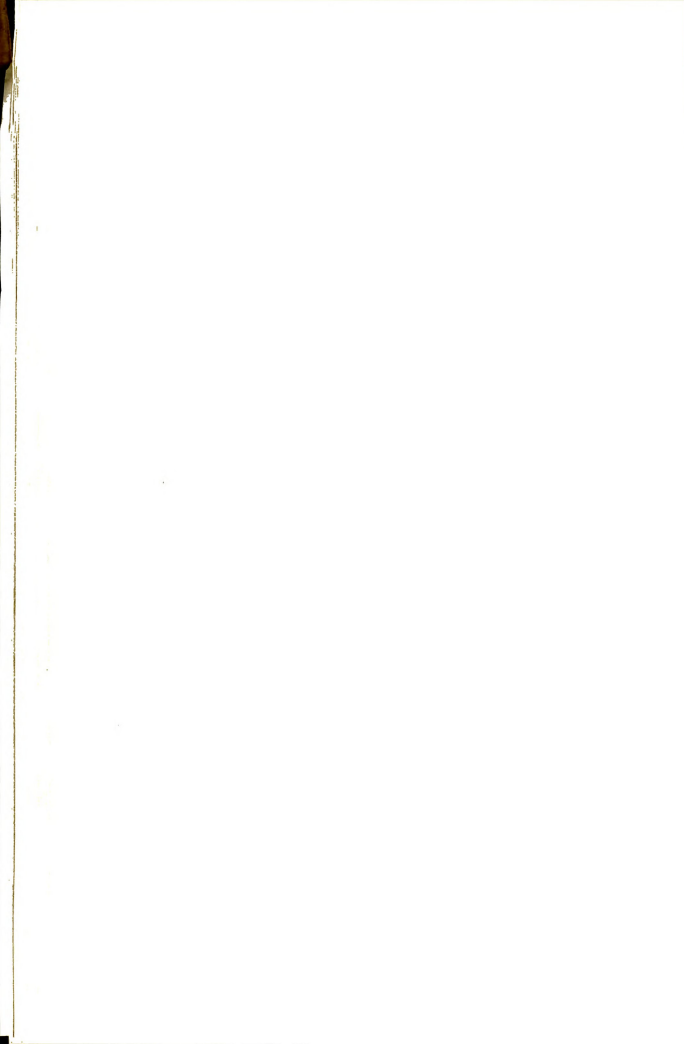
Guidance is that body of services organized specifically to help pupils solve their problems and to improve their planning.³⁰

He lists these as: (1) The Individual Inventory Service which is concerned with procuring, recording, and interpreting information about each student; (2) Information Services which include procuring and maintaining of various

²⁸ Michigan Program of Occupational Information and Guidance, Bulletin No. 264 (Lansing, Michigan: The State Board of Control for Vocational Education, 1940), pp. 2-3.

²⁹ Harl R. Douglass and Hubert M. Mills, Teaching in High School (New York: The Ronald Press, 1948), p. 470f.

³⁰ Clifford E. Erickson, editor, A Basic Text for Guidance Workers (New York: Prentice-Hall, Inc., 1947), p. 8.



types of up-to-date educational and occupational information, and the making of these resource materials available to students and teachers; (3) Counseling Services which draw on all sources of information to assist each student through interview and other individual relationships in resolving his many educational, vocational, and personal problems; (4) Placement Services which assist students in effectively attaining their educational and vocational aims; (5) Follow-up and Evaluation Services which attempt to provide assistance to students after leaving school and to aid faculties in planning a more meaningful program of instruction for those students in school; and (6) Services to Staff which attempt to facilitate the work of the instructional personnel through in-service-training activities and other media in cooperatively providing a better educational program.³¹ From the point of view of the summer camp, the above mentioned services which are of primary concern are The Individual Inventory, Counseling Services, and Services to Staff. The other areas certainly are significant. Nevertheless, the camp is not in a position to adequately administer such things as Information Services, Placement Services, and Follow-up and Evaluation Services, nor are the majority of campers of an age group to which such Services would be

³¹ Ibid., pp. 8-9

applicable and especially beneficial. To a certain extent, Information Services can be beneficial. Also, Follow-up and Evaluation can to a degree be a valuable function; but, ordinarily, there is little need for Placement Services.

Guidance Practices. The term "guidance practices" or the expanded term "guidance tools, techniques, and practices" as used in this study refers to those activities engaged in by camps or camp personnel in providing help either directly or indirectly to campers in better understanding themselves and making wise choices and adjustments. It involves methods whereby guidance services may be effectively given.

Camping. The term "camping" as it will be used in this study, refers to the organized summer camp for children. Irwin defines organized camping as:

An educational enterprise, located in an out-of-doors environment, which provides children with the opportunity to: (1) Live, work, and play in a group situation; (2) Obtain experience and insight into many of the basic processes of life; and (3) Receive guidance from a mature counselor who observes and influences the camper twenty-four hours per day over an extended period.³²

According to Benson and Goldberg:

The distinguishing characteristic of camping is that the group prevails rather than the individual. Although camping can be carried on by individuals, organized camping implies a group working together toward a more or less common goal.³³

³² Irwin, op. cit., p. 1.

³³ Reuel A. Benson and Jacob A. Goldberg, The Camp Counselor (New York: McGraw-Hill Book Company, 1951), p. 1.



Camping includes at least five basic elements: out-of-doors, recreation, group living, education, and social adjustment³⁴

Guidance in the area of camping is unique in that it has the same basic aim as guidance in the schools, namely, to help and assist children. It does not, however, assume the same position relative to the type and extent of services given, as is the case in the school situation.

Plan of the Study. This study has been divided into eight chapters: Chapter I includes a statement of the problem and other related information necessary to a better understanding of the study. Chapter II deals with a brief review of the background of the problem along with a review of the research done and studies made concerning guidance and camping. Chapter III consists of a detailed review of the methodology involved in constructing, validating, distributing, and tabulating the results of the questionnaire-check-lists used in the study, along with a presentation of the scope of the study. Chapter IV through VII are concerned with the presentation and analysis of the data in relation to the various aspects of the survey. Chapter VIII includes the findings, conclusions, and recommendations.

Limitations of the Study. Inasmuch as this is a

³⁴ American Camping Association, American Camping Association Standards (Chicago: American Camping Association, 1950), p. 1.

normative survey involving the use of a questionnaire, the study inevitably has its limitations. The difficulty of validating the questionnaire, the difficulty of procuring the desired cooperation of the sources of information as well as the selection of sources have tended to limit the effectiveness of the study.³⁵

The limitations of the respondents has further tended to inhibit the efficacy of this endeavor. The degree to which they were qualified to give the requested information, the accuracy of their replies, their interest in the project, their interpretation of questionnaire items and the extent to which they applied the instrument to their particular camp situation are all significant factors.³⁶

Although responses were obtained from approximately 70 per cent of all the camps in Michigan, the lack of responses from the remaining 30 per cent tends to limit the validity of the information. Since the data were collected in the summer of 1953, the study is limited somewhat in respect to time. In several years it will be out-of-date. In the phase of the study dealing with the desirability of

³⁵ Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Apuleton Century Company, 1941), pp. 324-337.

³⁶ Mildred B. Porter, Surveys, Polls, and Samples (New York: Harper and Brothers, 1950), p. 284.



guidance information and practices, it was necessary to select a group of authorities. The relatively small number of these authorities and the difficulty in selecting them may be considered an additional limitation. Since the study is confined to camps in Michigan, findings are correspondingly limited.

Basic Assumptions of the Study. In the development of this study, the basic assumptions upon which the entire project was predicated are:

1. That a better knowledge and understanding of campers and their backgrounds, on the part of camp leaders, will tend to promote more effective guidance among campers.
2. That the proper use of effective guidance tools, techniques, and practices will tend to enhance the happiness and welfare of campers and camp leaders and ultimately lead to a much more satisfactory and beneficial type of camping.
3. That if certain guidance information and practices are desirable in schools, many of them will also be desirable in the camp situation.

Summary. This study deals with the extent to which various types of guidance information and practices are in evidence and in use in Michigan Summer Camps for Children. Also, the desirability of these practices as indicated by various authorities is of concern. Such a study seems well worth while, since the results would be a significant contribution to educational and camping research. Furthermore, inasmuch as guidance has become such an important phase of education and education has become basic to camping, such an investigation is well justified. This is especially true

in view of the fact that so little research has been attempted in this area. Very little is known relative to what is being done or what should be done in this particular area. The study has been divided into eight chapters, four of which have been devoted to an analysis of the results of the survey. Various limitations associated with the questionnaire method, the respondents, and the selection of sources are evident in the study. This dissertation is primarily significant in that no other studies of this nature have been previously undertaken.



CHAPTER II

BACKGROUND OF THE STUDY AND REVIEW OF THE LITERATURE

Introduction. Organized camping as we know it today is the product of a developmental process extending over a number of years. In order to furnish the reader with a more comprehensive picture of the total area of camping, its background, its goals and objectives, and its relation to guidance, a presentation of such material will be given in the pages to follow.

A review of the pertinent research in camping and guidance, which relates to this study, will be provided in the latter pages of this chapter.

Development of Organized Camping

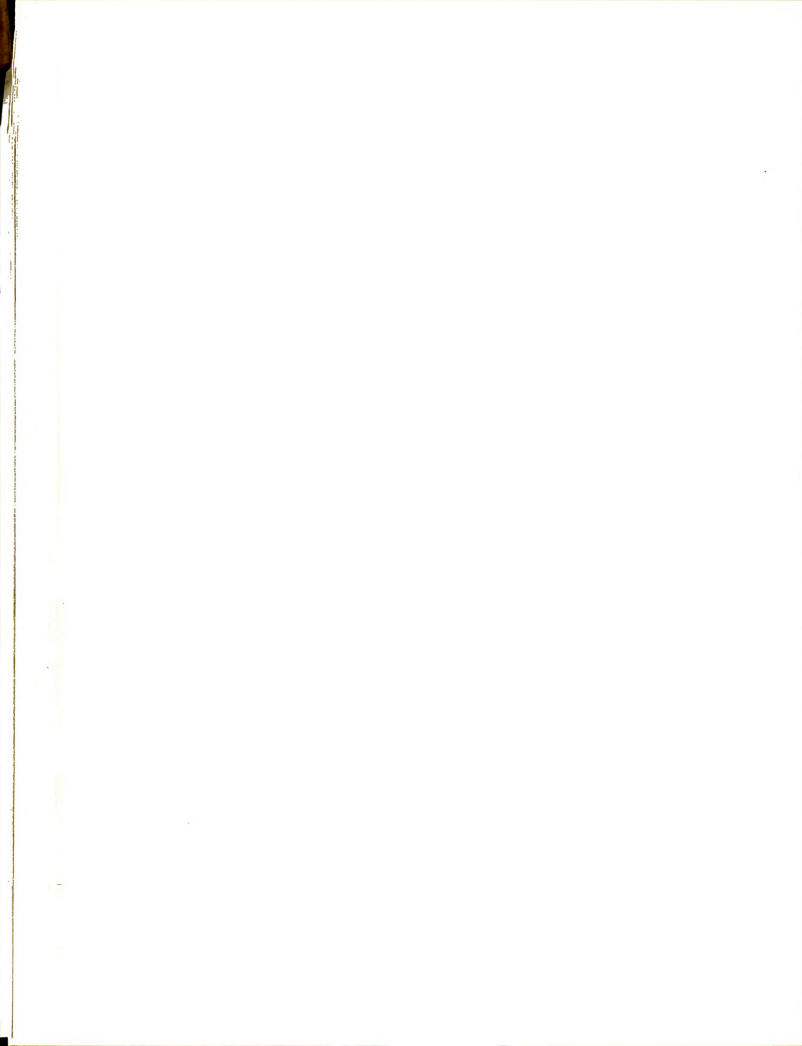
During its comparatively brief life cycle, organized camping has passed through three basic stages of development. These include: (1) The recreational stage (1861-1920), characterized by the concept of providing wholesome, healthful fun in the out-of-doors; (2) The educational stage (1920-1930), exemplified by the emphasis on the individual needs and interest of the child and the addition of such activities as dramatics, crafts, dance, and music to the program; and (3) The stage of social orientation and responsibility (1930 -), portrayed by the increased awareness of the basic

purposes of the camp and the adaptation of the camp to the child rather than the child to the camp.¹

The Recreational Stage. Organized camping developed from a pattern of sociological factors peculiar to the late nineteenth century. Urbanization and industrialization had greatly reduced the freedom and scope of experience of the city child. A growing concern for the welfare of children, which was also reflected in the rise of the playground movement, provided ready acceptance of a new plan that enabled children to participate in out-of-doors experiences. Need for children's services in our agricultural economy was gradually decreasing. Furthermore, schools were organized to provide a period of summer months for vacation. Both of these factors were conducive to the development of camping. In the late decades of the 1800's, people were still close to the pioneering generation. Values of ingenuity and resourcefulness characterizing the early American out-of-door heritage were desired for children who were forced to grow up in the midst of an industrial revolution.

Initial attempts at group camping occurred as private individuals organized camps for boys in the period from 1860

¹ Hedley S. Dimock, Administration of the Modern Camp (New York: Association Press, 1948), p. 24.



to 1880.² Although the first written accounts were meager, they attracted the attention of many youth leaders. In the first decades, in addition to new private camps, agencies such as the Young Men's Christian Association and some of the New York social settlements established summer camps for boys.

Frederick William Gunn, who is generally considered to be the "Father of Organized Camping", was the founder and head of the Gunnery School for Boys in Washington, Connecticut. With the coming of the Civil War, his students, boylike, wanted to live like soldiers and were sometimes permitted to march, roll up in their blankets, and sleep out-of-doors. From this developed some of the first concepts of organized camping as we know it today.³

As public acceptance of camping increased, new values were defined. By 1902, the merits of summer camping for boys were so well accepted that the first summer camp for girls opened.⁴

In its first fifty years, the camping movement was predominantly localized in the New England States, where private camps were readily accepted by parents accustomed to

² H. W. Gibson, "The History of Organized Camping," The Camping Magazine, 8: Chapter 1, January 1936. (unpaged)

³ Viola A. Mitchell and Ida B. Crawford, Camp Counseling (Philadelphia: W. B. Saunders Company, 1950), p. 7.

⁴ Gibson, op. cit., Chapter IV, April, 1936. (unpaged)

private school organizations. Gradually, however, it spread to numerous other areas.

From 1900 to 1910, camps for boys and girls increased steadily, but the first important impetus in the movement occurred with the organization and development of the large youth group agencies. In the decade following 1905, the Campfire Girls, Boy Scouts of America, Girl Scouts of the United States of America, and the Girl Reserves, each included summer camping as an integral phase of its year-round program. From this time on, summer camps began to organize in large numbers.

The Educational Stage. Although interrupted by World War I, the camping movement during the 1920's again experienced another intensive expansion. This time, largely through the influence of the youth agencies already mentioned, development of camps extended throughout the country and assumed much more of an educational complexion. Improved means of communication and modes of transportation, coupled with the development of the roads and the consequent opening of new wilderness country, made important contributions to this new movement.

The summer camp began to emerge as a recognized institution and new concepts of objectives became apparent. Camps began to develop curricula including music, dramatics, dance, crafts, nature study, athletics, and camp skills. Many

camps became structured similarly to schools. In the early literature, objectives were stated in terms of "roughing-it" or "putting the child in tune with God", or "self-discipline of hardships".⁵ Although the years following World War I saw camping assume a militaristic aspect, camping programs and leadership gradually began to re-emphasize their objectives in terms of individual needs and educational values. Many publications of the period reflected this transition.⁶

The Stage of Social Orientation. Although camps tended to adhere to the basic educational concepts, the early 1930's and the years to follow saw more of an emphasis on social orientation. This was exemplified by an increased awareness of basic camp purposes and an adaptation of the camp to the child rather than the child to the camp as was the case in the 1920-1930 decade. This growing emphasis on "socialization" found in organized camping was reflected in a variety of patterns. Counseling techniques related to individualized needs of campers was stressed.⁷ Various studies dealing with the effectiveness of the camping program were made. The need for a more adequate program to promote

⁵ Ibid., Chapter II, February, 1936. (unpaged)

⁶ Lloyd B. Sharp, Education and the Summer Camp (New York: Columbia University Press, 1930), 114 pp.

⁷ Osborne, op. cit., p. 242.

camper health was studied.⁸ Group work as a significant phase of camp counseling was being given more emphasis and was becoming more and more prominent.⁹

In 1942, Redl, in discussing the role of camping in education, wrote: "To learn how to handle themselves under the impact of freedom situations is one of the greatest contributions which camping can make to the education of a democratic country".¹⁰ This expresses well the evolving concept of socialization and individualization which was evident at that time. In writing for the American Camping Association, Lyle emphasizes this concept of social inter-relationships when she states:

In some camps which include campers from various racial, ethnic and religious backgrounds, (and the number is growing) children may, for the first time, have an opportunity to live in a really democratic community where the myths, created by prejudice fade away in the reality of daily experience.¹¹

In recent years the school camp has come into prominence and gained recognition. This relatively new venture provides camping opportunities for school children during

⁸ J. Edward Sanders, Safety and Health in Organized Camps (New York: Casualty and Surety Underwriters, 1931), 133 pp.

⁹ Blumenthal, op. cit., 120 pp.

¹⁰ Fritz Redl, "The role of Camping in Education," Camping Magazine, 14:42, February, 1942.

¹¹ Betty Lyle, Camping, What Is It? (Chicago: American Camping Association, 1947), p.4.



the school year. Out-door education, long a part of summer camping, may not be a part of the regular school curriculum.

Adapting the camp to the child, socialization and individualization of campers, and the concept of camp purposes in relation to the total growth and development of campers are all characteristic of the recent stages of the camping movement.

Goals of Camping

Throughout the growing years of the camping movement, various goals of camping have been developed and formulated. In order to provide the reader with a broader concept of the place of guidance in camping, some of the goals, concepts, and values of camping will be expressed. Today, these goals have become considerably more crystalized and established, particularly through the work of the American Camping Association. This organization maintains that:

The camp program should be conceived of as all the situations, relationships, and activities that enter into and affect the total experience of the camper.¹²

Camping is broad and extensive. It is life in the fullest sense of the word, and yet we still are not at all certain of the function of camping. Morse points this out when he

¹² American Camping Association, Marks of Good Camping (New York: Association Press, 1941), p. 23.

says:

Just what camping does to or for children is not in any scientific sense known. Neither have specific camping processes and philosophies been made experimental variables subject to measured results.¹³

Camping is regarded today by society and leaders of human welfare as one of the basic indispensable factors necessary for the growth and recreation of all people in all conditions of life.¹⁴ Despite the comparative consolidation in thinking relative to the concepts of the role and function of camping, much still remains to be done in the development of such concepts.

Many authors have interpreted the role of camping in terms of objectives and aims. Kilpatrick¹⁵ expresses the role of camping in relation to three specific aims of education: (1) To help children to grow into more adequate selfhood and personality; (2) To help children to enrich their own life; and (3) To help children to grow into more adequate social relationships.

Doherty¹⁶ points out that objectives should be such

¹³ William C. Morse, "Some Problems of Therapeutic Camping," The Nervous Child, 6:211, April, 1947.

¹⁴ Howard Y. McClusky, "Camping Comes of Age," Camping Magazine, 19:14, November, 1947.

¹⁵ William Heard Kilpatrick, "The Role of Camping In Education Today," Camping Magazine, 14:14, February, 1942.

¹⁶ Kenneth J. Doherty, Solving Camp Behavior Problems (New York: Association Press, 1944). pp 7-10.

that they conform to the needs, abilities, and interests of the individual camper. The program should emphasize activities that stimulate the individual to further activity. The essential functions of camping in relation to education are incorporated in the four basic objectives of the Educational Policies Commission of the National Education Association. These are: (1) Self realization; (2) Human relationships; (3) Economic efficiency; and (4) Civic responsibility. These may be extended to include physical health, emotional integration, understanding of principal processes, enlightened social participation, acquisition of tastes and appreciations, and spiritual growth.¹⁷

Objectives differ from camp to camp in accordance with various purposes of the camp. Church camps, although basically the same as all other camps in their objectives, are unique in that emphasis is given to the creation of a camp atmosphere in which the skills and spirit of Christian living become a part of each individual camper.¹⁸

That there is today a sense of common purpose in organized camping is well expressed by Northway, who says:

¹⁷ New York Section, American Camping Association, The Place of the Organized Camp in the Field of Education (Ann Arbor: American Camping Association, 1936), p. 2.

¹⁸ International Council of Religious Education, When Juniors Go Camping (Chicago: International Council of Religious Education, 1947), p. 6.

Although the aims differ considerably in various camps, through the camping associations there is arising a sense of common purpose and a realization of the place the camp may hold in the world of today and tomorrow. This common purpose seems to be the guided development of the child through an enriched and interesting environment. The camping experience, it is believed, should help children become creative, self-reliant persons, and cooperative, responsible citizens. The camp program, the many activities, and the instruction in various skills are no longer considered as ends in themselves, but as means through which children can develop the possibilities they possess.¹⁹

A six week camping period is approximately equal, in number of hours, to the total time a child spends in school during the entire year, and very often this period in camp can be a great deal more effective in the growth and development of the child. Only through actually living with children in an environment such as the camp affords can adults truly learn to know children. In such a situation adults can sense more fully the longings, hurts, wonders, delights, tumults, eagerness, joys, and pains of children. The essential values of group living within the camp society cannot be overestimated.²⁰ Man is essentially a herd animal and as such strongly desires contacts with other members of society. He assimilates the habits, manners, and customs as well as the modes of thinking and behaving of the group.

¹⁹ Mary L. Northway, Charting The Counselor's Course (New York: Longmans, Green and Company, 1940), p. 2.

²⁰ J. M. Luck, "Camp Values for All Children," Public Health Nursing, 38:269, June, 1946.

In turn his own personality influences the other members of his group.²¹

The interrelationship of all persons connected with a camp are of utmost importance. This group life is the essence of camping, which makes it an effective instrumentality for the development of the emotional, mental, and physical maturity for which we strive. It is because of such social relationships that the potential values of camping in influencing the character and personality development of children is so great. The democratic way of life basic to our American heritage is truly subject to expression in the summer camp.²² The opportunities to practice and live democracy in such an environment are endless. The numerous values of the camp can be elaborated upon extensively, but that is not the purpose of this study. Dimock sums up the values of camping to the child as follows:

1. Greater health and physical well being; bodily vigor, a capacity for play and relaxation, resistance to disease, and motor coordination.
2. Self development and personal growth; a more adequate personality; interests and skills for their enjoyment; abilities which enable people to create, to imitate, to plan, to be critical minded, to make choices with judgment, to determine with a sense of proportion that which is suitable, and to be self-directing because of inner controls.

²¹ Irwin, op. cit., p. 61.

²² L. E. Foley, "What Makes Camping Worthwhile?", Journal of Education, 131:152, May, 1948.

3. Social behavior and attitudes; satisfactory group relations and skills; social-mindedness, sense of communal responsibility and concern for human need.

4. Appreciations, ideals, and philosophy; aesthetic appreciations; religious ideals; and a philosophy of life, or values of faith.²³

The goals of the camping program are basically the same as those of education. The purpose of camping is to develop happy, adjusted individuals, capable of living in and contributing to our American society in an effective way.

Goals of Guidance

In order to aid in the presentation of a more realistic concept of guidance in camping, brief attention is here given to the fundamental goals of guidance. Basic concepts relative to the purposes, goals, function, and value of guidance have been expressed by many authors. Although most of this literature has been directed toward the schools, much of it is quite applicable to the camping situation.

According to Jones, guidance itself is not something new, since he states:

Guidance has always been given, but the recognition of its fundamental importance in the teaching process and in the learning process is comparatively recent. Whenever education as a conspicuous process began in the life of the human race, then Guidance began. Whenever and wherever three conditions existed, there was guidance. These conditions are: (1) The need for

²³ Hodley S. Dimock, et al, Character Education In The Summer Camp (New York: Association Press, 1935), p. 26.



choosing between courses of action; (2) The inability of the individual to choose wisely without help; and (3) The possibility of help being given.²⁴

Organized guidance is the individualizing and articulating element in the school system. Because of the impersonal and factory methods existing within the school structure, guidance is needed to restore personal responsibility and individual planning. Guidance must not merely function to serve problem children, but all children, particularly the ablest persons.²⁵ Guidance should anticipate problems and discover and prevent difficulties, as well as seek to make readjustments. The approach to guidance should be on an educational rather than a psychiatric level in order to avoid the existing possibilities of the damaging effects of unskilled probing of the deeper emotional life of children.²⁶

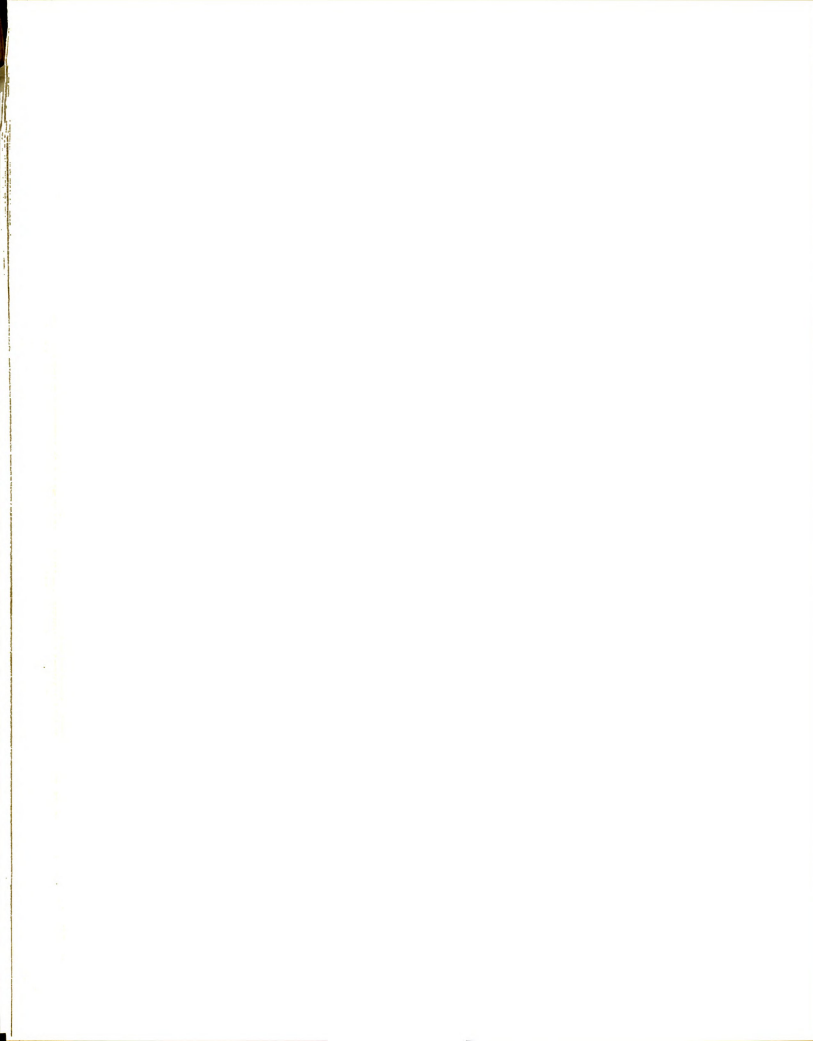
Erickson and Smith set forth four basic concepts expressing some basic purposes of the guidance program. These are:

1. The guidance program should be organized so that

²⁴ Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill Book Company, 1934), p. 423.

²⁵ Richard D. Allen, Organization and Supervision of Guidance in Public Education (New York: Ivor Publishing Company, 1934), p. xiii.

²⁶ Willard C. Olson, "The Diagnosis and Treatment of Behavior Disorders of Children," National Society for the Study of Education, 34th Yearbook, 1935, p. 350.



it makes the maximum contribution to the entire school program. It should contribute to the improvement of almost every activity represented in the school's total educational program.

2. It should be organized to provide ample time for competent individual counseling.

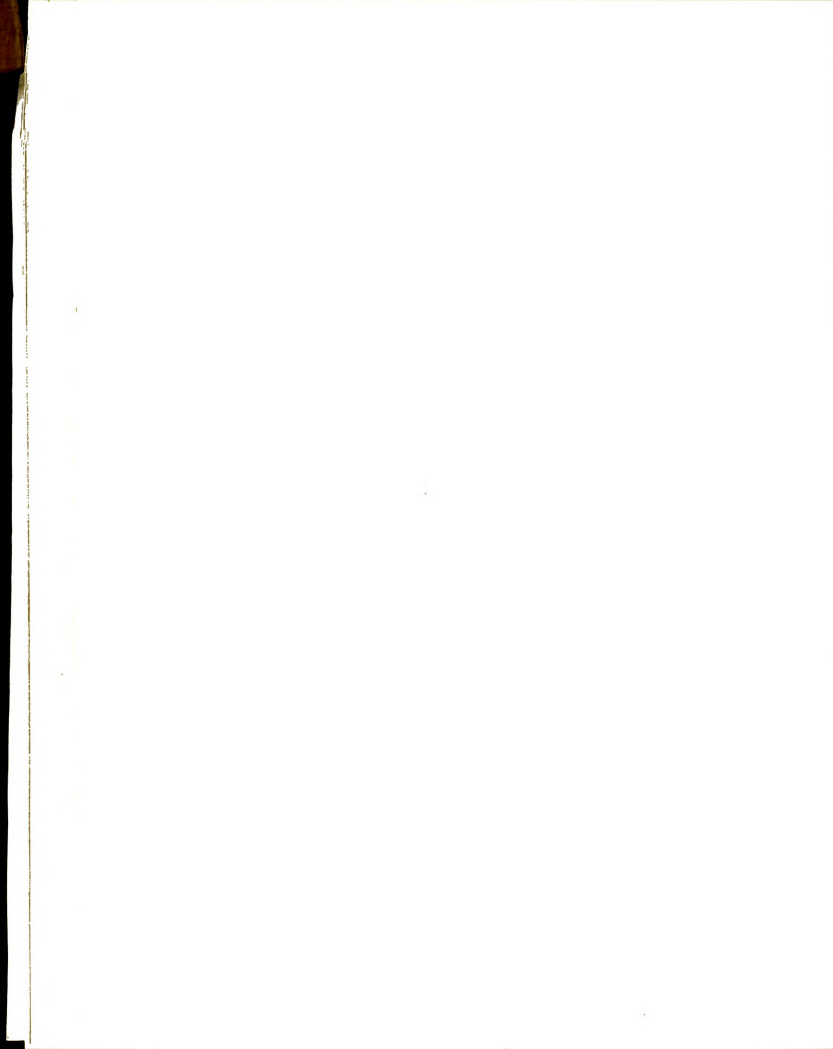
3. It should assist in coordination of school, home and community resources which contribute to the development of boys and girls.

4. It should be organized to provide those needed services which include placement, follow-up, testing, provision for occupational and training information, and many other related fields.²⁷

Guidance has an important place and function in the total educational picture. Many concepts have been expressed in relation to the role of guidance and the guidance process. Some of the basic concepts relative to the guidance process have been summed up by Hamrin and Erickson in the following:

1. Human values are of the greatest importance.
2. Guidance is interested in the "whole" individual.
3. The guidance process must take into consideration the whole situation, including the home, school church, and community.
4. Guidance work frequently needs to effect changes in the individual rather than fit the individual into his present circumstances.
5. Guidance is for all students and not just "problem" children or special cases.
6. Guidance is a continuous process.
7. The guidance program performs a unitary function since all aspects of the student's development are interrelated.
8. The function of guidance is to prevent rather than cure, and it should work with the student toward the goal of self-direction.
9. All teachers should be guidance workers. It cannot be carried on exclusively by a few.

²⁷ Clifford E. Erickson and Glen E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, 1947), pp. 21-22.



10. The guidance process must be carried on in conformance with a definite plan.²⁸

One of the primary goals of guidance is to prevent undesirable situations from developing. This is sometimes known as "preventive guidance". Witner and Kotinsky²⁹ refer to this as "anticipatory guidance". They emphasize the value of anticipating the child's development and needs in implementing desirable personality development.

Guidance aims toward assisting individuals in developing effectively. This process must be in keeping with the fundamental laws of nature. In his most personal experiences as well as in the sequence of his growing pattern, the child follows inner laws of development. He needs most of all love, encouragement, and guidance.

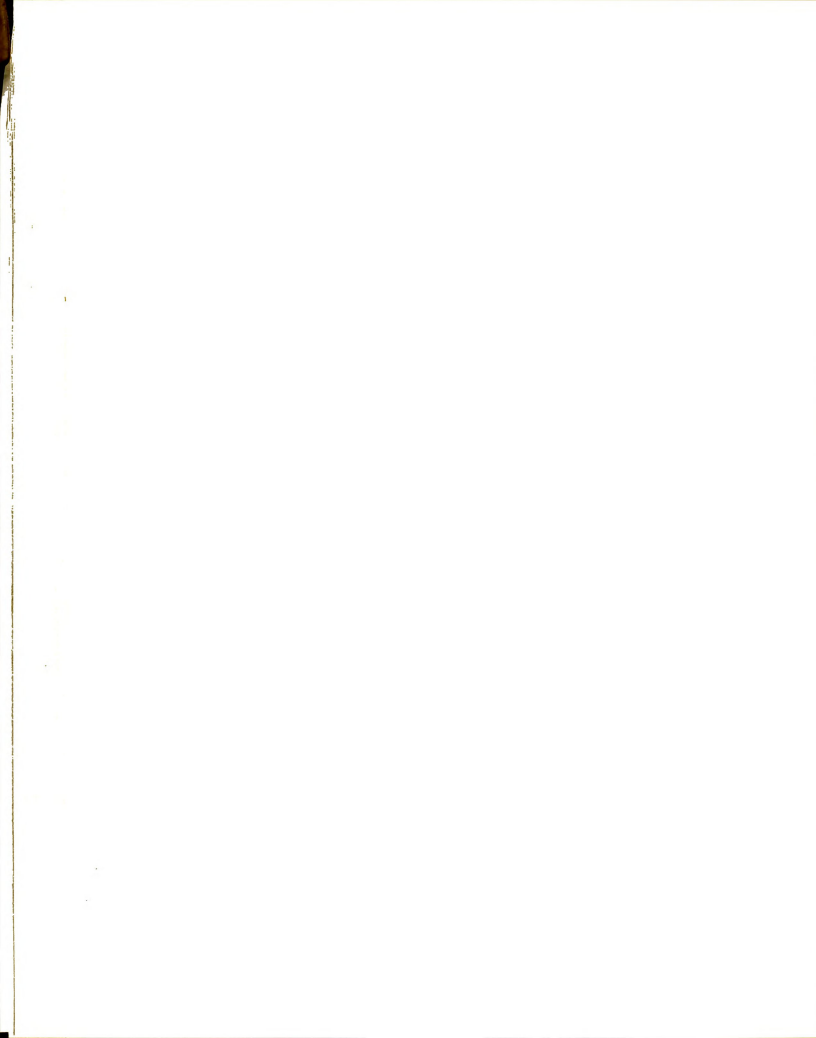
Basically, the guidance program is concerned with the individual, and the objective of the guidance program is to help the individual to learn to help himself.³⁰ Menninger³¹ expresses fundamental values of guidance, in terms of the individual, as helping a person in: (1) Improving relations

²⁸ Shirley A. Hamrin and Clifford E. Erickson, Guidance in the Secondary School (New York: D. Appleton-Century, 1939), p. 17.

²⁹ Witner and Kotinsky, op. cit., p. 265.

³⁰ Clifford E. Erickson, A Basic Text for Guidance Workers (New York: Prentice-Hall, Inc., 1947), p. 10.

³¹ Menninger, op. cit., pp. 44-45.



with other people; (2) Establishing a code of behavior; (3) Finding and developing sources of satisfaction; (4) Obtaining security; and (5) Developing values and attaching them to life goals.

Guidance like camping is broad and all-inclusive. It deals with the whole individual. It concerns his interactions within the structure of his total environment, and it is aimed more at prevention than at treatment.

Implications of Guidance in the Camping Program

In spite of the fundamental need for effective guidance in the camping program, present day knowledge is considerably limited relative to the form that this guidance should take. Many guidance practices have been found to be successful. Many have yet to be tried and developed in conjunction with the camp program. The numerous guidance techniques and practices effective in the schools will not necessarily be applicable to the camping situation. However, the extent to which this may be the case has yet to be established. The variance in size, type, purpose, and function of the many different camps is even greater than that in the schools.

Guidance in the summer camp is perhaps more closely associated with that type of guidance done in the elementary rather than the secondary schools. From this point of view,



the two important facts involved are the child's relation to other human beings and his acceptance of himself. Vocational adjustment, job placement, and occupational-educational information are much less significant in the elementary school as well as in the camp. At this level in the developmental pattern of children, a distinctive approach to the problem of childhood education and guidance is necessary.³² It should be pointed out, that inasmuch as the age range of campers in summer camps is primarily between nine and fourteen years, the majority of which are boys, there invariably tends to be an overlapping of the essential elements of the guidance process of the elementary and secondary school levels.³³

There is no definite pattern of guidance within the structure of the camp program. What works in one camp may not work in another. A great deal of research and investigation is still necessary in this entire field. Camp leaders recognize the need for guidance in camping; they know what it can do; they realize its purposes and values; and they consider it an essential process inherent in the camp program. Nevertheless, there is still a great deal of uncertainty relative to the role and function of guidance in the camping program.

³² California Elementary School Principals Association, op. cit., p. 7.

³³ McBride, op. cit., p. 13

The guidance of a child's development in the summer camp is the counselor's primary function. According to Scott,³⁴ "Guidance of youth as a philosophy has come to be an integral part of camping". Guidance in the summer camp should deal with the whole child. Every situation has possibilities for growth and is therefore in the field of guidance. The activities in the camp program which give rise to these situations should be considered merely as tools which aid in the total guidance process.³⁵

Children bring their various troubles to camp. If the camp is to assist the individual child in making an orderly development and bring him into a proper working relationship with the world about him, then it must realize that he has conflicts which he is continually trying to resolve and that these must be evaluated in the light of his behavior.³⁶

The foregoing implies the necessity for encouraging and developing good mental health in campers. The application of the fundamental principles of mental health will go a

³⁴ Cecil Winfield Scott, "Guidance in the Modern Summer Camp," Camping Magazine, 10:26, March, 1938.

³⁵ James L. Hymes Jr., "Training for Guidance," Camping Magazine, 10:7-9, January, 1938.

³⁶ Helen Ross, "What Can The Camp Contribute To The Emotional Development of the Child," Camping Magazine, 10:4, March, 1938.

long way toward producing happy campers. Good mental health is characterized by ability to get along with others, physical well-being, freedom to express feelings, and a motivation to develop one's capacities to the utmost. This can best be fostered by helping children to gain a sense of personal worth, win recognition, and participate as an accepted member of the group.³⁷ By so doing, a sense of security can be developed. This, according to Josselyn,³⁸ is the biggest thing a camping experience can give a child.

Guidance in camps is not something done to the campers, but rather a process (though not of a clinical caliber) of focusing the potentialities of camp life upon the particular needs of individual campers so that each child develops to the greatest extent. The basic elements of guidance in the camp are: (1) An individualized approach; (2) An understanding and receptive attitude toward people; and (3) A consistent, but inconspicuous application of the principles and techniques of psychology and group work.³⁹ In order to organize camping so that effective guidance can take place

³⁷ National Education Association, Mental Health for Children (Washington: National Education Association, 1954).

³⁸ Irene M. Josselyn, "Psychological Needs of Over-Privileged Children," Camping Magazine, 24:33, June, 1952.

³⁹ Robert Jesness, "Improving Camp Mental Hygiene," Camping Magazine, 22:20, January, 1950.

Jesness suggests the following prerequisites:

1. Sufficient mature, self-disciplined adult leadership using a child-centered approach.
2. Acceptance of the guidance approach on the part of the staff.
3. Educating parents concerning guidance work and mutually exchanging information with them.
4. Keeping records and information on campers.
5. Supervision of guidance.
6. Follow-up with parents and schools.⁴⁰

Sharman suggests making a complete study of the individual differences of children in camp and then adapting the program to meet the needs, abilities, and interests of each.⁴¹

The implications of guidance in the camping program are perhaps best and most completely expressed in standards set by the American Camping Association in 1941. These have been outlined as follows:⁴²

- A. Individual differences should be recognized and taken into account in the program of the camp:
 1. By providing opportunities for the camper to choose the activities in which he wishes to participate.
 2. By helping the camper to select activities that will best meet his needs.
 3. By helping each camper to gain a sense of achievement that is relative to his own experience, ability, and personality rather than relative to fixed standards.
- B. Objectives for each camper should be set in the light of the following:
 1. Information obtained from parents either by

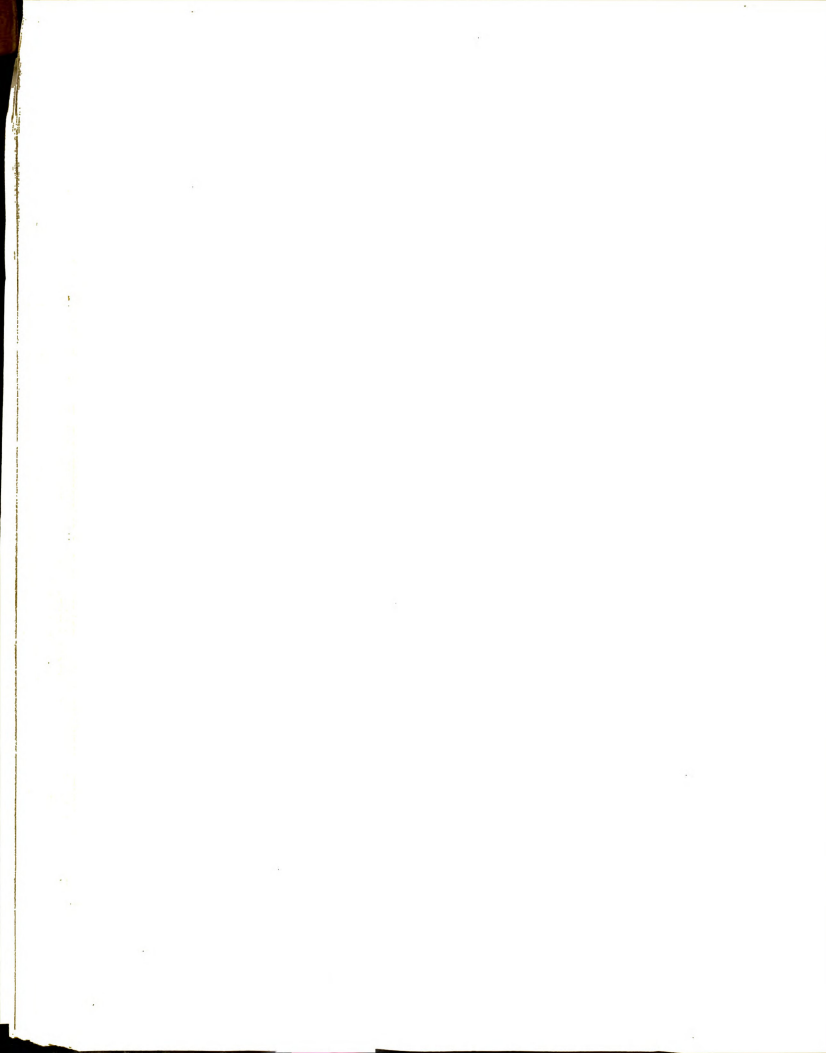
⁴⁰ Ibid., p. 21.

⁴¹ Jackson R. Sharman, "Individual Differences of Campers," Camping Magazine, 8:3-5, February, 1936.

⁴² American Camping Association, op. cit., pp. 28-29.

- interview or prepared blank.
 - 2. Information from schools or other agencies.
 - 3. Physical and medical examinations.
 - 4. Observations of behavior
 - 5. Interviews with camper at camp and when possible before camp opens.
- C. The resources of the camp should make possible the intelligent individualizing of the program.
- 1. There should be an adequate number of counselors, and their time 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 skill in camp activities.
 - 3. Building layout and size should be conducive to an individualized plan.
 - a. Layout of buildings should be decentralized.
 - b. No more than 4-6 campers should live in the same room or tent.
 - c. No more than 6-8 campers and a counselor should sit at one table in a dining room.
 - 4. There should be a person or persons in camp qualified to advise counselors and staff and to counsel with campers about personality problems.
 - 5. Personal records should be kept for each camper.

Guidance in the camping program should incorporate the foregoing policies and standards. Guidance should orient the camper to camp, to himself, and to others. It should provide camp leaders with sufficient factual material concerning the campers. It should provide for the counseling of campers, and it should provide for follow-up in order to better coordinate the camp with the school, the home, and the community relative to the camper. In order to successfully implement these functions and services, suitable and effective guidance tools, techniques, and practices should be employed, and guidance supervision should be maintained.



It must be remembered that the average camp counselor is ordinarily younger, less experienced, and less well trained than the average school teacher. Many have had no college training, much less guidance training, and are thus not qualified to do intensive guidance work. The degree to which effective and adequate guidance can be maintained is primarily dependent upon the quality of the camp staff. To attempt some types of guidance with an unqualified staff can often do more harm than good. Capable, mature leadership, trained and oriented to the guidance approach is highly desirable. Inasmuch as camp periods in most camps are relatively short (three weeks or less), and since numerous camps often have four or more different periods involving a complete turn-over in camp personnel, the possibilities for fostering effective guidance procedures are considerably limited.

Although guidance is not at all new in camping, its proper place and function in this program must be much more adequately explored and investigated. With adequate study of the problems a great deal more can be accomplished than has been done in the past.

Review of Research

Numerous studies have been devoted to the area of camping. Some have been concerned with the camp program, others with administration, and still others with personnel

selection. Investigations have also been made in the field of camper adjustment and behavior, the status of camping, school camping, and the like. Although many of these projects are concerned with or related to guidance practices in summer camps, none have been devoted exclusively to this specific area, as is the purpose of this study. In reviewing the research in the field, emphasis will be given to those investigations which are most pertinent to the purposes of this study. Several studies of school camps which pertain to guidance will be considered. These will be followed by a review of numerous investigations in summer camping. Finally, a review of similar and related guidance studies will be presented.

Review of School Camping Studies Concerned With Guidance. One of the first extensive studies of school camping programs was made in 1943 by Moore.⁴³ It is important because it included the first objective appraisal of a school camping program. In presenting a detailed account of the Camp Experiment conducted during the summer from 1939-1942, Moore studied: (1) The mental level of the campers; (2) Growths resulting from camp attendance; (3) Effectiveness of camps in correcting personal habits; and

⁴³ Harriet B. Moore, "A Plan for the Organization of Camps as an Integrated Part of the Public School Systems of the City of New York" (unpublished Doctor's thesis, Teachers College, Columbia University, New York, 1943), p. 177.

(4) The environmental status of the campers.

The average I.Q. of the group was 103.8, which approximates closely the average found in any normal population. Growth of campers was measured in accordance with the Cardinal Objectives of Education as set forth by the Educational Policies Commission. These were indicated by statements from the camper, the counselors, parents, school agencies, and social workers. All statements used were documented and checked with the individual cumulative records of the camper.⁴⁴

One-third of the growths were in the category of skills and knowleges, the most frequent being homemaking, games, camp living, woods lore, and arts and crafts. It was of note that growth was indicated in some areas which are not provided by the ordinary classroom. These were swimming, knowledge of nature, interest in hiking, skill in cooking, health, behavior and social relationships.⁴⁵

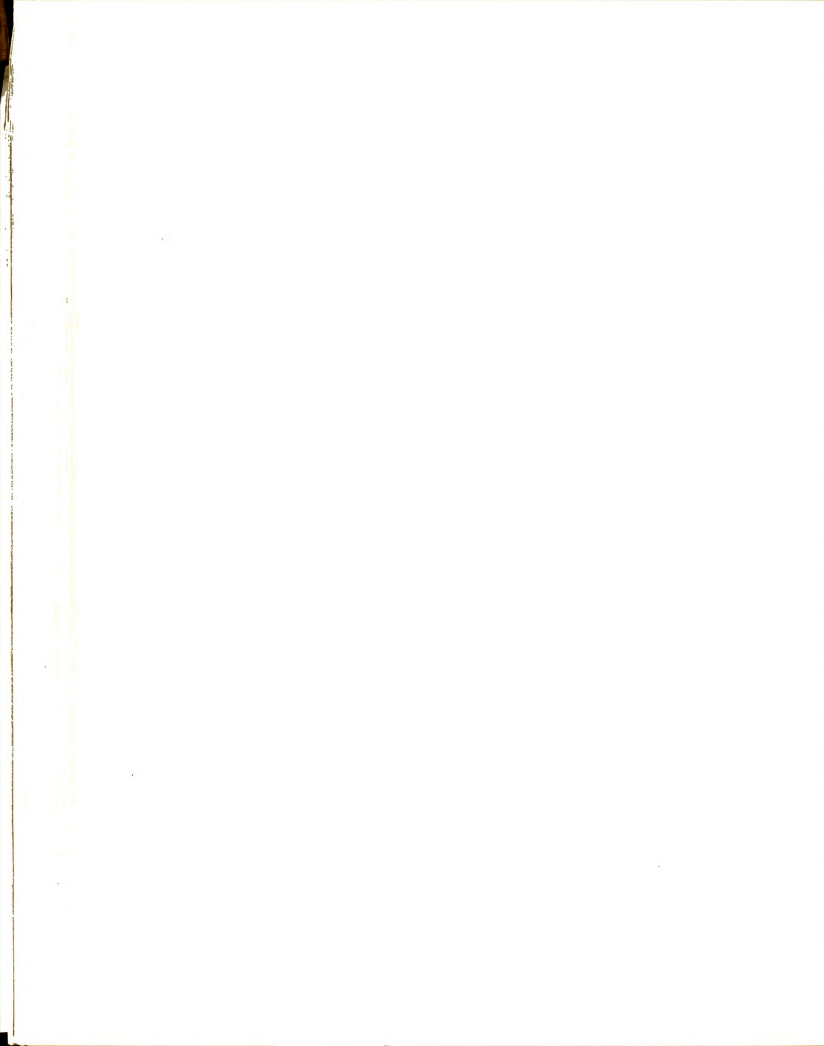
A measure of changes in desirable habits was attempted, resulting in the following conclusions:

1. On the average, campers showed corrections of three undesirable habits. The three main areas in which correction of habits were indicated were mental health, physical health, and social adjustment.

2. Most corrections were noted in the category of mental hygiene, including such things as over-timidity

⁴⁴ Ibid., p. 72.

⁴⁵ Ibid., p. 120.



and over-dependence.

3. Many changes relating to the health of the campers were noted including improved eating habits and better personal hygiene.

4. Corrections in social relationships as indicated by better cooperation was another noticeable area showing change.

5. No significant negative changes were in evidence.⁴⁶

The Board of Education of New York City⁴⁷ in conjunction with the Life Camps, Inc. sponsored a study to determine the effect of camping in school camps on the personality of children. Although not a study of guidance practices, it did involve many such techniques, and the conclusions are of significance here. Two control groups were matched according to sex, age, and I.Q., one being sent to camp, the other not. The Pintner General Ability test was used for determining I.Q.'s. The following types of tests were administered before and after camp: Achievement Tests (Arithmetic, Science, Health Education, Vocabulary, Nature Study), Interest Inventories, and Adjustment Tests. Other types of information used were weight records, records of letters written and pictures drawn, records of sociograms before and after, information obtained from "guess who" types of tests, counselor observations, psychologist observations, interviews, follow-ups, and parents' reactions. At the end of the camp

⁴⁶ Ibid., p. 120.

⁴⁷ New York City Board of Education, Extending Education Through Camping (New York: Life Camps, Inc., 1948), p. 1.

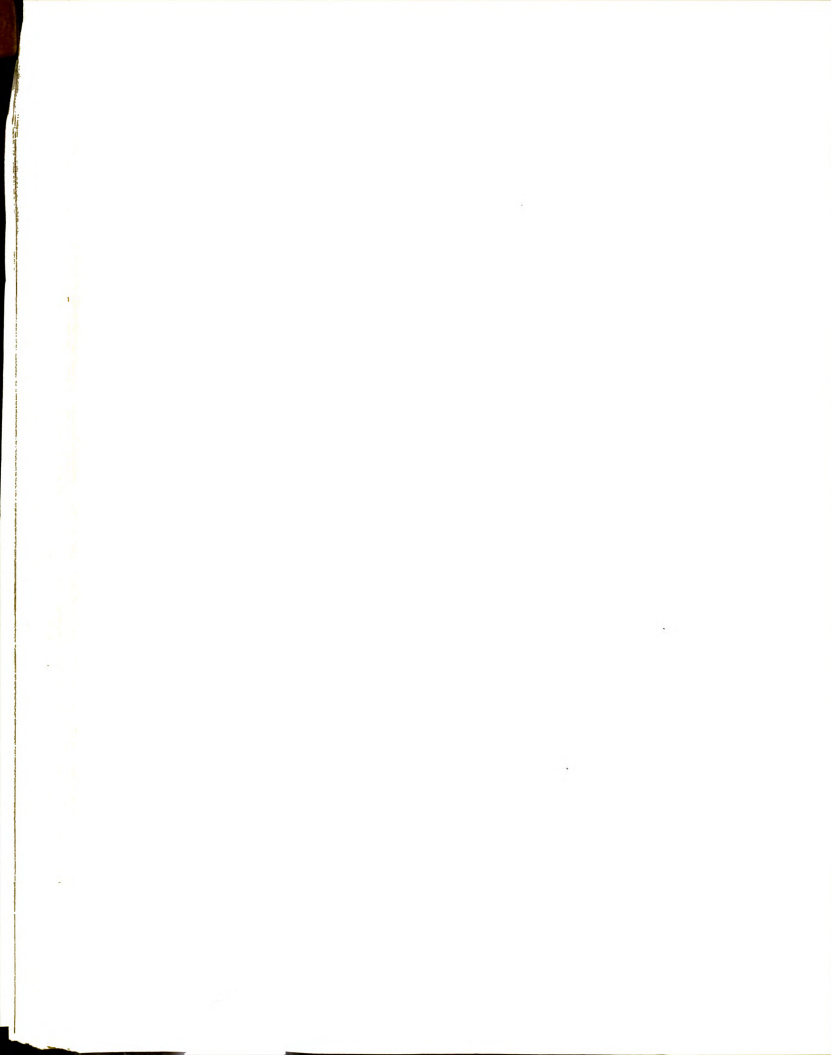
period it was found that the experimental group exceeded the control group in achievement. Certain other factors, however, such as adjustment and social development were not significantly greater. Some of the more important clinical findings were indicated by observations of campers as found in this study are:

1. Cumulative individual record files serve as helpful semi-objective data which tend to indicate the counselors' understanding of problems and which serve as a point of departure for implementing remedial and developmental programs in molding campers' personal-social competence.
2. Living in small groups with campers enables educators to analyze needs more fully.
3. It is probable that analysis of children and their problems in the camping situation is a valuable method of recommending adjustments for children in their city environment.
4. The majority of campers are in need of extended opportunities to adjust to group situations and to participate in group endeavors.
5. Decentralized camping with emphasis on unit planning is to be preferred.⁴⁸

In 1952 an investigation was made by Smith,⁴⁹ the pattern of which is similar to the study herein undertaken. This work includes the extent and desirability of personnel practices and concepts of program organization in school camps throughout the country. Along with a survey of camps, she used a jury of authorities to appraise the various

⁴⁸ Ibid., p. 48-52.

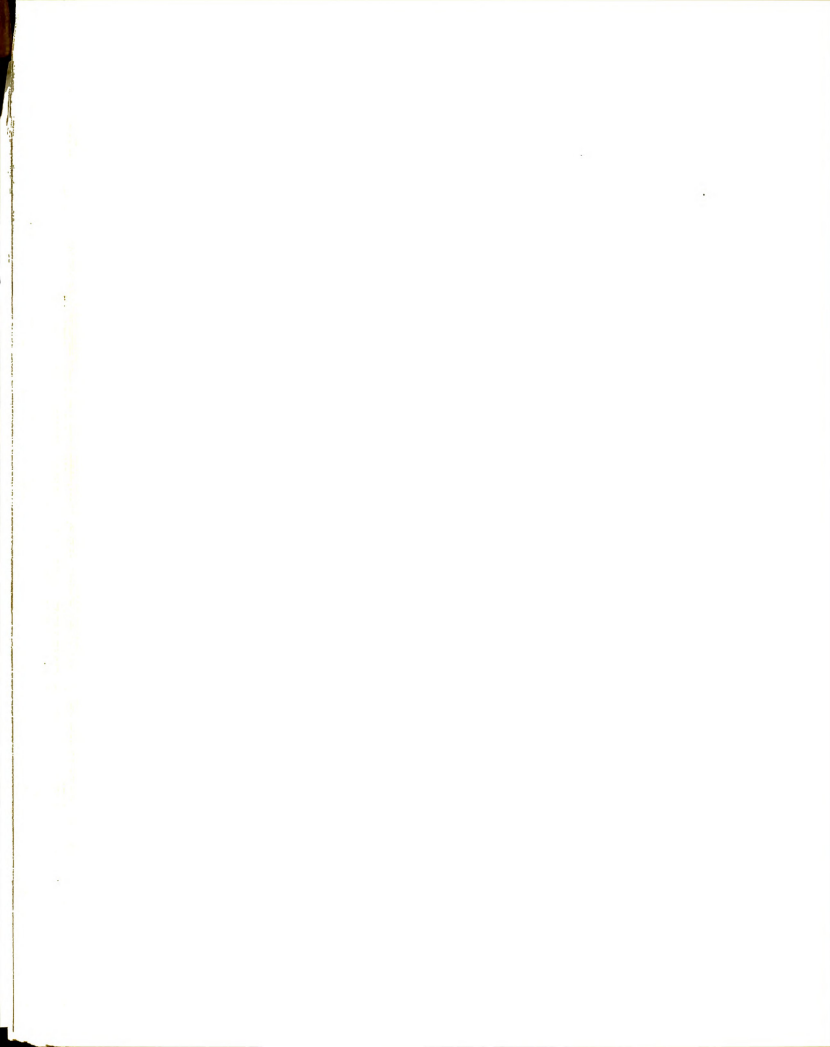
⁴⁹ Lenore C. Smith, "An Investigation of Personnel Practices and Program Organization in Public School Camping," (unpublished Doctor's dissertation, University of Southern California, Los Angeles, 1952); pp. 193-194.



practices. Although not all of these practices are directly related to guidance, many of them are worthy of mention.

The following practices, ranked according to frequency of report are rated as highly desirable:

1. Director participates in the development of administrative policies for the total camp program of the school system.
2. Director builds local good will by invitation to camp.
3. Counselors participate in the development of camp personnel practices.
4. Director guides the development of personnel practices for the camp staff.
5. Director directs the in-service training program.
6. Staff meetings are attended by all camp staff.
7. Director directs the development of administrative policies for the camp.
8. In-service training is provided by director for all counselors.
9. In-service training is given in staff meetings.
10. Director guides the evaluative program.
11. Pre-camp orientation is arranged for all counselors.
12. "Camping Magazine" is received at camp for counselors.
13. Director sends findings regarding campers to the school.
14. Classroom teacher receives orientation prior to camp.
15. Health examinations are required of all staff members.
16. Camp nurse keeps illness and accident records.
17. Classroom teacher advises camp staff with respect to guidance problems.
18. Camp staff members are active in the local unit of the American Camping Association.
19. Director builds local good will by keeping campers away from private property.
20. Classroom teacher accompanies his pupils to camp.
21. Counselors have weekly time off.
22. "Nature Magazine" is received at camp for counselors.
23. Camp nurse works under standing orders of the



camp physician.⁵⁰

Review of Summer Camping Studies Concerned with Guidance. In 1935 the Chicago Camping Association under the auspices of George Williams College conducted a study among 107 camps for the purpose of determining standards for camping. Some of the major findings of this survey relative to guidance follow:

1. Seventy-nine of the 107 camps had the services of a consulting psychologist in the city before camp opened. (9 camps had psychologists visit them), (6 had a guidance person on the staff).
2. Fifty-six per cent of the camps had staff meetings daily.
3. Seventy-four per cent had private living quarters for the staff.
4. Eighty per cent kept health and physical records, 66 per cent kept records of activity progress, 58 per cent kept records of observed behavior, 52 per cent maintained group logs, 38 per cent kept counselor records, and 24 per cent kept social histories of campers.⁵¹

The above results would tend to indicate that as early as 1935 certain basic guidance practices were being employed in numerous camps. Inasmuch as the camps in this study were a selected group, the results must be interpreted accordingly, and no extensive generalizations can be justly applied.

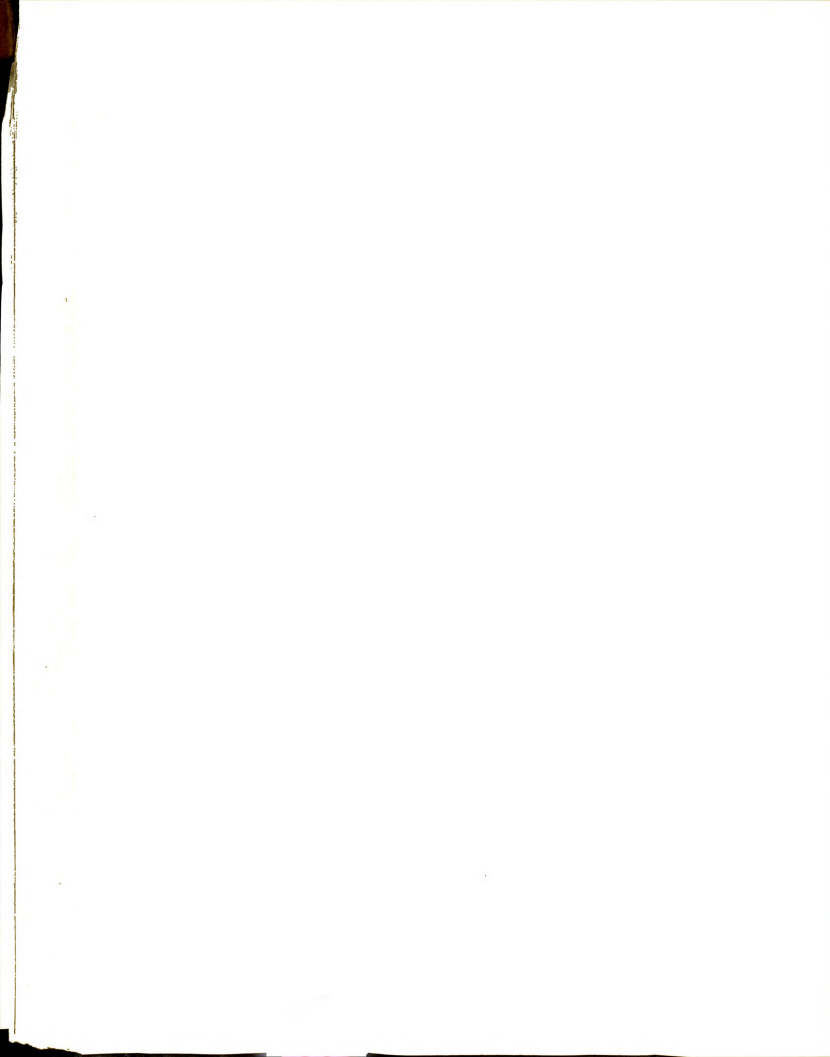
⁵⁰ Ibid., p. 194.

⁵¹ Chicago Camping Association, Putting Standards into the Summer Camp (New York: Association Press, 1936), p. 7-8.

The Michigan State Department of Social Welfare⁵² has been the only group to make any studies of all summer camps in Michigan, and these have been undertaken primarily to determine information necessary for assisting camps by the department and the licensing of camps. In 1948 this department conducted a study of camping practices in Michigan Summer Camps which included 69 per cent of all licensed camps. Some of the findings of this survey relating to guidance are:

1. Individual counseling was done in 81 per cent of all the camps.
2. Age was the basis for grouping of campers in 74 per cent of the camps.
3. Health inspections were made by 84 per cent of the camps (77 per cent upon arrival, 56 per cent during camp).
4. Pre-camp physical exams were required by 84 per cent of all camps.
5. Seventy-five per cent of recruitment was done through personal contact.
6. Ninety-five per cent of camps require personal interviews, 62 per cent require application forms, and 76 per cent request references.
7. Seventy-five per cent of camps stated they had a pre-camp training period, which in most cases lasted from three days to a week.
8. Almost all camps reported having staff meetings during the camp period, ranging mainly from daily to weekly meetings.
9. Seventy-three per cent of the camps required reports to be filled out by counselors.
10. The majority of camps had counselors sleeping in the room or cabin with the children.
11. The average camper counselor ratio was one

⁵² Michigan State Department of Social Welfare, Summer Camps for Children in Michigan (Michigan State Department of Social Welfare, 1948), p. 1.



counselor to six campers.

12. The staff members of 72 per cent of the camps were of college level or higher in their education.

13. More staff members were trained in education or religion than any other area.

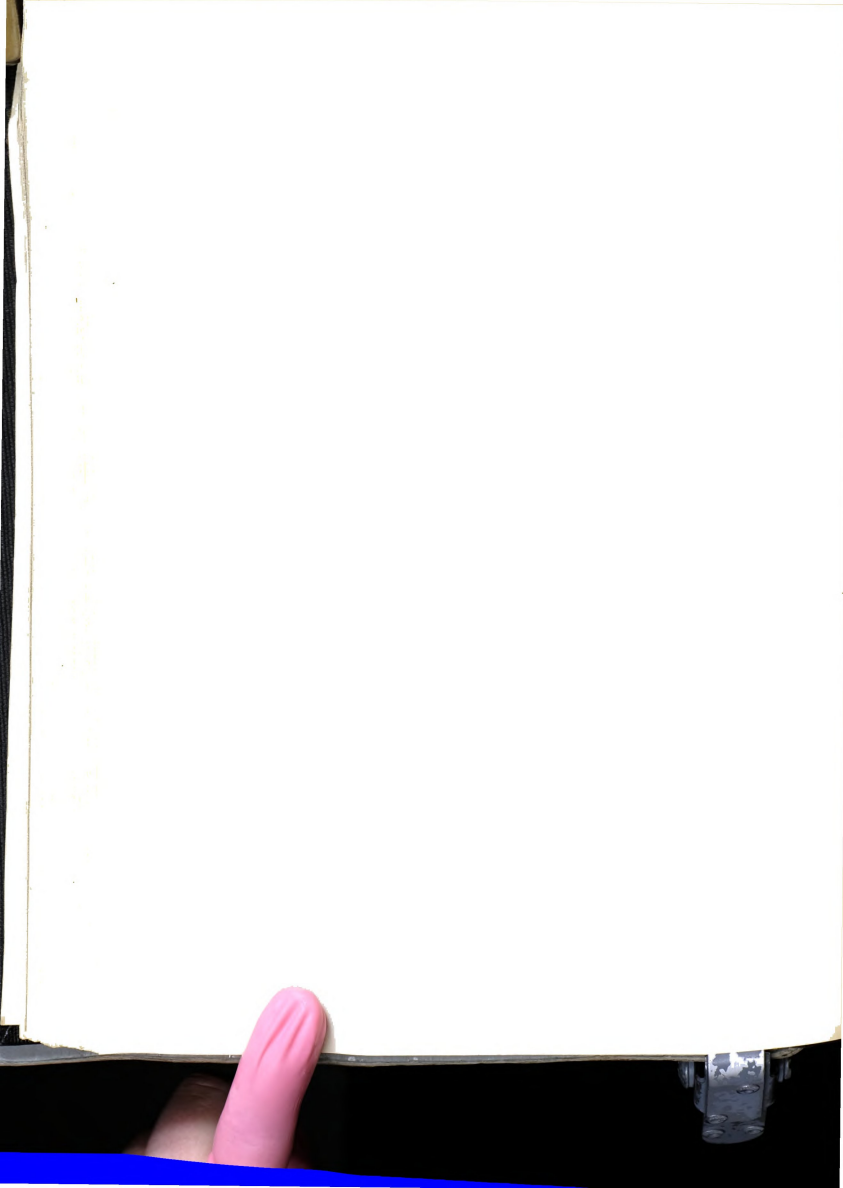
14. Slightly more than 50 per cent of all staff members had previous camping experience.

15. Sixty-four per cent of the staff had no previous experience such as teaching and counseling outside of camping.⁵³

Osborne⁵⁴ in reporting his study of four years camping experience in a YMCA camp, concluded that emphasis should be placed on spontaneous and integrated counseling. He further suggests that interest should be at the center of the camp guidance program and that lack of interest and failure to get along with others were the two main causes of camper problems. He also recommends the use of non-directive methods, the employment of a special personnel director, the use of camp projects, the employment of case studies and follow-up procedures, and the utilization of "cruiser counselors" whose duty it was to attempt to help any campers in need of help. Finally he recommends that more be done in decentralizing camps and developing separate programs for age groups, in employing group work techniques, in maintaining contacts with the school, home, and community. His study was primarily concerned with one particular camp, and although fruitful in suggestions is rather limited in

⁵³ Ibid., pp. 4-14.

⁵⁴ Osborne, op. cit., p. 230.



application.

One of the older studies was made by Lieberman⁵⁵ in conjunction with the pioneer youth movement from 1924 to 1929. This study was a report, in narrative form, of an experiment in creative camping and progressive education conducted over a six year period in the National Experimental Camp of the Pioneer Youth Movement. Approximately 115 campers of all races, color, and creed, both male and female were placed together in the camp environment. No awards, ceremonies, or forms of competition were employed. The purpose of the project was to study those factors in child camping that would contribute most to personality development and social mindedness.⁵⁶ His conclusions were in the form of statements of camping techniques which are in need of development. These are techniques for:

1. Allowing children to be free and at the same time providing that measure of guidance which is necessary for health and development.
2. Developing interesting activities without a planned program or continuous adult suggestion.
3. Obtaining a sufficient degree of participation of build up of skill without competitive stimuli, awards, and prizes.
4. Obtaining discipline and preventing destructive behavior without adult domination.
5. Bringing about wholesome relations between the sexes without obvious guidance or chaperonage.

⁵⁵ Joshua Lieberman, Creative Camping (New York: Association Press, 1931), pp. ix-xiii.

⁵⁶ Ibid., p. x-xii.

6. Cultivating a wholesome social mindedness without preaching.⁵⁷

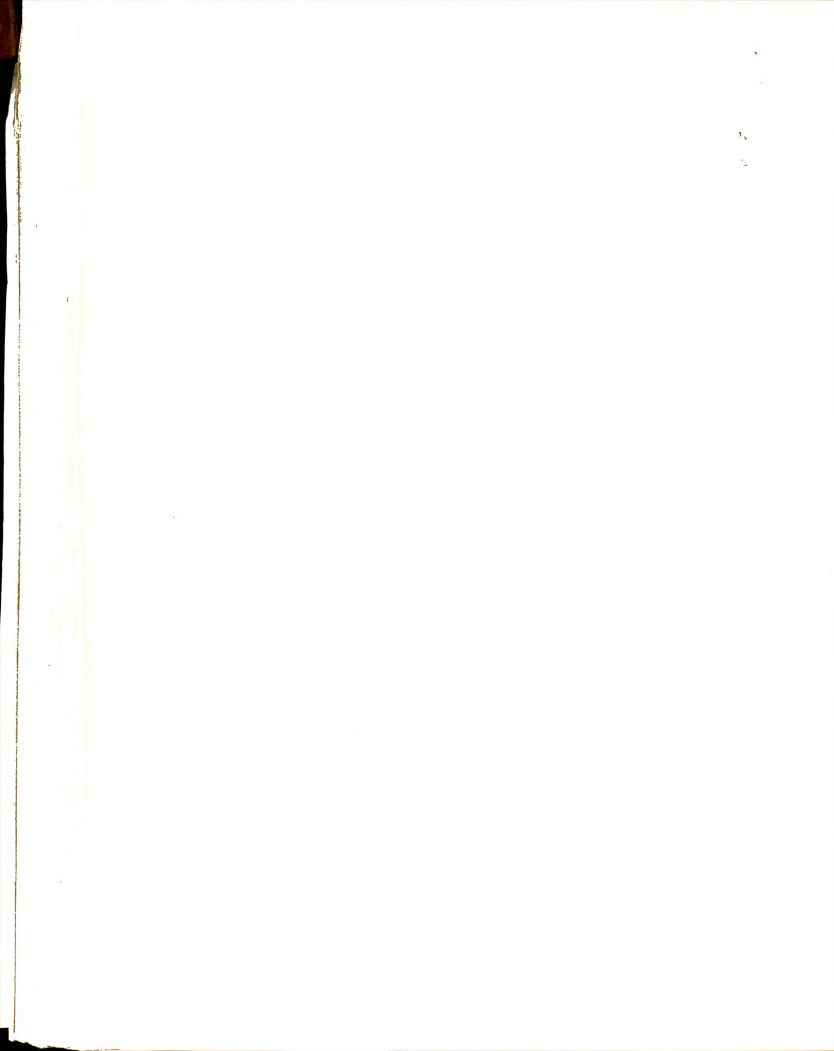
Meyerling⁵⁸ attempted to discover the major behavior problems among selected campers 9-15 years of age attending the University of Michigan Fresh Air Camp. He further endeavored to show the relationship of these problems to age, intelligence, health, socio-economic status, emotional status, and problem-tendency. Data were obtained from daily narrative records made by counselors over an eight week summer camping period. Records of the Ann Arbor Goy Guidance Bureau were used to supplement these data. Also used were the Sims Socio-economic score card, the Woodworth-Matthews personal data sheet, the Haggerty-Olsen-Wickman behavior rating scale.

The total number of undesirable behavior problems that were recorded of 100 boys during a fifty-three-day camping period was 1,370. The range of problems per boy was from none to thirty-eight.

The major behavior problems in rank order of frequency were indifference, defiance of discipline, bullying, unpopularity, infantile behavior, withdrawal behavior,

⁵⁷ Ibid., pp. 232-233.

⁵⁸ Harry R. Meyerling, "Behavior Problems Encountered in a Camping Situation," (unpublished Doctor's dissertation, University of Michigan, Ann Arbor, 1937), p. 6.



homesickness, carelessness, temper tantrums, truancy, enuresis, lying, selfishness, tardiness, imaginative lying, and stealing.⁵⁹

This particular study involved a selected group of "problem" campers. Therefore, the results cannot be applied to camps in general. Numerous other studies have been conducted in conjunction with the University of Michigan Camp in the areas of sociology, psychology, and educational guidance. These, however, will not be considered at this time inasmuch as all deal with atypical campers. Meyerling's study is significant in that it deals with boys in need of guidance and the various techniques and methods (i.e. intelligence tests, case studies, sociograms, and other guidance techniques) which are adaptable to such cases.

An investigation of the use of a Behavior Rating Scale was made by Ivan.⁶⁰ He had both parents and counselors make out a behavior rating scale on campers both before and after the camp period. The results of these were discussed with parents in an effort to assist them in the understanding and guidance of their children. He found the scale to be useful primarily in long term camps. He concluded that the main values of such a device are for assistance in par-

⁵⁹ Ibid., p. 96.

⁶⁰ Ivan, op. cit., p. 16

ent counseling, for determining growth in camp, and as a diagnostic tool.⁶¹

Warner⁶² investigated the values of the case study in the guidance of campers while working with girls at Lake Lure Camp during an eight week summer period. She found that anecdotal records contributed significantly to: (1) Guiding the personality and meeting emotional and social needs of the camper; (2) Developing a rich and valuable program; (3) Influencing behavior changes in campers; and (4) Assisting parents in guidance.⁶³

In studying social adjustment changes in summer camps, Henke and Kuhlen⁶⁴ found that it required considerable planning to obtain measurable improvement in adjustment. Also, they found that minority group members tended to show a loss in adjustment whereas majority group members showed a gain which gave rise to their conclusion that the same camp environment has different effects on different people.⁶⁵

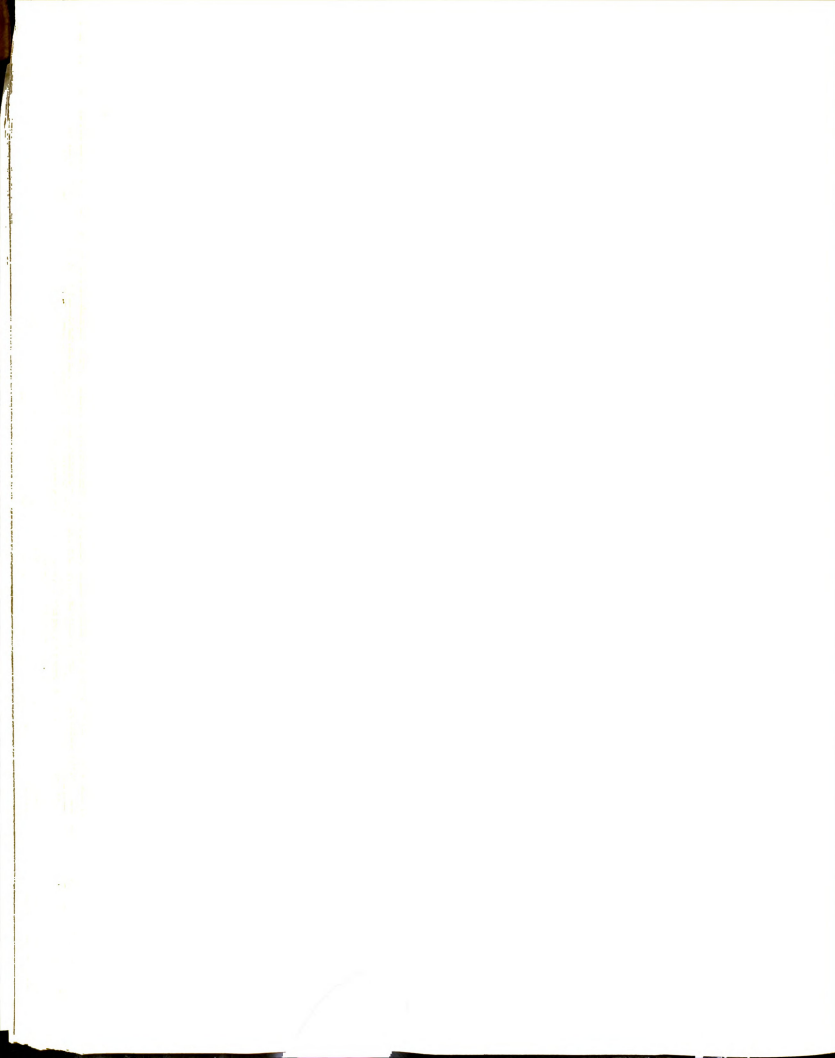
⁶¹ Loc. cit.

⁶² Edna Arnold Warner, "Contribution of the Case Method to Guidance in a Summer Camp," (unpublished Doctor's dissertation, Cincinnati University Teachers College, Cincinnati, 1940), pp. 49-64.

⁶³ Loc. cit.

⁶⁴ Milo W. Henke and Raymond G. Kuhlen, "Changes in Social Adjustment in a Summer Camp," Journal of Psychology, 15:32, January, 1943.

⁶⁵ Loc. cit.



In conjunction with the foregoing, it might be pointed out that Northway⁶⁶ found in her study that very few spontaneous adjustments changes are to be expected even with normal children in an excellent camp.

Burns⁶⁷ attempted to study various trends in camping throughout the country by visiting numerous camps personally. He found that there is a tendency for camps to revert to the practice of employing general counselors (cabin counselors) instead of specialists, since the average counselor can handle most activities. He also found a greater concern for health and more balanced programs, which tend to get away from just primitive activities (shelter building, fire building, and outdoor cookery).

Most of the studies listed in the foregoing are somewhat limited in their application to the study here undertaken. Nevertheless, all offer ideas and suggestions and are significant in shedding light upon the entire area of guidance in the summer camp.

Review of Guidance Studies. Many studies have been made in the area of guidance, most of which have been con-

⁶⁶ Mary L. Northway, "Appraisal of the Social Development of Children at a Summer Camp," University of Toronto Studies, Psychology Series, Vol. 5, No. 1, 1940.

⁶⁷ G. P. Burns, "Trends in Camping," Camping Magazine, 22:21-22, November, 1950.

cerned with schools and school programs. Since considerable research has been devoted to studies of guidance practices in schools, and inasmuch as no studies of this type have been developed in the area of camping, certain of these studies will be reviewed in the following pages.

Although, as before mentioned, guidance practices in schools are not and should not necessarily be the same as those in the summer camp, many similarities exist. Many factors in the method of developing these studies will be applicable to this project. Furthermore, the extent to which various practices are accepted and followed in the schools may provide a broader perspective as to the place of guidance in camping, since so many school people are concerned with camping.

In one of the earlier studies of guidance practices in Connecticut schools sponsored by the Connecticut State Department of Education, the following conclusions were formulated:

1. Guidance practices were very inadequate in their development.
2. Counseling seemed to be relatively subordinated since those who are assigned counseling duties have less than one-fourth of their time for this purpose.
3. Guidance methods, devices, and procedures were seemingly used only in a minority of the schools.
4. There were clear indications that many schools are aware of the guidance needs and are attempting to adapt their programs to meet those needs.
5. Guidance minded principals and teachers must

furnish the leadership in the development of guidance.⁶⁸

This summary shows that there is some evidence of recognition of the need for guidance.

A study was made by Koch⁶⁹ which revealed information about ninety-one small Michigan high schools of one hundred students or less. Significant among his findings was the fact that although over half of the superintendents had received guidance training, less than 20 per cent of the teachers had such training. He concluded that whatever was being done in guidance in these schools was largely through the efforts of personnel with little or no guidance training and that guidance in the small schools was correspondingly in a state of confusion.

Lahr⁷⁰ found through a survey of guidance practices in New York that practices lagged far behind theory. Only one hundred eighty-one out of over six hundred schools enrolling less than two hundred students attempted to carry out any formalized guidance. Few small schools in New York State maintained complete and accurate files on pupil attain-

⁶⁸ Connecticut State Department of Education, Guidance Practices in Connecticut High Schools (Connecticut State department of Education, Hartford, Connecticut, 1940), p. 50.

⁶⁹ Harlan C. Koch, "The State of Guidance in the Small School," School and Society, 50:95, July 15, 1939.

⁷⁰ J. M. Lahr, "Guidance Programs in Rural Communities," (unpublished Doctor's dissertation, New York University, New York, 1939), p. 1052f.

ment, background, health, and other statistical information. The study also revealed that, although a majority of administrators recognized the value of guidance programs, little had been done by them to put these accepted principles into practice. Inasmuch as this is a relatively older study, it might well be assumed that much has been done in recent years to improve such conditions.

By means of a survey, Chisholm ⁷¹ conducted an investigation of guidance in the state of Washington. The main purpose of this study was to discover the various "stumbling blocks" which prevent schools from providing guidance services to their students. He found that over sixty per cent of the teachers and principals felt they did not have time to include guidance in their program. Over half of the teachers were found to be inadequately prepared to carry out guidance functions. Teacher turnover, insufficient funds, school size were significant factors in hindering the development of a guidance program. Almost thirty per cent of the schools felt that the guidance needs of youth were not sufficiently urgent to warrant organized programs. It is interesting to note the reluctance to accept guidance on the part of the schools as indicated in this study since this is also very much the case in the camping program.

⁷¹ Leslie L. Chisholm, "Major Handicaps Interfering with Guidance," School Review, 54:24-31, January, 1946.



A report by the State Department of Public Instruction in North Carolina in 1946-1947 Reveals the following information relative to the status of guidance in this state:

1. Cumulative records are kept in 83 per cent of the schools.
2. Standardized tests are used in 54 per cent of the schools.
3. Eighty-one per cent have occupational information files.
4. Occupation courses are taught in 32 percent of the high schools.
5. Sixty-nine per cent provide individual counseling services.
6. Placement services are provided in 36 per cent of the schools.
7. Forty-nine per cent of the schools make follow-up studies.⁷²

As compared with some of the other studies, this survey would indicate North Carolina to be more progressive in guidance than other states. Furthermore, the extent to which certain of these practices are used in the schools would imply a potential value in the camping situation.

In 1951, Horn⁷³ made a study of guidance services and practices in Michigan Public High Schools. Data were gathered through the use of questionnaires sent to Class A, B, C, and D schools in the state. In his study he found a wide variation

⁷² North Carolina State Department of Public Instruction, Guidance Practices in North Carolina High Schools (State Department of Public Instruction, Raleigh, North Carolina), pp. 1-8.

⁷³ Carl Meads Horn, "A Survey of Guidance Services and Practices in Michigan Public Schools," (unpublished Doctor's dissertation, Michigan State College, E. Lansing, Michigan, 1951), pp. 159-165.



in the type of practices used and the extent to which they were used. Some of his significant findings were:

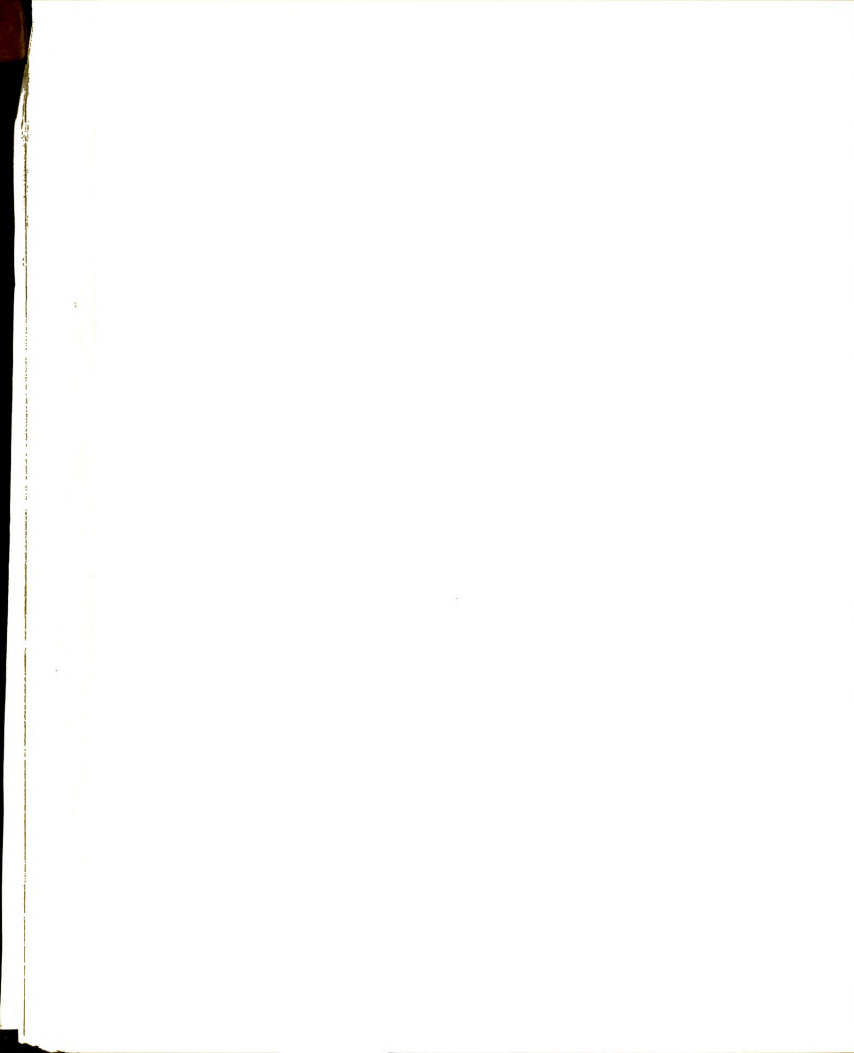
1. Two-thirds of the schools studied used form CA39 although few kept adequate records.
2. Nearly half of the schools reported some kind of follow-up.
3. Group guidance activities were widely varied among the schools.
4. Half of the schools provide some organized orientation.
5. One-third teach occupations courses.
6. One-third have courses dealing with personal, social, educational, and vocational problems.
7. Career conferences were held in one-third of the schools.
8. Two-thirds of the schools reported field trips to business and industry.
9. Work experience programs for credit were reported by one-third of the schools.
10. Other services were also provided. These include nursing in 70 per cent of the schools, medical services in 40 per cent, visiting teachers in 19 per cent, dental services in 31 per cent, and psychological services in 12 per cent of the schools.⁷⁴

This study is important in that it indicates the extent of guidance services carried on in the schools from which many of the campers in Michigan Summer Camps come. It serves to emphasize the fact that guidance practices are definitely lacking in Michigan schools. Since this is true in the schools, it may well be assumed to be the case in the camps.

Recently Britten⁷⁵ investigated guidance practices in

⁷⁴ Loc. cit.

⁷⁵ R. J. Britten, "A Survey and Evaluation of Guidance Practices in High Schools of Virginia," (unpublished Master's thesis, College of William and Mary, Williamsburg, 1949), pp. 195-197.



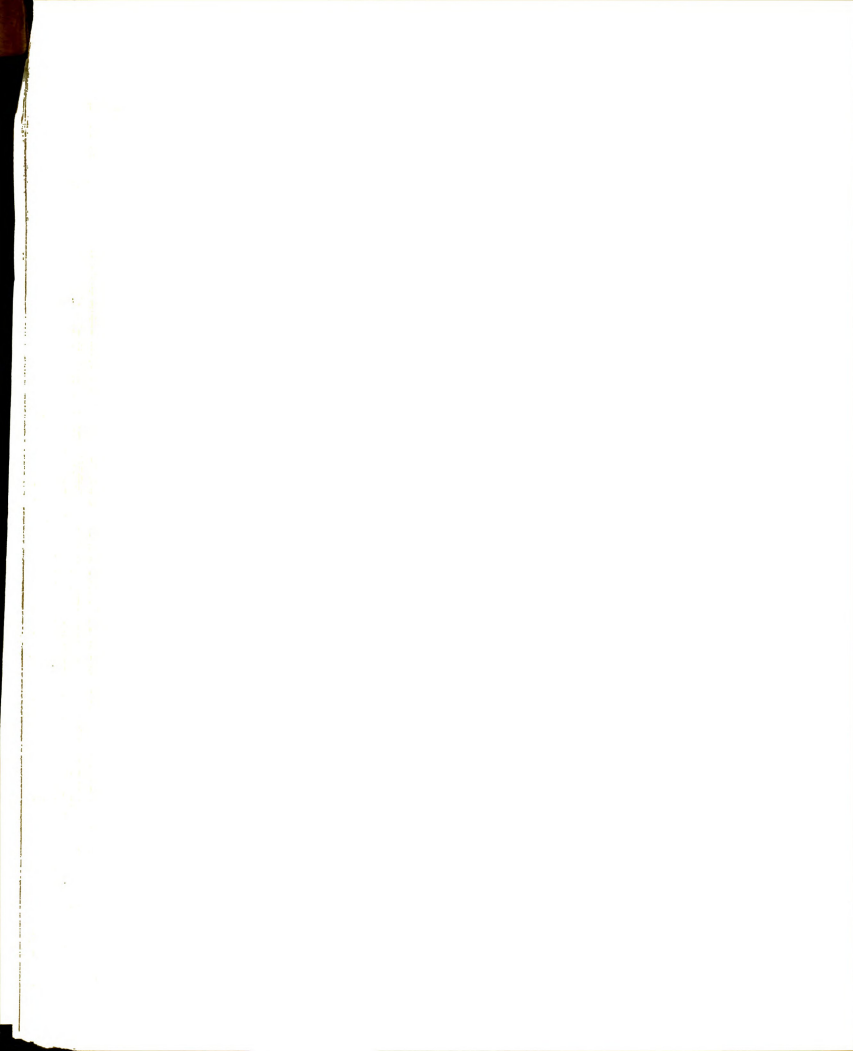
the state of Virginia. His study indicated a great deal more being done than was the case in other studies listed. He found that:

1. Organized guidance programs were reported in 29 per cent of the smaller schools (150 or less enrollment), 50 per cent of the medium-sized schools (150-349), and 68 per cent in the larger schools (350 or more).
2. Guidance committees were found in a majority of the schools.
3. Group guidance is found in over 95 per cent of all the schools.
4. A majority of the schools have homeroom programs.
5. Career days were provided in approximately 25 per cent of the schools.
6. Field trips were provided in 70 per cent of the schools.
7. Counseling services were reported in approximately 80 per cent of the schools.
8. Standardized tests are used to some extent in the majority of the schools. (Mainly intelligence and achievement tests)
9. Occupational information files were reported in approximately 80 per cent of the schools.
10. Placement services are limited, being found in less than 25 per cent of the schools.
11. Follow-up studies are made in 55 per cent of the schools. Most of these are made of college entrants and the least of drop-outs.

Upon the basis of his findings Britten concludes that:

1. Virginia educators appreciate the value of guidance and accept it.
2. Guidance programs tend to improve as enrollment increases.
3. Improving attitudes of school administrators would greatly improve guidance.
4. Standardized testing practices are inadequate.
5. There is a need for more teachers trained in guidance.
6. There is too little guidance provided for pupils not going to college.⁷⁶

In view of Horn's study, which was previously mentioned, it would seem to be evident that guidance services in Virginia



and Michigan are developing along similar lines, since many of the trends and needs are the same. Many of the above conclusions might well be applicable to summer camps, especially those expressing the need for more people trained in guidance.

Summary. The development of organized camping passed through many stages during the last century. The most significant among these was the emerging emphasis on educational values in the camping program. The purposes, objectives, values, and concepts of camping have come to be closely identified with those of education in general. The concept of guidance in the field of education is directly applicable to the area of camping with certain modifications. There is need and place for guidance within the structure of the camping program. Much of what is being done in the school guidance programs can be effectively adapted to camping.

There is a great need for research in the area of camping. Many significant studies have been made. None, however, have dealt directly with guidance practices in the program of camping. Since numerous studies have been made concerning guidance in the schools, these have necessarily been given due consideration relative to their applicability to this particular study. Most of these have indicated a definite lack of effective guidance among the many schools

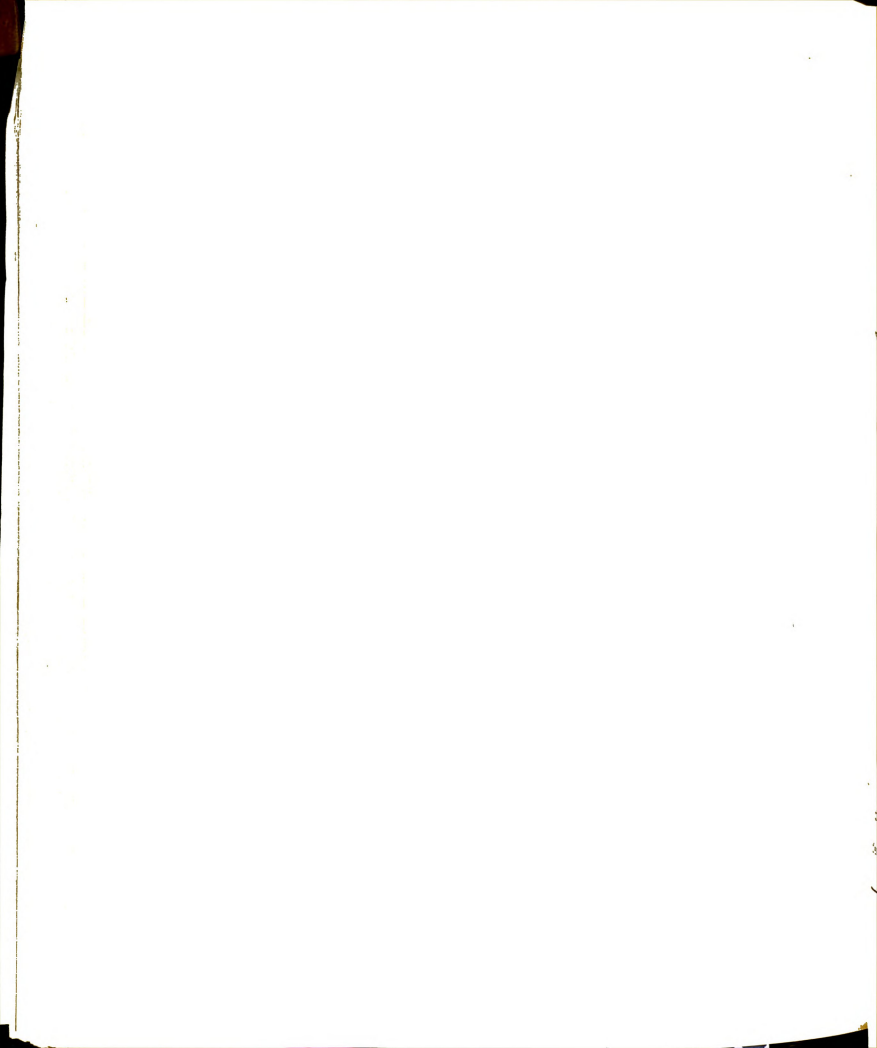
⁷⁶ Loc. cit.

throughout the country. This would tend to imply a potential lack of guidance within the summer camps as well.

Educationally, youth must be given that which is rightly theirs: the opportunity to experience those growth processes which will allow them to properly gain and adequately use the most desirable means for working and living together, for growing and succeeding in a democracy. William H. Kilpatrick expressed this well when he said:

Our aim in a democratic society is that our children, as they grow up, shall increase in intelligent self-direction and in the richness of personality, sharing more fully in the group life on the basis of ever more adequate and responsible consideration for all concerned.⁷⁷

⁷⁷ William H. Kilpatrick, Remaking the Curriculum (New York: Newsome and Company, 1936), p. 46.



CHAPTER III

THE METHODS AND SCOPE OF THE STUDY

Methods

Introduction. In a study such as this, much more valid and complete information could have been obtained if individual visitations had been made to all of the camps involved, instead of gathering data through the medium of a questionnaire. It did not, however, appear justifiable and practical to spend the time and funds necessary to make a survey through personal interview procedures. The questionnaire method was therefore chosen since it was judged to be best for studying the guidance services and practices in the many camps involved.¹

Initial Activities. In order to lay the ground work for this investigation, certain initial activities were necessary. Personal interviews were conducted with various authorities in the fields of camping and guidance including the presidents of the American and the Michigan Camping Associations. Contact was made with the research section of the American Camping Association in order to determine the feasibility and advisability of the study, as well as to

¹ Good, Barr, and Scates, op. cit. p. 287f.



find out if other states had attempted such projects. At their recommendation it was decided to limit the study to the state of Michigan rather than to make a sampling survey of the entire country. Various members of the Education, Guidance, Sociology, and Physical Education Departments at Michigan State College were consulted concerning the potentialities of the study. All felt that the study would be well worth while and that the findings should be a valuable addition to guidance as well as camping research. Since no other studies of this type have been made, information obtained would tend to be valuable to both camps and schools in this state and throughout the country.

The study was sponsored by the Michigan State College Departments of Guidance and Physical Education and was conducted in conjunction with the Michigan Camping Association. A survey of all similar and related research was undertaken in order to discover whether any similar studies had been made. After an exhaustive search was made of all materials dealing with the area including these, documents, pamphlets, bulletins, monographs, leaflets, periodicals, lectures, textbooks, and reference encyclopedias, it was found that no studies of this nature had been conducted. Following this, a study was made of all related literature in both camping and guidance in order to further the development of this study.

Procedures in the Development of the Questionnaire.

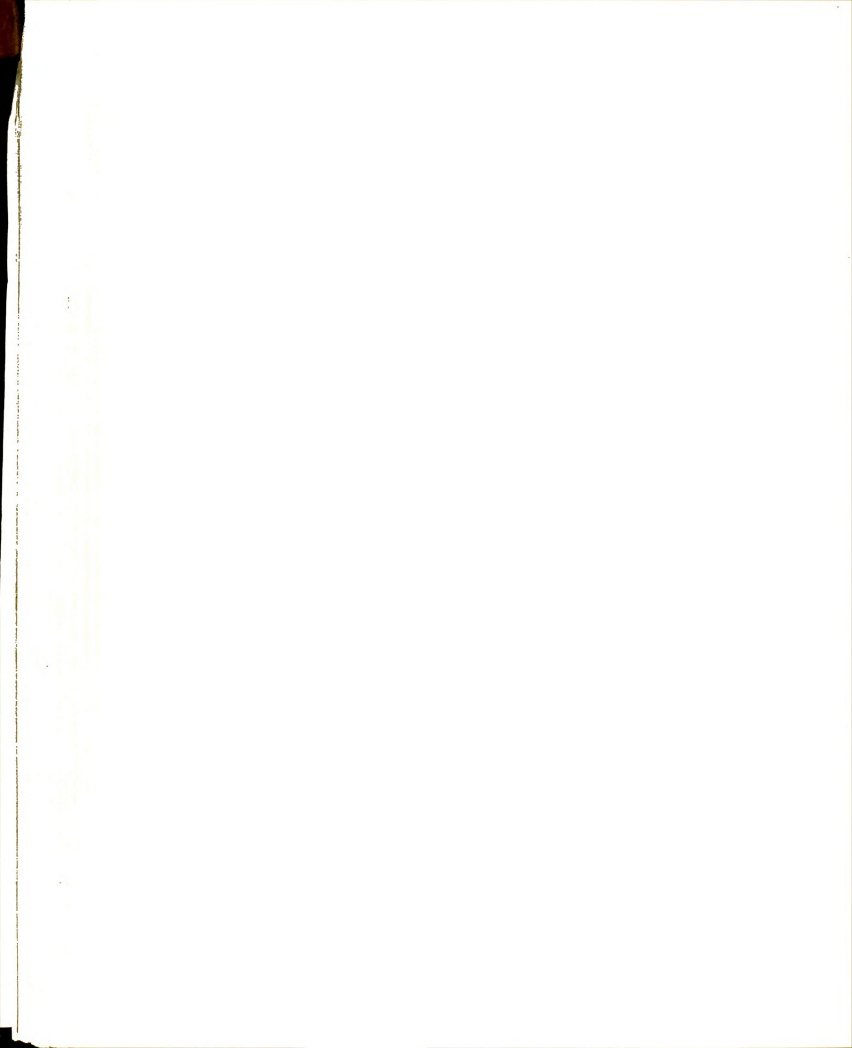
Developing an effective questionnaire for purposes of a survey must be done very carefully. The selection of the items, the wording of the questionnaire, and the method of obtaining responses are all of prime importance.² Special precautions were taken in the selection of items for this form to avoid possibilities of bias and opinionated replies. Three choices of responses were provided in order to avoid the difficulties encountered in reacting to a dichotomous presentation of items. In the development of this questionnaire, to be sent to all of the summer camps in Michigan, the following procedures were employed: (1) A study was made of all the methods and techniques used in various investigations of guidance practices; (2) Numerous specialists in both camping and guidance were consulted to secure recommendations concerning the survey form; (3) A survey expert was consulted in order to aid in the formulation of an effective questionnaire structure and in the selection of items; (4) A study and analysis were made of over fifteen types of questionnaires, many of which were used for surveys of guidance practices; (5) After developing a tentative form for use, a pilot study involving seven different camps was undertaken in order to

² Ibid., p. 288.

improve the instrument. Questionnaires were sent to the directors of each camp. Also, a questionnaire evaluation form was included so that the necessary revisions in the form could be more readily indicated. The following camps were included in this study: Riseman Farm Camp, Camp Nissokone, Camp Echo, Camp Henry, Camp Kee-Nee-Wau, Camp Kiwanis, Camp Newago, and Camp Trotter.³ These camps were representative of all different types of camps with which this study was concerned. Data gathered from this study were used to reevaluate and revise the original questionnaire; (6) In conjunction with the pilot study a personal visitation interview was made with the directors of eight other camps, on their camp site, for the purpose of discussing and further validating the instrument. These camps again were all different types and included the following: Charles Howell Boy Scout Reservation, Camp Davaja, Eastern Michigan Caravan camp, Blaine Lake Fresh Air Camp, Camp House on the Hill, Camp Algonquin, Camp Sherwood, and Camp Huntington Woods.⁴ Information was obtained from these interviews which was further used in the development of the survey form;

³ Michigan State Department of Social Welfare, 1953 Directory of Summer Camps for Children (Lansing: Michigan State Department of Social Welfare, 1954), p. 23.

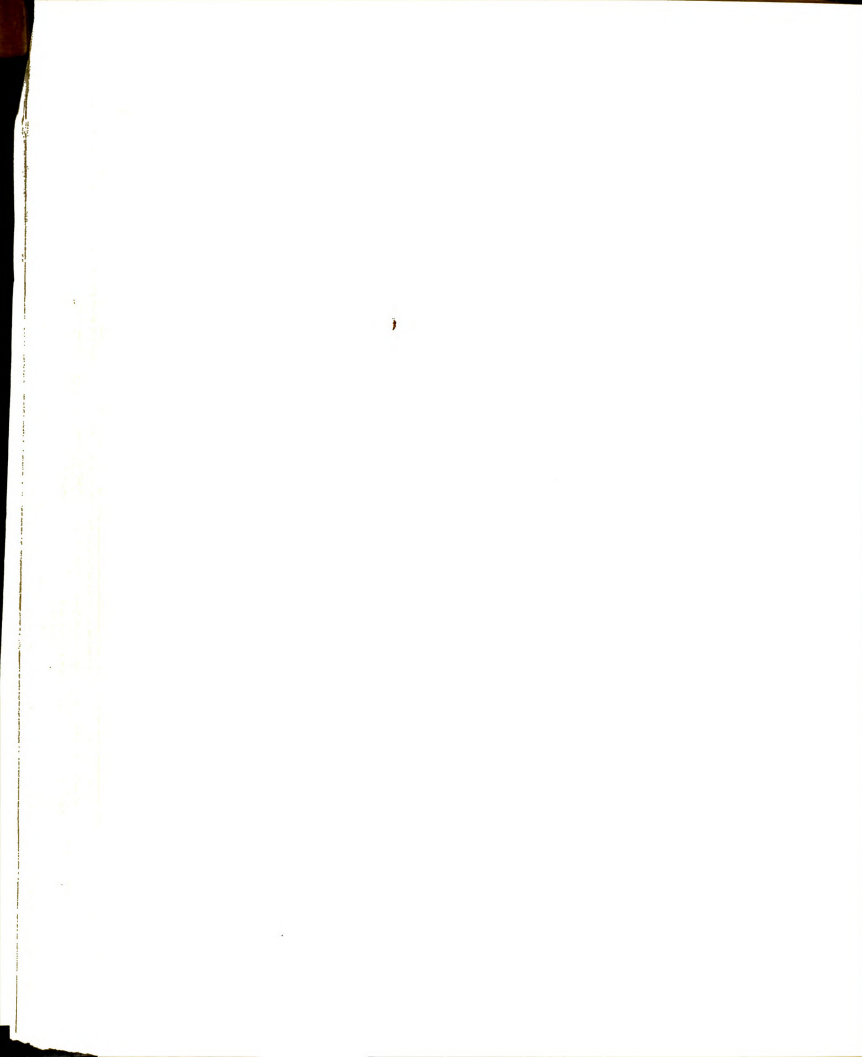
⁴ Ibid. pp. 11-30



and (7) A final questionnaire was developed and printed in pamphlet form (See Appendix B). The completed instrument was designed to reveal the following types of information: (a) Factual data concerning camps; (b) Extent of information concerning campers; (c) Extent of tools, techniques, and practices of guidance used in camps; and (d) General information concerning guidance in camps.

A modified form of the original questionnaire, designed to obtain the opinions of a jury of camp authorities concerning the desirability of guidance information and practices was also used in this study (See Appendix B). The questionnaire designed for the camps was sent to all licensed summer camps in the state of Michigan. For the other phase of the investigation involving the jury appraisal, the modified form adapted to determine desirability was sent to leading camp authorities in the country. The two questionnaires are basically the same and involve the same items except for several of the fill-in items on the back page. This information which was written in will be considered in Chapter VII.

The items used in these questionnaires were selected because there appears to be considerable agreement that most of them are important aspects of guidance in the camp program. Some items were included, not because they represented desirable practices, but merely because it was known that they did exist, and it was thought advisable to determine to



what extent this was so. Some items were not used since they may have tended to invoke biased responses. An effort was made to eliminate, as much as possible, opinionated items. To simplify the questionnaire, space for only three responses was provided. These were, "Much", "Some", and "Little or None". Items were limited to include only information concerning campers and guidance practices used. Items in these categories involved those known to be in effect in various camps. A few of these have not been included but will be discussed later in the study.

Survey Procedures. Each camp director of every licensed summer camp for children in the state of Michigan as indicated by the Directory of the Michigan State Department of Social Welfare was sent a copy of the final questionnaire. In order to lend authority to this form, the following was printed on the top: "Sponsored by the Michigan State College Departments of Guidance and Physical Education, Health and Recreation in the interest of the Michigan Camping Association". A cover letter explaining the purpose of the study and the procedures to be followed in answering the questionnaire was multigraphed and addressed to each individual camp director. These letters which resembled an original typed letter were individually signed and accompanied each questionnaire form. Also a brief note encouraging cooperation in the study was enclosed. This was signed in ink by the

president of the Michigan Camping Association. A stamped self-addressed envelope was also included. Questionnaires were coded so that respondents could remain anonymous and thus feel free to answer more frankly. In an effort to determine whether air mail stamps on the return envelopes would provide better responses, twenty-five of the envelopes were stamped in this manner. No significant difference, however, was noted in the returns.

The follow-up letters sent at two-week intervals were sent to the camps not responding. In the second follow-up another questionnaire was included. This follow-up procedure was effective to the extent that 265 or about 70 per cent of the 386 camps to whom questionnaires were sent responded.

In the modified questionnaire sent to selected authorities the same basic procedure was followed involving the sending of a personal letter along with the questionnaire and two follow-up letters. These authorities were selected from private, church, and organizational camps. They were recommended by two of the former presidents of the American Camping Association as well as other camp leaders. Twenty of the twenty-four authorities contacted responded. A list of these authorities appears in Appendix A. Further information concerning this phase of the study appears in Chapter VI.



Treatment of Data. All information from the completed survey of camps was compiled, coded, and transferred to IBM cards for tabulation. After the data had been tabulated, they were developed into numerous tables and analyzed in reference to the outline of the questionnaire so that the extent of information and practices could be adequately presented. Sufficient information was obtained so that a great variety of analytical procedures could have been attempted. Such information as the age range of campers, the counselor-camper ratio, the size of the camp, the number of camp periods, the length of camp periods, the class of camp (boys, girls, and coeducational), the type of camp (private, church, or organizational), and the type of organizational camp was compiled. Presentation of these data should tend to portray a better picture of the types and characteristics of the camps involved.

This study was developed in relation to camp type (private, church, and organizational) and camp size (small, medium, and large). The treatment of the data to follow will be primarily in reference to these factors.

Scope of the Study

In order to aid the reader in understanding more fully the general pattern of this study, certain information is presented concerning the nature of the camps involved. These data are not major findings, but are of significance in interpreting the more pertinent results of the survey.

Camps Included. All of the licensed summer camps for children in the state of Michigan were included in the main phase of this study. These were grouped as follows:

Private Camps - Camps owned and operated by private individuals and private schools.

Church Camps - Camps under the auspices of religious groups.

Organizational- Camps under the auspices of organiza-
Camps tions such as Boy Scouts, Girl Scouts, Camp Fire Girls, YMCA, YWCA, Governmental Agencies (Schools, Colleges, Recreation Departments), and other organizations (4-H, C.I.O., etc.).

These were further grouped in the following manner:

- (1) Small, 0-50 enrollment; (2) Medium-sized, 51-100; and
- (3) Large, 101 enrollment or more.

Some camps were found to be no longer in operation. Others returned questionnaires that were not completed and which therefore could not be used. This tended to reduce the number of returns available for study.

Responses Received from Private, Church, and Organizational Camps. The following table indicates the extent

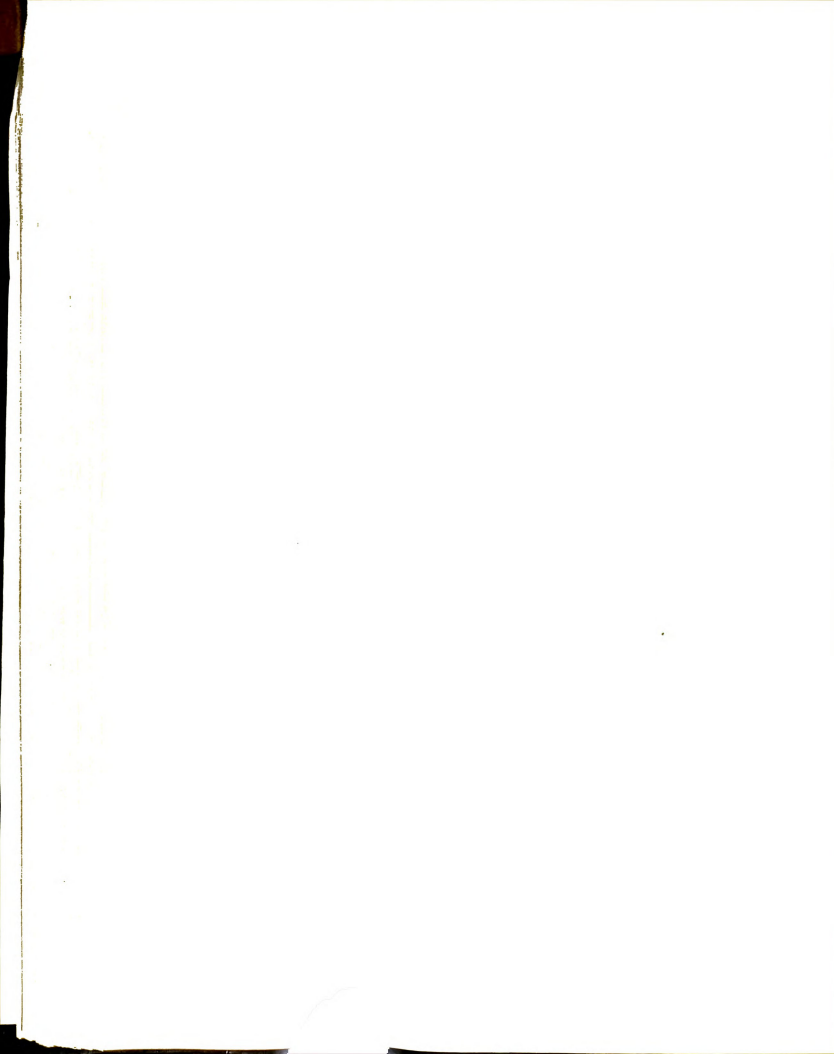


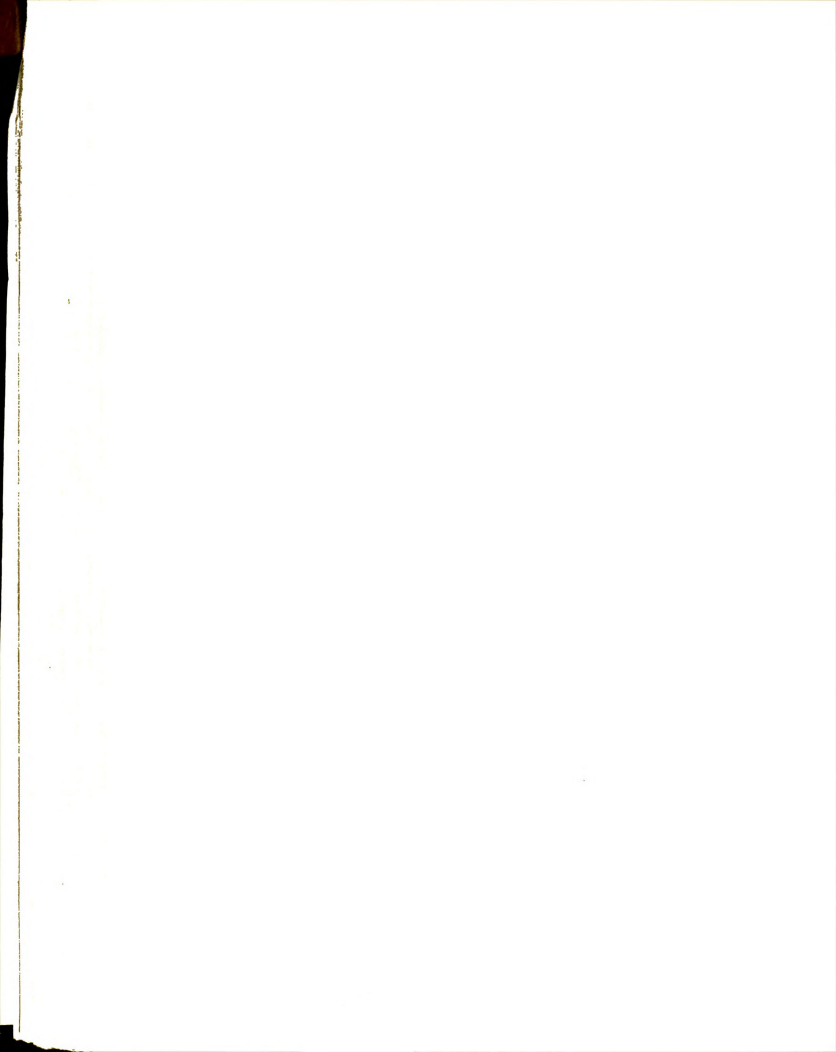
TABLE I

QUESTIONNAIRE RETURNS AND NUMBER OF CAMPS INVOLVED IN STUDY
GROUPED ACCORDING TO TYPE (PRIVATE, CHURCH, ORGANIZATIONAL)

Type of Camp	Total Number of Camps Contacted	Returns		
		Number	% of Return	% of Camps in Study
Private	68	41	60.1	15.5
Church	110	75	68.2	28.3
Organizational	208	149	71.7	56.2
All Camps	386	265	68.6	100.0

Breakdown According to Organizational Camps

Boy Scouts	34	27	79.4	11.1
Girl Scouts	29	22	75.9	8.1
Camp Fire Girls	9	8	89.0	3.1
Y.M.C.A.	28	20	71.5	7.2
Y.W.C.A.	11	6	54.5	2.3
Government Agencies	10	10	100.0	3.3
Other Organizations	87	54	62.1	21.1

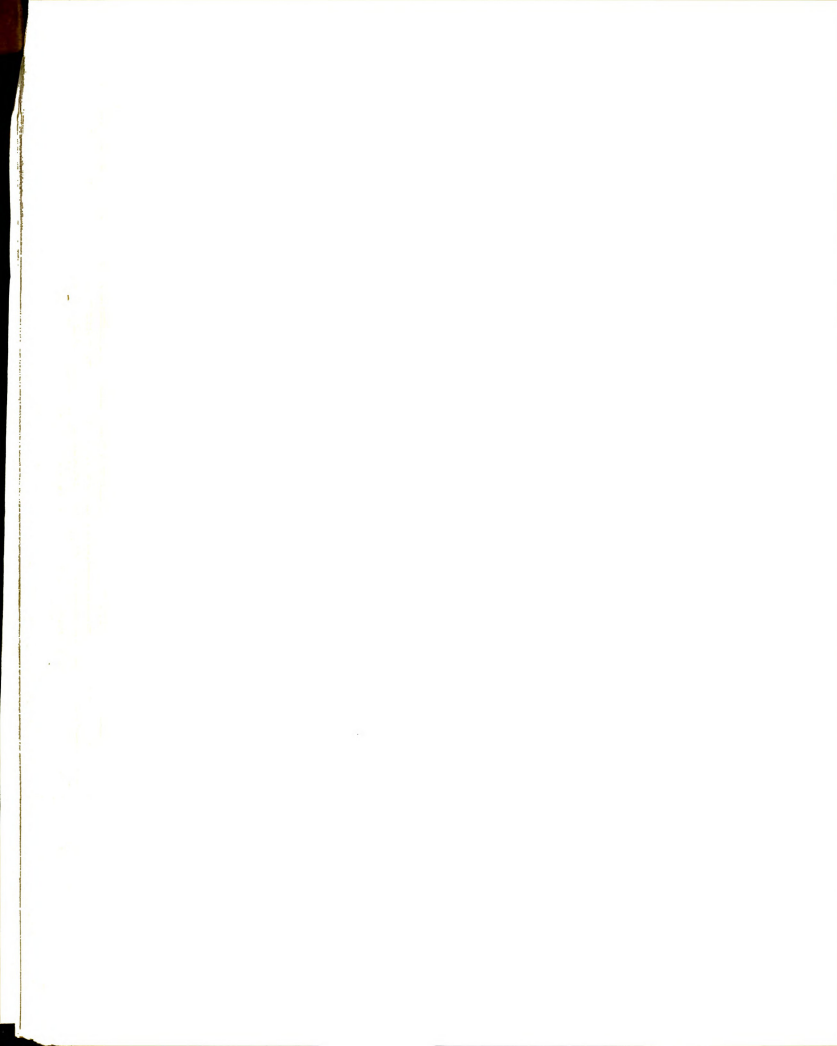


to which returns were received from all of the camps contacted. Also the per cent of return among each of the camp types, as well as the per cent of these camps in relation to all of the 265 camps studied, is indicated.

The number of camps reporting furnished an adequate sample for comparative purposes. Chi squares were employed to test the hypothesis that the variation was greater than chance and that the results were significant at the 5% level.

From the foregoing table it can readily be seen that over half the camps were organizational camps, about one-third were church camps and approximately one-fifth were private camps. The per cent of returns from each group indicates an adequate and comparable representation. Organizational camps responded more readily than either private or church camps and in their responses tended to show more of an interest in the study. The percentage of returns from each of the three groups corresponds fairly well with the percentage of total returns received. Although not included in the foregoing table, data revealed that there were nineteen camps for the underprivileged, seven camps for the handicapped, and fourteen camps which were "day camps". These numbers are not too significant, but are worthy of mention.

General Data Concerning Private, Church, and Organizational Camps. Since camp type and camp size are the two main



factors according to which analysis was made, special consideration was given them. The following table provides a more comprehensive picture relative to the various characteristics of the three main types of camps with which we are herewith concerned; namely, private, church, and organizational camps.

It is significant to note that in reference to these three main camp types, the enrollment of each type of camp was primarily between 26 and 125 with the private camps tending to have the slightly lower enrollments and the organizational camps slightly higher. The camper-counselor ratio was lowest in the private camps and highest in the church camps. Most of the private camps (78%) had just one or two camp periods, whereas church and organizational camps usually had three or more. Most private camps were long term camps (four weeks or more), whereas most of the church camps (98.6%) and organizational camps (90.7) were short term camps (three weeks or less). Among private camps fifteen were for boys, seven for girls, and nineteen were coeducational. Among church camps three were for boys, one for girls, and 62 were coeducational. Among organizational camps 49 were for boys, 40 for girls, and 39 were coeducational. Church camps tend to be of the coeducational class much more extensively than the others. A small percentage of the camps involved provided camping opportuni-



TABLE II

SUMMARY OF GENERAL DATA CONCERNING PRIVATE, CHURCH, AND
ORGANIZATIONAL CAMPS IN STUDY

Data Item	Total	Camp Type							
		Private		Church		Org.		All	
		41	75	149	265				
		No.	%	No.	%	No.	%	No.	%
Enrollment Per Period									
Small (50 or less)		19	46.4	11	14.5	25	16.7	55	20.7
Medium (51 to 100)		11	26.8	40	53.4	80	53.7	131	48.4
Large (101 plus)		11	26.8	24	32.0	44	29.7	79	29.8
Camper-Counselor Ratio									
5-1 or less		24	58.6	13	17.1	44	29.7	81	30.6
6,7 or 8-1		14	34.2	30	30.0	70	47.0	114	43.0
9-1 or more		4	9.7	31	41.3	35	23.4	70	26.4
Number of Camp Periods									
1-3		32	78.2	39	51.9	44	29.7	115	43.5
4-6		2	4.9	22	30.7	78	52.4	102	38.5
7-9		7	17.1	14	18.4	27	18.0	48	18.0
Length of Camp Periods									
Short term (3 wks. or less)		9	14.6	74	98.6	135	90.7	218	82.3
Long term (4 wks. or more)		32	78.2	1	1.3	14	9.4	47	17.7
Class of Camp									
Boys		15	36.6	3	4.0	49	33.0	67	25.3
Girls		7	17.1	1	1.3	40	26.9	48	18.1
Coed		19	46.4	62	82.6	39	26.2	120	45.3
*Boys and girls at different periods		0	0	13	17.1	22	14.8	35	13.2

*Some of these are also included in coed category.

ties for boys and girls at different periods. Of this number some are also included in the coeducational camp category.

Responses Received from Camps Grouped by Size. The following table indicates the number of camps and the percentage of returns in all camps involved, grouped according to camp size.

TABLE III

QUESTIONNAIRE RETURNS AND NUMBER OF CAMPS INVOLVED IN STUDY
GROUPED ACCORDING TO SIZE OF CAMP (SMALL: 0-50;
MEDIUM: 51-100; LARGE: 101 PLUS)

Camp Size	Total No. of Camps	Returns		
		No.	% of Returns	% Camps in Study
Small Camps	95	55	57.9	20.8
Medium-sized Camps	174	131	75.3	49.4
Large Camps	117	79	67.5	29.8
All Camps	386	265	68.6	100.0

It can be seen that adequate and comparable responses were received from each of the above camp categories. The medium-sized camps have indicated a greater response and are correspondingly a larger group, whereas the smaller camps are a lesser group and have comparatively responded the least.

General Data Concerning Camps Grouped by Size. In order to present a more complete picture of the numerous

characteristics of the various camps as grouped according to size, the following data are provided.

From the tabulation it can readily be seen that the camper-counselor ratio was approximately the same for small and medium-sized camps, whereas larger camps tended to have a slightly higher ratio. The smaller camps had the fewest number of camp periods while the medium-sized and large camps had a slightly greater number of periods. More of the small camps had long-term periods than either the medium-sized or large camps, although the large camps had a greater percentage of long-terms than those of the medium-sized camps. The fact that the smaller camps had fewer terms and longer periods correlates with the fact that a higher percentage of the small camps were private camps for which this is characteristic. The medium-sized and large camps were more adapted to boys than were the small camps which tended to serve more girls than the other groups. It is interesting to note that the large camps were more for boys, whereas the small camps were more for girls. The greatest number of camps were for both boys and girls at the same time. The greater percentage of this type of camp was in the large camp group. Only a small number claimed to serve boys and girls at different periods. It can be further seen that most of the private camps were small camps and most of the organizational camps were medium-sized, whereas the majority of

TABLE IV

SUMMARY OF GENERAL DATA ON CAMPS IN STUDY GROUPS ACCORDING TO
SIZE (SMALL: 0-50; MEDIUM: 51-100; LARGE: 101 PLUS)

Data Item	Total	Camp Size			
		Small 55 No. %	Medium 131 No. %	Large 79 No. %	All Camps 265 No. %
Camper-Counselor Ratio					
5-1 or less		20 36.4	37 28.2	22 27.8	81 30.6
6,7 or 8-1		24 43.8	64 49.0	28 35.4	114 43.0
9-1 or more		11 20.0	30 22.9	29 36.7	70 26.4
Number of Camp Periods					
1-3		30 54.6	52 39.8	32 40.5	115 43.5
4-6		16 29.0	59 45.1	27 34.2	102 38.5
7-9		9 16.3	20 15.3	19 24.0	48 18.0
Length of Periods					
Short term (3 wks. or less)		39 70.8	116 88.6	63 79.3	218 82.3
Long term (4 wks. or more)		16 29.2	15 11.4	16 20.3	47 17.7
Class of Camp					
Boys		10 18.1	35 26.7	22 27.8	67 25.3
Girls		13 23.6	25 19.1	10 12.7	48 18.1
Coed		23 41.8	54 41.4	38 48.1	120 45.3
*Boys and girls at different periods		9 16.3	17 13.0	9 11.5	35 13.2
Type of Camp					
Private		19 34.5	11 8.4	11 14.0	41 15.5
Church		11 20.0	40 30.6	24 30.4	75 28.3
Organizational		25 45.6	80 61.1	44 55.8	149 56.3

*Some of these are also included in coed category.



church camps were equally divided between medium and large-sized camps.

General Data Concerning All Camps in Study. In order to present a more comprehensive picture of the characteristics of all the various camps involved in this study, certain other statistics will be herewith presented. These will be presented in terms of the total number (265) of camps included in the study.

Table V expresses the size of the camps in the study. From this it can be seen that the large majority of the camps involved had enrollments ranging between 26 and 125 campers, and most of these were found to range between 51 and 100 campers, the average being 73 campers per period. Most of the camps were medium-sized, the next greatest number large, and the least number small.

In order to obtain some concept concerning the extent of counselor assistance available in the various camps, the camper-counselor ratio is presented in Table VI.

The camper-counselor ratio was six, seven, or eight to one in 43% of the camps. The eight to one ratio showed the highest percentage (18.8%) of all the camps. The mean ratio of all camps was found to be seven to one which is in keeping with accepted practice.

The number of camp periods found among the camps in



TABLE V

BREAKDOWN SHOWING ENROLLMENT FOR ALL CAMPS IN STUDY

Enrollment per camp period	No.	Per Cent of Camps in Study	Totals	
25 or less	17	6.4	Total: 0-50	
26 - 50	38	14.3	No. 55	% 20.7
51 - 75	59	22.2	Total: 51-100	
76 - 100	72	27.2	No. 131	% 48.4
101 - 125	33	12.5	Total: 101 plus	
126 - 150	15	5.7	No. 79	% 29.8
151 - 175	12	4.5		
176 - 200	6	2.3		
Over 200	13	4.9		
Totals	265	100.0		
Mean Enrollment: 73				

TABLE VI

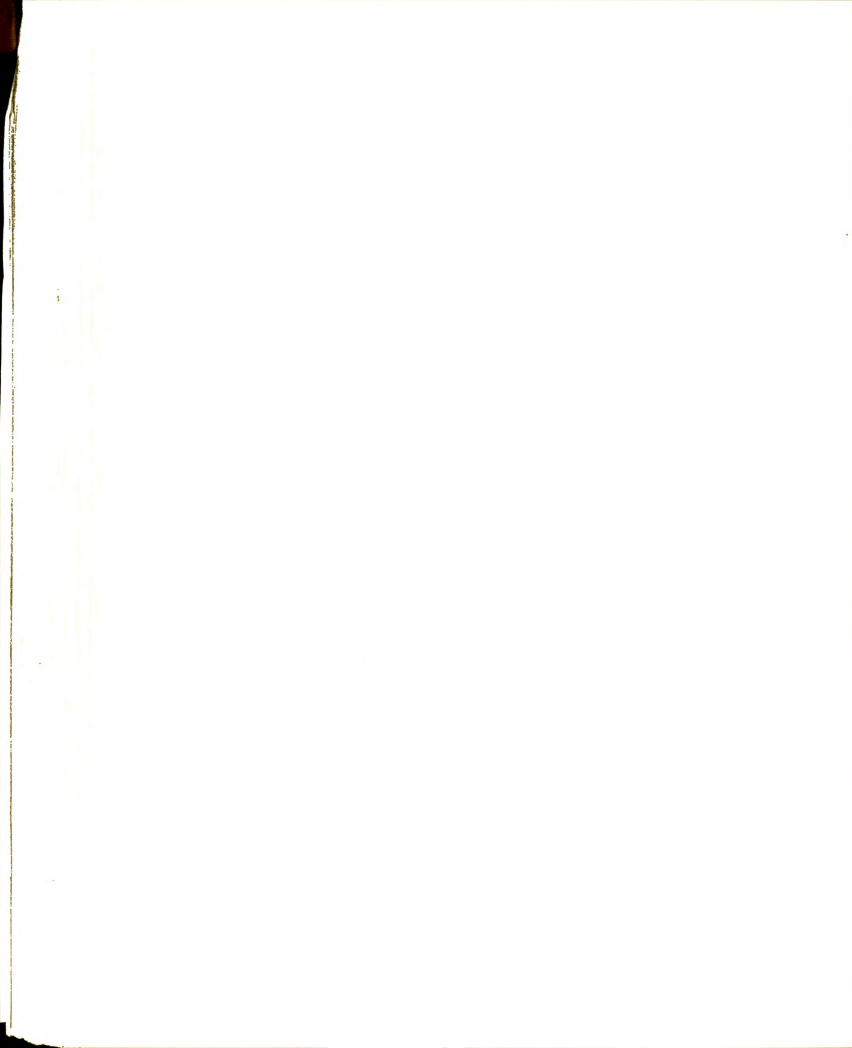
BREAKDOWN OF CAMPER-COUNSELOR RATIOS FOR ALL CAMPS IN STUDY

Ratio	No.	Per Cent of Camps in Study	Totals	
4 - 1	39	14.7	<u>Total: 5-1 or less</u>	
5 - 1	40	15.1	No.	%
			81	30.6
6 - 1	36	13.6	<u>Total: 6-7 or 8-1</u>	
7 - 1	28	10.5	No.	%
			114	43.0
8 - 1	52	19.7		
9 - 1	23	8.7	<u>Total: 9-1 or more</u>	
10 - 1	25	9.4	No.	%
			70	26.4
11 - 1	4	1.5		
12 - 1	18	6.8		
Totals	265	100.0		
Mean Ratio: 7-1				

TABLE VII

BREAKDOWN SHOWING NUMBER OF CAMP PERIODS FOR ALL CAMPS IN STUDY

Number of Periods	No.	Per cent of Camps in Study	Totals
1	49	18.5	<u>Total: 1-3</u>
2	40	15.1	No. % 115 43.4
3	26	9.7	
4	46	17.8	<u>Total: 4-6</u>
5	29	10.9	No. % 102 38.5
6	27	10.2	
7	11	4.2	<u>Total: 7-9</u>
8	17	6.4	No. % 48 18.1
9	20	7.6	
Totals	265	100.0	
Mean Number of Periods: 4			



the study is indicative of the extent to which it is necessary for the camps to change groups during the season. This would necessarily influence guidance from an administrative point of view.

Although the variance in number of camp periods is fairly well distributed, it is evident that the majority of camps have between one and four periods, the mean being four periods. The high percentage (43.4%) having one to three periods is accountable in view of the fact that most of the private camps have just one long period, whereas many church camps may have just one short period (one week) or two or three short periods. The necessity of having many short periods is a burden administratively and will hence inhibit the type of guidance employed. It is significant to note that as many as 104 or 39.3% of the camps had between five and nine separate camp periods. This presents one of the greatest hindrances to the promotion of effective guidance in the summer camping program.

The length of the camp periods is of interest in that it might be assumed that the longer the camp period lasts, the more time there would be available to achieve effective guidance. In general nearly all the private camps tend to be long term camps, whereas most of the church and organizational camps are of shorter duration.



TABLE VIII
LENGTH OF CAMP PERIODS OF ALL CAMPS IN STUDY

Length of Period	No.	Per cent of Camps in Study
Short term (1-3 weeks)	219	82.7
Long term (4 weeks or more)	46	17.3
Totals	265	100.0

As can be seen from the foregoing, a large majority of the camps (82.7%) operated on a relatively short term basis (one to three week periods). This presents another hindrance to fostering desirable guidance practices. This fact coupled with the administrative problem of frequent changeover periods makes the time element of special significance in relation to guidance as will be emphasized in further analysis.

The following tabulation shows the classes of the camps in relation to sex of campers. It is of interest to note in that the greatest percentage of camps (43.4%) were coeducational camps, the next largest group was that of boys' camps (25.3%), and the third largest group girls' camps (18.1%). Camps serving boys and girls at different times were in some cases included in other categories as well, thus creating some variance in the tabulation.

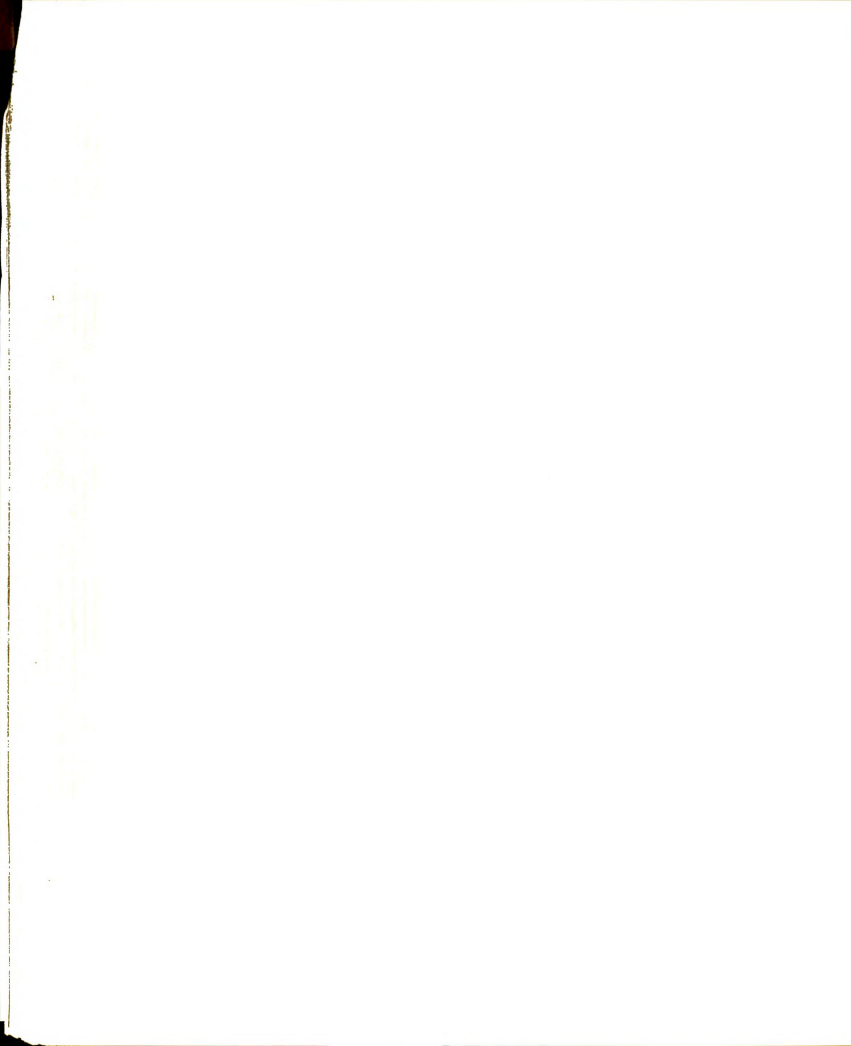


TABLE IX
CLASS OF ALL CAMPS IN STUDY ACCORDING TO SEX

Camp Class	No.	Per cent of Camps in Study
Boys' Camps	67	25.3
Girls' Camps	48	18.1
Boys and Girls (Coed)	120	45.3
*Boys and Girls at Different Times	30	11.3
All camps	265	100.0

*Some of these are also included in coeducational category.

Although age range is worthy of note in reference to the general characteristics of the camps involved in this study, such information did not lend itself readily to tabulation. Some information concerning this has been provided by the Michigan State Department of Social Welfare.⁵ From this source, it was revealed that the minimum ages for more than three-fourths of the camps ranged from six to ten years. The maximum age was found to be ten to fifteen years in 43% of the camps and ten to twenty years in 53% of the camps. The majority of the campers were between eleven and

⁵ Michigan State Department of Social Welfare, 1948 Camp Study, op. cit., p. 2.

fourteen years of age. This is of significance since it provides certain implications relative to the function and type of guidance applicable to the camp situation. Such guidance services as placement and educational-occupational information would not be as valuable to an eleven to fourteen year camp age group, as they would be to high school Juniors and seniors.

Summary. A great deal of preliminary work was necessary in the development of this study. This included contacts with leading camp authorities and associations as well as guidance authorities and educators. An extensive pilot study combined with numerous personal camp visitations and a comprehensive survey of the literature aided further in the development of an effective instrument. Special care was taken to obtain satisfactory responses from the camps and authorities involved including the use of printed questionnaires; multigraphed personally signed cover letter, and the sponsorship and cooperation of the Michigan State College Departments of Guidance and Physical Education, Health and Recreation, and the Michigan Camping Association. Data gathered were transferred to IBM cards for more complete and accurate tabulation. Camps were grouped according to type (Private, Church, and Organizational) and size (Small, Medium-sized, and Large) for purposes of analysis.

Returns were received from 26% or 68.6% of all licensed summer camps in Michigan. Returns from each of the different types and sizes of camps were adequately representative and correlated well with the total returns obtained. According to camp type, most of the camps in the study were organizational (56.2%). Second largest group was that of church camps (28.3%), and the smallest group was that of private camps (15.5%). According to camp size, most of the camps (49.4%) were medium-sized (51 - 100 enrollment). The second largest group (29.8%) was that of large camps (101 and more), and the group containing the fewest (20.8%) was that of the small camps (50 or less).

Data were obtained from nineteen of the twenty-four authorities contacted. These authorities were equally distributed between private, church, and organizational types of camps.

Information concerning the camper-counselor ratio, the number of camp periods, the length of periods, the class of camp, the size of camp, and the type of camp was tabulated and analyzed in relation to camp type, camp size, and all camps in general. The following is of special significance in reference to all camps: (1) The average enrollment per camp period was found to be 73 campers; (2) The average camper-counselor ratio was seven to one; (3) The average number of camping periods was four; (4) The great majority

(82.7%) of camps operated on a short term basis (three weeks or less); (5) Most of the camps were coeducational camps; and (6) The majority of campers were in the eleven to fourteen age range.

The foregoing data give a more comprehensive and detailed picture of the structure, characteristics, and basic patterns of the camps involved in this study and will enhance considerably the presentation of the analysis to follow.

CHAPTER IV

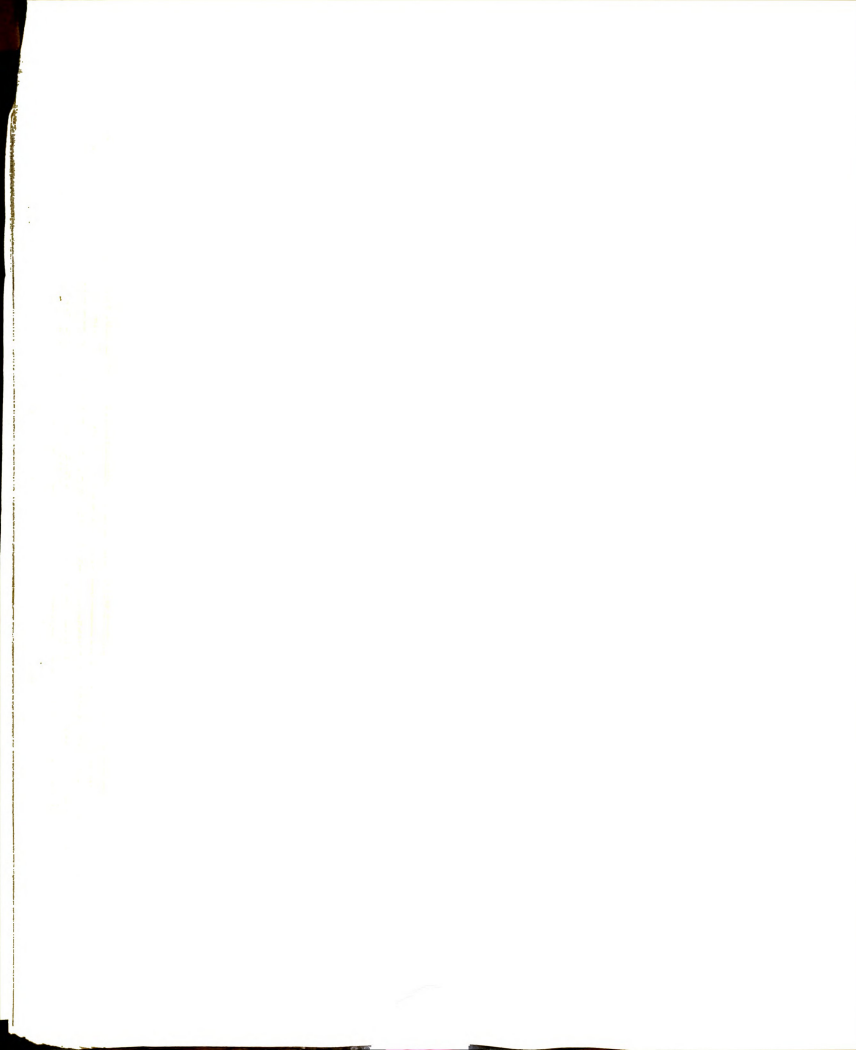
EXTENT OF INFORMATION CONCERNING CAMPERS

Introduction. It is imperative that camp leaders have sufficient knowledge and understanding of the campers in their charge. This is necessary if they are to be expected to effectively help campers understand their abilities, needs, interests, aptitudes, limitations, and opportunities. It is also essential in assisting children to make wise choices and adjustments relative to this knowledge, so that they may better serve society and live more happily. Camp leaders should know the background of each camper, and they should be able to comprehend the implications and significance of this information in relation to the camp environment. In a publication of the United States Department of Health, Education, and Welfare the following statement is made:

In trying to explain puzzling behavior, we must first think of what has gone before. What special circumstances have surrounded the child? What kind of adult personalities has he lived among? What things have happened to him?¹

This emphasizes well the need for information concerning children if we are to help and guide them adequately.

¹ U. S. Department of Health, Education, and Welfare, Your Child from Six to Twelve (Washington: Children's Bureau Publications #324, 1949), p. 62.



If camp leaders are to be expected to deal intelligently with the children in their care, they must have access to certain types of information. Much of this can be learned through observation and personal interviews. Other types can be learned from questionnaires, health reports, and personal records. It is important to know a child's family background, his personal qualities and characteristics, and his health status and history.² This is important to the camper, the camp leaders, and the camp. The counselor should draw upon all available sources of information about each camper in order to achieve the most adequate understanding of his needs, interests, and personality.³

Numerous means have been devised to obtain information from campers. These include such things as personal information cards, anecdotal records, school and parent questionnaires, personality analysis, records of past camp experiences, and tests and inventories of various sorts.⁴ No information, however good, is valuable unless it is used and used wisely. Information unwisely used can often do

² R. Alice Drought, A Camping Manual (New York: A. S. Barnes and Company, 1943), p. 3.

³ Hedley S. Dimock and Taylor Statton, Talks to Counselors (New York: Association Press, 1947), p. 26.

⁴ Jean E. Bedger, "How Much Do You Know About Your Campers?" • Camping Magazine, 24:12-13, February, 1952.

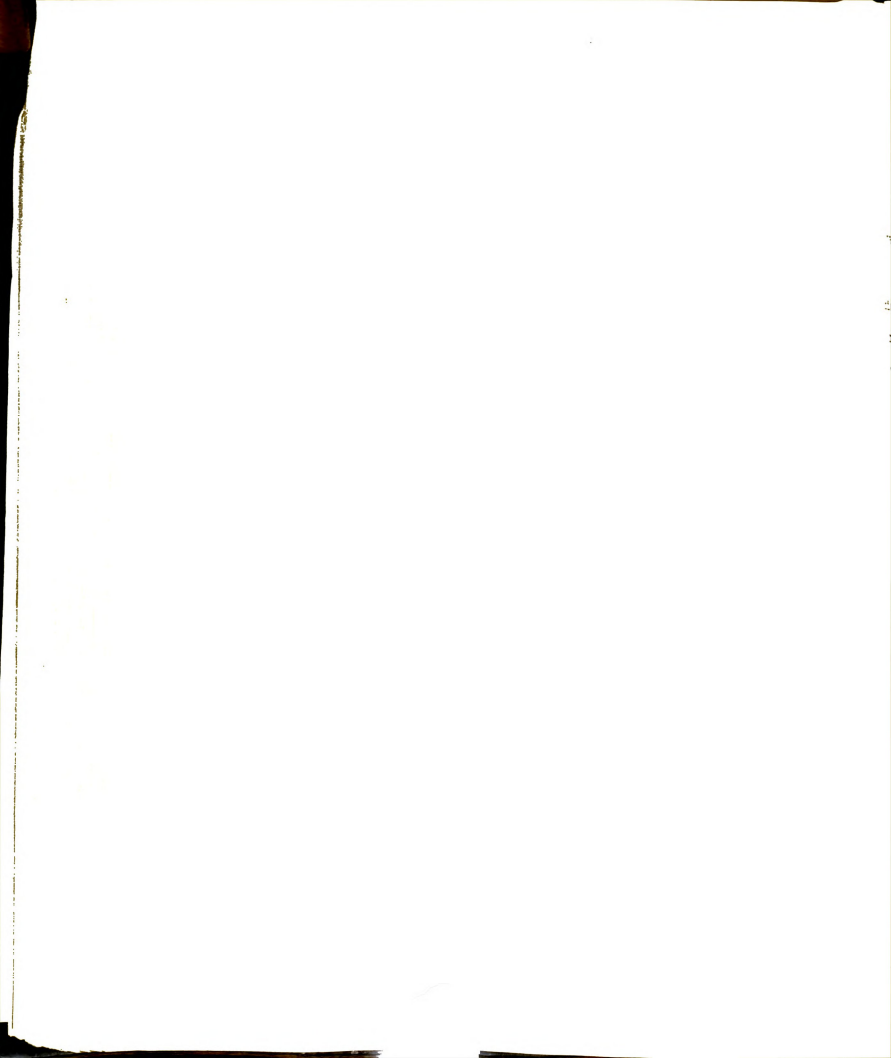
more harm than good. It has been suggested that all information obtained be transferred to duplicate cards, one each for the counselor and the administrative office. Campers should be grouped and the counselor given the necessary information. Information should then be analyzed and discussed, and the campers in turn should then be guided in the light of this information.⁵

There is today in the field of camping a distinct need for more specific information as well as a summary of this information concerning each camper attending camp.⁶

One of the main purposes of this study has been to determine the extent to which certain types of information are in the possession of the various camps involved. The following pages will present such findings in terms of camp type and camp size, as well as in respect to all camps in general. For purposes of effective tabulation all of the camps were divided into three types (private, church, and organizational) and three sizes (small: 0-50 enrollment; medium-sized: 51-100 enrollment; and large: 101 plus enrollment). Analysis is made in respect to each of these categories.

⁵ Loc. cit.

⁶ Adelaide Z. Polumbo, Social Casework and the Child Camper (Washington: U. S. Children's Bureau, 1953), p. 2.



Information on Campers' Home Background

Scope of Area. The marital status of a camper's parents, the number and ages of his brothers and sisters, the occupation of his parents, his unusual experiences and his group contacts around home are all vital types of information concerning the camper's home background which can be very helpful to camp leaders in the guidance of campers. Other types of information such as the education of the child's parents, the type of community in which the child lives, the child's socio-economic strata, the child's attitude toward parents and siblings, and the child's home adjustment could have been selected. However, much of this is implied through the item "occupation of parents" as well as in the others. In some cases, especially in church camps, information concerning church attendance, religious beliefs, and religious background would be helpful.

In the following tables, the extent to which camps possessed information concerning the home background of campers is presented. These data are presented in Table X according to camp type, and in Table XI according to camp size. Data are listed in terms of "much", "some", and "little or none" information. In analyzing the material, "much" and "some" will be combined into one category inasmuch as this will provide a better indication as to the number of

TABLE X

EXTENT OF INFORMATION ON CAMPERS' HOME BACKGROUND ACCORDING TO CAMP TYPE

Type of Information	Total	Extent of Information					
		Private 41	Church 75	Org. 149	All 265	No.	%
Marital status of campers' parents	Much Some Little or None	25 61.0 14 34.1 2 4.9	10 13.4 31 41.3 34 45.3	34 22.8 55 37.0 60 40.2	69 26.1 100 37.7 96 36.2		
Number and ages of brothers and sisters	Much Some Little or None	22 53.7 12 29.3 7 17.0	9 11.9 21 27.5 45 60.6	41 27.6 36 24.1 72 48.3	72 29.2 69 26.0 124 46.8		
Occupation of parents	Much Some Little or None	25 61.0 13 31.7 3 7.3	11 14.6 25 33.5 39 51.9	51 34.3 39 25.1 59 39.6	87 32.8 77 29.0 101 38.2		
Unusual experiences of campers	Much Some Little or None	21 51.2 15 36.6 5 12.2	5 6.7 33 44.0 37 49.3	29 19.4 65 43.6 55 37.0	55 20.8 112 42.6 97 36.6		
Group contacts of camper around home	Much Some Little or None	12 29.3 21 51.2 8 19.5	5 6.7 27 36.0 43 57.3	35 23.4 57 38.3 57 38.3	52 19.6 105 39.6 108 40.3		

TABLE XI

EXTENT OF INFORMATION ON CAMPERS' HOME BACKGROUND ACCORDING TO CAMP SIZE
(SMALL: 0-50; MEDIUM: 51-100; LARGE: 101 PLUS)

Type of Information	Total	Extent of Information					
		Small 55		Medium 131		Large 79	
		No.	%	No.	%	No.	%
Marital status of campers' parents	Much	22	40.0	30	22.9	17	21.6
	Some	22	40.0	49	37.4	29	36.7
	Little or None	11	20.0	52	39.8	33	41.8
Number and ages of brothers and sisters	Much	21	38.4	32	24.4	19	24.0
	Some	17	30.8	34	25.9	18	22.8
	Little or None	17	30.8	65	49.7	42	53.3
Occupation of parents	Much	29	52.8	37	28.2	21	26.6
	Some	13	23.6	44	33.7	20	25.3
	Little or None	13	23.6	50	38.1	38	48.1
Unusual experiences of campers	Much	20	36.4	23	17.5	12	15.2
	Some	24	43.6	54	41.3	35	44.3
	Little or None	11	20.0	54	41.2	32	40.5
Group contacts of camper around home	Much	16	29.0	26	19.8	10	12.7
	Some	24	43.8	49	37.4	32	40.5
	Little or None	15	27.2	56	42.8	37	46.8

camps which actually have the information. The extent of this information can be more clearly seen by observing the table directly and comparing the percentages. The extent of information will also be presented in the final table of this chapter in the form of "coefficients of extent".

Marital Status of Campers' Parents. From the foregoing it is evident that, in relation to the extent of information on the marital status of campers' parents, all of the camps had "much" or "some" of the information in 64% of the cases. From Table X it can be seen that private camps had "much" or "some" of this information in 95% of the cases, church camps in 55% of the cases, and organizational camps in 60% of the cases. The private camps had considerably more of this type of information. This may well be due to the fact that they usually tend to have more contacts with parents directly than do other camps. In Table XI it can be observed that small camps had "much" or "some" of this information in 80% of the cases, medium-sized camps in 60% of the cases, and large camps in 42% of the cases. Since small camps have fewer campers with which to work, it is expected that they would have more opportunity to obtain this information. Then, too, a slightly greater proportion of private camps are small camps in comparison with the church or organizational camps. (See Table II, p. 73). It is noteworthy that only private camps indicated that they

had "much" information in this area, in over 50% of the cases.

Number and Ages of Brothers and Sisters. In observing the item of information concerning number and ages of brothers and sisters, it can be noticed that all of the camps had "much" or "some" of this information in 53% of the cases. It is revealed in Table X that private camps had "much" or "some" of this information in 83% of the cases, church camps in 40% of the cases, and organizational camps in 52% of the cases. As far as size is concerned, it is indicated in Table XI that small camps had "much" or "some" of the information in 69% of the cases, medium-sized camps in 50% of the cases, and large camps in 47% of the cases. Again the private camps and the small camps had a significantly greater degree of information, although only private camps indicated they had "much" of the information in over 50% of the cases.

Information on Parents' Occupation. All of the camps had "much" or "some" of the information concerning parents' occupations in 62% of the cases, whereas percentages in Table X indicate that private camps had such data in 93% of the cases, church camps in 48%, and organizational camps in 60% of the cases. In regard to the camps grouped according to size, Table XI shows that the small camps had "much" or "some" of this information in 76% of the cases, medium-sized camps in 62% of the cases, and large camps in 52% of the cases. Private camps and small camps predominate in this

area. Again, private camps are the only group indicating "much" information in over 50% of the cases.

Unusual Experiences of Campers. Approximately 63% of all the camps indicated they had "much" or "some" information concerning the unusual experience of their campers. Among the private camps as shown by Table X, 88% indicated they had such information, whereas the church and organizational camps had 51% and 63% respectively. Private camps again were the only group indicating "much" information in over 50% of the cases. Small, medium-sized, and large camps indicated 80%, 59%, and 60% respectively.

Group Contacts Around Home. Information dealing with group contacts of the camper around his home was indicated in the "much" and "some" categories by 59% of all camps. This same information, as shown by Table X, was in evidence among private camps in 80% of the cases, among church camps in 43%, and among organizational camps in 62% of the cases. In the case of small camps, as disclosed in Table XI, 73% responded "much" or "some" to the item while medium-sized camps indicated 57% and large camps 53%. In this case none of the camps indicated having "much" of the information in any amount over 30% of the cases.

Summary on Campers' Home Background. In appraising the total area of information concerning campers' home background, it is significant to note that in relation to every

item private camps indicated they had the most information, whereas organizational camps had the second most, and church camps the least. As before mentioned, the fact that private camps usually have more direct contacts with the campers' parents may account for this to a certain degree. Also private camps usually operate for longer periods than either of the other types, thus giving them more time to obtain such data. Then, too, private camps are better able financially to procure good staff people.

In respect to camp size, it can be pointed out that in the case of every item the smaller camps had the most information, the medium-sized camps had the next most, and the large camps the least. This is explainable in view of the fact that small camps have fewer campers and are thus usually able to know them better and know more about them. Although the "much" and "some" responses indicated were in some cases reasonably high, it should be emphasized that the "much" responses taken alone were relatively low. The range of "much" responses for all camps was between 19.6% and 32.8% as compared to 53% to 64% for "much" and "some" taken together. The range for private camps was 29.3% to 61%, for church camps 6.7% to 14.6%, and for organizational camps 19.4% to 34.3%. For small camps the range of "much" responses was 29% to 52.8%, for medium-sized camps 17.6% to 28.2%, and for large camps 12.7% to 26.6%. This points well to

the fact that actually few camps have much of this type of information available, although a majority have "much" or "some".

The extent of "much" and "some" responses for each of the items was reasonably consistent in all camps. There was little variation among the items as can be seen when listed in rank order for all camps: (1) Parents' marital status (64%); (2) Unusual experiences (63%); (3) Occupation of parents (62%); (4) Group contacts (59%); and (5) Number and age of siblings (53%). This consistency in extent of information among the items was common to each of the camp groups. Also the rank order of the extent of information among the items within each of the groups corresponded quite closely with that in all camps, marital status and occupation of parents being the two areas most frequently indicated. There appeared to be no large differences in the extent of information within each group since in no case was there over a 15% difference between the extent of information, as can be seen by observing the lowest and highest item of information in respect to the combined "much" and "some" categories.

In the area of campers' home background it is of special interest that no camps actually had "much" of the information indicated. Private camps and small camps had the greatest extent of information. The items of infor-

mation most prevalent were those concerning the marital status and occupation of the campers' parents, whereas the least prevalent one concerned the number and ages of siblings. Since most private camps are long term camps (four weeks or more) while most church and organizational camps are short term camps (three weeks or less), it can reasonably be assumed that long term camps tend to have more information available in this area than do short term camps. This same relationship will apply throughout this study.

Information on Campers' Personal Qualities

Scope of Area. Information concerning the personal qualities and characteristics of campers is essential to the camp leader in attempting to help the camper to the best advantage. Information concerning the campers' special fears and weaknesses, problems and frustrations, personal ambitions and plans for the future, skills, abilities and talents, hobbies, interests, likes and dislikes, social adjustment and social history, and intelligence and school grades, all have significance in assisting the camp leader to know and understand the campers with which they work.

Although not listed herein, other information of this type which might be helpful includes personal relationships, attitudes, friendships, leadership, and personal hygiene and habits. These are implied to a certain extent in the



area of social adjustment and history.

A comprehensive picture of the extent to which information concerning the personal qualities and characteristics of campers is in the possession of the various camps concerned is revealed in Tables XII and XIII.

Information on Special Fears and Weaknesses. From Table XII it can be readily seen that in relation to the extent of information on special fears and weaknesses of campers, all of the camps had "much" or "some" of the information in 74% of the cases. Private camps had "much" or "some" of the information in 95% of the cases, church camps in 60%, and organizational camps in 75%. Although 60% was indicated by church camps only, 9.3% of these responses were in the category of "much" information. In relation to camp size as disclosed by Table XIII, small camps had "much" or "some" of this information in 84% of the cases, medium-sized camps in 76%, and large camps in 65%. As in the previous category, private camps and small camps again indicated the greatest response, with private camps indicating "much" responses in over 50% of the cases.

Information on Problems and Frustrations. In relation to the problems and frustrations of campers, it was found that all camps had "much" or "some" of this information in 66% of the cases, whereas it is shown in Table XII that private, church, and organizational camps had 98%, 50%, and 66%

TABLE XII

EXTENT OF INFORMATION ON CAMPERS' PERSONAL QUALITIES AND CHARACTERISTICS
ACCORDING TO CAMP TYPE

Type of Information	Total	Extent of Information							
		Private 41		Church 75		Org. 149		All 265	
		No.	%	No.	%	No.	%	No.	%
Record of special fears and weaknesses of campers	Much	29	70.8	7	9.4	47	31.6	83	31.3
	Some	10	24.4	38	50.6	65	43.6	113	42.6
	Little or None	2	4.8	30	40.0	37	24.8	69	26.1
Record of problems and frustrations of campers	Much	24	58.6	7	9.4	35	23.5	66	29.9
	Some	16	39.0	30	40.0	62	41.6	108	40.7
	Little or None	1	2.4	38	50.6	52	34.9	91	34.4
Record of campers' personal ambition and plans for the future	Much	14	34.2	4	5.3	19	12.7	37	13.9
	Some	17	41.4	28	37.4	46	30.9	91	34.5
	Little or None	10	23.4	43	57.3	84	56.4	137	51.6
Information on campers' skills, abilities and talents	Much	20	48.8	6	8.0	35	23.4	61	23.4
	Some	19	46.4	43	57.3	85	57.2	147	52.4
	Little or None	2	4.8	26	34.7	29	19.4	57	23.2

TABLE XII (continued)

EXTENT OF INFORMATION ON CAMPERS' PERSONAL QUALITIES AND CHARACTERISTICS
ACCORDING TO CAMP TYPE

Type of Information	Total	Extent of Information					
		Private	Church	Org.		All	
		No.	%	No.	%	No.	%
Information on campers' hobbies, interests, likes and dislikes	Much	21	51.2	8	10.6	34	22.8
	Some	16	39.1	38	50.6	80	53.8
	Little or None	4	9.7	29	38.8	35	23.4
Information on campers' social adjustment and social history	Much	18	43.9	5	6.7	21	14.1
	Some	19	46.4	26	34.7	58	38.9
	Little or None	4	9.7	44	58.6	70	47.0
Information on campers' intelligence (I.Q. Score)	Much	7	17.1	0	0	6	4.0
	Some	13	31.7	9	11.9	22	14.8
	Little or None	21	51.2	66	88.1	121	81.2
Record of campers' school grades	Much	10	23.4	2	2.7	12	8.6
	Some	9	21.9	10	13.3	20	13.8
	Little or None	22	53.7	63	84.0	116	77.6
						201	86.0

TABLE XIII

EXTENT OF INFORMATION ON CAMPERS' PERSONAL QUALITIES AND CHARACTERISTICS ACCORDING
TO CAMP SIZE (SMALL: 0-50; MEDIUM: 51-100; LARGE: 101 PLUS)

Type of Information	Total	Extent of Information					
		Small 55		Medium 131		Large 79	
		No.	%	No.	%	No.	%
Record of special fears and weaknesses of campers	Much	24	43.8	39	29.8	20	25.3
	Some	22	40.0	60	45.8	31	39.3
	Little or None	9	16.2	32	24.4	28	35.4
Record of problems and frustrations of campers	Much	21	38.2	29	22.1	16	20.3
	Some	22	40.0	54	41.3	32	40.5
	Little or None	12	21.8	48	36.6	31	39.3
Record of campers' personal ambition and plans for the future	Much	10	18.1	16	12.2	11	14.0
	Some	21	38.1	45	34.3	25	31.6
	Little or None	24	43.8	70	53.5	43	54.4
Information on campers' skills, abilities and talents	Much	18	32.6	26	19.8	17	21.5
	Some	28	51.1	81	61.9	38	48.1
	Little or None	9	16.3	24	18.3	24	30.4

TABLE XIII (continued)

EXTENT OF INFORMATION ON CAMPERS' PERSONAL QUALITIES AND CHARACTERISTICS ACCORDING
TO CAMP SIZE (SMALL: 0-50; MEDIUM: 51-100; LARGE: 101 PLUS)

Type of Information	Total	Extent of Information					
		Small 55	No. %	Medium 131	No. %	Large 79	No. %
Information on campers' hobbies, interests, likes and dislikes	Much	16	29.0	29	22.1	18	22.8
	Some	26	47.4	70	53.5	38	48.1
	Little or None	13	23.6	32	24.4	23	29.1
Information on campers' social adjustment and social history	Much	15	27.2	20	15.3	9	11.5
	Some	20	36.4	54	41.4	29	36.5
	Little or None	20	36.4	57	43.3	41	52.0
Information on campers' intelligence (I.Q. Score)	Much	5	9.2	5	3.8	3	3.8
	Some	15	27.2	17	13.0	12	15.2
	Little or None	35	63.6	109	83.2	64	81.0
Record of campers' school grades	Much	9	16.5	9	6.9	6	7.6
	Some	9	16.3	16	12.3	14	17.8
	Little or None	37	67.2	105	80.3	59	74.6

respectively. Although private camps seemingly had a great deal in this area, only 59% indicated "much". Small camps again had more than the others, as can be seen in Table XIII. They had "much" or "some" of the information on problems and frustrations of campers in 78% of the cases, whereas medium-sized camps had information to the extent of 63% and large camps 61%. In this case medium-sized and large camps were approximately the same.

Information on Personal Ambitions and Plans. In reference to the items concerning campers' personal ambitions and plans for the future, 48% of all the camps in the study indicated they had "much" or "some" of this information. Private camps, as revealed in Table XII, had considerably more with 77% indicated, whereas church and organizational camps had approximately the same, with 43% and 44% respectively. As in every other item thus far, private camps appear to have significantly more information than any one of the other camp types, as well as more than the average of all camps. From Table XIII it can be observed that the small camps had "much" or "some" of the information in 56% of the cases, medium-sized camps in 46%, and large camps in 45%. As in the previous item, medium and large-sized camps were about the same.

Information on Skills, Abilities, and Talents. It can be seen from Table XII that all of the camps had "much" or

"some" of the information concerning skills, abilities, and talents of campers in 75% of the cases. Private camps had "much" or "some" of this data in 95% of the cases, church camps in 65%, and organizational camps in 81%. Although private camps seemed to have a proportionately higher degree of this information according to the combined "much" and "some" categories, only 49% of them indicated "much". Small camps as shown by Table XIII had "much" or "some" of this data in 84% of the cases, medium-sized camps were practically the same. It would appear that there is more information obtained in this area among all the camps as well as among each type and size of camp than in any of the other items. Nevertheless, only 23% of all camps indicated that they had "much" information on skills, abilities, and talents. The greater extent of the information as is evidenced in this area, is ordinarily due to the fact that nearly all camps are much concerned with the skills, abilities, and talents of their campers, since these play such an important part in most camp programs.

Information on Hobbies, Interests, and Likes and Dislikes. Information on campers' hobbies, interests, and likes and dislikes was revealed as being possessed "much" or "some" by 74% of all camps. Private camps, as disclosed by Table XII, had "much" or "some" of this information in 90% of the cases, whereas church camps indicated 61% and organi-

zational camps 77%. Small camps, as shown by Table XIII, had "much" or "some" of the information on hobbies, interests, and likes and dislikes in 77% of the cases, while medium-sized camps and small camps had 76% and 71% respectively. Again, medium-sized camps were approximately the same as small camps in this respect, whereas in most of the other items medium-sized camps were more similar to large camps. This is another area in which a comparatively high percentage of camps indicated that they possessed information. Still only 25% of all camps claimed they had "much" of these data, whereas 26% said they had "little or none". Along with skills and abilities, hobbies and interests are also inherent to the camp program and naturally would be expected to be indicated more often.

Information on Social Adjustment. All of the camps in the study had "much" or "some" of the information concerning campers' social adjustment and social history in 65% of the cases. It can be observed in Table XII that in private camps, church camps, and organizational camps, the percentages were 90%, 41%, and 53% respectively. In small camps, as shown by Table XIII, "much" or "some" of this information was indicated in 64% of the cases, whereas in medium-sized camps 57% was indicated, and in large camps 48%. With this item, a greater variance in the extent of the information in the camps grouped according to size was

in evidence.

Information on Intelligence. It is somewhat surprising that only 21% of all the camps had "much" or "some" information concerning campers' intelligence since this is one of the most important phases of information with which schools are concerned. It can be seen from Table XII that private camps claimed to possess "much" or "some" of this information in 49% of the cases, church camps in 12%, and organizational camps in 19%. Again private camps have considerably more than the others though only 17% of these indicated they had "much" information. Small camps, as disclosed by Table XIII, revealed they had 36% of this information, medium-sized camps 17%, and large camps 19%. This is one of the few items in which large camps seemed to have more information than the medium-sized camps. The difference, however, is not at all significant.

Information on School Grades. It is interesting to note that all of the camps had "much" or "some" information concerning children's school grades in only 24% of the cases. This is an especially important factor of information in the schools. It would seem that more camps might be desirous of obtaining such information. Nevertheless, the problems of obtaining it often make such a procedure somewhat prohibitive. Private camps, as can be observed in Table XII, indicated they had "much" or "some" information

relative to campers' school grades in 47% of the cases, whereas only 16% of the church camps had these data, and of these only 3% indicated "much". Among organizational camps 23% had this type of information. It is quite apparent from Table XIII that small camps had "much" or "some" of these data in 33% of the cases, whereas medium-sized and large camps had 20% and 25% respectively.

Summary of Information on Personal Qualities. In considering the entire area concerning campers' personal qualities and characteristics, it is significant to observe the fact that, in the case of every item, private camps claimed to possess the greatest extent of information. In many instances they were considerably higher than the others. In only two items, however, did they claim to have "much" information in over 52% of the cases. In every item, also, organizational camps had more information than church camps although the difference in the extent of this information was less than was the difference between private and organizational camps.

In all cases small camps had more information than medium-sized camps, and they in turn had more than large camps, except for the areas of intelligence and school grades in which large camps had slightly more.

Although the combination of "much" and "some" responses were reasonably high, the "much" responses taken alone were considerably lower as is seen by the fact that in all camps

in relation to all the items in this category the range of "much" responses was 5% to 31%. In private camps the range was 17% to 70%, (the average of these "much" responses was, however, only 44%). In church camps the range was 1% to 11% and in organizational camps 4% to 23%. Small, medium-sized, and large camps had ranges of 9% to 43%, 4% to 29%, and 4% to 25% respectively. This serves to emphasize the fact that although in relation to many of the items, a majority of the camps had the information, only a minority had this information to a great extent.

The extent of the "much" and "some" responses to the information was reasonably consistent in all camps, and there tended to be little variation among the items, except in the case of intelligence and school grades. This can be seen more clearly in the following ranking of all items for all camps according to frequency. These include information on campers: (1) Skills, abilities, and talents (75%); (2) Fears and weaknesses (74%); (3) Hobbies, interests and likes (74%); (4) Problems and frustrations (66%); (5) Social adjustment (65%); (6) Ambitions and plans (48%); (7) School grades (24%); and (8) Intelligence (21%).

This consistency in the extent of information among the items was common to each of the groups and the rank order of frequency of the items of information within each group corresponds quite closely with that just given con-

cerning all groups. There was considerable difference in the extent of the information. This was mainly in reference to the items on intelligence and school grades, as compared with the others. This can be seen more readily by referring to Tables XII and XIII.

In this area of qualities and characteristics of campers, it is noteworthy that few of the camps had "much" of the information, whereas a majority had "much" or "some". Private and small camps had more than the others. The items of information most prevalent were those concerning skills and abilities, fears and weaknesses, and hobbies and interests. The items of information indicated by the fewest camps were intelligence and school grades. Again it can be assumed that long term camps would tend to have more of these data than short term camps, since they include primarily private camps.

Information on Campers' Health and Physical Status

Scope of Area. Information concerning the health of campers is of prime importance in the area of camping. Information of this type is especially helpful if effective guidance is to be achieved. Report of a current medical examination, the report of a doctor or nurse's inspection upon the camper's arrival at camp, and a daily health report are all essential in establishing a substantial fund



of health data concerning campers. Other information concerning health habits, health attitudes, and health opinions are usually quite helpful. Information of this type is often included in medical examinations and health reports and therefore will not be listed separately.

The extent to which various types of information concerning the health of campers is in possession of the various camps can be seen in Tables XIV and XV.

It is apparent from these tables that there are more data available concerning the health of the campers among all the camps than there is indicated in any of the other areas of information. This is to be expected, however, in view of the state law requiring health examinations for campers, and the strict supervision of the State Health Department. It is surprising that some items were as low as was disclosed.

Current Medical Examinations. All of the camps have indicated, relative to current medical examinations, that they have "much" or "some" information in 89% of the cases with "much" indicated in 71%. In the whole area of information concerning campers, this is the most extensively reported item. Private camps, as can be observed from Table XIV, have "much" or "some" of these data in 93% of the cases, church camps in 80%, and organizational camps in 93%. It is significant that this is the first area in which organiza-

TABLE XIV

EXTENT OF INFORMATION ON CAMPERS' HEALTH AND PHYSICAL STATUS ACCORDING TO CAMP TYPE

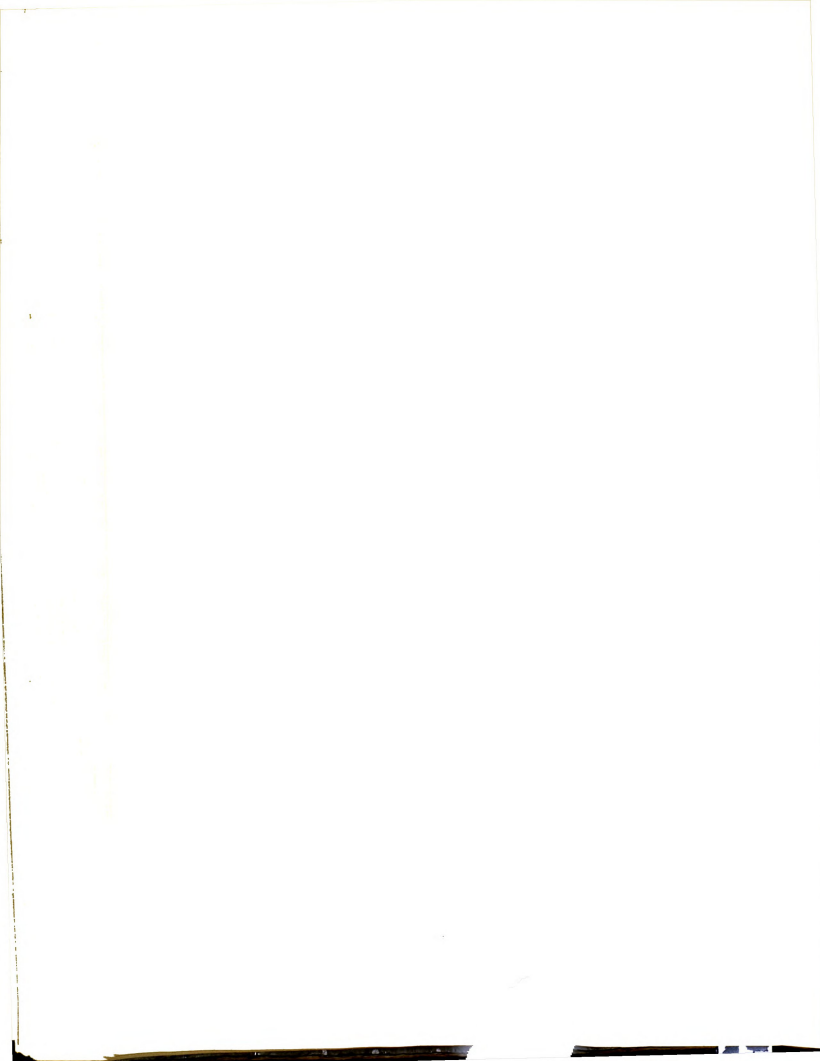
Type of Information	Total	Extent of Information							
		Private 41		Church 75		Org. 149		All 265	
		No.	%	No.	%	No.	%	No.	%
Report of current medical examination	Much	35	85.4	35	46.8	118	79.3	188	71.0
	Some	3	7.3	25	33.5	21	14.1	49	18.5
	Little or None	3	7.3	15	19.7	10	6.6	28	10.5
Report of doctor or nurses health inspection on arrival at camp	Much	26	65.4	28	37.6	117	78.5	171	64.7
	Some	3	9.3	21	27.7	17	12.3	41	15.7
	Little or None	12	25.3	26	34.7	14	9.3	52	19.6
Daily health report on campers	Much	19	46.4	10	13.7	71	47.6	100	37.8
	Some	10	23.4	27	36.0	49	33.0	86	32.4
	Little or None	12	29.2	38	50.3	29	19.4	79	29.8



TABLE XV

EXTENT OF INFORMATION ON CAMPER'S HEALTH AND PHYSICAL STATUS ACCORDING TO CAMP
SIZE (SMALL: 0-50; MEDIUM: 51-100; LARGE: 101 PLUS)

Type of Information	Total	Extent of Information					
		Small		Medium		Large	
		No.	%	No.	%	No.	%
Report of current medical examination	Much	43	78.2	90	68.8	55	69.7
	Some	6	10.9	26	19.8	17	21.6
	Little or None	6	10.9	15	11.4	7	8.7
Report of doctor or nurses health inspection on arrival at camp	Much	36	65.4	84	64.5	51	64.6
	Some	3	5.5	25	19.3	13	16.4
	Little or None	16	29.1	21	16.2	15	19.0
Daily health report on campers	Much	27	49.3	43	32.9	30	38.0
	Some	10	18.1	45	34.3	31	39.2
	Little or None	18	32.6	43	32.8	18	22.8



tional camps had as much information as private camps. It is revealed in Table XV that small camps have 89%, medium-sized camps 89%, and large camps 90%. It is of note that this is the first item in which all sizes of camps had an equal extent of information. It is also of interest to observe in this item and the next that the "much" responses were considerably higher than in other cases. The fact that between 7% and 19% of the various types of camps do not have current medical reports on campers is of special significance here since actually 100% of the camps should have these data according to Michigan law.

Report of Examination Upon Arrival. Reports of doctors or nurses' examinations upon campers' arrival were provided "much" or "some" by 80% of all the camps. This information is essential to know in curbing the outbreak of epidemics and communicable diseases which the medical examination alone often fails to prevent. Private camps, as seen by Table XIV, had "much" or "some" of this information in 71% of the cases, church camps in 65%, and organizational camps in 91%. This is the first item in which organizational camps surpassed private camps. Small camps, as shown by Table XV, medium-sized camps, and large camps had "much" or "some" of this information in 71%, 84%, and 81% of the cases respectively. Evidently some of the small camps felt they could dispense with this report due to their size.

This is the first item in which both large camps and medium-sized camps surpassed the small camps.

Daily Health Report. A daily health report on campers is a very helpful form of information from both an administrative and a guidance point of view. All of the camps had "much" or "some" of this information in 70% of the cases, although "much" was only indicated in 38%. Table XIV reveals that private camps had such information in 71% of the cases, church camps in 49%, and organizational camps in 81%. Again it can be noted that organizational camps surpass the private camps. Small camps, as can be observed in Table XV, had "much" or "some" of this information in 82% of the cases, whereas medium-sized camps claimed 67% and large camps 82%. In reference to this item the large camps surpass the medium-sized camps and are proportionally equal to the small camps.

Summary of Health Information. In reference to the total area of health and physical status, it is significant that a large majority of all the camps indicated they had various health information, and in most cases they had it to a great extent, as shown by the high percentage of "much" responses. Organizational camps tended to have the most information in this area with private camps next and church camps last. In reference to all the items, large camps had the most, small camps next, and medium-sized camps least. The range of the "much" responses is quite obvious from the

table. It is significantly higher than other areas and emphasizes well the fact that many camps have the information and that they have it to a great extent, except in the case of daily health reports (38%). The extent of the "much" and "some" responses was reasonably consistent in all groups, and there was little variation among items within the camp groups although church camps showed a certain amount. The items, in relation to all camps ranked according to frequency are: (1) Current medical examination (89%); (2) Inspection on arrival (80%); and (3) Daily health reports (70%). The rank frequency among each of the groups is quite similar to that of all camps. It is of interest that many of the camps had much information in this area and that organizational and large camps had most information concerning health. The current health examination was the item most frequently indicated.

Data Concerning Sources of Information

Scope of Area. Although much can be learned about a camper through observing him and through information from home, other sources can provide very helpful guidance information as well. The camper's school, the agencies and organizations with which he is concerned, other camps he has attended as well as past records of the same camp, can all furnish valuable information. Talks with the camper's

parents and teachers are also excellent sources of information but will not be considered in this category.

In Tables XVI and XVII the extent of information received from certain sources is presented.

Information from Schools. From these tables it is evident that relatively little information is obtained from the sources listed. Only 23% of all camps claimed to obtain "much" or "some" information from schools. The extent of information obtained from the school attended by the camper was revealed in Table XVI as "much" or "some" in 37% of the private camps. Church camps designated 5% and organizational camps 28%. In no case, however, was the "much" response more than 10%. Among small camps, as disclosed by Tables XVII, 36% indicated that "much" or "some" information concerning campers came from schools, whereas medium-sized camps claimed 24% and large camps 13%. Private camps and small camps were again the highest in respect to this item. Schools are evidently rather insignificant as sources of information for camps.

Information from Agencies and Organizations. It is interesting to note that considerably more information is received from agencies or organizations closely concerned with camp. All the camps obtained "much" or "some" information from 60% of these sources. It can be seen from Table XVI that private camps received such data in 41% of

TABLE XVI

EXTENT OF INFORMATION RECEIVED FROM VARIOUS SOURCES ACCORDING TO CAMP TYPE

Sources of Information	Total	Extent of Information							
		Private 41		Church 75		Org. 149		All 265	
		No.	%	No.	%	No.	%	No.	%
From schools camper attended	Much	4	9.8	0	0	16	10.8	20	7.5
	Some	11	26.8	4	5.3	26	17.4	41	15.5
	Little or None	26	63.4	71	94.7	107	71.3	204	77.0
From agencies or organizations closely concerned with or sponsoring camp	Much	6	14.6	10	13.3	41	27.6	57	21.5
	Some	11	26.8	28	37.4	64	43.0	103	38.9
	Little or None	24	58.6	37	49.3	44	29.4	105	39.6
From other camps child has attended	Much	3	7.3	0	0	3	2.0	6	2.2
	Some	4	9.7	5	6.7	9	6.0	18	6.8
	Little or None	34	83.0	70	93.3	137	92.0	241	91.0
From camp files on campers who have been at camp before	Much	23	58.6	11	14.5	44	29.7	78	29.8
	Some	6	14.6	33	44.2	58	38.7	97	36.6
	Little or None	11	26.8	31	41.3	47	31.6	89	33.6

TABLE XVII

EXTENT OF INFORMATION RECEIVED FROM VARIOUS SOURCES OUTSIDE CAMP ACCORDING TO CAMP SIZE (SMALL: 0-50; MEDIUM: 51-100; LARGE: 101 PLUS)

Sources of Information	Total	Extent of Information					
		Small		Medium		Large	
		No.	%	No.	%	No.	%
From schools camper attended	Much	8	14.6	2	1.5	3	3.8
	Some	12	21.8	28	21.4	7	5.3
	Little or None	35	63.6	101	77.1	69	37.4
From agencies or organizations closely concerned with or sponsoring camp	Much	14	25.4	29	22.1	14	17.8
	Some	16	29.0	54	41.4	33	41.3
	Little or None	25	45.6	48	36.5	32	40.4
From other camps child has attended	Much	2	3.7	4	3.1	0	0
	Some	3	5.5	13	9.9	2	2.5
	Little or None	50	90.8	114	87.0	77	97.5
From camp files on campers who have been at camp before	Much	19	34.6	37	28.6	22	27.9
	Some	19	34.6	49	37.5	39	36.7
	Little or None	17	30.8	44	33.9	28	35.4

the cases, church camps in 51%, and organizational camps in 70%. It is quite understandable that organizational camps and also church camps would receive more information from these sources since very often private camps have no agency or organization closely associated with them, whereas the others always do. It is revealed in Table XVII that small camps obtained "much" or "some" information from this source in 54% of the cases, medium-sized camps in 63%, and large camps in 59%. This is logical in view of the fact that the majority of organizational and church camps are medium-sized or large. In reference to this source of information, it is apparent that in no cases were over 25% of the responses in the "much" category. This emphasizes the fact that actually not too much data is received from these sources.

Information from Other Camps. A very small proportion of information is received from other camps the child has attended. All camps received "much" or "some" information from other camps in only 9% of the cases. Private camps, (Table XVI), received "much" or "some" information from 17%, church camps from 7%, organizational camps from 7%, small camps, (Table XVII), 9%, medium-sized camps from 13%, and large camps from 3%. Evidently most camps are not interested in other camp experiences enough to obtain such data. It is also questionable if obtaining such information would be worth the time and effort involved. It should

also be pointed out that, in many cases, a child attends but one camp and therefore only certain campers would fall into this category.

Camp Files. Among the sources of information listed in this area, camp files on campers previously at camp were indicated the most frequently. This is to be expected in view of the availability of this material. However, it would seem that many camps are considerably lacking in their records, since only in the case of private camps did any of the camp groups indicate they obtained "much" information from their files in over 35% of the cases. All camps claimed they obtained "much" or "some" information from this source in 66% of the cases. Private camps, as revealed in Table XVI, indicated 73%, church camps 59%, and organizational camps 68%. Small, medium-sized, and large camps, as shown by Table XVII, obtained "much" or "some" information from camp files in 69%, 66%, and 65% of the cases respectively. No large difference among the groups are obvious; however, private camps and small camps predominate.

Summary of Sources of Information. Concerning the total area of sources from which camps obtain information it is evident that, in every case except the item concerning information from agencies associated closely with camps, private camps and small camps tended to obtain the most information. In all cases organizational camps obtained

more information than church camps, and medium-sized camps obtained more than large camps.

Although the combined "much" and "some" responses from all camps were over 50% in two of the items, the "much" responses for these items alone was only 26% and 29% respectively. All the groups showed similarly low "much" responses to the items, thus indicating that although information may have been received from certain sources, relatively little was received by the majority of the camps.

The extent of "much" and "some" responses varied among the items, although the responses to the items among the different groups was quite consistently proportionate. The rank order of frequency of information received by all camps from the various sources is as follows: (1) From camp files (66%); (2) From agencies or organizations concerned with camp (60%); (3) From camper's school (23%); and (4) From other camps attended (9%). This rank order of frequency was comparable to that of the various camp types and sizes.

Camps evidently do not obtain a great deal of information from outside sources. As will be pointed out in the following chapter, not too much information is obtained from parents of campers in most cases. Even from their own files the information is relatively limited. The best sources of information appear to be camp files and associated agencies.

Summary

This chapter has been concerned with the extent to which Michigan summer camps possess information and make use of sources of information concerning campers.

Items of information have been abbreviated in Table XVIII for summary purposes. In order to present a more comprehensive picture of this entire area, a "coefficient of extent" was computed for each item. This was done by assigning the arbitrary values three, two, and one to the responses "much", "some", and "little" respectively. These numbers were multiplied by the corresponding percentages in each item. These products were then added and the sum divided by one hundred, thus giving the coefficients. Anything over two would be in the direction of "much". Anything under two would tend toward "little or none". Since each of the camp types tended to follow quite closely the pattern of responses indicated by all camps, coefficients were not developed in reference to each of these types.

The following data were revealed in this chapter:

1. Relatively few camps had "much" information concerning campers, although in reference to nearly all items, over 50% of the camps claimed to have "much" or "some" of the types of information.

2. As seen in Table XVIII, there were a greater number

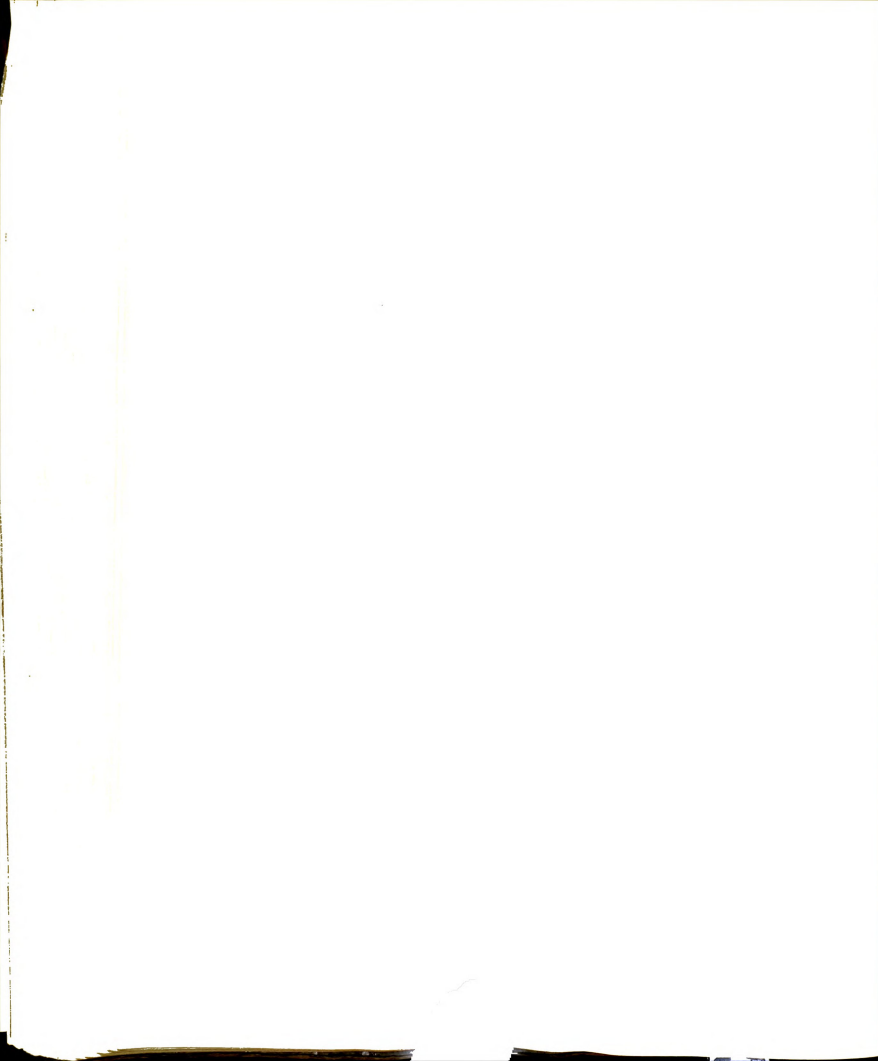


TABLE XVIII

*SUMMARY OF EXTENT AND COEFFICIENTS OF EXTENT OF INFORMATION
CONCERNING CAMPERS IN ALL CAMPS INVOLVED

Items of Information	Extent of Inf. (%)				Plotted Coeff.		
	Total N - 265				(3)	(2)	(1)
	M	S	L-N	Co.	M	S	L-N
<u>HOME BACKGROUND</u>							
Parents' marital status	26	38	36	1.89			
Brother and sister data	27	26	47	1.70			
Parents' occupation	33	29	38	1.95			
Unusual experiences	21	43	37	1.84			
Group contacts	20	39	41	1.79			
<u>PERSONAL QUALITIES</u>							
Special fears and weaknesses	31	43	26	2.05			
Problems and frustrations	25	41	34	1.90			
Personal ambitions	14	34	52	1.60			
Skills, abilities and talents	24	55	25	2.05			
Hobbies, interests and likes	25	50	25	2.01			
Social adjustment	17	39	44	1.72			
Intelligence	5	17	78	1.26			
School grades	9	15	76	1.30			
<u>HEALTH INFORMATION</u>							
Current medical exam	71	19	10	2.60			
Inspection at camp	65	15	20	2.44			
Daily health report	38	32	30	2.07			
<u>SOURCES OF INFORMATION</u>							
Schools	8	15	77	1.30			
Sponsoring agencies	32	39	39	1.80			
Other camps	2	7	91	1.10			
Camp files	29	37	34	1.95			

*Items on table are all listed in abbreviated form.
Code: M - Much; S - Some; L-N - Little or None; Co. -
Coefficient

of camps which indicated having "little or none" of the information than there were designating "much".

3. It can be further observed from Table XVIII that information concerning campers' health was most prevalent among all of the camps. Next in order was information concerning campers' personal qualities and characteristics, whereas the least information was indicated in the area of home background.

4. Although not listed in the previous tables, it was found that camps with lower camper-counselor ratios tended to have more information concerning campers than camps with higher ratios. (Data concerning this and the following two items were tabulated and analyzed but are not listed in tabular form in the study itself.)

5. In regard to sex of campers it was noted that boys' camps tended to have slightly more information than girls' camps, and the latter in turn had more than coeducational camps.

6. Long-term camps (four weeks or more) had more information than short-term camps (three weeks or less). Also camps having four or more different periods tended to have less information than camps having three or less periods.

7. Sources of information were used relatively little by the majority of camps. Camps and types of camps having the most information also made the most use of sources for

obtaining information.

8. It was found that in general, among the different types of camps, private camps tended to have considerably more information. Organizational camps were next in order and church camps had the least.

9. As far as camp size is concerned, the small camps tended to have the most information, the medium-sized camps the next most, and large camps the least.

10. In a few isolated cases such as the University of Michigan Fresh Air Camp, "much" of all of the information was indicated. (These camps were for selected groups, however, and thus were not typical.)

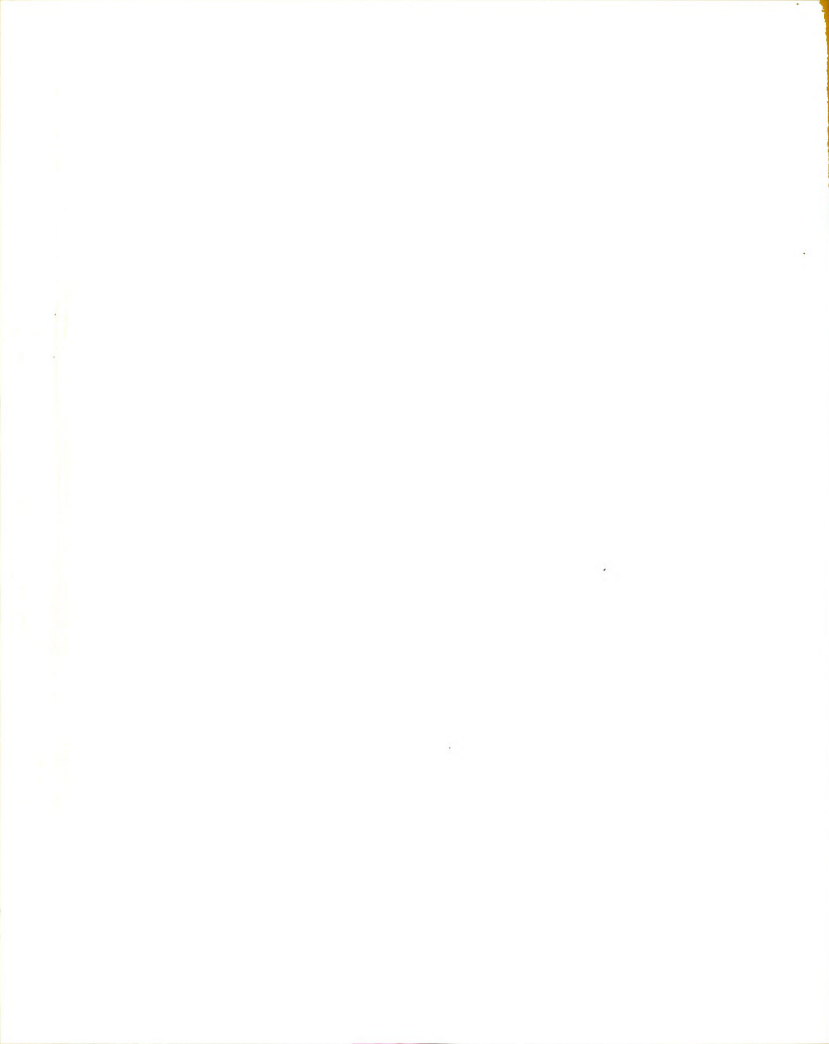
11. In regard to information concerning campers' home background, little variance was detected among responses to each of the items. In the other three areas, however, considerable variance in extent of response among the items was noticeable.

CHAPTER V

EXTENT OF GUIDANCE TOOLS, TECHNIQUES, AND PRACTICES

Introduction. In order to effectively apply guidance to the camping situation, certain procedures and practices must be followed. Among the many summer camps numerous practices are known to exist. Some of these are desirable; some are not. It has been the purpose of this phase of this study to determine to what extent certain practices relating to guidance in camping are employed by the various Michigan summer camps. Those tools, techniques, and practices of guidance with which the following pages are concerned are not necessarily all desirable, but rather represent the various types of things which have been found to be employed. The desirability of these will be treated later. It was not feasible to attempt to include everything possible in this area, since various limitations were necessary. Therefore certain things have been purposely omitted, especially those eliciting certain biased opinions, or those which might be ambiguous, as for example the question, "Do your counselors guide campers through program activities?" Some questions of this nature have been included, but an attempt was made to keep them at a minimum.

The items concerning practices have been grouped into the following areas:



1. Techniques and practices which help the camper directly.
2. Practices directly concerned with helping counselors in guidance of campers.
3. Counseling practices used.
4. Administrative practices relating to guidance.
5. Personnel selection practices relating to guidance.
6. Guidance record and report forms used.
7. Tests, inventories, and sociograms.
8. Special techniques and practices.

Much has been written concerning guidance tools, techniques, and practices especially in the area of the schools. Traxler¹ has provided a great deal of information, as have Erickson and Smith² and many others. In the area of camping considerable material has been presented although not specifically in relation to guidance as a particular phase of camping.

Hartwig and Petersen³ have provided numerous suggestions concerning forms, inventories, check sheets, and the like. Wool⁴ gives an account of many worthwhile techniques to use when campers first come to camp, and Benson and Goldberg⁵ list many more. In almost all camping liter-

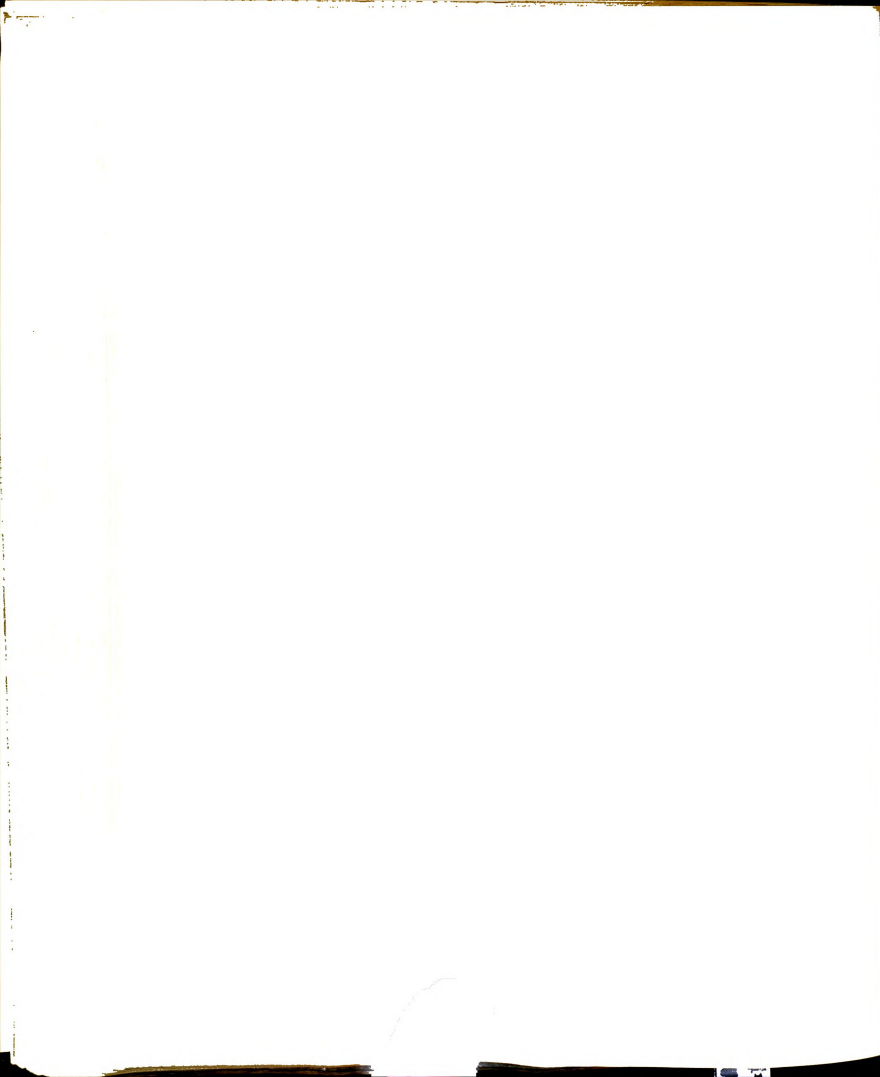
¹ Traxler, op. cit., pp. 28-57.

² Erickson and Smith, op. cit., pp. 74-97.

³ Marie Hartwig and Florence Petersen, Camp Counselors' Training Workbook (Minneapolis: Burgess Publishing Company, 1950), pp. 13-30.

⁴ Theodore S. Wool, "Techniques in Guiding Camper Conduct," Camping Magazine, 18:20-21, February, 1948.

⁵ Benson and Goldberg, op. cit., 37-52.



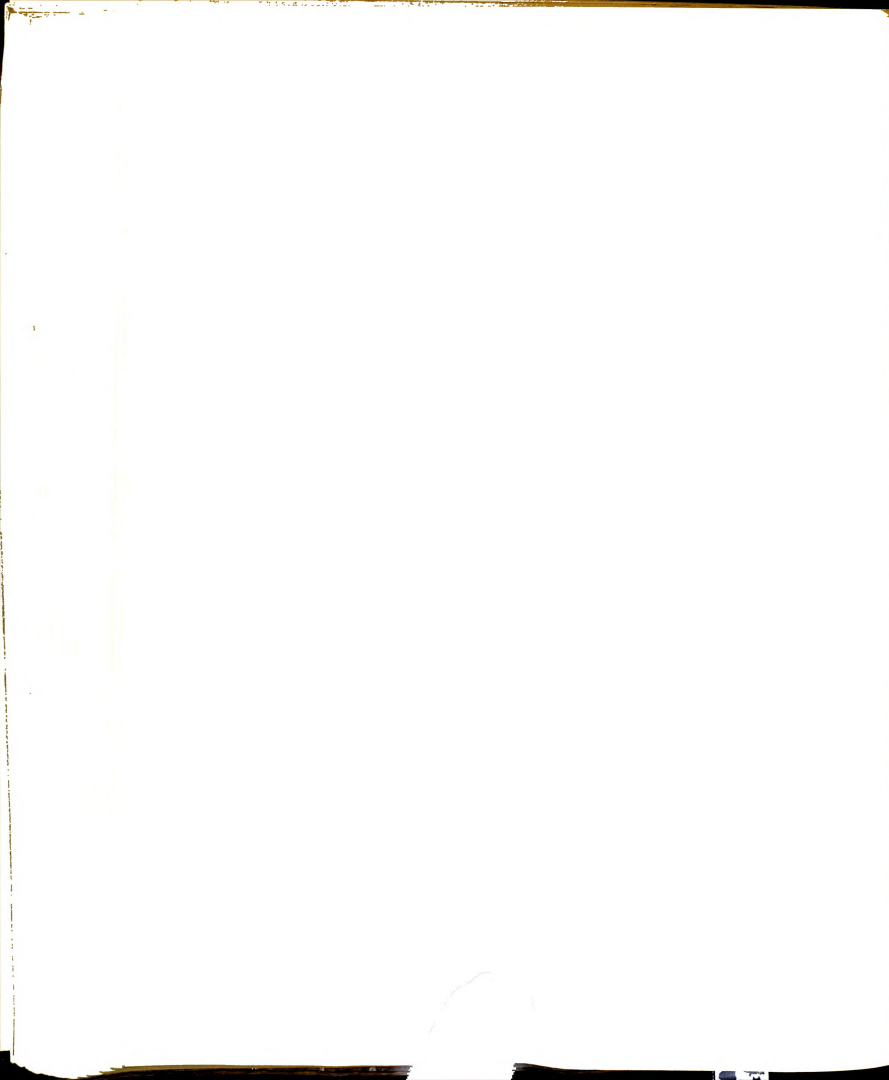
ature this area is dealt with directly or indirectly.

Although certain techniques and practices can be very helpful, it must be remembered that only to the extent that there is need for such techniques and practices and only to the extent that they will truly be useful and serve a purpose, should they be employed. It is usually highly desirable to provide a child with information and insight. It should be emphasized, however, that the feelings which a child builds up within and his interpretations relative to this information and insight will determine the extent to which he will be benefited.⁶

It must not be assumed that guidance techniques are a panacea or cure-all. They may work in some situations and not in others. They may help some campers and not others. In many cases they may do more harm than good if not properly controlled and executed. In the light of these potential dangers and short-comings the decision as to what things should be used and the best time for using them should be carefully considered. A child may be adjusted at one time of life and not another; he may be adjusted to one aspect of life and not another and in one situation of life and not another.⁷

⁶ U. S. Department of Health, Education, and Welfare, Your Child From Six to Twelve (Washington: Childrens' Bureau Publication #324, 1949), p. 101.

⁷ Fred McKinney, The Psychology of Personal Adjustment (New York: John Wiley and Sons, 1945), p. 541.



The various techniques with which this study is concerned will naturally not be applicable to all camps. The material and conclusions will therefore be interpreted accordingly.

The following pages will present findings in terms of the various camp types and camp sizes as well as in relation to all camps in general. The types of camps concerned include private, church, and organizational camps. The size of camps concerned include small camps (0-50 enrollment), medium-sized camps (51-100 enrollment), and large camps (101 and more enrollment). Analysis is made in respect to each of these categories as well as in respect to all camps.

Practices to Help the Camper Directly

Scope of Area. This area is concerned with such things as camp courses or classes dealing with personal adjustment or occupational-educational information, libraries of guidance information for campers, use of audio-visual materials dealing with guidance, and a work program for vocational training. Other types of information related to this area but not specifically listed in the above are orientation practices, group therapy, and use of pamphlets related to guidance.

Practices of the nature here described are quite common in many schools and are ordinarily considered to be

of value. Whether or not this is the case in the summer camp has not yet been established; an attempt in this direction has been made through this study.

The following tables reveal the extent to which "Special guidance practices to help campers directly" are employed by camps. These data are disclosed in Table XIX, in terms of camp type, whereas Table XX expresses the information in terms of camp size. Although findings are listed in terms of "much", "some", and "little", most of the analysis of the material is in terms of the combined categories "much" and "some", since this indicates more clearly whether or not a practice is actually employed. The extent to which it is employed can readily be seen from the tables.

Special Camp Courses and Activities Concerning Guidance.

All of the camps were found to employ this practice "much" or "some" of the time in 53% of the cases. Table XIX indicates that private camps follow this practice "much" or "some" of the time in 51% of the cases, church camps in 57% of the cases, and organizational camps in 52%. It is interesting to note that church camps indicated slightly more in this area. This is to be expected in view of the type of program they follow. From Table XX it can be seen that "much" or "some" was expressed relative to this practice by 52% of the small camps, 53% of the medium-sized camps,

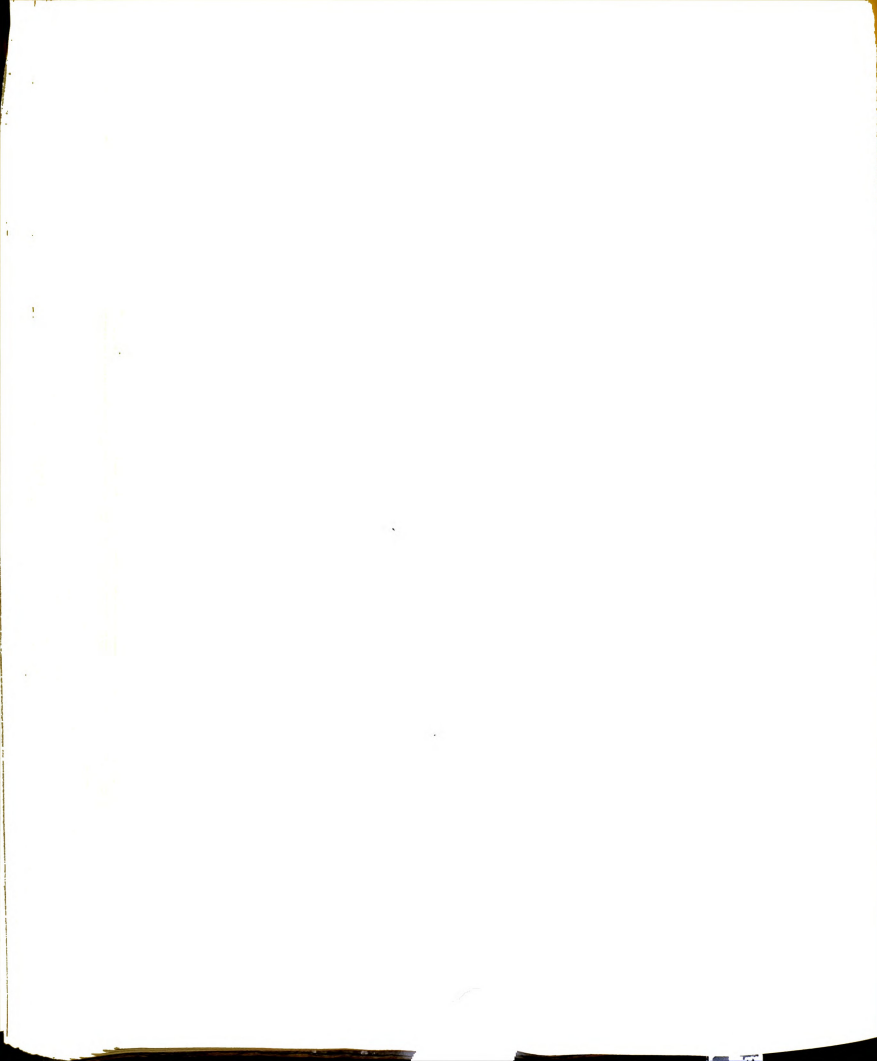


TABLE XIX
EXTENT OF TECHNIQUES AND PRACTICES TO HELP CAMPER DIRECTLY ACCORDING TO CAMP TYPE

Type of Practice	Total	Extent of Practice							
		Private		Church		Org.			
		No.	%	No.	%	No.	%		
Providing special camp courses or activity groups dealing specifically with personal adjustment, or occupational educational information	Much	7	17.1	17	22.6	20	13.4	44	16.7
	Some	14	34.2	26	34.7	57	38.2	97	36.5
	Little or None	20	48.7	32	42.7	72	48.3	124	46.8
Providing a special library of information for campers concerning "knowing about yourself," "adjusting to others," and "occupations"	Much	4	9.7	1	1.8	7	4.7	12	4.5
	Some	17	41.5	20	26.2	38	25.7	75	28.3
	Little or None	20	48.8	54	72.0	104	69.6	178	67.2
Using audio-visual aids (Movies, posters, film strips) dealing with campers' problems and adjustments	Much	4	9.7	9	11.9	13	8.7	26	9.8
	Some	13	31.7	26	34.7	28	18.7	67	25.7
	Little or None	24	58.6	40	53.4	108	72.6	172	64.5
Providing a special work program to give campers training in a vocational field	Much	5	12.2	4	5.3	8	10.6	17	6.5
	Some	13	31.7	19	25.4	37	24.8	69	26.0
	Little or None	23	56.1	52	69.3	104	69.6	179	67.5

TABLE XX

EXTENT OF TECHNIQUES AND PRACTICES TO HELP CAMPER DIRECTLY ACCORDING TO CAMP SIZE
(SMALL: 0-50; MEDIUM: 51-100; LARGE: 101 PLUS)

Type of Practice	Total	Extent of Practice					
		Small		Medium		Large	
		No.	%	No.	%	No.	%
Providing special camp courses or activity groups dealing specifically with personal adjustment, or occupational educational information	Much Some Little or None	11 18 26	20.0 32.6 47.4	20 49 62	15.3 37.1 47.3	12 20 36	16.5 28.0 45.5
Providing a special library of information for campers concerning "knowing about yourself," "adjusting to others," and "occupations"	Much Some Little or None	2 17 36	3.6 30.9 65.5	9 37 85	6.8 28.3 65.0	1 21 57	1.3 27.9 72.1
Using audio-visual aids (Movies, posters, film strips) dealing with campers' problems and adjustments	Much Some Little or None	8 9 38	14.7 16.3 69.0	14 32 85	10.7 24.3 65.0	4 26 49	5.1 22.9 62.0
Providing a special work program to give campers training in a vocational field	Much Some Little or None	7 13 35	12.7 23.6 63.7	9 36 86	6.8 27.5 65.7	1 20 58	1.3 25.3 73.4

and 54% of the large camps, thus indicating little or no difference at all between the groups. Small camps designated "much" in their responses slightly more often. It would appear that relatively little is actually done in the way of providing courses of this type.

Special Library of Guidance Information. It can be seen from Table XIX that very few of the camps provided "much" or "something" in the way of a special library of guidance information. Only 5% of all camps indicated "much" in this respect. In Table XIX it is shown that private camps employed this practice "much" or "some" of the time in 51% of the cases, church camps in 28%, and organizational camps in 30%.

In the case of small camps, as is evident from Table XX, this practice is revealed as "much" or "some" in 35% of the cases. In medium-sized camps it was also shown to be 35%, whereas in large camps it was 28%. In no cases was "much" indicated to a significant extent. It would appear that relatively little is done in the way of providing libraries of guidance information for campers. In view of the purpose of camping and the type of organization and program involved, such a practice is perhaps not too advisable, inasmuch as library work and activities are at a minimum in the camp program structure. Schools on the other hand tend

to follow this practice more often.⁸ They are more adapted to it and tend to use various aids (i.e. Science Research Associates Booklets).

Use of Audio-Visual Aids. Among all of the camps, only 35% made use of audio-visual aids dealing with guidance "much" or "some" of the time, and less than 10% indicated "much" alone. From Table XIX it can be observed that private camps follow this practice in 41% of the cases, church camps in 47%, and organizational camps in 27%. It is significant that church camps tend to use audio-visual materials dealing with guidance slightly more than the other types of camps. This again may be attributed to the difference between the church camp program and programs of other types of camps. It is apparent from Table XX that small camps followed this practice "much" or "some" in only 31% of the cases, whereas medium-sized camps indicated 35% and large camps 38%. Although small camps seemed to have the least, they actually had more than the others in the "much" category. Although audio-visual materials play an important part in education today and although a great many films, posters, pictures, and charts are available concerning guidance, evidently very little use of these is made in Michigan summer camps.

⁸ Horn, op. cit., p. 160.

Providing A Special Work Program. Only 32% of all the camps claimed to employ the practice of having a special work program to give campers training in a vocational field, "much" or "some" of the time. Of these, less than 7% indicated "much" in their responses. Private camps, as shown by Table XIX indicated "much" or "some" in 44% of the cases, church camps in 31%, and organizational camps in 30%. Private camps are often better equipped to do this since they usually have more staff and better facilities. Nevertheless, relatively little is indicated. It is obvious from Table XX that small camps observe this practice "much" or "some" in 36% of the cases, medium-sized camps in 34%, and large camps in 26%. None of the camps indicated that much was being done in relation to this particular guidance technique. Private camps with 44% in the combined "much" or "some" category were highest, but only 13% of these indicated "much" in their responses.

Summary of Practices to Help the Camper Directly. In looking at the total area of practices concerned with helping campers directly, it is noteworthy that organizational camps indicated the most in reference to a library of information. Church camps had the most in special camp courses and audio-visual aids. Small, medium-sized, and large camps were relatively the same in each of the areas, although small camps tended to claim they followed the various practices

slightly more.

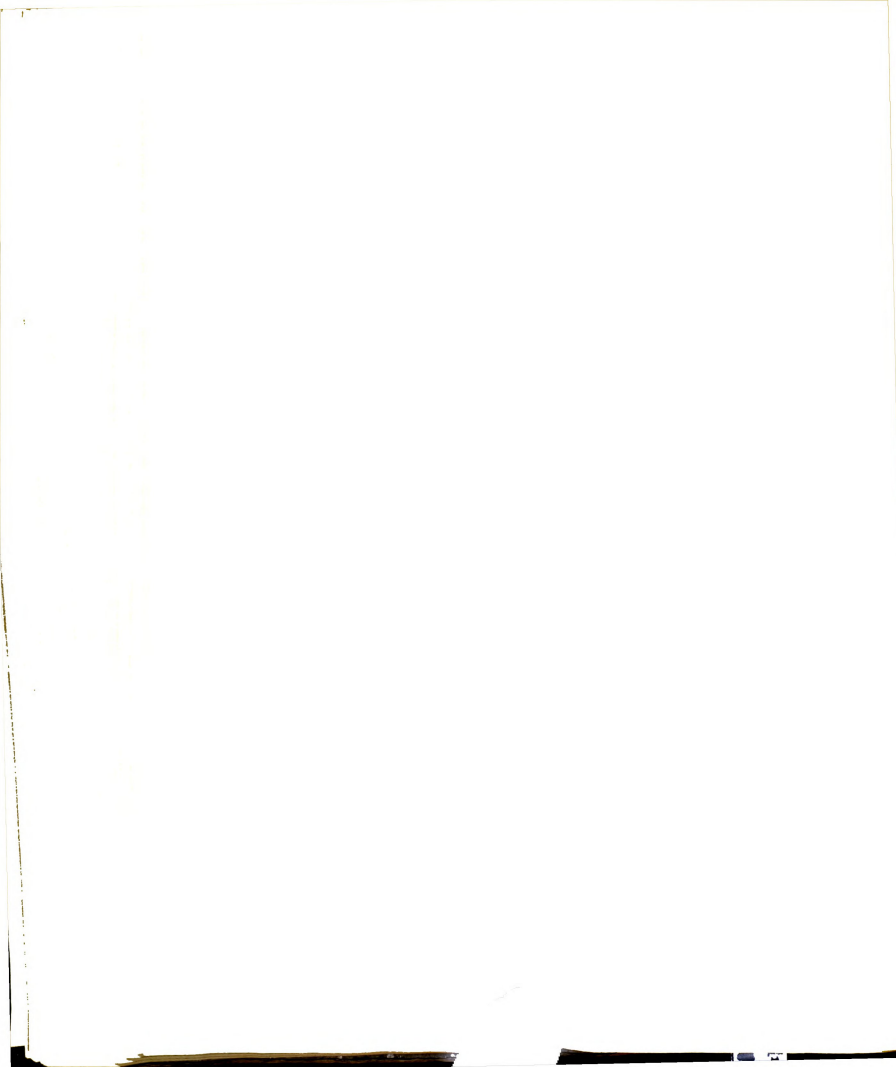
The range of "much" responses among the items was 5% to 17% for all camps. Private camps ranged from 10% to 17%, church camps 2% to 22%, and organizational camps 5% to 13%. Small camps ranged from 4% to 20%, medium-sized camps from 7% to 15%, and large camps 1% to 17%. This serves well to emphasize the fact that very little is done in this entire area by any of the camps.

There appears to be little variation in the extent to which each of the practices was followed by all the camps, since all the items were indicated as being followed "much" or "some" from 32% to 35% of all cases. "Much" responses were significantly higher, however, in relation to special camp courses. There were apparently no great differences in the extent of employment of these practices among the camp types and camp sizes.

In general little is being done in this area. Whether or not the camp is the best place in which to employ such practices cannot be stated at this time. It can, however, be pointed out that the possibilities in this area need much further investigation.

Practices Directly Concerned with Helping Counselors in the Guidance of Campers

Scope of Area. This particular area of guidance



practices is concerned with such things as providing pre-camp training which deals with guidance, providing in-service training concerning guidance during the camp season, providing a special library of guidance materials for counselors with problems, and locating records and information on campers so that they are available for efficient use by counselors.

Several other factors are worthy of mention in relation to the above practices. Such procedures as special individual conferences with counselors, special training by a visiting consultant, and assistance in doing case work are all concerned with helping the counselor in doing a better job of guidance. Many of these techniques have been found to apply favorably to the school situation.

Some of these practices have been mentioned by Irwin⁹ as being used successfully. Lorber¹⁰ stresses the advantages of such techniques in improving staff relations and thereby the guidance situation. The value of pre-service and in-service training for the total camp program and for improving the guidance of campers has been given emphasis

⁹ Irwin, op. cit., p. 103-104.

¹⁰ Max Lorber, "How About a Counselor Council", Camping Magazine, 21:8, February, 1949.

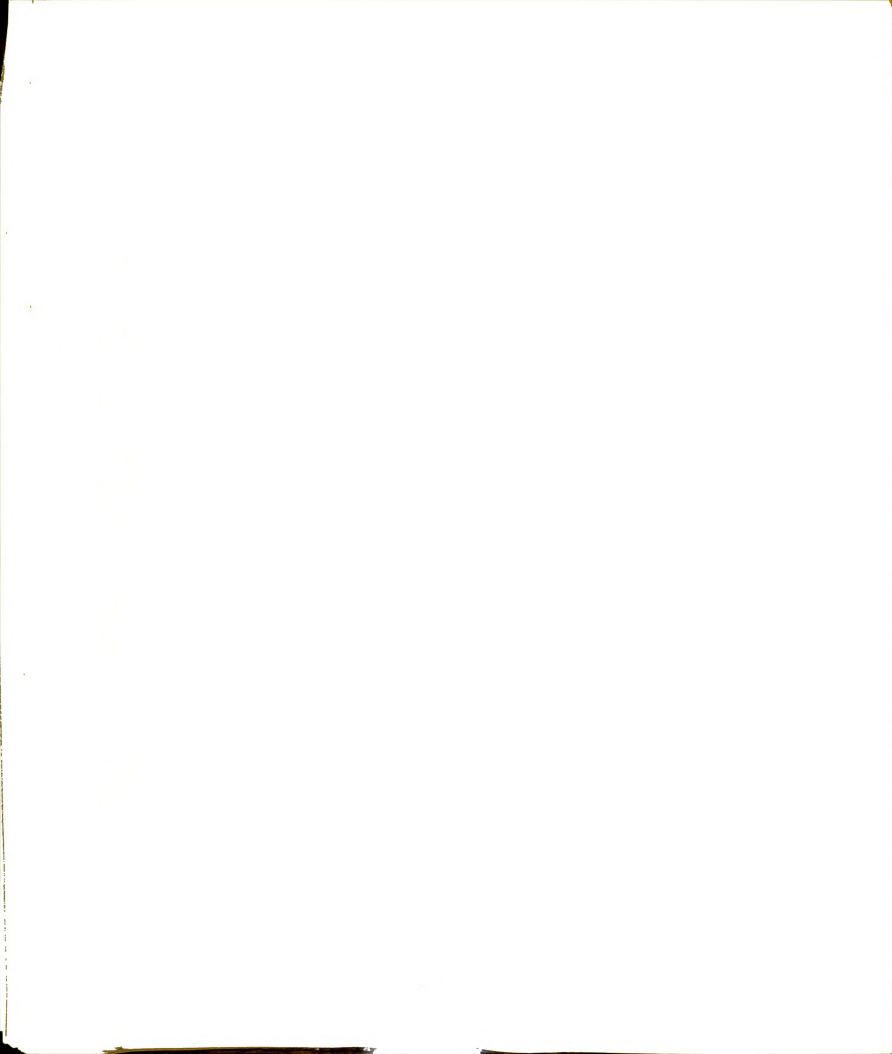


by Stultz.¹¹

In the following tables, the extent to which various practices designed to help counselors in the guidance of campers are used by Michigan Summer Camps is presented. This information is revealed in Table XXI in terms of the type of camp. In Table XXII it is presented in relation to camp size. Analysis will again be made in terms of the combined categories of "much" and "some" responses. This will give an indication as to whether or not the practice is employed. The extent to which it is employed can be seen by observing the tables.

Pre-camp Guidance Training. It can be seen from Table XXI that all the camps had "much" or "some" pre-camp training dealing with guidance practices, tools, and techniques in 74% of the cases. Private camps indicated 90%, church camps 53%, and organizational camps 80%. As with the majority of items considered thus far, private camps rank first, organizational camps second, and church camps third in relation to the extent of the practice. It is of note that although private camps seem to have employed this practice extensively, only 42% of them claimed they did it "much". Private camps can often afford to have longer pre-

¹¹ Richard E. Stultz, "Good Training Means Good Counseling," Camping Magazine, 23: 14-15, January, 1951.



EXTENT OF PRACTICES DIRECTLY CONCERNED WITH HELPING COUNSELORS IN GUIDANCE OF CAMPERS
ACCORDING TO CAMP TYPE

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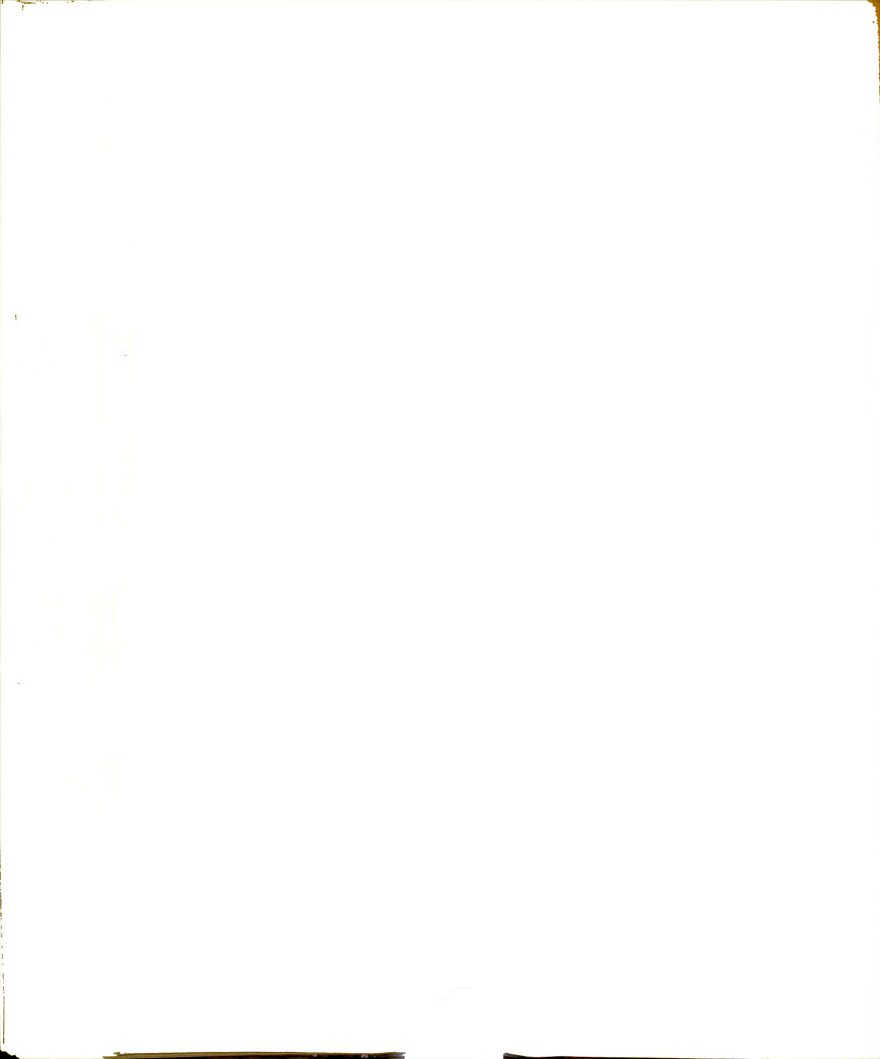
TABLE XXII

EXTENT OF PRACTICES DIRECTLY CONCERNED WITH HELPING COUNSELORS IN GUIDANCE OF CAMPERS ACCORDING TO CAMP SIZE (SMALL: 0-50; MEDIUM: 51-100; LARGE: 101 PLUS)

Type of Practice	Total	Extent of Practice					
		Small 55		Medium 131		Large 79	
		No.	%	No.	%	No.	%
Providing pre-camp training in guidance practices and use of guidance tools and techniques	Much Some Little or None	11 27 17	20.0 49.2 30.8	34 57 40	25.9 43.5 30.6	29 28 12	36.6 43.1 15.3
Providing in-service training in guidance during camp season (Teaching counselors during staff meetings or individually)	Much Some Little or None	18 26 11	32.6 47.4 20.0	45 61 25	34.3 46.6 19.1	25 45 9	31.6 57.1 11.3
Providing for counselors a special library of reference materials on guidance of campers (Handling problems and group work)	Much Some Little or None	17 24 14	30.8 43.8 25.4	42 50 39	32.0 38.3 29.3	23 22 23	29.1 41.8 29.1
Providing special guidance services for counselors who have problems	Much Some Little or None	8 19 28	14.5 34.5 51.0	28 51 52	21.4 39.0 39.6	19 35 25	24.0 44.4 31.6
Locating records and information on campers so they are available for efficient use by counselors and staff members	Much Some Little or None	25 12 17	45.6 22.6 30.2	32 47 53	24.4 35.3 39.3	21 30 28	26.6 38.0 35.4

camp periods than can other camps. Small camps, as is evident from Table XXII, had "some" or "much" pre-camp training dealing with guidance in 69% of the cases. Medium-sized camps disclosed the same, though large camps indicated 85% of these indicated "much" in their responses. It may be that large camps, having larger staffs, sense the need for more pre-camp training in this area. Evidently quite a bit is done by most of the camps in this area.

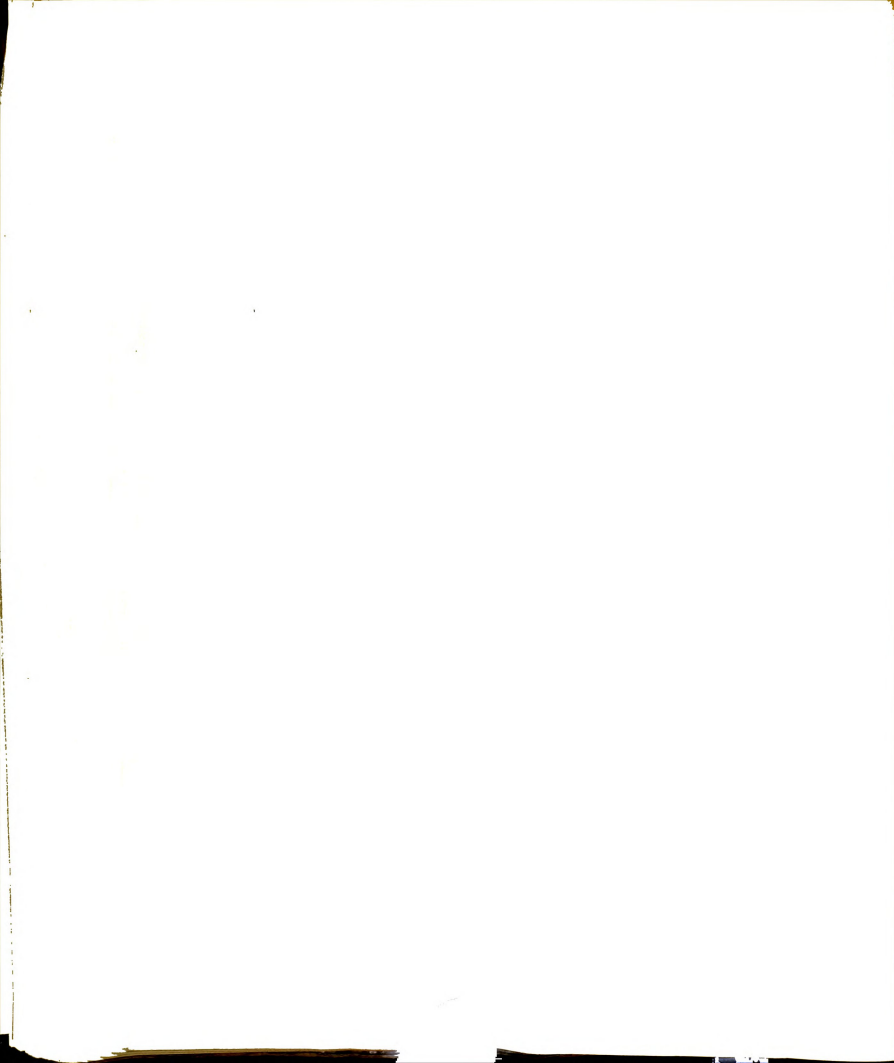
In-service Training During the Season. Slightly more (83%) in-service training concerning guidance was indicated as being done "much" or "some" of the time by all the camps than was true in the case of pre-camp training. It is shown in Table XXI that this was done "much" or "some" by 90% of the private camps, 76% of the church camps, and 85% of the organizational camps. It is interesting to note that both church and organizational camps tended to do more in-service than pre-camp training. Also it should be pointed out that 54% of the private camps indicated "much", which shows that the extent of this practice is greater with them also. It can be observed in Table XXII that small camps claimed to employ this practice "much" or "some" of the time in 80% of the cases, medium-sized camps in 81%, and large camps in 88%. Again, large camps tend to indicate slightly more, although the "much" responses were actually less than either the small or medium-sized camps. It is apparent that



a considerable extent of this particular practice is in evidence among all the camps.

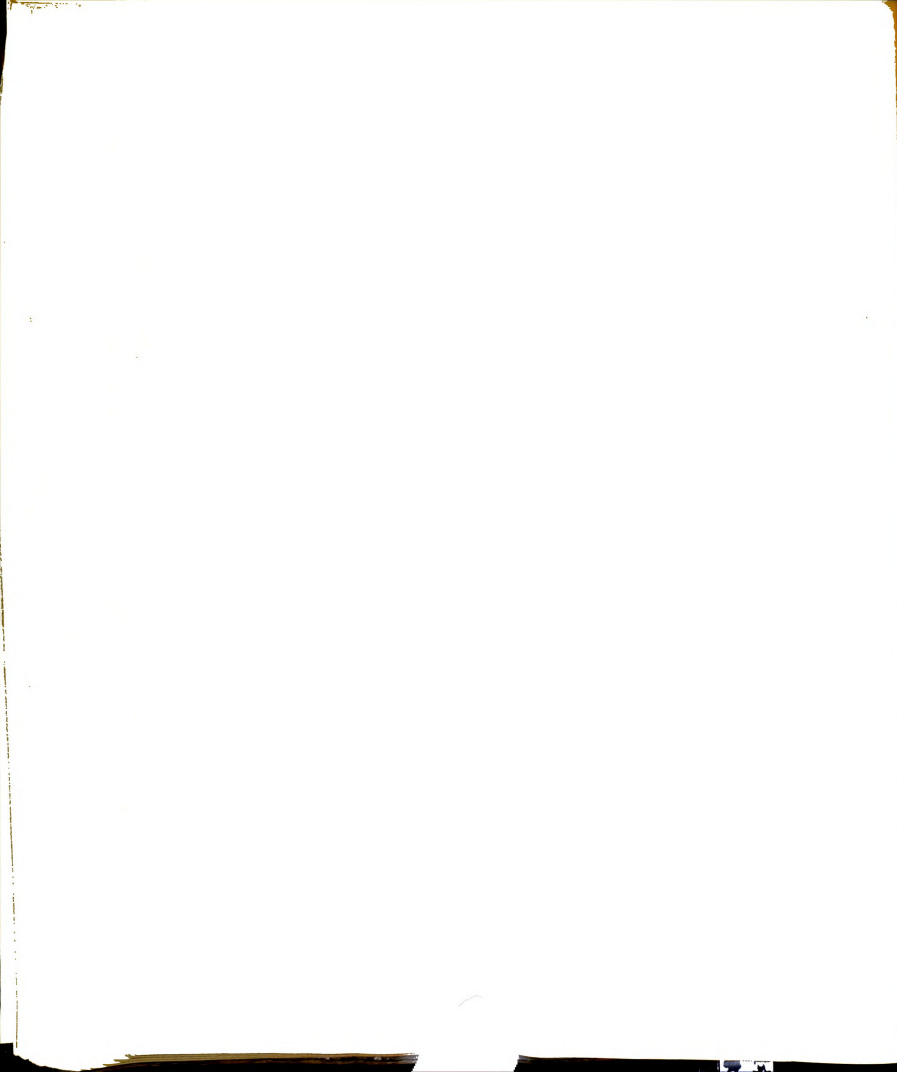
Counselors' Library of Guidance Materials. A special library of reference materials was provided for counselors "much" or "some" by 71% of all camps. Only 31% of these, however, indicated "much". Among private church and organizational camps as revealed by Table XXI, "much" or "some" was indicated in 88%, 48%, and 79% of the cases respectively. Private and organizational camps were significantly higher. Small camp, as is shown by Table XXII, claimed 75%, medium-sized camps 70%, and large camps 71%. It would appear that camps tend to follow this practice but not to a great extent. Many camps do not have sufficient materials in this area, whereas others have them but do not keep them in the form of a library. In some special cases each counselor has his own library.

Special Guidance Services for Counselors. Some people tend to feel that special services for counselors results in coddling them. Effectively handled, services which involve helping counselors with their problems can enhance guidance in the camping program considerably. All the camps indicated they followed this practice "much" or "some" of the time in 60% of the cases although only 21% claimed to do it "much". Private camps, as revealed in Table XXI, employed it in 71% of the cases, church camps in 43%, and organizational camps



in 66%. Organizational camps had the greatest degree of "much" responses with 27%. From Table XXII it can be seen that small camps employed this practice "much" or "some" in 49% of the cases, medium-sized camps in 60%, and large camps in 68%. The greater extent indicated by the larger camps may be due to the fact that with larger staffs, more help of this nature is needed by counselors. This practice is employed less than any of the preceding three mentioned in this category.

Location of Records and Information. If information concerning campers is to be effectively used, it must be located so that staff members have ready access to it. All the camps indicated they followed this practice "much" or "some" in 63% of the cases, although only 29% indicated "much". It can be observed from Table XXI, that private camps employed the practice "much" or "some" in 90% of the cases, church camps in 43%, and organizational camps in 66%. Again church camps are considerably lower than the others. This may be explained by the fact that church camps usually have considerably less information and thus have fewer records that can be located properly. In Table XXII it can be seen that 69% of the small camps, 60% of the medium-sized camps, and 65% of the large camps employed this practice "much" or "some". As with the other items in this category, there is little significant difference among the various

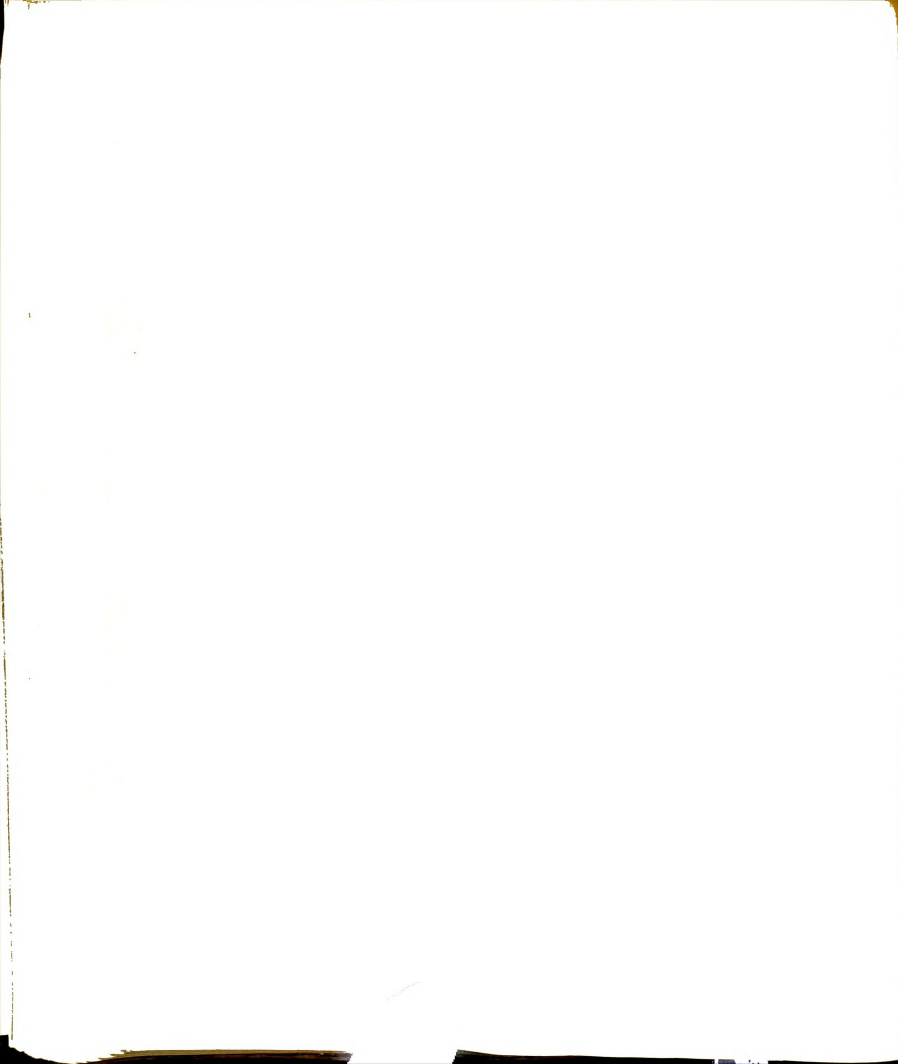


sizes of camps. This practice is obviously not followed to a great extent by the majority of camps.

Summary of Practices to Help Counselors. The entire area of practices directly concerned with helping counselors in guidance of campers is of considerable concern to most camps. In reference to every item private camps, as disclosed by Table XXI, indicated they followed the practice the most, organizational camps second most, and church camps the least. More time and better staffs will account for this difference to a certain extent.

In relation to camp size it can be seen from Table XXII, that large camps tended to follow the practices slightly more than medium-sized camps. There tended to be relatively little variation among the camps or among the items in reference to the combined "much" and "some" responses, nearly all of them being between 60% and 80%.

Although the combined "much" and "some" responses were relatively high, the "much" responses taken alone were rather low indicating that actually few camps employ the various practices "much". It is apparent from Table XXI, that the range of "much" responses for all camps was 21% to 33%, for private camps 23% to 63%, for church camps 7% to 16%, and for organizational camps 27% to 36%. From Table XXII it is noteworthy that in relation to camp size the range of "much" responses was 20% to 46%, 21% to 34%, and



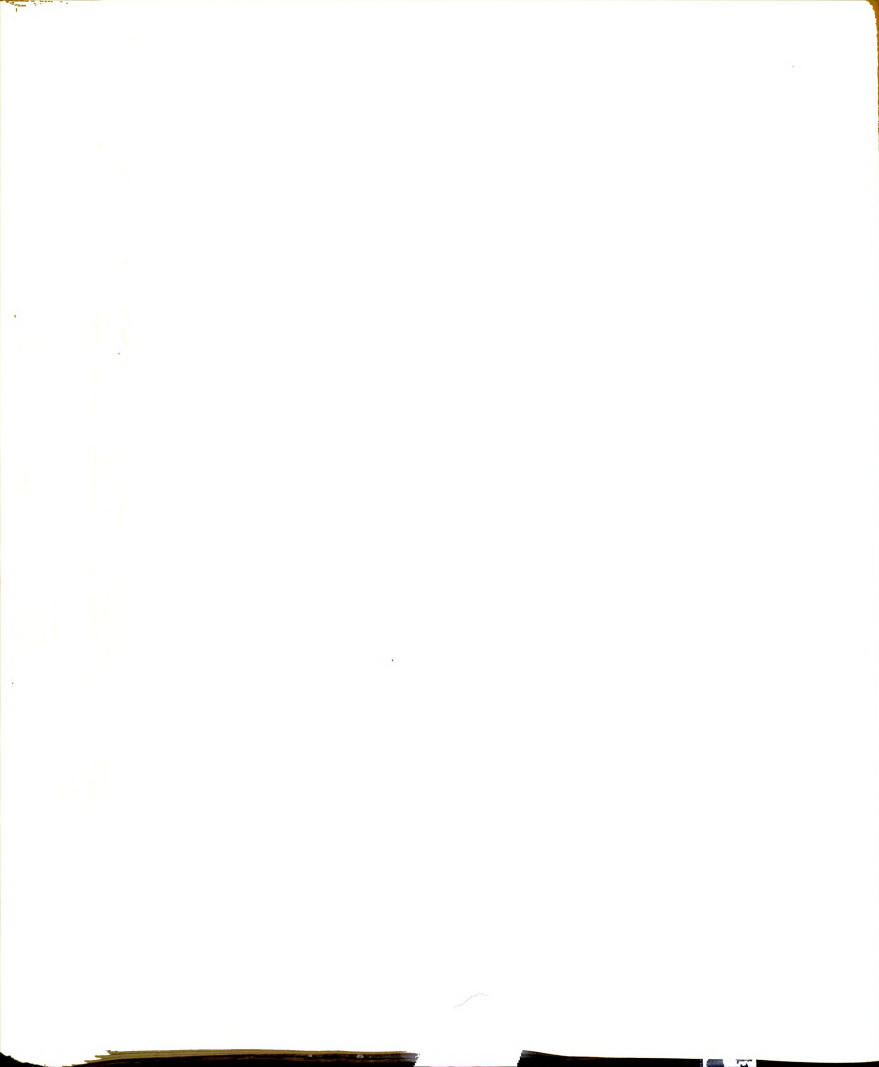
24% to 37% for small, medium-sized, and large camps respectively.

The extent of "much" and "some" responses was reasonably consistent for each of the items within the various groups as well as for all camps together. The rank order showing the extent to which items are practiced "much" or "some" of the time by all camps is as follows: (1) In-service training (83%); (2) Pre-camp training (74%); (3) Special library of guidance materials (71%); (4) Locating records and information (63%); and (5) Special guidance for counselors (63%). The rank order of items within each of the groups was approximately the same as the above, with in-service and pre-camp training being listed the most. There was no great divergence in relation to the extent of items within any one group. The most was shown in the case of church camps which ranged from 43% to 76%.

In this area it is of special interest to note that private camps followed the practices most, and church camps the least. There was little difference in the extent of practices among the various sizes of camps. Only a minority of the camps indicated they followed the practices "much". It would appear that considerably more can be done in this area to help counselors with guidance.

Counseling Practices Used

Scope of Area. Counseling is considered to be the



heart of guidance. It is therefore essential that certain effective counseling practices be employed if the most beneficial guidance is to result. This area involves a number of items, some of which are not too closely related to each other. Primarily it involves those things the counselor does in his attempts to help each camper in his day to day and face to face relations with him. This includes the use of directive and non-directive counseling techniques, providing a special place for individual counseling, employing the camp program as a tool of guidance, conferring with parents, spontaneous and informal counseling, using religion for guidance, and engaging in group counseling. A variety of other items could well have been included in this area. These might involve such items as the reasons for which counseling is most often given, the place of the activity specialist in the counseling picture, and the time allotted to counseling. This area was limited to the previously mentioned items, however.

The counseling of children in a camping situation requires a great deal of time and effort on the part of the camper if the job is to be well done. According to Dimock and Staten:

The counselor performs the equivalent of the parental function of guidance and control. He is practically

though not legally "in loco parentis".¹²

They go on to point out that:

The task of the group leader, whether of the cabin or other type of group, is to guide the process of interaction within the group in order that the desirable kinds of growth in the members may take place.¹³

This task requires a fresh approach for each individual. No two individuals can be handled exactly the same in reference to their problems. It is impossible to prescribe a specific formula for counselors to use in the process of counseling.¹⁴

The whole area of counseling is indeed broad. This particular section is mainly concerned with finding out the extent to which various counseling practices are employed by the camps involved in this study. This information is expressed in terms of the camp type in Table XXIII while in Table XXIV it is given in reference to camp size. The "much" and "some" categories of response will be combined in analyzing the data. This will more adequately portray whether or not the practice is being followed by the various camps. The extent to which this is the case will be more clearly seen by observing the table.

¹² Dimock and Statten, op. cit., p. 38.

¹³ Ibid., p. 39.

¹⁴ Ruth Strang, Behavior and Background of Students in College and Secondary School (New York: Harper and Brothers, 1937), p. 1.

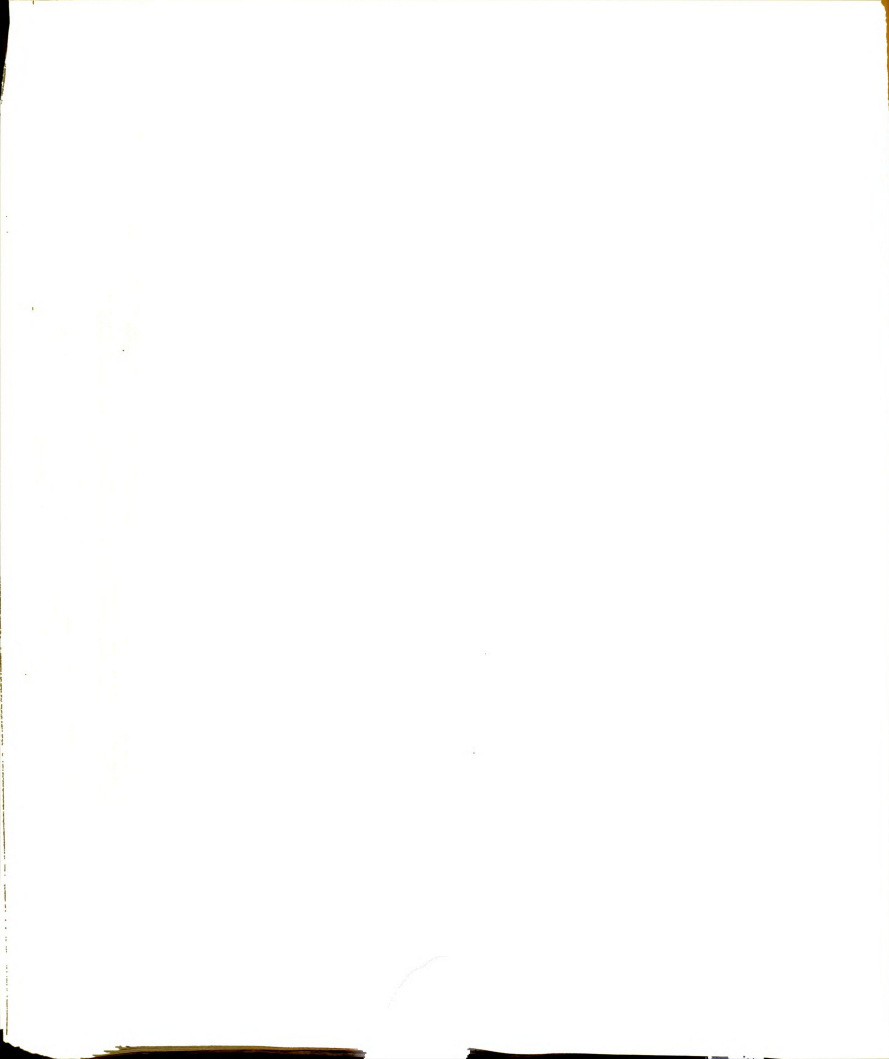


TABLE XXIII

EXTENT OF COUNSELING PRACTICES USED ACCORDING TO CAMP TYPE

Type of Practice	Total	Extent of Practice							
		Private		Church		Org.		All	
		No.	%	No.	%	No.	%	No.	%
		41		75		149		265	
Use of directive counseling methods by counselors (Telling campers just what to do)	Much	6	14.6	16	21.0	22	14.8	44	16.6
	Some	22	52.7	40	52.7	70	51.0	122	52.0
	Little or None	13	31.7	19	25.3	51	34.2	83	31.4
Use of non-direct counseling methods by counselors (Helping campers to solve their own problems)	Much	22	53.7	22	29.3	55	37.0	99	37.4
	Some	12	29.3	39	52.0	81	54.3	132	52.3
	Little or None	7	17.0	14	18.7	13	8.7	34	13.3
Counseling each camper individually (Counselor and camper alone)	Much	19	46.4	18	24.0	30	20.1	67	25.3
	Some	21	51.2	43	57.6	85	57.1	149	56.2
	Little or None	1	2.4	14	18.4	34	22.8	49	18.5
Providing a special place where individual counseling can be done	Much	12	29.3	13	17.1	26	17.4	51	19.3
	Some	13	31.7	28	37.4	45	30.2	86	32.4
	Little or None	16	39.0	34	45.5	78	52.5	128	48.3
Using camp activity program as a tool of guidance (Determining which activities would help individual campers most and directing campers to those)	Much	30	73.2	14	18.6	66	44.3	110	41.5
	Some	10	23.4	29	38.7	60	40.3	99	37.3
	Little or None	1	2.4	32	42.7	23	15.4	56	21.2

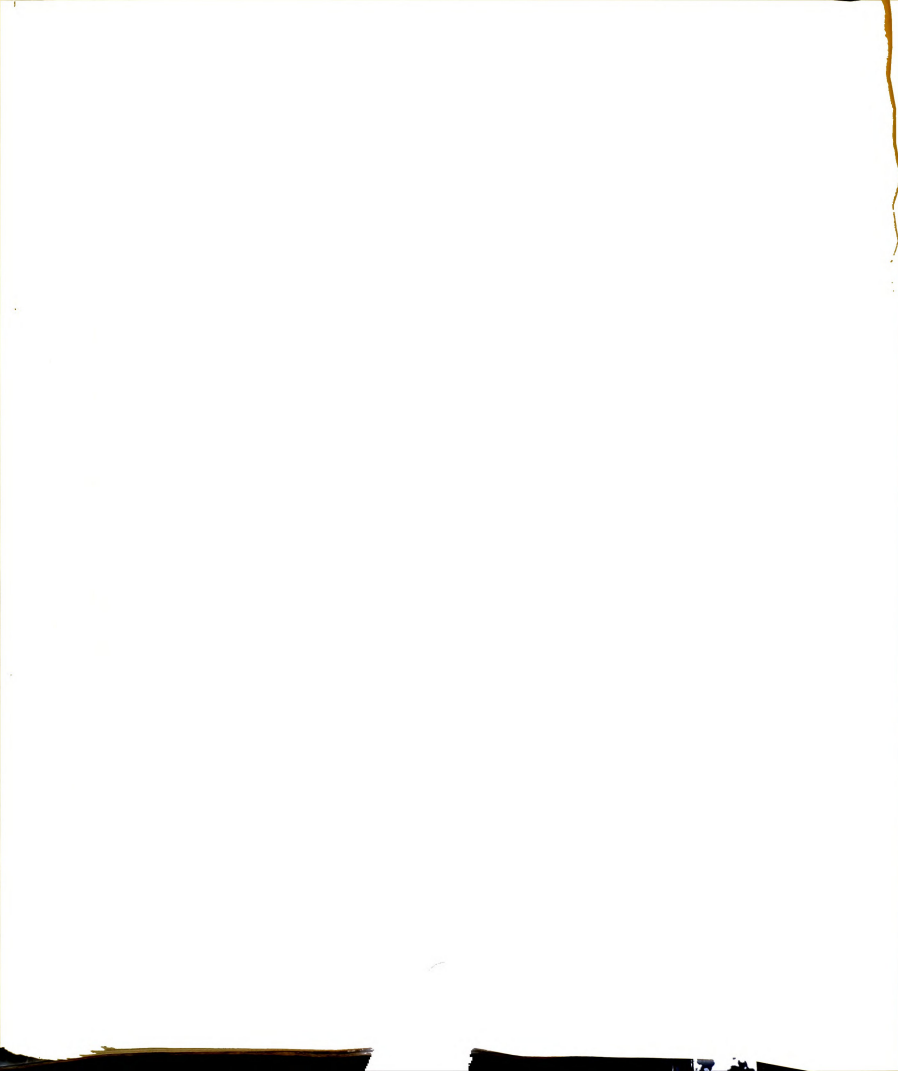


TABLE XXIV

EXTENT OF COUNSELING PRACTICES USED ACCORDING TO CAMP SIZE
(SMALL: 0-50; MEDIUM: 51-100; LARGE: 101 PLUS)

Type of Practice	Total	Extent of Practice					
		Small 55		Medium 131		Large 79	
		No.	%	No.	%	No.	%
Use of directive counseling methods by counselors (Telling campers just what to do)	Much	14	25.4	17	13.0	13	16.5
	Some	24	43.8	69	52.8	45	56.9
	Little or None	17	30.8	45	34.2	21	26.6
Use of non-direct counseling methods by counselors (Helping campers to solve their own problems)	Much	20	36.4	48	36.6	31	39.2
	Some	26	47.4	67	50.2	39	49.4
	Little or None	9	16.2	16	12.2	9	11.4
Counseling each camper individually (Counselor and camper alone)	Much	14	25.4	37	28.2	16	20.3
	Some	32	58.2	67	50.2	50	63.3
	Little or None	9	16.4	27	20.6	13	16.4
Providing a special place where individual counseling can be done	Much	10	18.2	25	19.1	16	20.3
	Some	15	27.3	39	29.7	23	29.5
	Little or None	30	54.6	67	50.2	31	39.2
Using camp activity program as a tool of guidance (Determining which activities would help individual campers most and directing campers to those)	Much	22	40.0	56	42.8	33	41.7
	Some	18	32.6	47	35.8	34	43.0
	Little or None	15	27.2	28	21.4	12	15.3

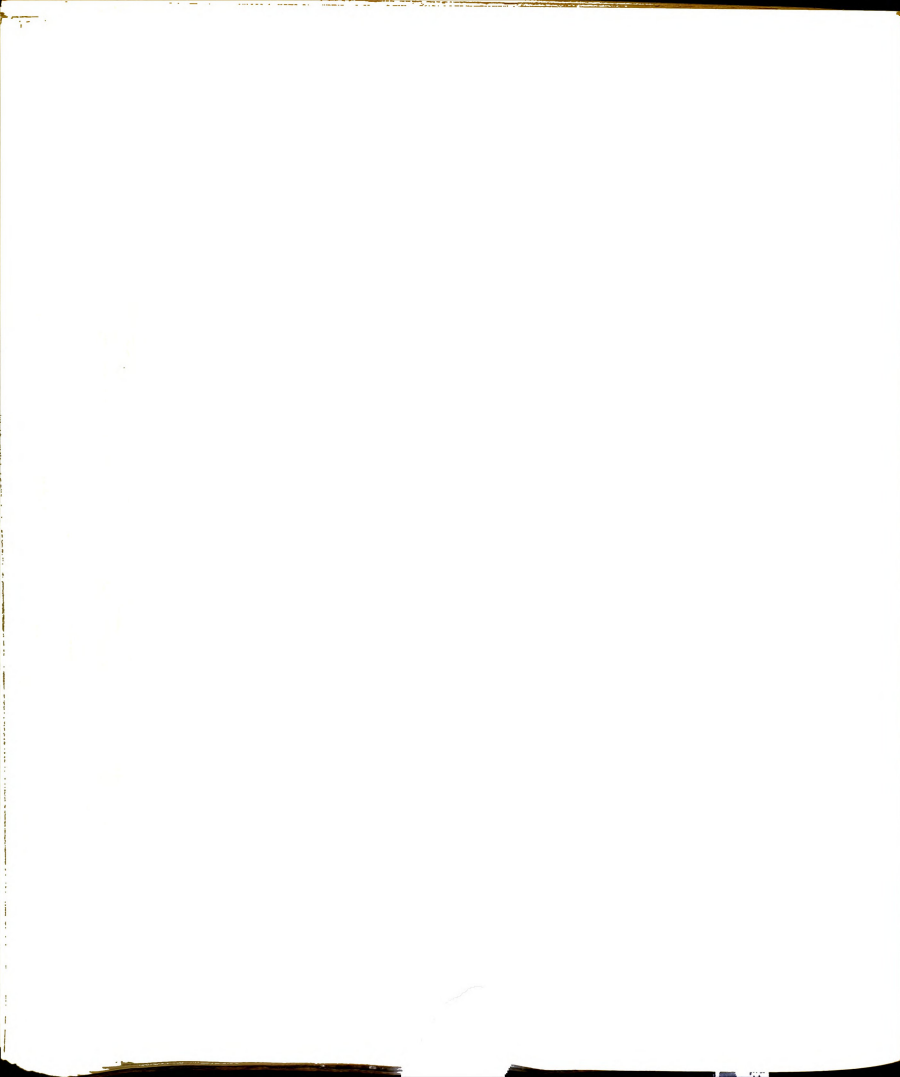


TABLE XXIV (continued)

EXTENT OF COUNSELING PRACTICES USED ACCORDING TO CAMP SIZE
(SMALL: 0-50; MEDIUM: 51-100; LARGE: 101 PLUS)

Type of Practice	Total	Extent of Practice					
		Small 55		Medium 131		Large 79	
		No.	%	No.	%	No.	%
Conferring with parents concerning campers' problems	Much	22	40.0	31	23.6	19	24.0
	Some	24	43.8	51	39.0	43	54.6
	Little or None	9	16.2	49	37.4	17	21.4
Counselors carrying on spontaneous or informal counseling with individual campers	Much	18	32.7	46	35.0	30	38.0
	Some	29	52.8	68	52.0	42	53.1
	Little or None	8	14.5	17	13.0	7	8.9
Using religion as a motivating force in guidance of campers	Much	16	29.0	44	33.7	28	35.4
	Some	13	23.6	50	38.2	28	35.4
	Little or None	26	47.4	37	28.1	23	29.2
Using group counseling or group work techniques (Where counselor attempts to have campers, through group discussions, help each other)	Much	21	38.2	38	29.0	17	21.6
	Some	21	38.2	53	40.6	47	59.4
	Little or None	13	23.6	40	30.4	15	19.0



Directive Counseling. Many people are of the opinion that directive counseling should not be employed. Others tend to disagree. Responses to this item merely show to what extent camps do employ this technique and not whether they agree with it or not. The wording of the item "Use of directive counseling methods by counselors, (Telling campers just what to do)", may perhaps have introduced a certain bias in responses. All the camps indicated they employed this practice "much" or "some" in 69% of the cases. Private camps, as is disclosed by Table XXIII, indicated 68%, church camps 75%, and organizational camps 76%. There seems to be little distinction between camp types, although church camps had "much" responses in 21% of the cases as compared to 15% for the others. According to camp size, as shown in Table XXIV, small camps observed the practice "much" or "some" in 69% of the cases, medium-sized camps in 66%, and large camps in 73%. Thus it can be seen that little difference is apparent among the different sized camps. It is noteworthy that 25% of the small camps designated "much" as compared to 17% of the large camps, indicating that the former actually employed a greater extent of directive counseling.

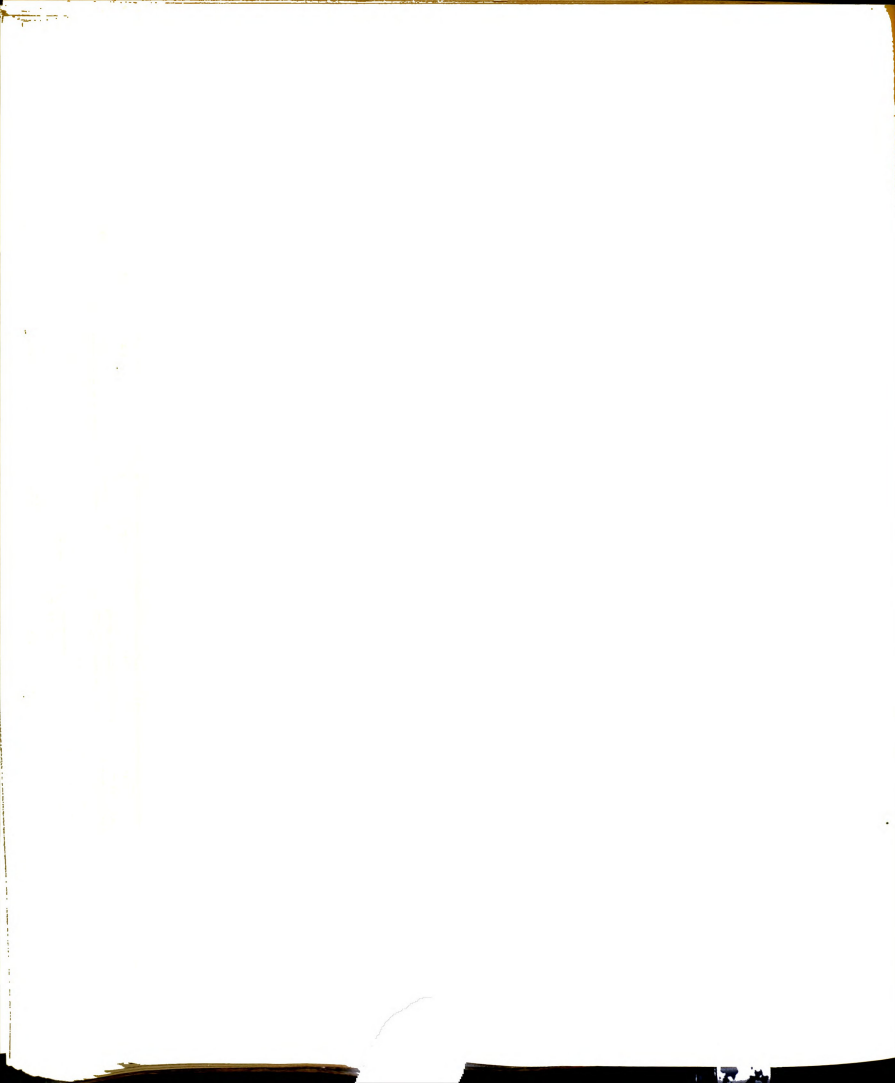
Non-directive Counseling. In this item the use of non-directive counseling methods was described as "helping campers to solve their own problems". This introduced somewhat of a bias, since many people feel that this is more



desirable than telling people what to do. Non-directive counseling can be an extremely valuable technique.¹⁵ Eighty-seven per cent of the camps indicated they observed this practice "much" or "some" of the time. This is not a great deal more than the 69% found in relation to directive counseling. Table XXIII indicates that private camps employed non-directive techniques in 83% of the cases, church camps in 86% of the cases, and organizational camps in 92%. Private camps expressed a considerably greater percentage of "much" responses than the others. Among small camps, as is revealed in Table XXIV, "much" or "some" responses were indicated in 84% of the cases, medium-sized camps in 88%, and large camps in 88%. Little difference between these groups is expressed. Non-directive counseling is evidently employed quite extensively by Michigan summer camps. It is of interest to observe that many camps claimed to employ both directive and non-directive techniques. A considerably greater extent of the non-directive was apparent, however.

Individual Counseling. The counseling of each camper individually, in a situation where the counselor is alone with the camper, can often be of great benefit in the total

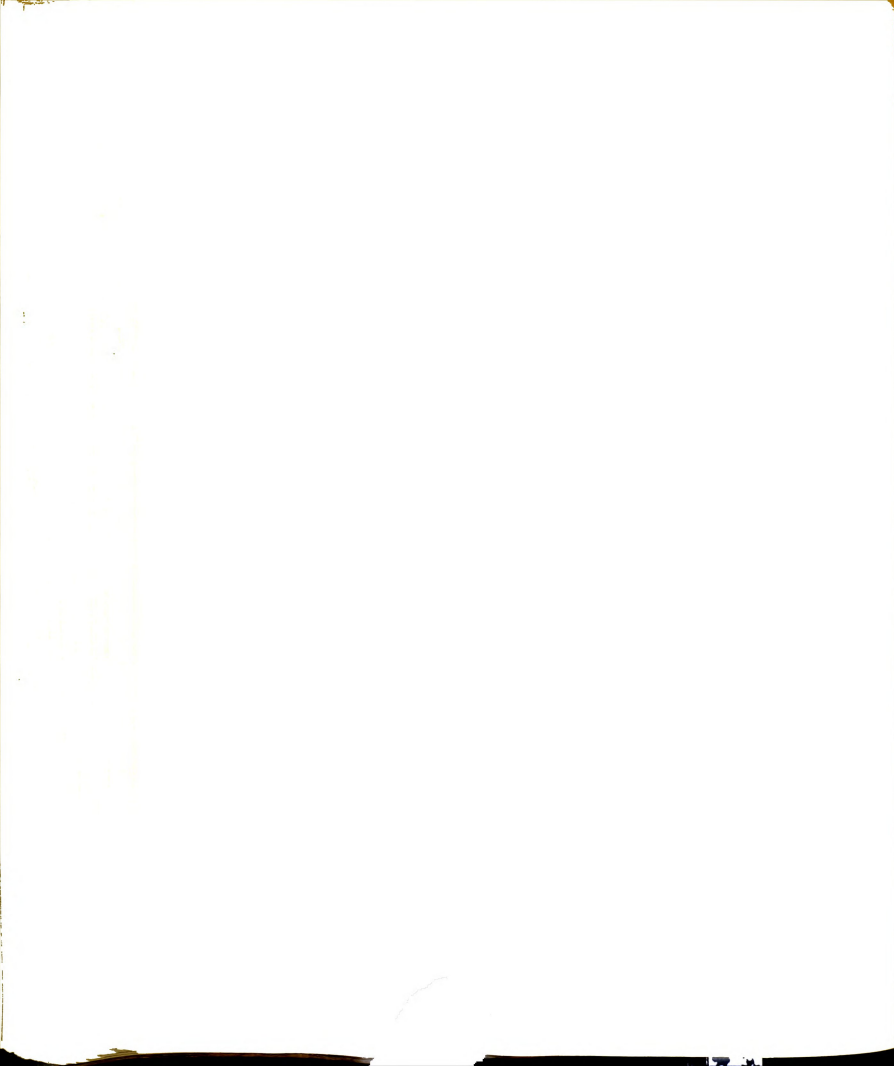
¹⁵ Milton Hahn and William Kendall, "Some Comments in Defense of Non-Directive Counseling," Journal of Consulting Psychology, 2:74-81, March-April, 1947.



guidance of that camper. Frequently more can be learned from and about the camper, since he will usually feel more free to express himself concerning personal matters than when he is within the structure of the group.¹⁶ All the camps indicated they did "much" or "some" individual counseling in 81% of the cases. Table XXIII also shows that private camps did so in 98% of the cases, church camps in 82%, and organizational camps in 77%. Private camps, since they usually have more staff members proportionately as well as more time, should be expected to employ more individual counseling. It can be observed from Table XXIV that little difference was noted among the different sized camps in relation to this item since small, medium-sized, and large camps had 84%, 79%, and 83% respectively. From the foregoing it is apparent that a considerable amount of individual counseling is being done to a great extent, as indicated by the fact that only 25% of the camps responded "much".

Special Counseling Place. About 52% of all the camps indicated they employed such a technique "much" or "some", but only 19% indicated "much". Private camps, as shown by Table XXIII, claimed "much" or "some" in 61% of the cases, church camps in 55%, and organizational camps in 48%. Table

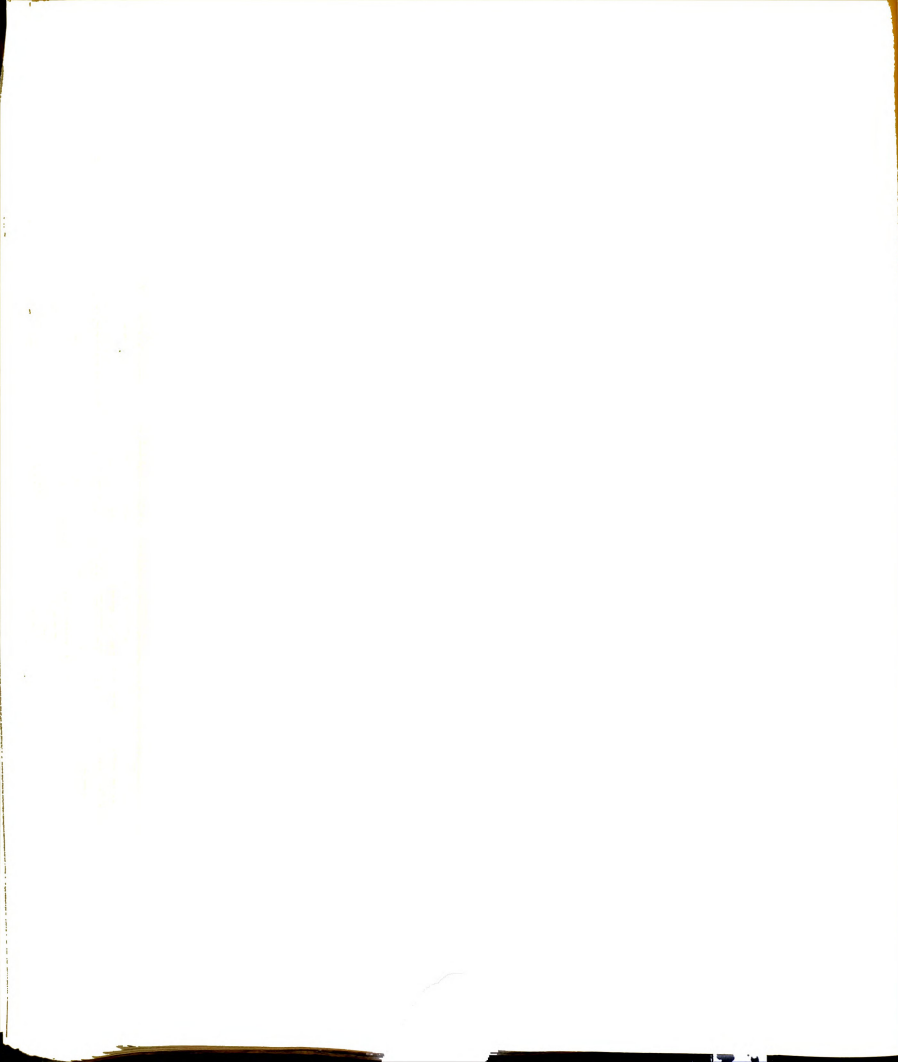
¹⁶ Edmund G. Williamson, How to Counsel Students (New York: McGraw-Hill Book Company, 1939), p. 41.



XXIV discloses that small camps indicated 45%, medium-sized camps 44%, and large camps 61%. Private camps and large camps have special counseling places more extensively than the others, though none of the camps did a great deal in this respect.

Activity Program as a Guidance Tool. Using the camp program as a tool of guidance can be an effective means of helping campers by directing them into activities which tend to help them the most. All the camps followed this procedure "much" or "some" of the time in 79% of the cases. "Much" was designated in 42% of the cases. It is evident from Table XXIII that private camps did so in 98% of the cases, while church camps exhibited only 57%, and organizational 85%. Church camps were a great deal lower than the others. This may be due to the limited type of program as well as the limited time of operation among church camps. Again little difference was noted among the different sized camps since, as is apparent from Table XXIV, the small, medium-sized, and large camps each had 73%, 79%, and 85% respectively. Except in the case of church camps, considerable use is made of the program of camp activities in the guidance of campers.

Conferring with Parents. Although conferring with the parents of campers in order to be able to assist the latter more adequately is not specifically a counseling



procedure, it is very closely related. A great deal of valuable information can be learned in this fashion. Slightly over 72% of all the camps indicated that their counselors did this "much" or "some", but only 27% indicated "much". As is to be expected in view of the closer relation between private camps and parents, 98% of the private camps, as revealed by Table XXIII, indicated "much" or "some" of this practice. Only 53% of the church camps and 72% of the organizational camps employed this technique. Small camps, as seen in Table XXIV, followed this practice in 84% of the cases, medium-sized camps in 63%, and large camps in 78%. Small camps evidently do quite a bit more in this respect than the larger camps. In general only an average amount of conferring with parents is done in Michigan camps.

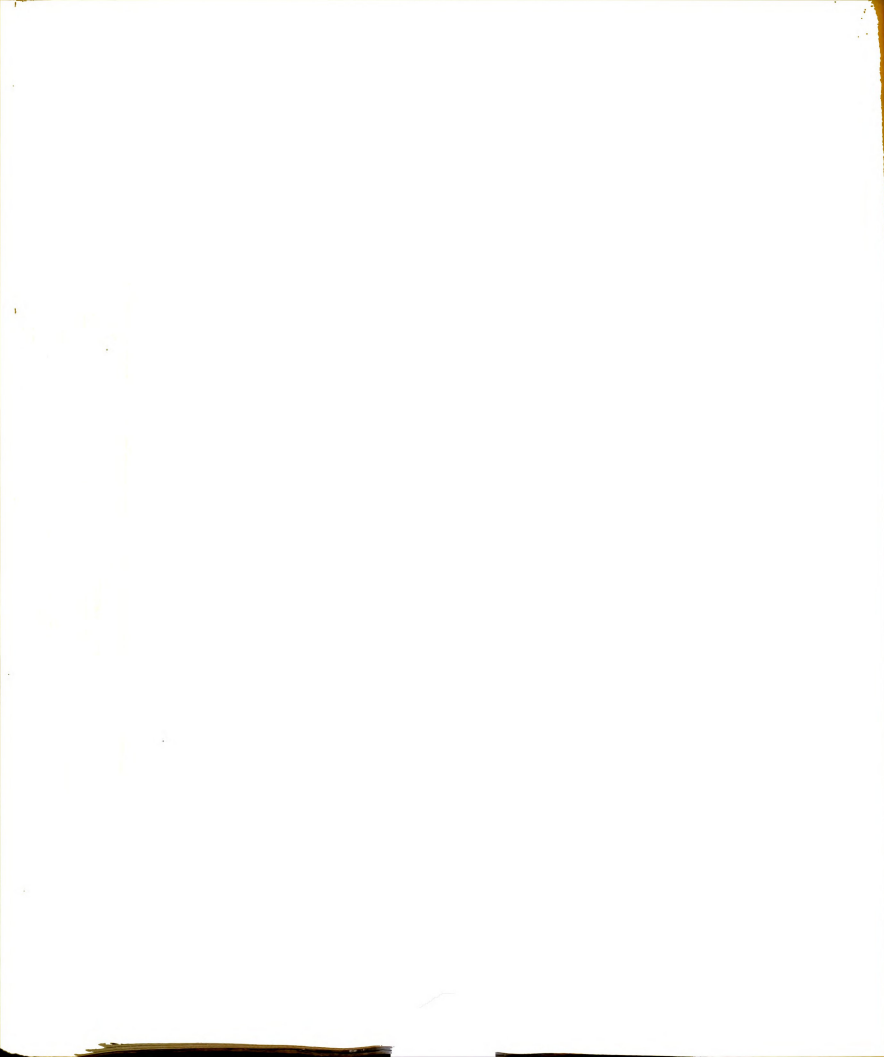
Spontaneous or Informal Counseling. In the camp setting many opportunities exist for spontaneous and informal counseling. Through this method perhaps the greater portion of guidance of campers is effected.¹⁷ That most camps realize this is shown by the fact that 88% of all camps followed this practice "much" or "some". Of these 35% indicated "much". From Table XXIII also it can be seen that private camps used spontaneous counseling "much" or

¹⁷ Elmer Ott, So You Want To Be A Camp Counselor (New York: Association Press, 1946), p. 35.



"some" in 90% of the cases, church camps in 88%, and organizational camps in 87%. Little difference among camp types is evident, though private camps had proportionately more of the "much" responses than the others. Table XXIV indicates small camps, medium-sized camps, and large camps as having 85%, 87%, and 90% respectively. In view of this there appears to be no significant difference among the various sized camps. Informal counseling is practiced quite extensively by all the camps in this study.

Use of Religion in Guidance. The use of religion as a motivating force in the guidance and counseling of campers would naturally be expected to be indicated by practically all church camps. The fact that three of the church camps indicated they did not use it is somewhat surprising. All the camps claimed to employ religion in counseling "much" or "some" in 68% of the cases. It is evident from Table XXIII that private camps indicated 54%, church camps 96%, and organizational camps 57%. It is of interest to note that private camps employed this practice to the extent they have indicated, since most private camps do not emphasize religion. Table XXIV points out that 53% of the small camps, 72% of the medium-sized camps, and 71% of the large camps employ this practice "much" or "some". This higher incidence may be due to the fact that most of the church camps are either medium-sized or large camps. Except for church camps,

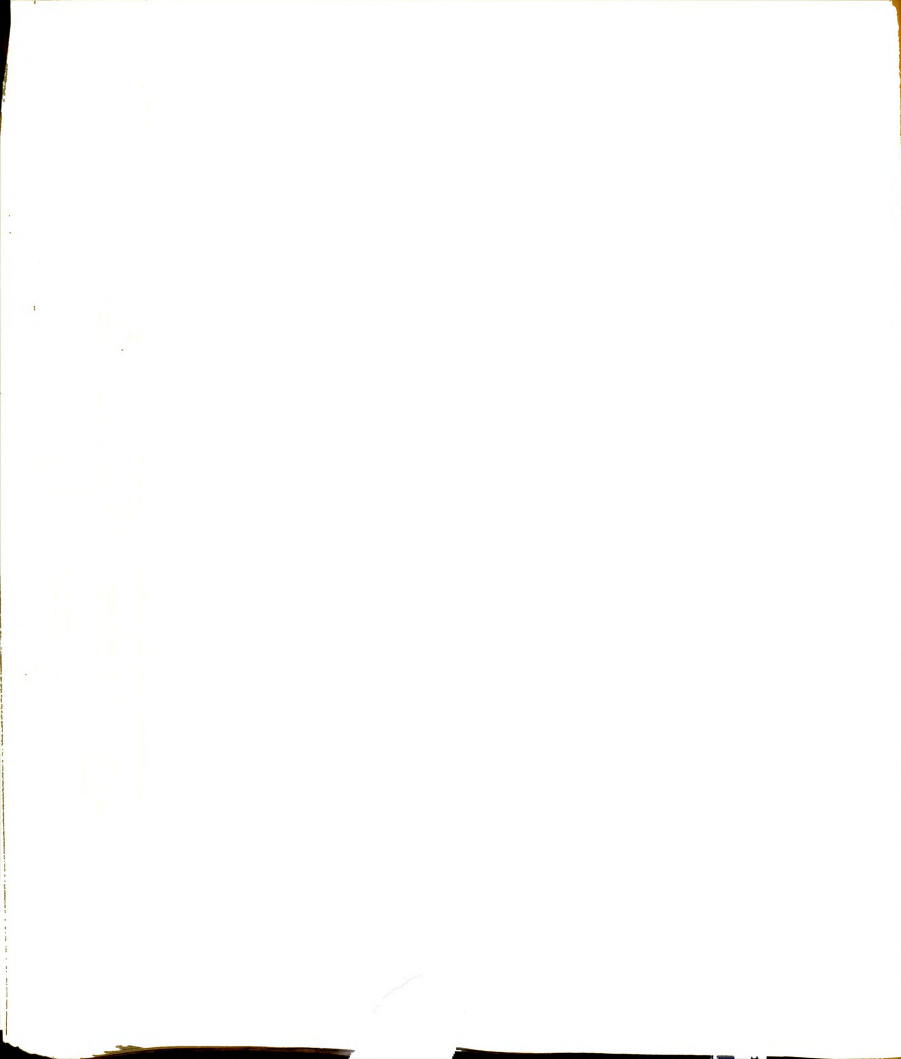


this practice is not followed to a great degree by most camps.

Group Counseling and Group Work Techniques. Counseling with campers as a group and attempting to have them help each other through group discussion and interactions plays an important role in the guidance of campers.¹⁸ Considerable guidance progress can often be made through such procedures. From Table XXIII it can be readily seen that 74% of all camps, 80% of private camps, 79% of church camps, and 70% of organizational camps employed this practice "much" or "some". Private camps indicated they did this "much" in significantly greater percentage of cases than the others. Table XXIV shows that among small camps this practice was employed "much" or "some" in 76% of the cases, while medium-sized camps indicated 69%, and large camps 81%. Small camps had a greater percentage of "much" responses, however. About three-fourths of the camps employed this practice, but only one-fourth employed it "much" or to a great extent.

Summary of Counseling Practices Used. Counseling practices employed by Michigan summer camps were not as extensive as might be suspected. Private camps, as can be observed in Table XXIII, indicated that they employed the various practices in a greater percentage of cases than either church or organizational camps, except in relation

¹⁸ Blumenthal, op. cit., p. 2.



to directive counseling and use of religion, in which case church camps were highest. In all other items church and organizational camps were approximately the same. The higher incidence among private camps again is probably due to the smaller camper-counselor ratio and the longer time period (See Table II, p. 73).

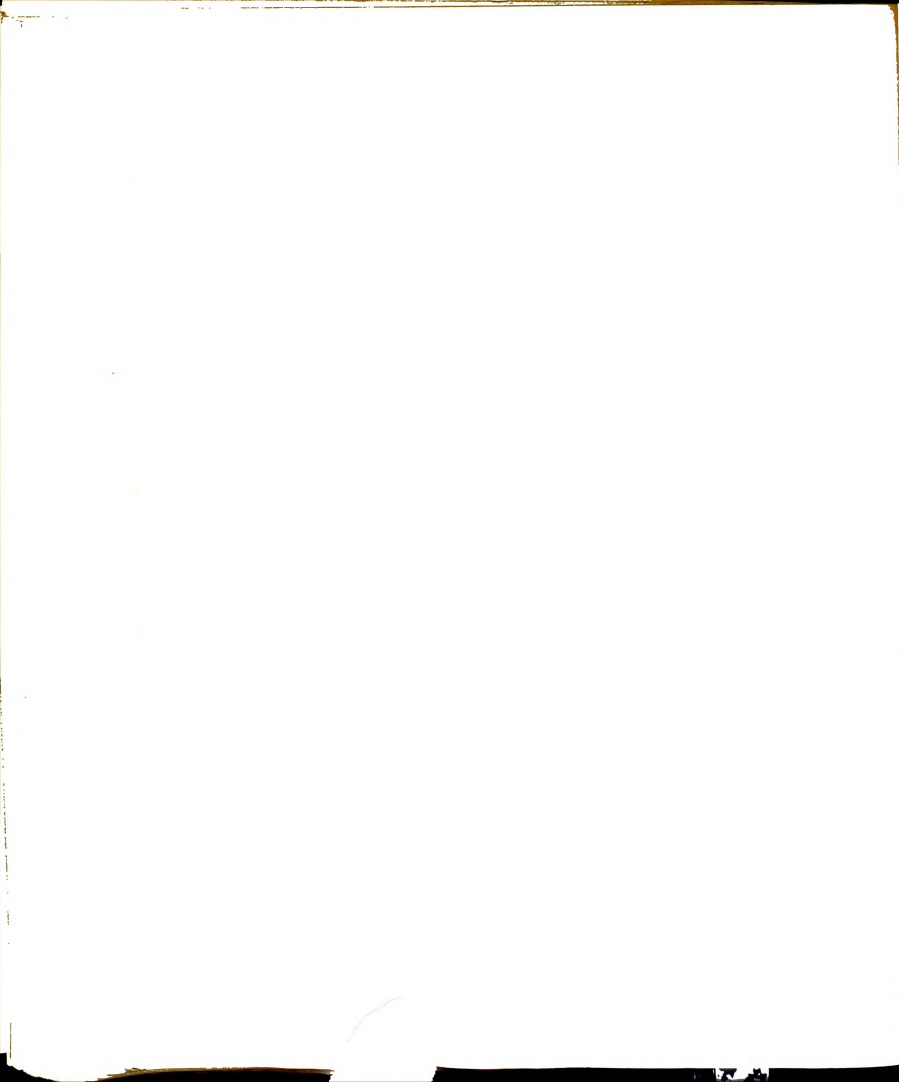
Among the camps grouped according to size, as shown by Table XXIV, the large and the small camps tended to employ the practices more than the medium-sized camps. Among these camps, there tended to be relatively little variation among the items in reference to the combined "much" and "some" responses, most of which were between 70% and 90%.

Although the combined "much" and "some" responses were rather high, it can be seen that only a minority of the camps in all cases indicated "much" responses. The range of these was 17% to 42%. For private camps, as is evident from Table XXIII, this range was 15% to 73% (all but three items were over 40%). For church camps it was 9% to 29% except for the 76% indicated in the item on religion, and for organizational camps it was 15% to 44%. From Table XXIV it can be seen that the range of "much" responses was 18% to 40% for small camps, 13% to 43% for medium-sized camps, and 20% to 39% for large camps. The foregoing well emphasizes the fact that, although counseling practices are employed by a majority of the camps, only a minority employ

them "much".

The extent of "much" and "some" responses varied somewhat among the items within each camp group. There were significant differences noticed between the camp types on various items, but camps grouped according to size were more consistent in the extent of their responses throughout the entire area. The rank order showing the extent to which counseling practices are employed by all the various camps "much" or "some" is as follows: (1) Camp program as a guidance tool; (2) Non-directive counseling; (3) Spontaneous or informal counseling; (4) Individual counseling; (5) Group counseling; (6) Religion used in counseling; (7) Conferring with parents in counseling; (8) Providing a special counseling place, and (9) Using directive counseling techniques. The rank order of the items within each of the groups was approximately the same as this except that church camps ranked "religion used in counseling" as first. The greatest divergence among the extent of the individual items was indicated in the case of private camps. This ranged from 54% to 98% in the combined "much" and "some" categories.

Although these counseling practices are employed considerably, they are not employed a great deal by very many of the camps.



Administrative Practices Dealing with Guidance

Scope of Area. Much of the effectiveness of guidance in the camping situation is dependent upon the camp administration and the practices employed by it. Administrative practices dealing with guidance in the camp include the maintenance of cumulative records, the use of a "master" cumulative record card, the maintenance of a formal guidance program under a designated head, sending guidance information to schools, sending this information to parents, emphasizing group experiences through camp program, counselor-camper planning, follow-up during the year, maintaining a permissive atmosphere, and having staff meetings three times weekly. Numerous other things could have been included in this area such as orientation of campers, use of log books and diaries, conferences with teachers, and sending information to ministers and Sunday school teachers. Most of these, however, are indirectly covered in some of the other items.

The camp administration exercises control over the entire camp atmosphere. The attitude of the camp administrative body will determine whether democratic or autocratic procedures will prevail. It will influence the extent to which the camp program will be of a tense, anxious, competitive nature or of a more permissive nature. This is

pointed out well by McClary¹⁹ who feels there is great need for more of a democratic and permissive atmosphere in the camping situation.

In the following data an attempt has been made to provide a clearer concept concerning the various guidance administrative practices employed by the summer camps of Michigan.

Data in Table XXV are presented in terms of camp type, whereas Table XXVI furnishes similar information in reference to the various sizes of camps. The "much" and "some" responses will be combined for purposes of analysis. This will indicate more easily whether or not the various practices are employed by the numerous camps. The extent to which these are employed can more readily be seen by observing the "much" responses in the tables.

Cumulative Record File. The maintainance of a special cumulative record file on each camper containing information from past years and the present can be an invaluable aid to the total camp program. Furthermore the information contained in such record files, if it is adequate, can greatly enhance the guidance of the campers.²⁰ According to Sharman,²¹ such files of records should contain health data, behavior data

¹⁹ Howard McClary, "The Counselor's Job: Changing 'I' to 'We'," Camping Magazine, 21:7-8 February, 1949.

²⁰ Bedger, op. cit., p. 12.

²¹ Sharman, op. cit., p. 4.



TABLE XXV

EXTENT OF ADMINISTRATIVE PRACTICES DEALING WITH GUIDANCE ACCORDING TO CAMP TYPE

Type of Practice	Total	Extent of Practice					
		Private 41		Church 75		Org. 149	
		No.	%	No.	%	No.	%
Maintaining a special cumulative record file on each camper in which all important information (From current and past years) is kept	Much	21	51.2	5	6.7	30	20.0
	Some	14	34.2	25	33.3	41	27.6
	Little or None	6	14.6	45	60.0	78	52.4
Making use of a "master" cumulative record card on which all information is recorded	Much	7	17.1	3	4.0	14	9.4
	Some	13	31.7	12	16.0	23	15.4
	Little or None	21	51.2	60	80.0	112	75.2
Maintaining a formal guidance program, under the supervision of one designated person, during the camp season	Much	10	23.4	9	11.9	20	13.4
	Some	9	21.9	15	19.1	24	16.0
	Little or None	22	53.7	51	68.0	105	70.6
Sending information on campers' behavior, achievements and experiences to school from which he comes in order to help the school in their guidance work	Much	2	4.9	1	1.3	5	3.4
	Some	6	14.6	1	1.3	19	12.7
	Little or None	33	80.5	73	97.4	125	83.9
Sending this information to campers' parents to help parents in better understanding the child (In form of a letter or report)	Much	16	39.0	4	5.3	13	8.7
	Some	13	31.7	17	22.7	34	22.8
	Little or None	12	29.3	54	72.0	102	68.5

TABLE XXVI

EXTENT OF ADMINISTRATIVE PRACTICES DEALING WITH GUIDANCE ACCORDING TO CAMP SIZE
(SMALL: 0-50; MEDIUM: 51-100; LARGE: 101 PLUS)

Type of Practice	Total	Extent of Practice					
		Small 55		Medium 131		Large 79	
		No.	%	No.	%	No.	%
Maintaining a special cumulative record file on each camper in which all important information (From current and past years) is kept	Much Some Little or None	16 17 22	29.0 30.8 40.2	24 41 66	18.3 31.4 50.3	16 23 40	20.2 29.0 50.7
Making use of a "master" cumulative record card on which all information is recorded	Much Some Little or None	6 12 37	10.9 21.8 67.3	10 24 97	7.6 18.0 74.4	8 12 59	10.2 15.1 74.7
Maintaining a formal guidance program, under the supervision of one designated person, during the camp season	Much Some Little or None	12 9 34	21.8 16.4 61.8	16 26 89	12.2 19.8 68.0	11 13 55	14.0 16.5 69.5
Sending information on campers' behavior, achievements and experiences to school from which he comes in order to help the school in their guidance work	Much Some Little or None	3 7 45	5.5 12.7 81.8	2 18 111	1.5 13.7 84.8	2 2 75	2.5 2.5 95.0
Sending this information to campers' parents to help parents in better understanding the child (In form of a letter or report)	Much Some Little or None	8 13 34	14.6 23.6 61.8	18 25 87	13.7 19.8 66.5	7 25 47	8.9 21.6 59.5

TABLE XXVI (continued)

EXTENT OF ADMINISTRATIVE PRACTICES DEALING WITH GUIDANCE ACCORDING TO CAMP SIZE
(SMALL: 0-50; MEDIUM: 51-100; LARGE: 101 PLUS)

Type of Practice	Total	Extent of Practice					
		Small		Medium		Large	
		No.	%	No.	%	No.	%
		55		131		79	
Emphasizing group experience and social adjustment through the camp program	Much Some Little or None	31 18 6	56.5 32.6 10.9	74 44 13	56.6 33.5 9.9	41 32 6	52.0 40.5 7.5
Having counselors and campers help plan the program	Much Some Little or None	35 17 3	63.7 30.8 5.5	73 40 17	55.8 30.6 13.6	44 30 5	55.7 38.0 6.3
Maintaining contact with campers during the year. (Birthday cards, Christmas cards and personal letters)	Much Some Little or None	20 17 18	36.6 30.8 32.6	30 32 68	22.9 24.6 52.5	18 24 37	22.8 30.4 46.8
Maintaining a camp atmosphere and program free from undue tension and anxiety	Much Some Little or None	41 11 3	74.6 20.0 5.4	97 27 7	74.0 20.7 5.3	58 20 1	73.5 25.3 1.2
Having staff meetings at least three times per week to discuss campers' guidance problems	Much Some Little or None	20 24 11	36.4 43.6 20.0	56 42 33	42.8 32.2 25.0	32 28 19	40.5 35.5 24.0

abilities and achievements, and interests. It is suggested that all of the items of information presented in Chapter IV be included in this file of records.

Evidently individual cumulative records are not extensively used by Michigan camps, since only 52% of all camps indicated they followed this practice "much" or "some". Only 21% indicated "much". Table XXV shows that among private camps 85% observe this practice "much" or "some" whereas among church and organizational camps only 41% and 48% respectively was indicated. Private camps do considerably more in the way of maintaining cumulative records than do other types of camps. From Table XXVI it can be seen that small camps responded "much" or "some" to this item in 60% of the cases, medium-sized camps in 50%, and large camps in 49%. Though not too great a difference exists, small camps do express the greater extent of this practice. Except for private camps, the use of individual cumulative records is rather limited among the camps in this study.

Master Cumulative Record Card. Many schools today employ some sort of a "master" cumulative record card on which all pertinent information concerning pupils is recorded. Apparently this is not the case with camps, since only 27% of all camps indicated they followed this practice "much" or "some". It is evident from Table XXV, that private camps

indicated "much" or "some" in 49% of the cases, church camps in 20%, and organizational camps in 25%. Small camps as disclosed by Table XXVI claimed to use "master" cumulative cards in 33% of the cases, medium-sized camps in 26%, and large camps in 25%. Although private and small camps were again slightly higher, even they followed the practice of using "master" cumulative record cards relatively little.

Formal Guidance Program. Many camps do not feel the need for a formal guidance program. Others recognize the value of maintaining a formal guidance program under the direction of one designated person. It is interesting to note that 86 or 33% of all camps claimed to have "much" or "some" in the way of a formal guidance program. Thirty-nine camps or 15% indicated they had "much" in this respect. Private camps as seen in Table XXV tend to do more in this area since they claim to maintain "much" or "somewhat" of a formal guidance program in 46% of the cases while church camps have 32%, and organizational camps 30%. As can be observed from Table XXVI, small camps have indicated 38%, medium-sized camps 32%, and large camps 30%. Private camps and small camps tend to follow the practice of maintaining a formal guidance program more than the others.

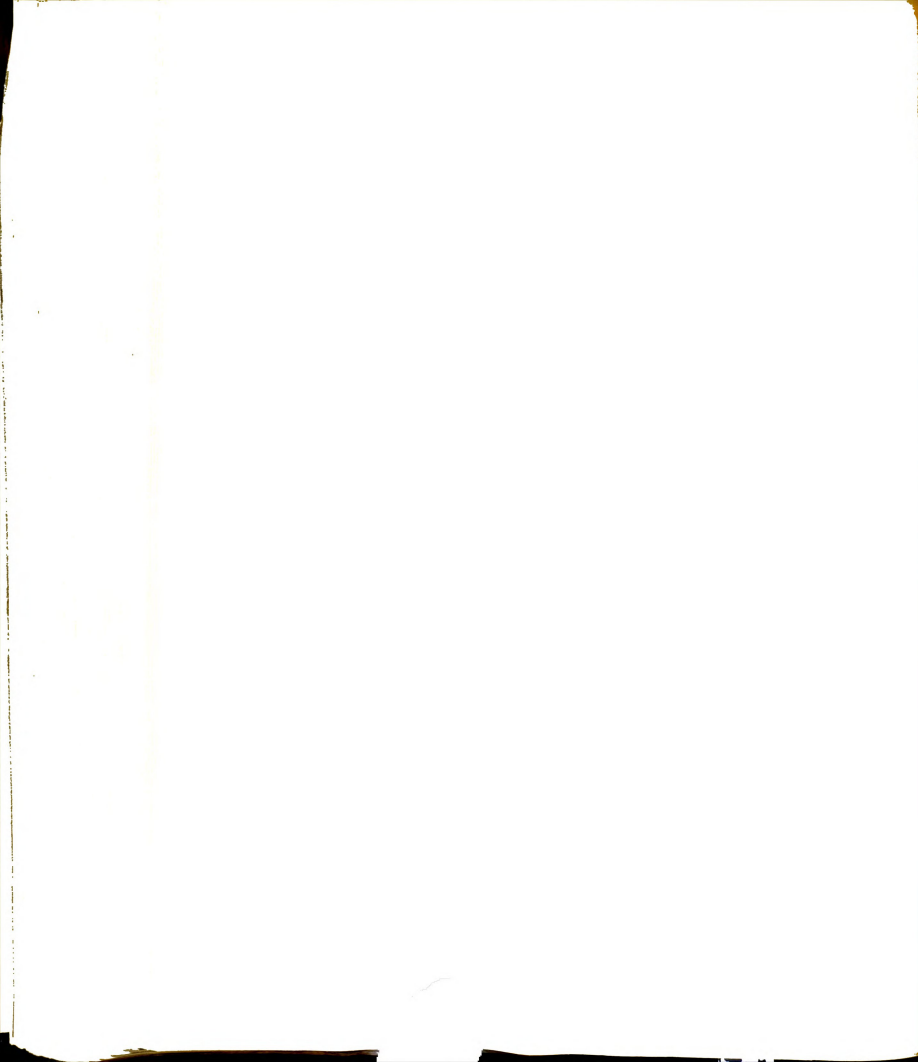
Sending Information to Schools. Information concerning many of the things which happen to the camper while at camp would be valuable to the teacher and guidance person



in the school. A record of the behavior, the achievements and accomplishments, and the interests shown by the camper while in the camp environment would aid the school personnel greatly in knowing and understanding school children better. With this information a more complete and effective job of guidance could be done. It was found from Table XVII, (p. in Chapter IV that little information was received by the camps from the schools. Here it is disclosed that in only 13% of all camps is "much" or "some" information sent by camps to the schools. Only 3% indicated much in this respect. Private camps as is apparent from Table XXV claim to send information to schools in 19% of the cases, church camps in only 3%, and organizational camps in 16%. Small camps, as revealed by Table XXVI indicate 18%, medium-sized camps 15%, and large camps 5%. The extra time and effort necessary to accomplish this exchange of data is perhaps one of the main factors prohibiting the more extensive employment of this practice.

Sending Information to Parents. The cooperative attitudes of parents, based upon an adequate exchange of information, are of utmost importance if the values of the camping experience are to be fully realized.²² Sending

²² John A. Ledlie and Ralph D. Roehm, Handbook of YMCA Camp Administration (New York: Association Press, 1949), p. 47.



information concerning the camper's experiences at camp in the form of a letter or report can often assist parents in a better understanding of their child. Report cards in the schools are extensively used. It is evident that this is not the case among summer camps in Michigan since only 36% claim to send reports to parents "much" or "some". According to Table XXV private camps have indicated that they do the most in relation to home reports. Their 71% of "much" and "some" responses is considerably more than the 28% indicated by church camps or the 32% indicated by organizational camps. From Table XXVI it can be seen that small camps, medium-sized camps, and large camps designated 38%, 33%, and 40% respectively. Medium-sized camps had more "much" responses, however. Except in the case of private camps, very little information concerning the summer experiences of campers is forwarded to the parents of campers attending Michigan summer camps.

Emphasizing Group Experiences Through the Camp Program.

Group experiences, social adjustment, working together, and cooperation can and should be basic to the camp program. This is well expressed by Baxter and Cassidy,²³ who emphasize that dynamic democratic processes should govern group experi-

²³ Bernice Baxter and Rosalind Cassiday, Group Experience, The Democratic Way (New York: Harper and Brothers, 1943), p. 6.



ence. It appears that most all camps attempt to adapt their programs in this manner, since 91% indicated "much" or "some" in reference to this item. Over 55% indicated "much". Among private camps, as shown by Table XXV, 100% of the camps indicated "much or some" in their responses while church camps and organizational camps claimed 78% and 95% respectively. As seen by Table XXVI, small camps, medium-sized camps, and large camps followed this practice "much" or "some" in 89%, 90%, and 92% of the cases respectively. All camps tended to emphasize this particular phase of guidance considerably with private camps indicating the most and church camps the least.

Camper-Counselor Program Planning. By allowing counselors and campers to plan the camp program together, an atmosphere conducive to more effective guidance can be developed. According to Drought,²⁴ an expression of the camper's point of view can be more adequately insured through camper participation in program planning. This tends to develop more of a feeling of propriety on the part of the camper towards the camp. When the camper has an opportunity to assist in planning a program in which he will later participate, his ego is bolstered and he tends to develop a definite feeling of responsibility. The seeds of self-

²⁴Drought, op. cit., p. 93.



reliance that are fundamental to the perpetuation of democracy lie in camper participation in program planning.²⁵

All the camps were found to follow this practice "much" or "some" in 91% of the cases, 51% of the responses being "much". Private camps, as can be seen from Table XXV, indicated "much" or "some" responses in 98% of the cases, whereas church camps showed 79% and organizational camps 95%. Church camps had proportionately fewer "much" responses than the others. Among the different sized camps as shown by Table XXVI, small camps employed this technique the most with 94% of the cases indicating "much" or "some". Medium-sized camps had 87% and large camps 94%.

It is of special interest here to note that private and organizational camps employ this technique to a considerably greater extent than church camps, whereas the various sized camps were less differentiated. The type of program found in the church camp is often less flexible and in some cases is "set" before camp even begins.

Contacting Campers During the Year. Maintaining contact with campers through the year can be a valuable guidance technique in that it tends to establish better rapport between the camper and camp in that the camper feels the camp is interested in him outside the camp

environment. In some cases this can be helpful in follow-up work with certain campers. All the camps employed this technique "much" or "some" in 54% of the cases. Private camps, as seen in Table XXV, indicated 95%, church camps 44%, and organizational camps 47%. Private camps followed this practice considerably more than the others. This is probably due to the fact that they depend a great deal upon contacts with their campers during the year in establishing and maintaining a clientele. Small camps, as revealed in Table XXVI, indicated they employed this practice "much" or "some" in 67% of the cases, whereas medium-sized and large camps indicated 48% and 53% respectively. Both private and small camps followed this practice more than the others. In general, however, the practice is not too extensively employed, since only 26% of all camps indicated "much", whereas 46% claimed "little or none".

Camp Atmosphere Free From Tension. Maintaining a camp atmosphere and program free from undue tension and anxiety will tend to enhance the efficacy of guidance in the camp environment. Better rapport can be established and fewer problems will result from camp life itself. To provide an atmosphere which tends to be too permissive can prove to be undesirable. This has been expressed by Witner and Kotinsky who state:

Youngsters may not always like the rules (and they

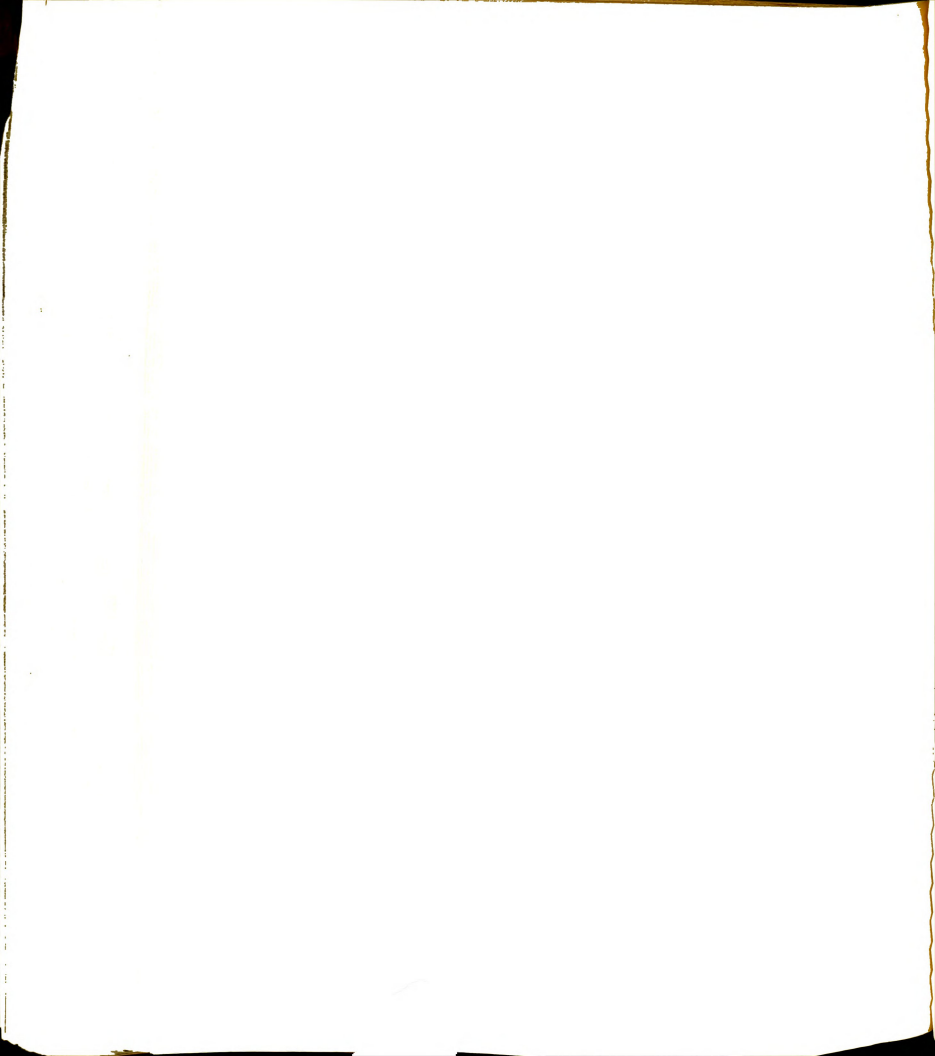
must have the right to say so and to consider ways of changing them), but they like to know what they are. To be left too free is likely to make young people uneasy and somewhat anxious. . . . It is only within a framework of reasonable and dependable rules that children are free to grow.²⁶

It is noteworthy that practically all (96%) of the camps claimed to maintain "much" or "some" of an atmosphere free from undue tension and anxiety. About 75% of all camps claimed to do this "much". There were no large differences among camps in this respect since private camps, church camps, and organizational camps were found to follow this procedure "much" or "some" in 98%, 89%, and 99% of the cases respectively, as shown by Table XXV. It is evident from Table XXVI that small camps did so in 94% of the cases, medium-sized camps in 95%, and large camps in 99%. Eight of the eleven camps stating they did not employ this procedure were church camps. It would appear that most camps attempt to maintain a permissive camp atmosphere to a considerable extent.

Staff Meetings Three Times Weekly. Holding staff meetings at least three times per week to discuss guidance problems of campers can be a helpful addition to the guidance of campers.²⁷ It was found that all the camps attempted to

²⁶ Witmer and Kotinsky, op. cit., p. 281.

²⁷ American Camping Association, op. cit., p. 3.



do this "much" or "some" of the time in 75% of the cases. Private camps, as can be seen in Table XXV, indicated 80% church camps 80%, and organizational camps 73%. It is apparent from Table XXVI that small camps held staff meetings at least three times weekly "much" or "some" of the time in 80% of the cases, medium-sized camps in 75%, and large camps in 76%. It is of interest to note that church camps followed this practice to a greater extent than the others. None of the camps did so to a great extent since only 41% claimed to do it "much".

Summary of Administrative Practices Dealing with Guidance. Among the various administrative practices dealing with guidance, there tended to be considerable variance between the items. Some were indicated as being practiced quite extensively while others were found to be employed relatively little. It is shown by Table XXV that in respect to all items, except the one dealing with staff meetings, in which church camps were slightly higher, private camps claimed to employ the practices to a greater extent than either church or organizational camps. Organizational camps tended to do so somewhat more than church camps in nearly all cases. Again the fact that private camps usually have longer camp periods may account somewhat for the greater extent shown.

In nearly all the items small camps, as seen in

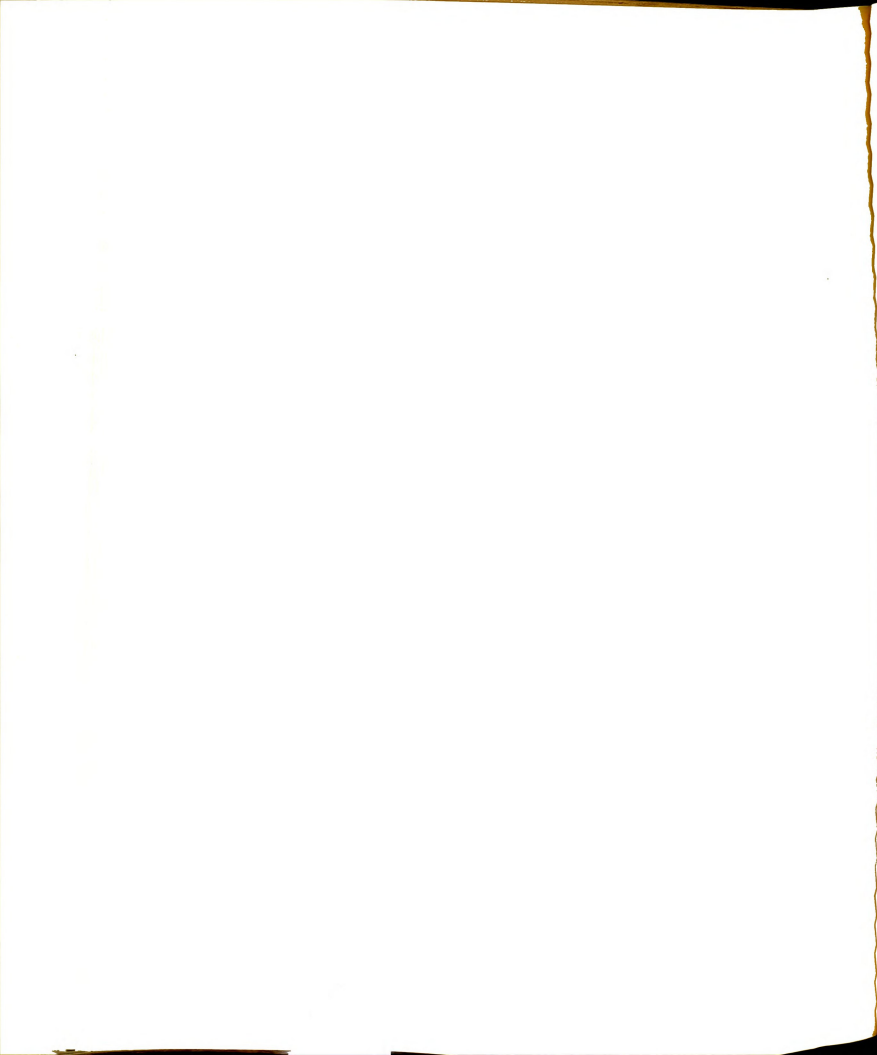
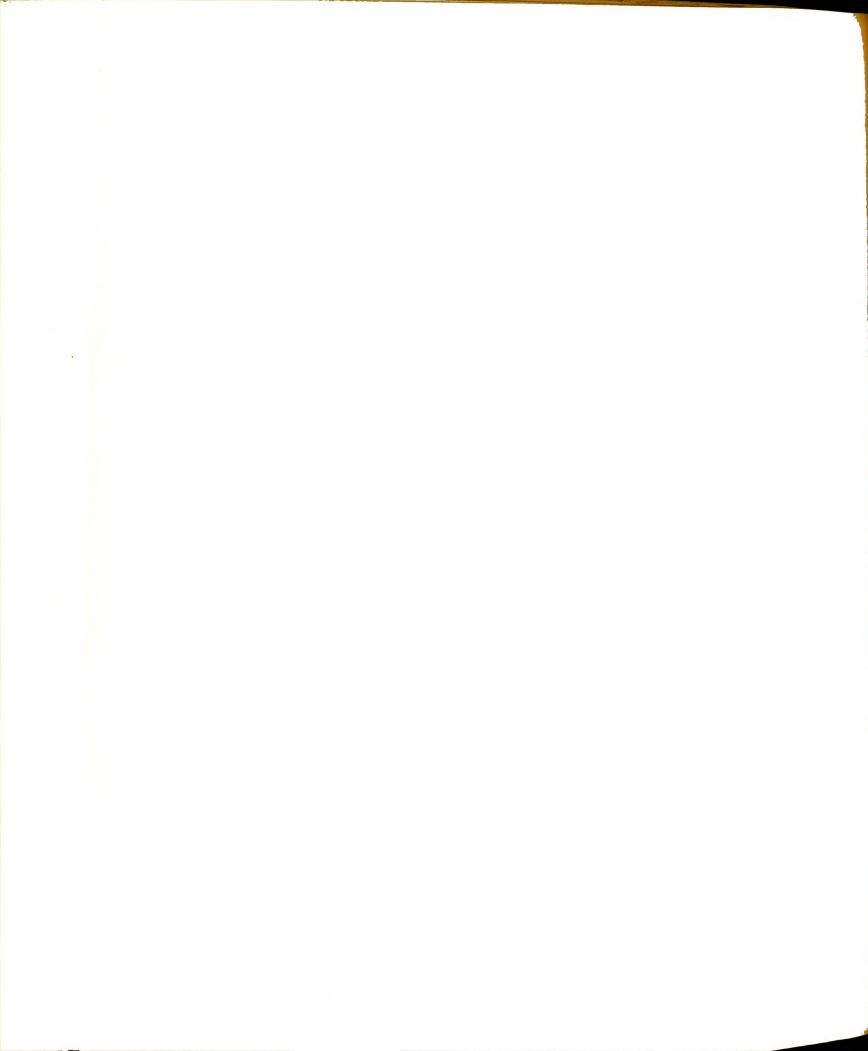


Table XXVII, claimed to follow the practices to a greater extent. In six of the ten items large camps showed a slightly greater extent of employment of the practices than medium-sized camps.

Although the combined "much" and "some" responses were quite high in a few cases, in general the "much" responses were rather low. Except for the item concerning camp atmosphere which was 75%, the "much" responses for all camps ranged from 3% to 58%. The range for private camps was considerably higher, whereas the other camp types were much the same as that for all camps. This points to the fact that although six of the ten administrative practices dealing with guidance were employed by over 50% of the camps, the extent to which they were employed was rather limited.

The extent of the combined "much" and "some" responses varied a great deal among the items in each camp group. Camps grouped according to type varied in the extent to which each of the practices was followed, whereas camps grouped according to size showed less variance among the items and were quite consistent throughout. The rank order showing the extent to which the various practices were employed by all camps is as follows: (1) Maintaining a camp atmosphere free from tension; (2) Counselor-camper planning; (3) Emphasizing group experience through program; (4) Staff meetings three times a week; (5) Maintaining



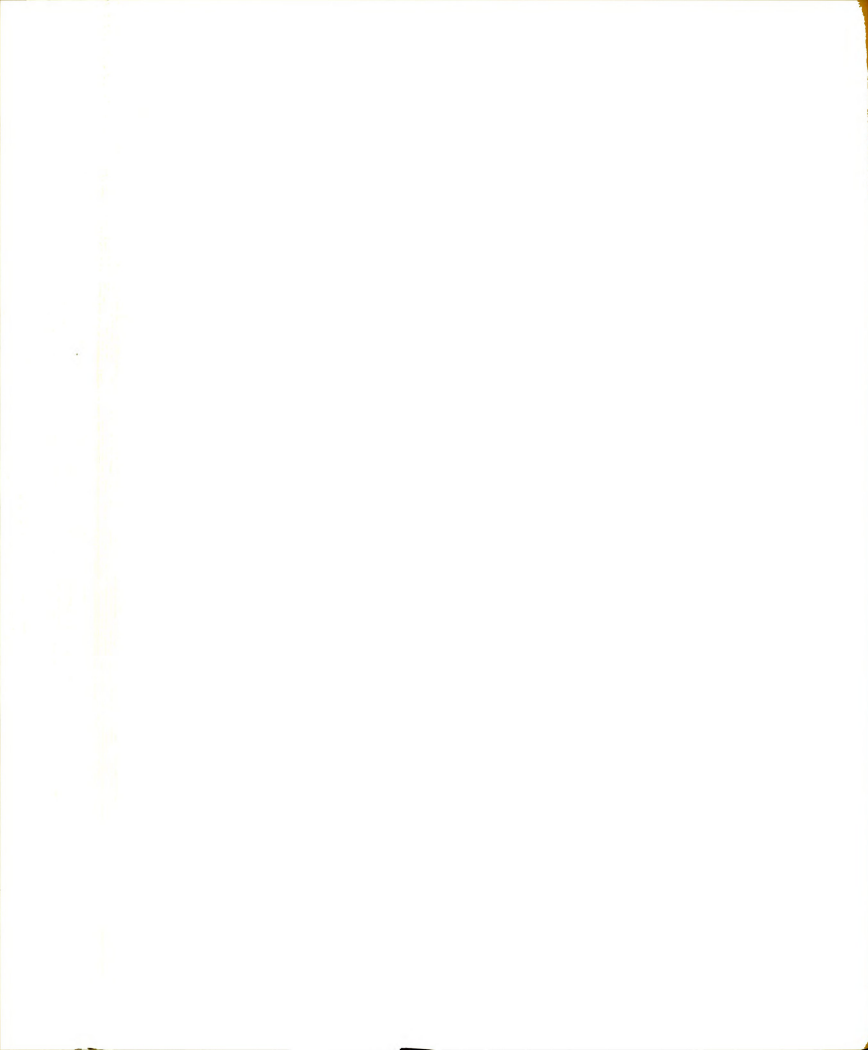
contact with campers during the year; (6) Cumulative records maintained; (7) Formal guidance program maintained; (8) Sending information to parents; (9) Using "master" cumulative record card; and (10) Sending information to schools. The rank order of the items within each of the camp groups was approximately the same as the above with only minor variations evident. Private camps indicated the greatest divergence in the extent to which practices were followed "much" or "some". They ranged from 19% for sending information to schools to 100% for emphasizing group experiences through program.

The administrative practice most commonly found was that of maintaining a camp atmosphere free from undue tension and anxiety, whereas the one least in evidence was that of sending information to schools.

Personnel Selection Practices Dealing With Guidance

Scope of Area. In order to effectively employ guidance practices in the camping situation, qualified, trained, and experienced counselors are essential. This is well emphasized by the Girl Scouts of America²⁸ who claim that a good camp and a good camp program depend almost entirely on a staff of high quality. This is further

²⁸ Girl Scouts of America, Good Counselors Make Good Camps (New York: Personnel Division Girl Scouts of America, 1942), p. 1.



pointed out by Drought who states:

The camp mental health program begins with an awareness of its importance on the part of the camp director, and with his selection of staff.²⁹

The various practices in this area include providing for a guidance specialist, selecting counselors with college training, selecting counselors with previous camp counseling experience, maintaining a counselor-in-training program, selecting counselors who are trained in guidance, group work or psychology. These particular items are closely associated with good guidance inasmuch as guidance actually begins with the selection of good counselors. Such items as selecting intelligent counselors who are mature, in good health, have good character, good personality, and who like children are certainly desirable qualifications. It is assumed that most camp directors do attempt to select counselors with such qualities; therefore these were not designated among the items. In one study³⁰ of camp directors, it was found, the three qualities most often looked for in counselors were responsibility, mature judgment, and emotional stability. This is further emphasized by Rutherford,³¹ who maintains that a well-adjusted, secure

²⁹ Drought, op. cit., p. 47.

³⁰ Northway, op. cit., p. 1.

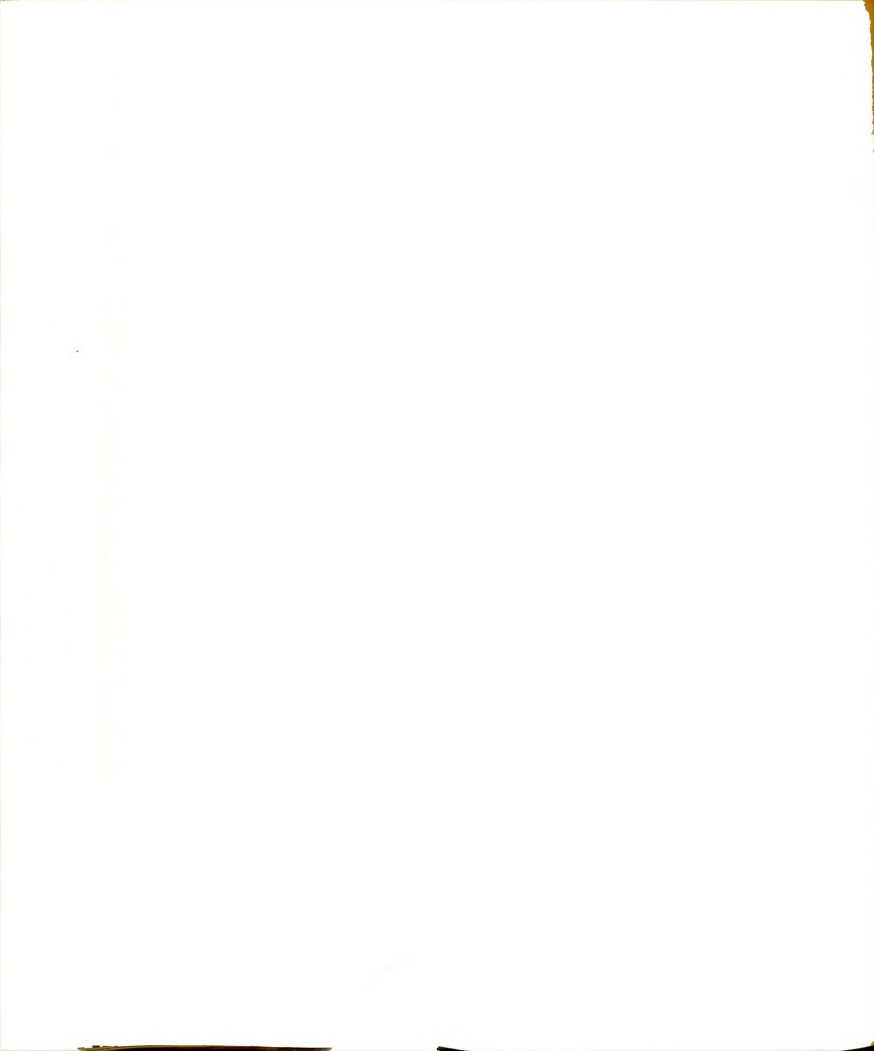
³¹ Robert F. Rutherford, "Psychiatric Pointers on Staff Selection," Camping Magazine, 23:22, March, 1951



counselor is one who is warm and friendly and is of a permissive nature. Although these things are all highly desirable, they are often difficult to ascertain. This can be done to some extent through various personnel selection practices employed by the camp administrator.

The extent to which certain personnel practices are observed by the various camps is presented in Tables XXVII and XXVIII. The former refers to camp types, whereas the latter is concerned with camps grouped according to size. The "much" and "some" responses will be combined for purposes of analysis.

Services of Guidance Specialist. Camps were asked to indicate whether or not they provided for the services of a psychologist, psychiatrist, or guidance worker and also whether they had a person with these qualifications in residence. They were further requested to indicate whether or not the camp nurse served this function. Only 50, or 19%, of all the camps indicated they provided for a person in this capacity "much" or "some" of the time. Private camps, as shown by Table XXVII, claimed 29%, church camps 17%, and organizational camps 17%; while small camps, as revealed in Table XXVIII, indicated 16%, medium-sized camps 18%, and large camps 23%. Although private camps claimed to provide for this service to a greater extent than the others, none of the camps followed this practice extensively.



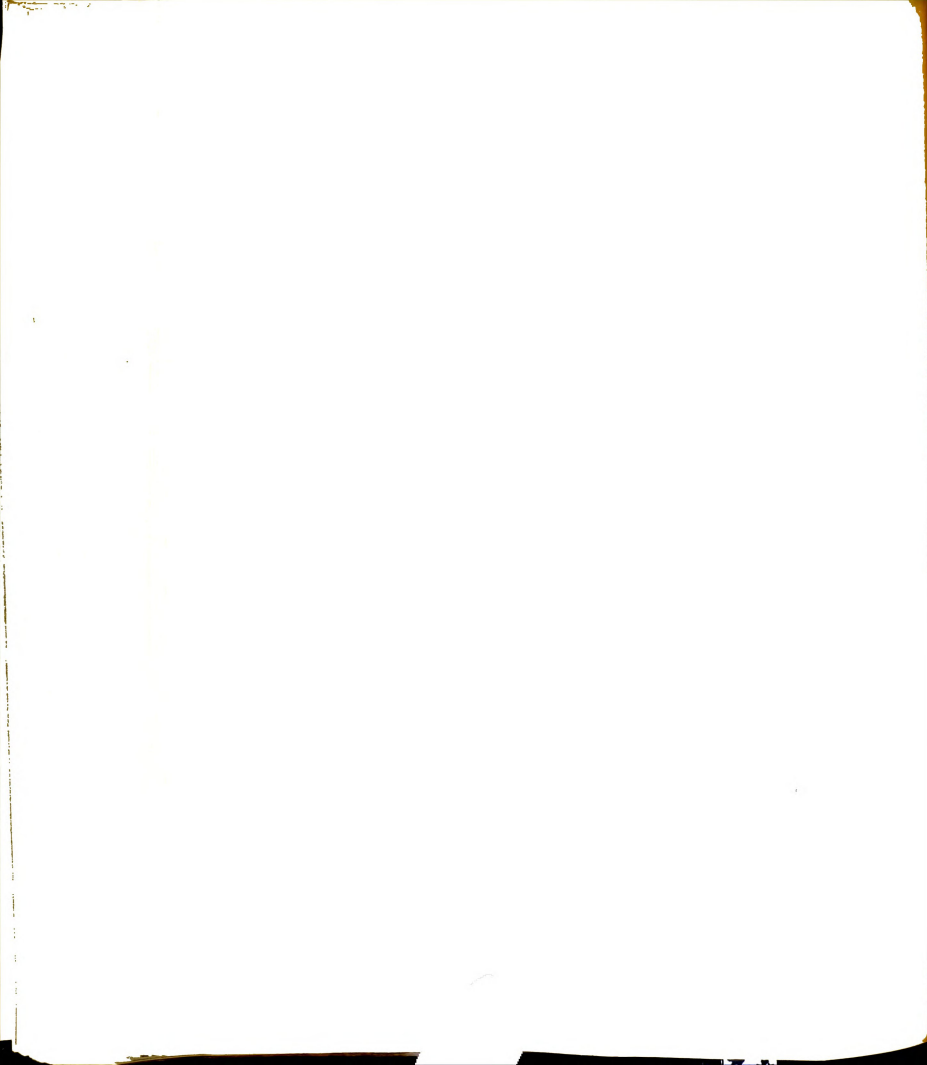
EXTENT OF PERSONNEL SELECTION PRACTICES ACCORDING TO CAMP TYPE

Type of Practice	Total	Extent of Practice							
		Private		Church		Org.		All	
		No.	%	No.	%	No.	%		
		41		75		149		265	
		No.	%	No.	%	No.	%	No.	%
Providing for the services of a psychologist, psychiatrist or guidance worker for handling special camper problems	Much	7	17.1	5	6.8	13	8.7	25	9.4
	Some	5	12.2	8	10.6	13	8.7	25	9.3
	Little or None	29	70.7	62	82.6	123	82.6	214	80.8
Investigating references in choosing staff members	Much	24	58.6	27	36.3	90	60.3	139	52.4
	Some	11	26.3	23	30.4	36	22.3	60	26.5
	Little or None	6	15.1	25	33.3	23	15.4	56	21.1
Selecting counselors with college training	Much	35	85.5	19	25.9	72	48.4	126	47.5
	Some	4	9.7	37	49.2	59	39.6	100	38.0
	Little or None	2	4.8	19	24.9	18	12.0	39	14.5
Selecting counselors with previous camp counseling experience	Much	27	65.8	30	44.7	78	52.0	135	52.1
	Some	12	29.0	33	44.7	64	42.0	110	41.2
	Little or None	2	4.9	8	10.6	7	4.7	17	6.3
Maintaining a counselor in-training program to develop future counselors	Much	20	48.8	9	11.9	61	40.9	90	32.5
	Some	13	31.7	23	30.0	50	33.1	84	32.7
	Little or None	8	19.5	43	57.5	38	25.4	89	33.5
Attempting to select counselors who are trained in guidance, group work, or psychology	Much	20	48.8	16	21.0	48	32.4	84	31.4
	Some	14	34.2	36	48.3	68	45.0	116	43.8
	Little or None	7	17.0	23	30.7	33	22.0	63	24.9
									181

TABLE XXVIII

EXTENT OF PERSONNEL SELECTION PRACTICES ACCORDING TO CAMP SIZE
(SMALL: 0-50; MEDIUM: 51-100; LARGE: 101 PLUS)

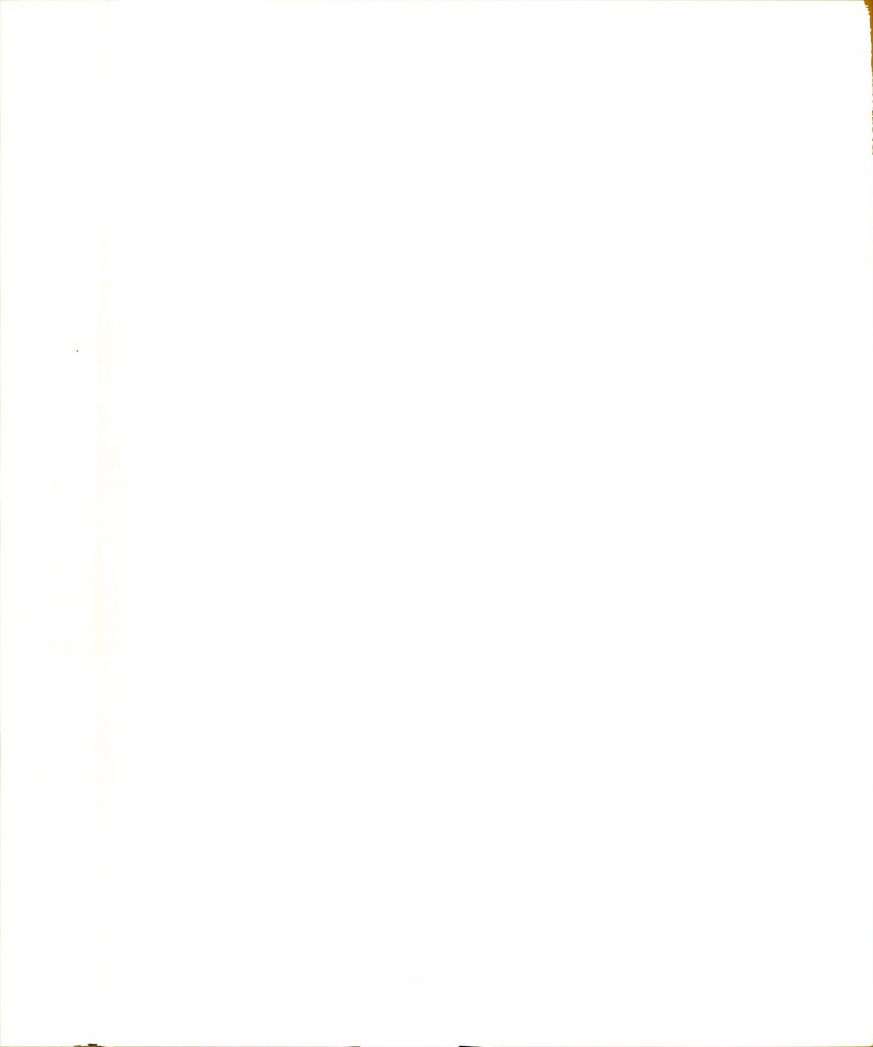
Type of Practice	Total	Extent of Practice					
		Small 55		Medium 131		Large 79	
		No.	%	No.	%	No.	%
Providing for the services of a psychologist, psychiatrist or guidance worker for handling special camper problems	Much Some Little or None	5 4 46	9.1 7.3 83.6	15 9 107	11.4 7.1 81.5	5 13 61	6.3 16.5 77.2
Investigating references in choosing staff members	Much Some Little or None	27 15 14	49.2 27.4 25.4	68 34 29	52.1 25.8 22.1	44 22 13	55.9 27.7 16.5
Selecting counselors with college training	Much Some Little or None	29 15 11	52.8 27.2 20.0	53 55 23	40.6 41.8 17.6	44 30 5	55.8 38.0 6.2
Selecting counselors with previous camp counseling experience	Much Some Little or None	23 26 6	41.8 47.4 10.8	70 53 8	53.5 40.4 6.1	45 31 3	57.0 39.2 3.8
Maintaining a counselor in-training program to develop future counselors	Much Some Little or None	13 18 24	23.6 32.6 43.8	45 47 29	34.4 35.9 22.9	32 21 26	40.5 26.6 32.9
Attempting to select counselors who are trained in guidance, group work, or psychology	Much Some Little or None	21 21 13	38.2 38.2 23.6	35 63 33	26.7 47.9 25.4	28 24 17	35.4 30.0 21.6



Though not listed in tabular form it was disclosed that five (12%) of the private camps, four (5%) of the church camps and ten (7%) of the organizational camps claimed to have a psychiatrist, psychologist, or guidance worker in residence. Several camps mentioned their preference for a visiting specialist to one in residence. Two (4%) small camps, nine (7%) medium-sized camps, and eight (10%) large camps had personnel of this type in residence. Frequently the camp nurse is in a position to do a great deal of guidance work with campers.³² Only nineteen (7%) of all camps made this claim. In six (15%) of the private camps, fourteen (18%) of the church camps, and thirty (20%) of the organizational camps the camp nurse serves in the capacity of a guidance worker. Small, medium-sized, and private camps employed a nurse to perform this function in 15%, 19%, and 22% of the cases respectively. Organizational and large camps evidently tend to follow this practice slightly more often. Among all of the camps, fifty (18%) claimed to have the nurse do guidance work.

Very few camps provided for the services of a guidance specialist, and fewer still have personnel of this type in residence. Fifty of the camps associated the work of the

³² R. R. Dyer, "Does Johnny Need a Pill," Camping Magazine, 21:17, May, 1949.



nurse with guidance.

Investigating References. In order to more adequately obtain a knowledge and understanding of prospective counselors and staff members, an investigation of references can often prove to be beneficial. All the camps investigated references "much" or "some" in 79% of the cases. In Table XXVII it can be seen that private, church, and organizational camps made such investigations in 83%, 67%, and 85% of the cases respectively. Small camps, as is evident from Table XXVIII, claimed to do so "much" or "some" in 75% of the cases, medium-sized camps in 78%, and large camps in 84%. Organizational camps are slightly higher than private camps in reference to this practice. Large camps tend to employ this practice to a greater extent than small camps. It is of significance that only half of all the camps follow this practice much of the time. In many cases, however, the extra time and work involved in investigating references militates against employing this technique.

College Trained Counselors. Individuals with college training (preferably at least two years) are desirable as camp counselors.³³ It is assumed that persons with a background of college work can do a more adequate job in the guidance of campers. A college student is not necessarily

³³ American Camping Association Standards, op. cit., p. 3.



well-trained in reference to camp counseling. However, in most cases college trained personnel are better qualified for and more adapted to such training. A well-trained camp counselor knows what his job is and how to do it. He knows how to work with the rest of the camp staff, and he fits happily and securely into his particular niche in camp.³⁴

It was found that all the camps selected college trained staff "much" or "some" in 85% of the cases. "Much" was claimed in 48% of the cases. It is apparent from Table XXVII that private camps indicated this in 95% of the cases, church camps in 75%, and organizational camps in 88%. Private camps indicated a greater degree of "much" responses than the others. Their ability to pay higher wages often allows them to attract college students more readily. Also, they usually provide a full summer's job, whereas other camps in many cases operate for just two and three weeks. As can be observed in Table XXVIII, small camps, medium-sized camps, and large camps showed less divergence indicating 80%, 82%, and 94% respectively. It would appear that Michigan summer camps tend to select counselors with college training to a considerable extent.

Previous Camp Counseling Experience. An individual

³⁴ Catherine T. Hammett, A Camp Director Trains His Own Staff (Chicago: American Camping Association, 1947), p. 7.



with past experience in camp counseling is usually better equipped to guide and counsel campers.³⁵ The large majority of camps (94%) selected counselors with previous camp counseling experience "much" or "some" of the time. Private camps, as disclosed by Table XXVII, did so in 95% of the cases, church camps in 89%, and organizational camps in 95%. Private camps had a significantly higher percentage of "much" responses, however. It is apparent from Table XXVIII that small, medium-sized, and large camps were similar in respect to the extent of "much" and "some" responses having 89%, 94%, and 96% respectively. Large camps claimed to observe this practice somewhat more than the smaller camps. In general all the camps indicated to a relatively great extent that they selected counselors with previous experience.

Counselor-in-Training Program. A counselor-in-training program involves a process whereby individuals who are too young to be counselors are given special training during the camp season with the expectation that they will become counselors in the future. This can be an especially helpful procedure for developing the type of counselors who will be capable of effecting good guidance in the camp program.³⁶

³⁵ Ott, op. cit., p. 38.

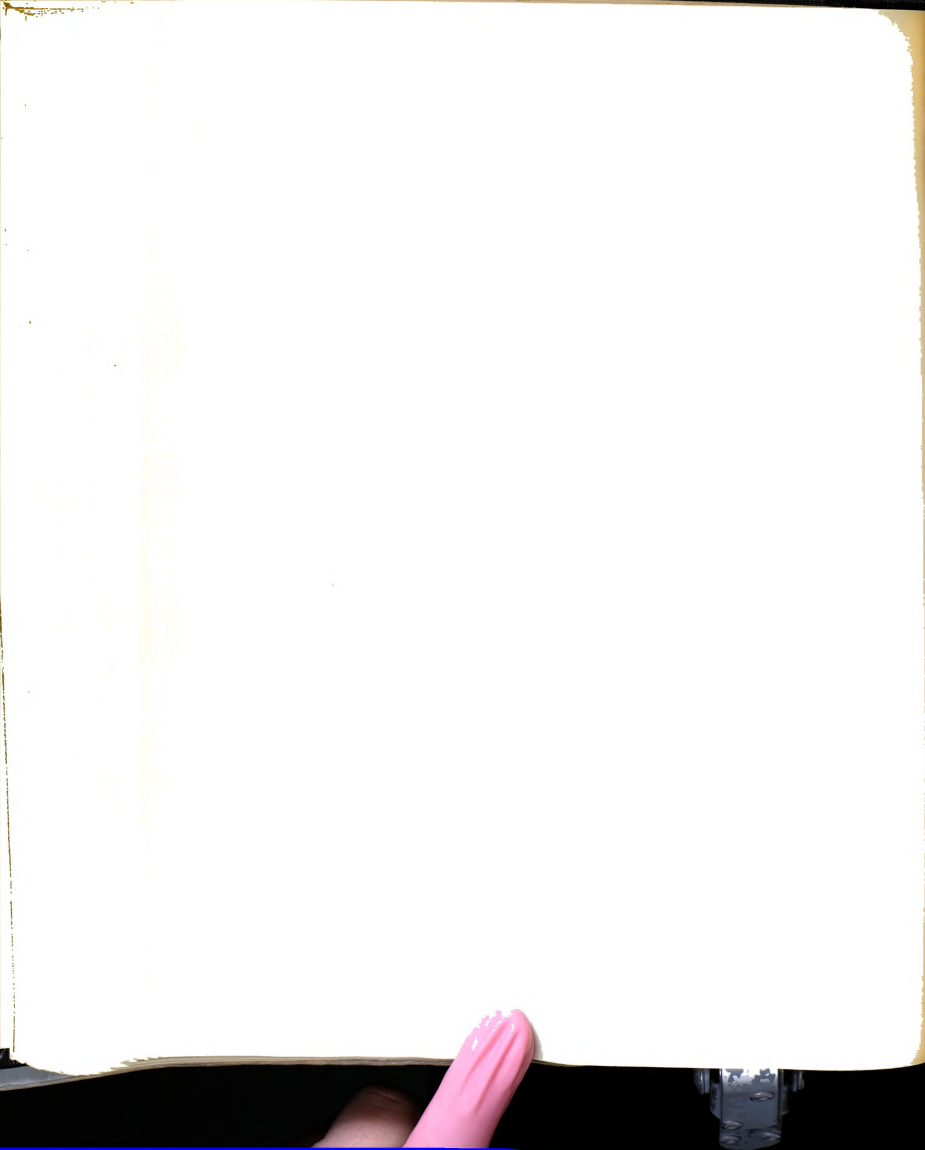
³⁶ Emily Welch, "Counselor Training Can Be Professional," Camping Magazine, 23:16-17, January, 1951.



All the camps indicated that they followed this practice "much" or "some" in 66% of the cases. It is revealed in Table XXVII that this program for training future staff members was in evidence among private camps in 80% of the cases, among church camps in 43%, and among organizational camps in 75%. Church camps were significantly lower. Medium-sized camps and large camps, as seen in Table XXVIII, with 70% and 67% respectively, claimed to observe this practice more than small camps which indicated 56%. although the majority of camps claimed to maintain counselor-in-training programs "much" or "some", only one-third indicated they did so "much".

Counselors Trained in Guidance, Group Work, or Psychology. It is assumed that counselors who have been trained in guidance, group work, or psychology are better equipped to do guidance work than is the average counselor. To be highly efficient, camp counselors need as thorough a training as do teachers.³⁷ It was found from the responses to this item, that 75% of all camps attempt to select counselors with such training "much" or "some". Only 32% indicated "much", however. Private, church, and organizational camps, as disclosed by Table XXVII, indicated 83%, 69%, and 78% respectively. Private camps did significantly

³⁷ Ott, op. cit., p. 7.

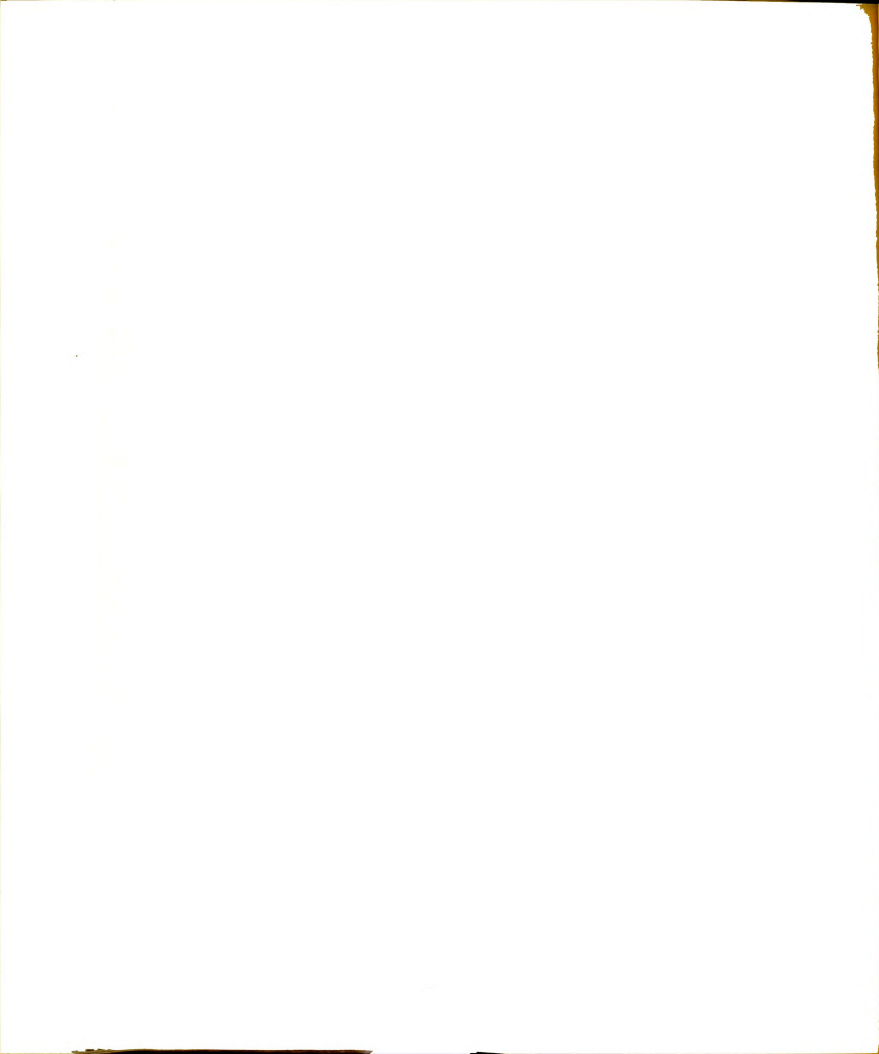


more in this respect. It is revealed in Table XXVIII that small, medium-sized, and large camps were almost all alike with 76%, 75%, and 78% respectively. Although this practice is followed by three-fourths of the camps, it is only observed extensively by about one-third.

Summary of Personnel Selection Practices. Except for the item dealing with the services of a psychologist, all the practices in this area were quite consistent relative to the extent to which they are employed by Michigan summer camps. In all items private camps claimed to follow the practices listed to the greatest extent except in the case of investigating references in which organizational camps were slightly higher. In all cases church camps were the lowest. Since private camps can usually pay better and in many cases can attract more and better counselors, it is understandable that they would tend to be more concerned with personnel selection procedures.

Small, medium-sized, and large camps showed little variance in responses among the items. In most cases large camps indicated they employed the practice to a greater extent.

The combined "much" and "some" responses were proportionately high except for the first item, which dealt with service of a psychologist. The "much" responses were just average. The range of "much" responses for all camps



was 32% to 52% (excluding item one). Each of the individual camps had ranges fairly close to this. It is evident that the extent to which these practices were observed was not too great, although they surpassed that of practices in most other areas.

The rank order showing the extent to which the various practices were employed by all the camps is as follows:

(1) Selecting counselors with previous experience; (2) Selecting college-trained counselors; (3) Investigating references; (4) Maintaining counselor-in-training program; (5) Selecting guidance-trained counselors; and (6) Providing for services of a psychologist or guidance worker. The rank order of the items within each of the camp groups is approximately the same as the above. The last mentioned item was indicated considerably less than all the others. They tended to be fairly similar in extent of usage. It was found that few camps have the services of guidance people, and only slightly more associate guidance with the camp nurse.

The most common practice was that of selecting counselors with previous experience, whereas the least common was that of providing for services of a psychologist or guidance worker. Personnel practices concerning guidance were employed to only an average extent among Michigan summer camps.

Record and Report Forms Dealing With Guidance

Scope of Area. Experience has shown that records can be a very valuable asset to the summer camp. This is pointed out in the following chapter by the fact that most camp authorities have rated records as very desirable. Information from such records and forms can provide a tangible means of understanding the individual camper.³⁸ There is a great variety in the type and use of these forms. In this area we are concerned primarily with those which are related to guidance. Many forms can prove helpful in improving the over-all guidance in the camp program.

The forms listed in this area include personal data forms sent to parents prior to camp, forms for camper observation and rating, forms for directors to rate counselors, parent reaction forms (sent to parents to obtain their reaction to campers' experience), forms for counselors to evaluate camp and guidance, forms for campers to evaluate camp, and forms for selection of counselors.

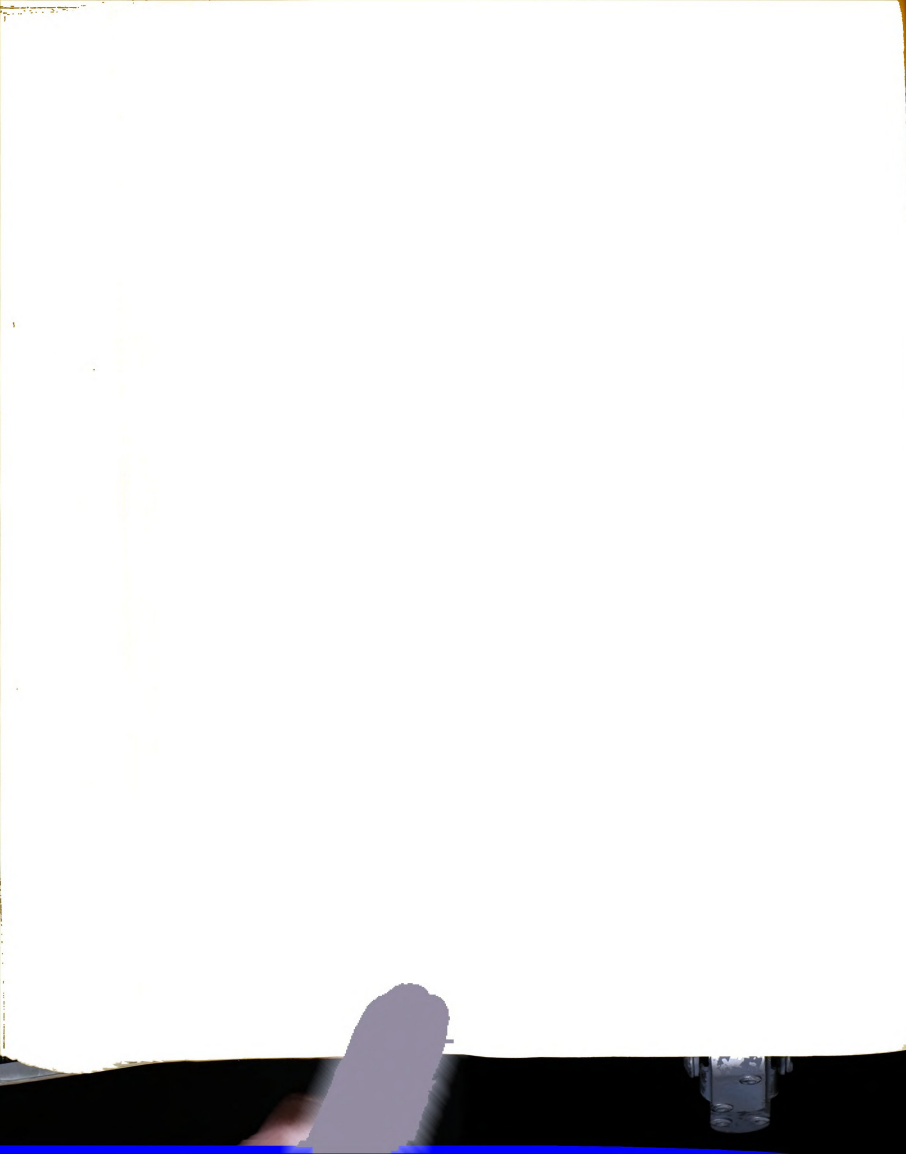
A great many other forms are known to be in use among the various camps. The above listed ones are representative of most of the different types. Many camps sent along forms which they use in an effort to cooperate in this study.

³⁸ Hartwig and Patersen, op. cit., p. 21.



Some of these many forms were counselor aptitude and interest blanks, counselor interest inventory and practical judgment sheet, camper reaction to other campers, anecdotal reports and comments by campers, report card (A,B,C, etc.), individual camper report, agency record report, group behavior graph, cumulative achievement report, cumulative health report, cumulative individual record, weekly report to parents, camper testimony report, behavior frequency form, camper rating of counselor, summary group record of program, report of incidents and happenings, objective camper rating, self-rating scale for counselors, rating scale for counselors-in-training, cabin counselors' report, personality record form, narrative report, form letter to parents, evaluation conference forms, forms for discussion meetings, daily cabin report forms, honor point reports, and behavior charts. Many of these are merely modifications of the items included in this area.

Attempting to use too many records and reports can often be more of a bother and hindrance than an aid. In some instances they can do more harm than good if improperly used by unqualified counselors. Attempting to incorporate many records and forms into the camping program without making use of the information included in them is certainly not desirable. If information which might be helpful in advantageously influencing the total growth and development



of campers is available, it should be used. If it cannot be effectively used, time and effort should not be expended to obtain it.

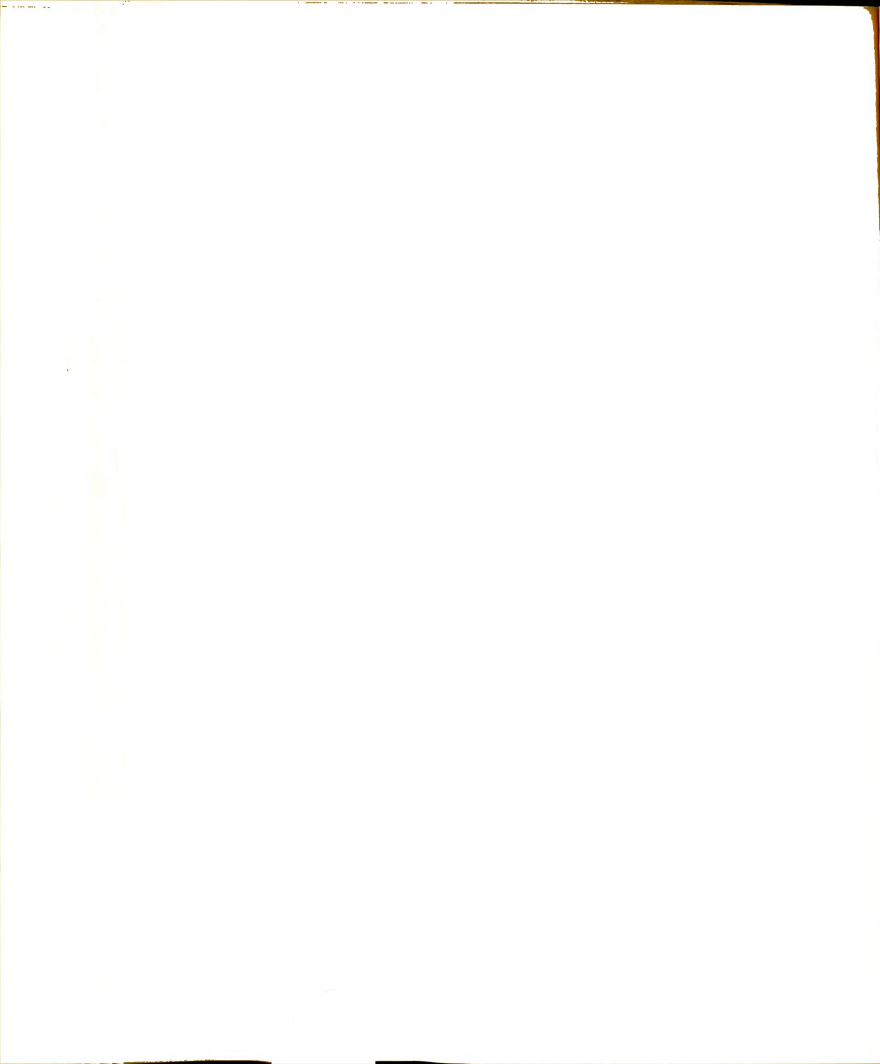
Wide divergence in opinions relative to camp records, reports, and forms exists. Some individuals feel that only a few should be used, whereas others are in favor of using many. Nevertheless, an adequate understanding of campers can be secured only through adequate records.³⁹

The items in this area have been designed primarily to obtain information concerning the extent to which certain guidance forms are employed by the various camps in this study.

Several camps indicated they obtained information without the use of forms, whereas others felt that the results obtained through the use of such forms was hardly worth the time and effort involved. In general, however, most of the comments relative to these forms were favorable. Many respondents requested copies of the forms.

The extent to which the various listed forms are employed is presented in Tables XXIX and XXX. Again the "much" and "some" categories will be combined for purposes of analysis.

³⁹ George G. Adler, "The Use of Personnel Records," Camping Magazine, 7:20, June, 1935.



EXTENT OF USE OF RECORD AND REPORT FORMS ACCORDING TO CAMP TYPE

Type of Practice	Total	Extent of Practice							
		Private		Church		Org.		All	
		No.	%	No.	%	No.	%		
Use of Personal Data questionnaire form (Sent to parents before camper arrives to determine such things as campers' fears, habits, etc.)	Much	18	43.9	13	17.5	58	38.9	89	33.7
	Some	9	21.9	12	15.8	34	22.8	55	20.7
	Little or None	14	34.2	50	66.7	57	38.3	121	45.6
Use of forms for counselor rating of and observation of camper behavior	Much	15	36.6	9	11.9	29	19.4	53	20.1
	Some	7	17.0	11	14.7	32	21.4	50	18.3
	Little or None	19	46.4	55	73.4	88	59.2	158	59.6
Use of form for the rating of counselors by director	Much	6	14.7	4	5.8	19	12.7	29	10.9
	Some	9	21.9	4	5.6	32	21.6	45	17.3
	Little or None	26	63.4	66	88.6	98	65.7	190	71.8
Use of parent reaction forms (Sent to parents after camper returns home in order to determine response of parents concerning campers' experience)	Much	4	9.7	0	0	6	4.0	10	3.8
	Some	4	9.7	6	8.0	9	6.0	18	6.9
	Little or None	33	80.6	69	92.0	131	83.0	236	89.4

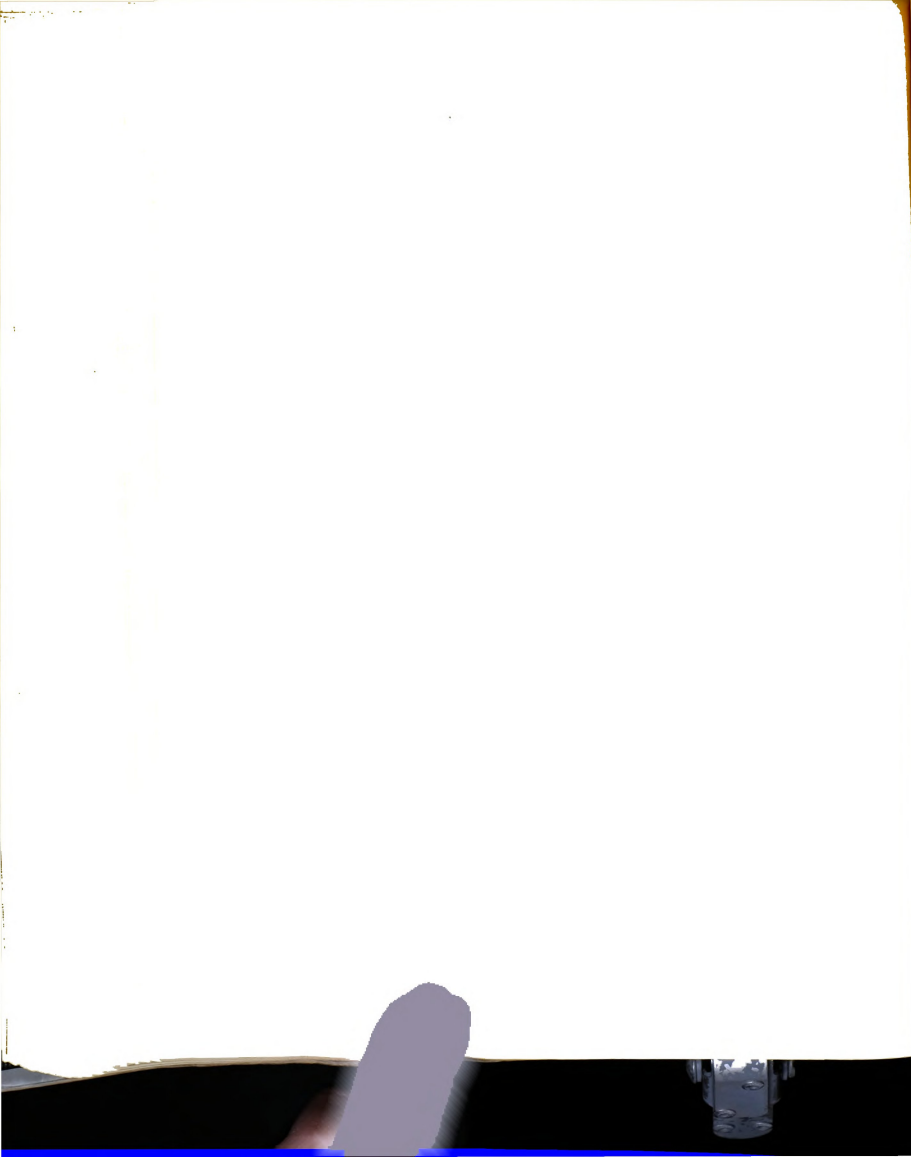


TABLE XXIX (continued)

EXTENT OF USE OF RECORD AND REPORT FORMS ACCORDING TO CAMP TYPE

Type of Practice	Total	Extent of Practice							
		Private 41		Church 75		Org. 149		All 265	
		No.	%	No.	%	No.	%	No.	%
Use of forms for counselors to evaluate camp program and guidance practices	Much	6	14.6	4	5.7	21	14.1	30	11.2
	Some	4	9.7	16	21.0	42	28.3	62	23.4
	Little or None	31	75.7	55	73.3	86	57.6	172	64.9
Use of forms for campers to evaluate camp program and guidance practices	Much	2	4.9	2	2.7	9	6.2	12	4.5
	Some	5	12.1	8	10.6	27	18.0	40	15.2
	Little or None	34	83.0	65	86.7	113	75.8	212	80.0
Use of forms in selecting counselors to determine potential counselor's attitudes, prejudices and counseling knowledge	Much	9	21.9	6	8.0	29	19.8	44	16.8
	Some	8	19.5	8	10.6	23	15.6	39	14.7
	Little or None	24	58.6	61	81.4	96	64.6	181	68.5

TABLE XXX

EXTENT OF USE OF RECORD AND REPORT FORMS USED ACCORDING TO CAMP SIZE
(SMALL: 0-50; MEDIUM: 51-100; LARGE: 101 PLUS)

Type of Practice	Total	Extent of Practice					
		Small 55		Medium 131		Large 79	
		No.	%	No.	%	No.	%
Use of Personal Data questionnaire form (Sent to parents before camper arrives to determine such things as campers' fears, habits, etc.)	Much	24	43.8	40	30.6	25	31.5
	Some	10	18.1	32	24.4	13	16.5
	Little or None	21	38.1	59	45.0	41	52.0
Use of forms for counselor rating of and observation of camper behavior	Much	10	18.3	28	21.4	15	19.0
	Some	6	10.9	29	22.0	15	19.0
	Little or None	39	70.8	74	56.6	49	62.0
Use of form for the rating of counselors by director	Much	3	5.5	19	14.5	7	8.9
	Some	7	12.7	17	13.8	21	26.6
	Little or None	45	81.8	94	71.7	51	64.5
Use of parent reaction forms (Sent to parents after camper returns home in order to determine response of parents concerning campers' experience)	Much	2	3.7	6	4.8	2	2.5
	Some	6	10.9	6	4.8	6	7.9
	Little or None	47	85.4	118	90.4	71	89.6

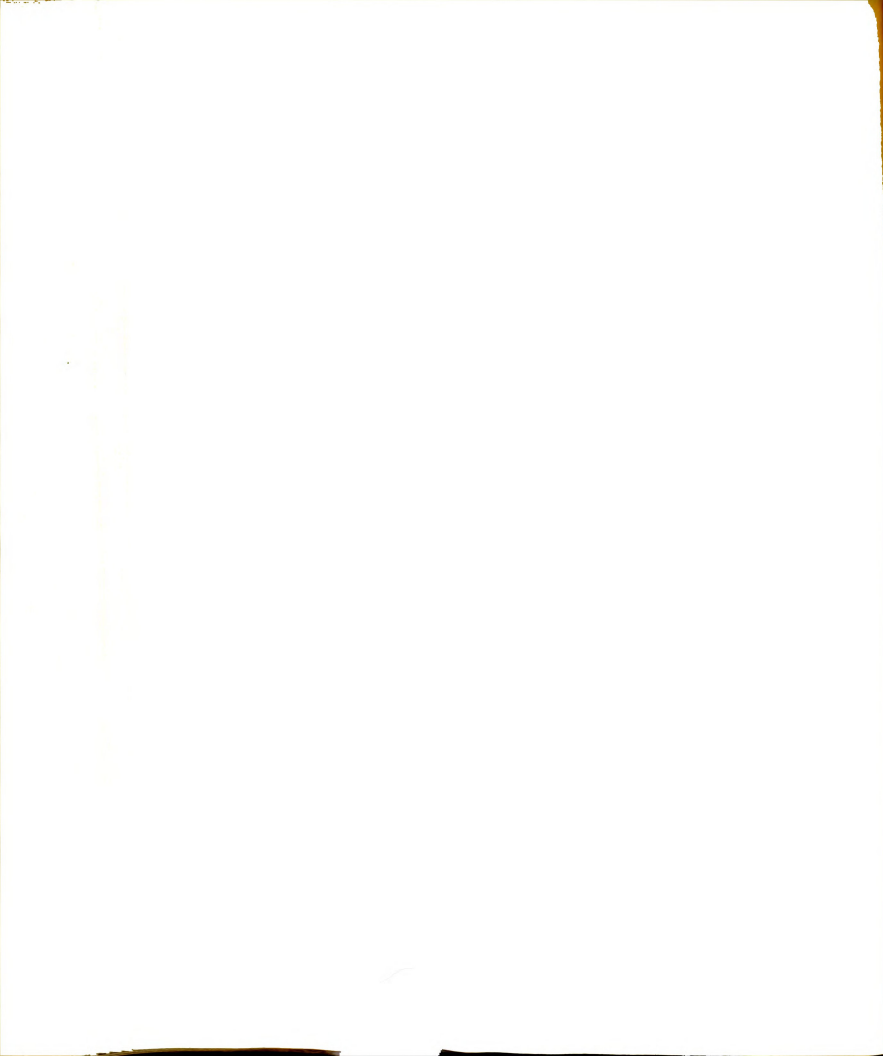
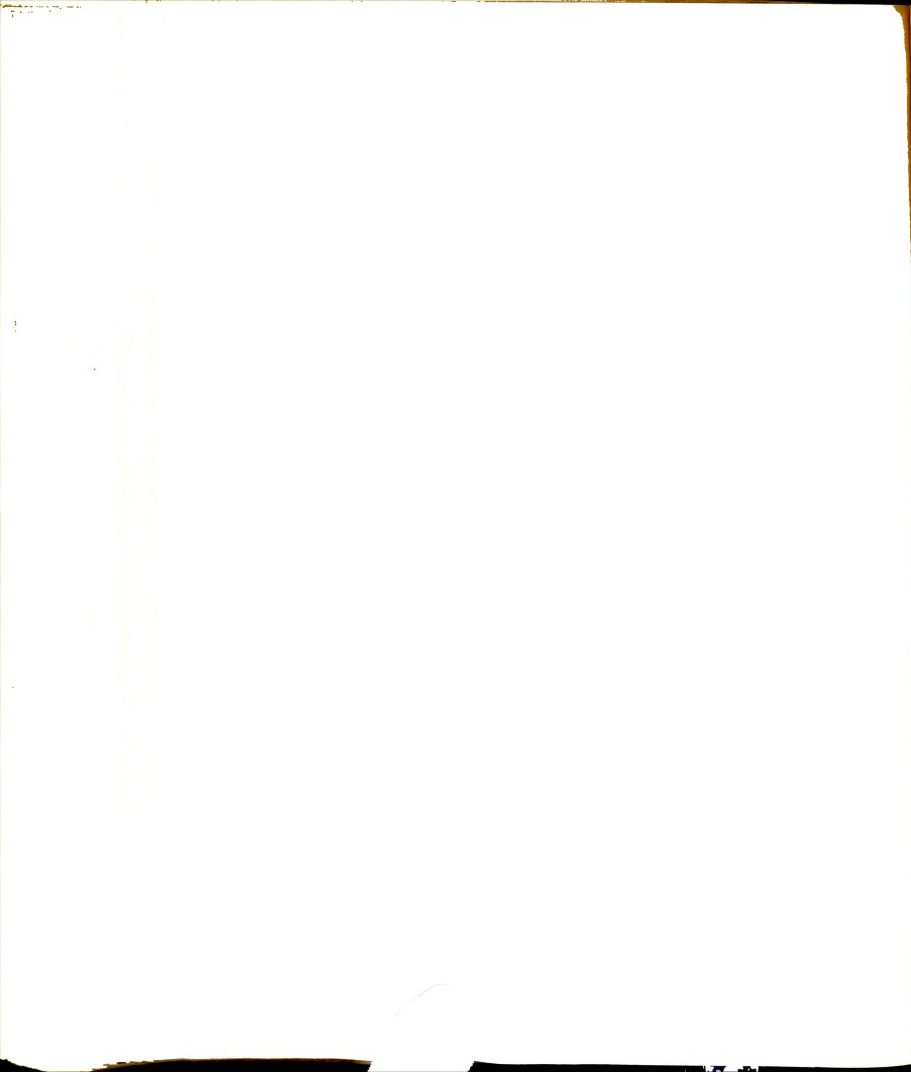


TABLE XXX (continued)

EXTENT OF USE OF RECORD AND REPORT FORMS USED ACCORDING TO CAMP SIZE
(SMALL: 0-50; MEDIUM: 51-100; LARGE: 101 PLUS)

Type of Practice	Total	Extent of Practice					
		Small 55		Medium 131		Large 79	
		No.	%	No.	%	No.	%
Use of forms for counselors to evaluate camp program and guidance practices	Much	6	10.9	13	9.9	11	14.0
	Some	5	9.1	31	24.6	26	32.9
	Little or None	44	80.0	86	65.5	42	53.1
Use of forms for campers to evaluate camp program and guidance practices	Much	3	5.5	5	3.8	4	5.1
	Some	4	7.3	24	18.8	13	16.4
	Little or None	48	87.2	102	77.4	62	78.5
Use of forms in selecting counselors to determine potential counselor's attitudes, prejudices and counseling knowledge	Much	11	20.0	21	16.4	12	15.4
	Some	2	3.6	21	16.3	15	19.0
	Little or None	42	76.4	88	67.3	51	64.6

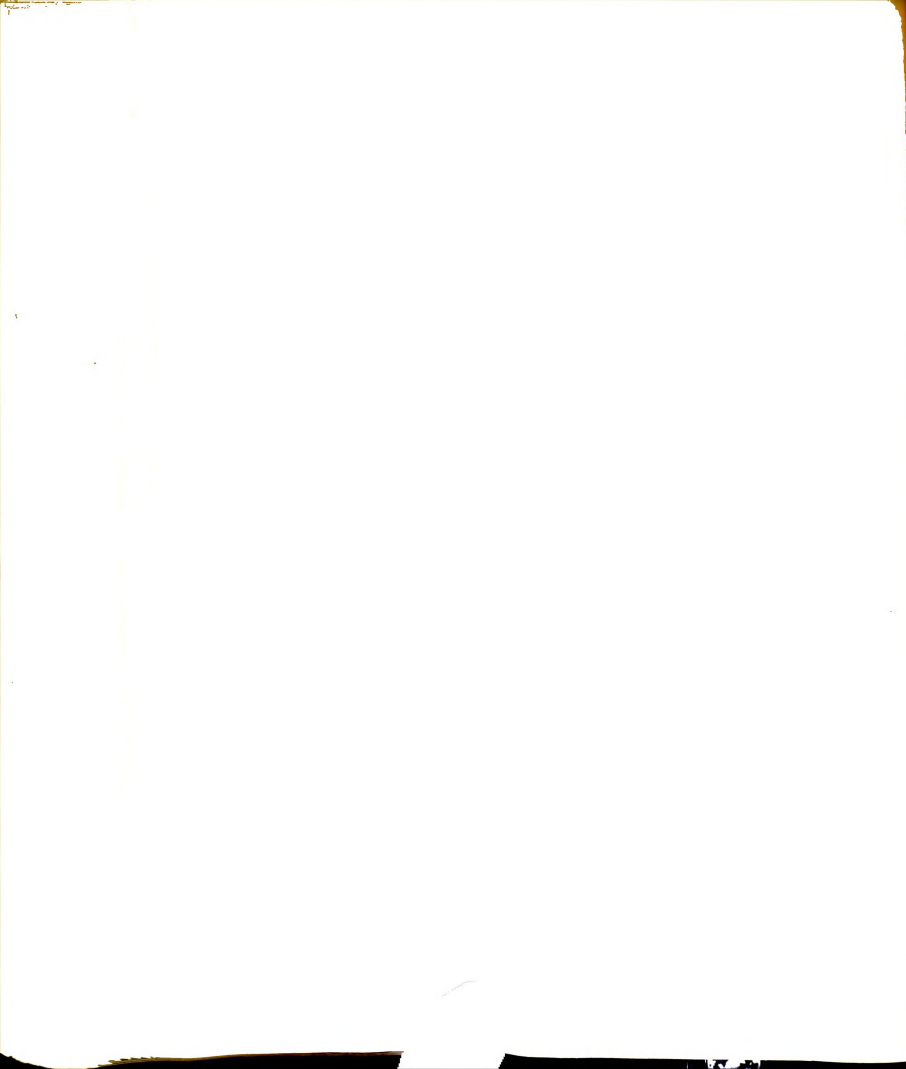


Personal Data Questionnaire Sent to Parents. Informa-

tion received from parents concerning children who are coming to camp can prove to be of special value to the camp. A knowledge of the fears, habits, and characteristics of children can provide camp leaders with a much better understanding of campers and thus enable them to do a more complete job of guidance. Some camps obtain this information through interviews with parents and therefore have little need for these forms.

Among all the camps, only 54% indicated they used personal data forms "much" or "some" of the time. Private camps as revealed by Table XXIX used them "much" or "some" in 66% of the cases, church camps in 33%, and organizational camps in 62%. Small camps as shown by Table XXX indicated 62%, medium-sized camps 55%, and large camps 48%. Private camps and small camps evidently used such forms more often, whereas church camps used them relatively little. Only a minority (34%) of the camps used these forms "much." It would appear that either most camps do not feel the need for such information or they don't have the time or money necessary to employ such a practice.

Camper Behavior Rating Forms. A record and rating of the behavior of campers is important since it provides a more objective medium for understanding campers. It can assist camp leaders in desirably influencing the total

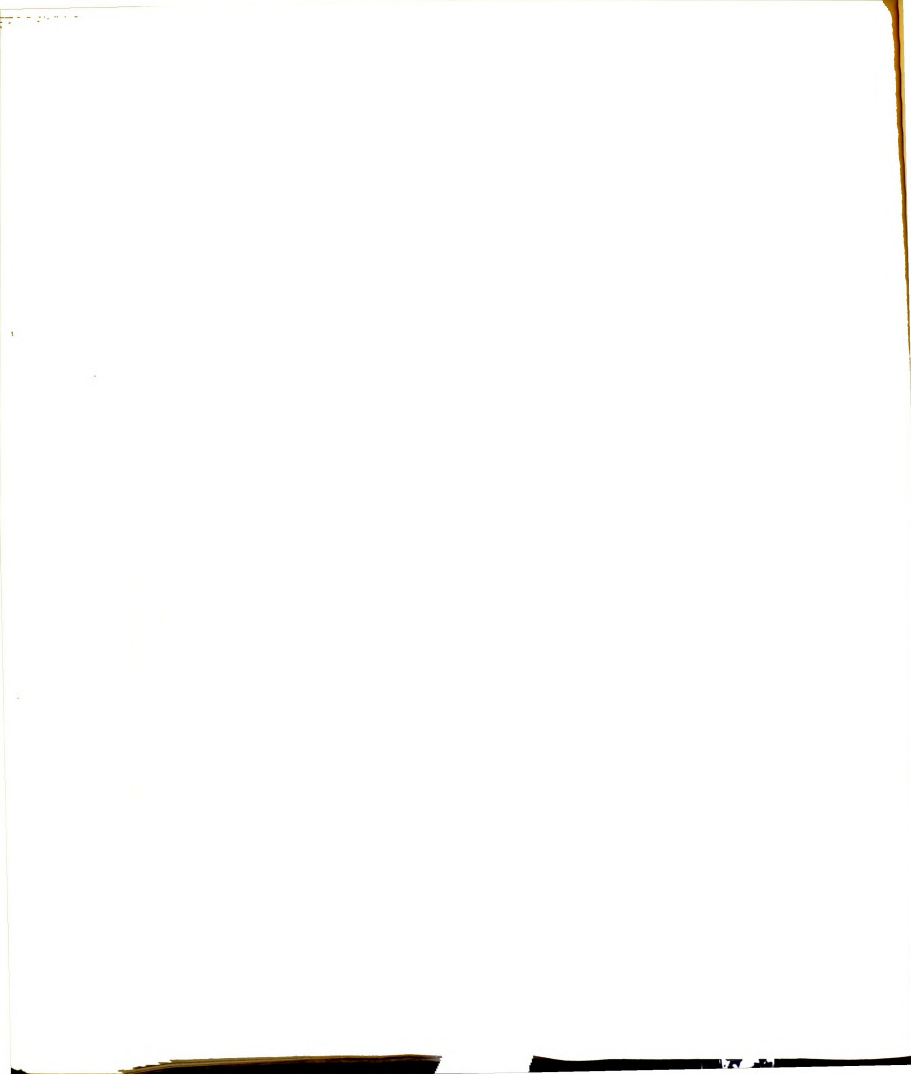


growth and development of each child. Often this information can prove beneficial to parents and schools, as well as to camps. Dimock and Hendry⁴⁰ suggest a behavior frequency rating scale which can be used to much advantage. They emphasize the fact that information gathered in this fashion should be used to help the camper.

Only 40% of all camps used behavior rating forms "much" or "some" whereas only 20% used them "much". It can be seen in Table XXIX that private camps used them most with 54% indicating "much" or "some". Church camps were found to use them in only 27% of the cases while organizational camps claimed to use them in 41% of the cases. It is evident from Table XXX that small camps employed behavior rating forms "much" or "some" in 29% of the cases, medium-sized camps in 43%, and large camps in 38%. It is interesting to note that small camps made use of these forms less than the others. This may be due to the fact that, because of their smaller numbers, they feel they know the campers well and thus do not sense such a need for behavior rating forms.

Rating of Counselors. In many cases staff members are not aware of their abilities or shortcomings in reference to the counseling of campers. An objective rating of

⁴⁰ Hedley S. Dimock and Charles E. Hendry, Camping and Character (New York: Association Press, 1929), p. 85.

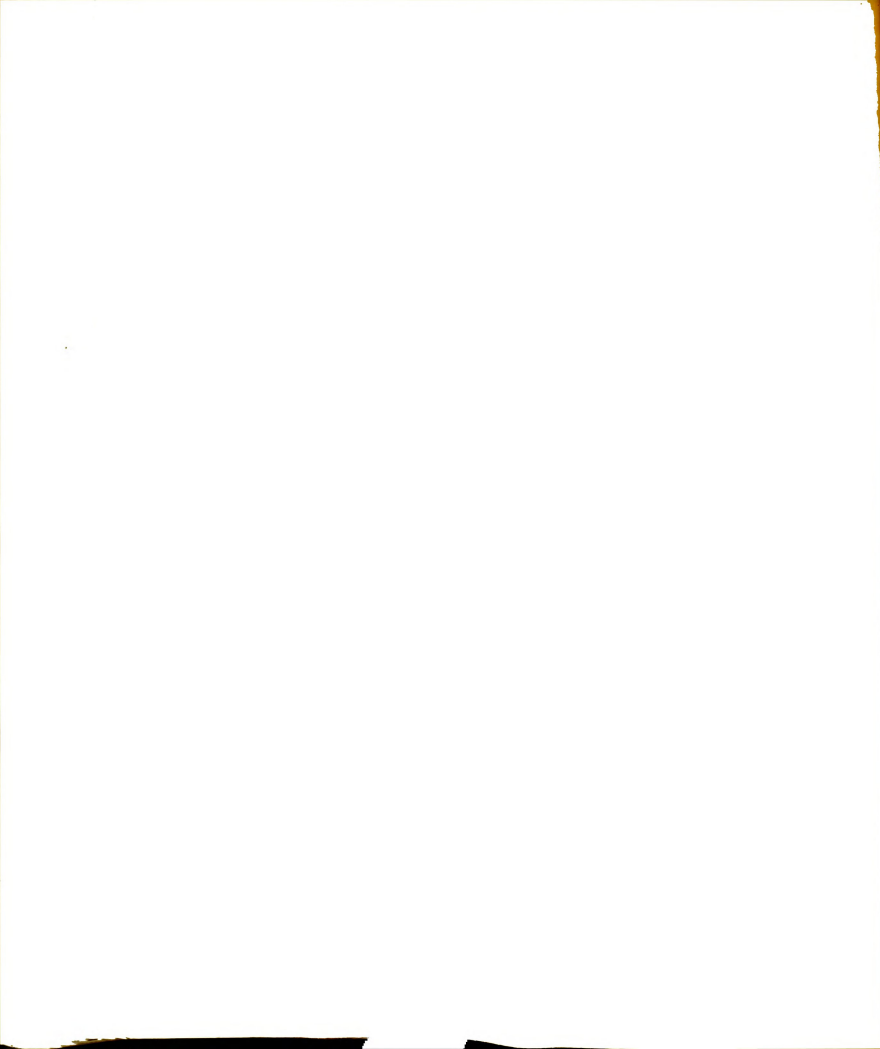


counselors by the director, if wisely used and interpreted, can help considerably to improve the counselors' effectiveness in the guidance of campers. Furthermore, information of this nature can be helpful in determining whether or not a counselor should be asked to return to camp another year. An excellent form which attempts to rate the counselor, physically, mentally, socially, and emotionally is suggested by Ransom.⁴¹

Forms for rating counselors were used relatively little by the camps in this study. Only 11% used them "much" and less than 28% used them "much" or "some". Among private camps as seen in Table XXIX, these forms were used "much" or "some" in 37% of the cases, in church camps 12%, and in organizational camps 34%. Small camps, as disclosed by Table XXX, indicated 18%, medium-sized camps 28%, and large camps 35%. Again private camps lead in the extent to which they use this rating form, whereas church camps and small camps use them least. Forms for rating counselors are obviously used rather little by Michigan summer camps.

Parent Reaction Forms. Forms sent to parents after the season is over to obtain their reactions to the camp experiences of their children can be helpful in evaluating

⁴¹ John E. Ransom, "Counselor Evaluation," Camping Magazine, 24:11-12, January, 1952.

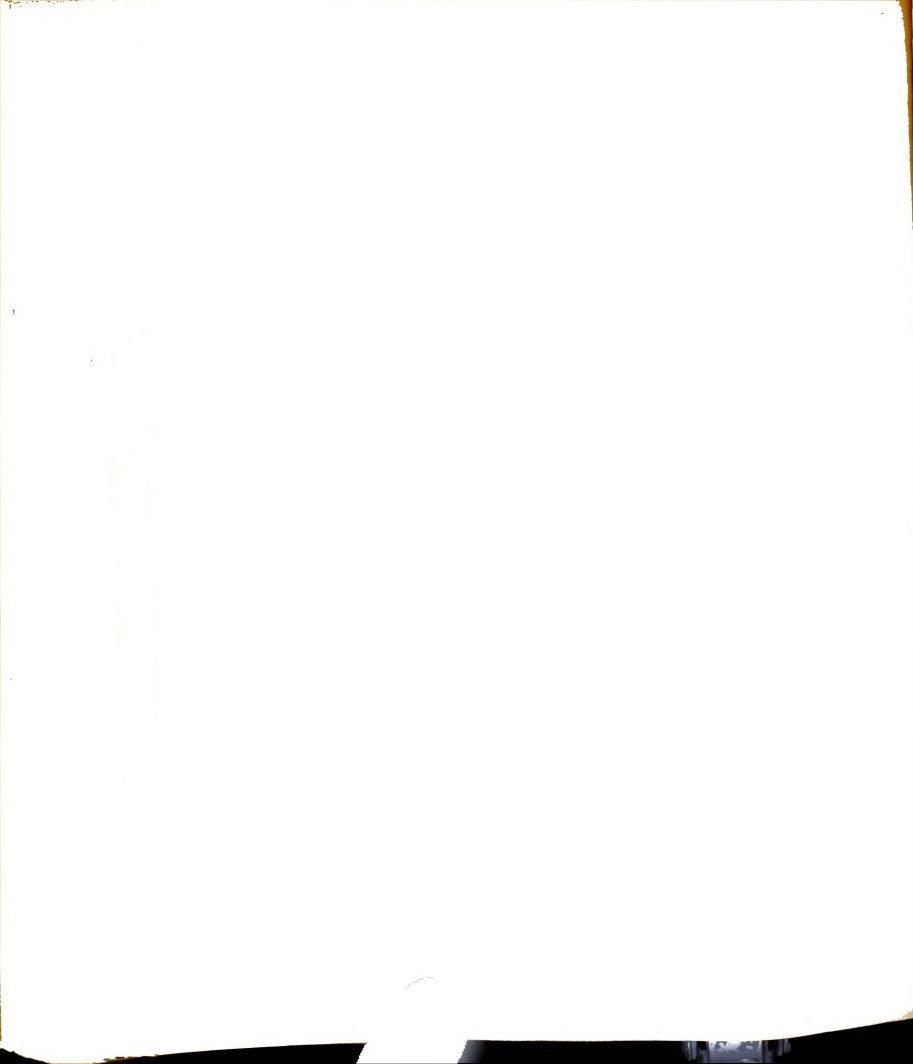


the efficacy of the camp program as well as the type of guidance employed.

This procedure was followed very little. It is apparent from Table XXIX that the combined "much" and "some" responses were 11% for all camps, 19% for private camps, 8% for church camps, and 10% for organizational camps. Table XXX shows this to be the case in 15% of the small camps, 10% of the medium-sized camps, and 10% of the large camps. The "much" responses for all camps were less than 4%, indicating a very low extent of usage of this particular form. It is noteworthy that as many as 28 of the 265 camps did use these forms.

Forms for Counselor Evaluations of Camp. The use of a form on which counselors can more objectively evaluate the camp program and guidance practices, can often be extremely helpful in locating weakness and indicating improvements.

Although more camps claimed to use this type of form than the previous one mentioned, still only 35% indicated they used such a form "much" or "some", and only 11% indicated "much". It is revealed by Table XXIX, that private camps, church camps, and organizational camps followed this practice "much" or "some" in 24%, 27%, and 42% of the cases respectively. Small camps, as seen in Table XXX, made use of these forms in 20% of the cases, medium-sized camps in

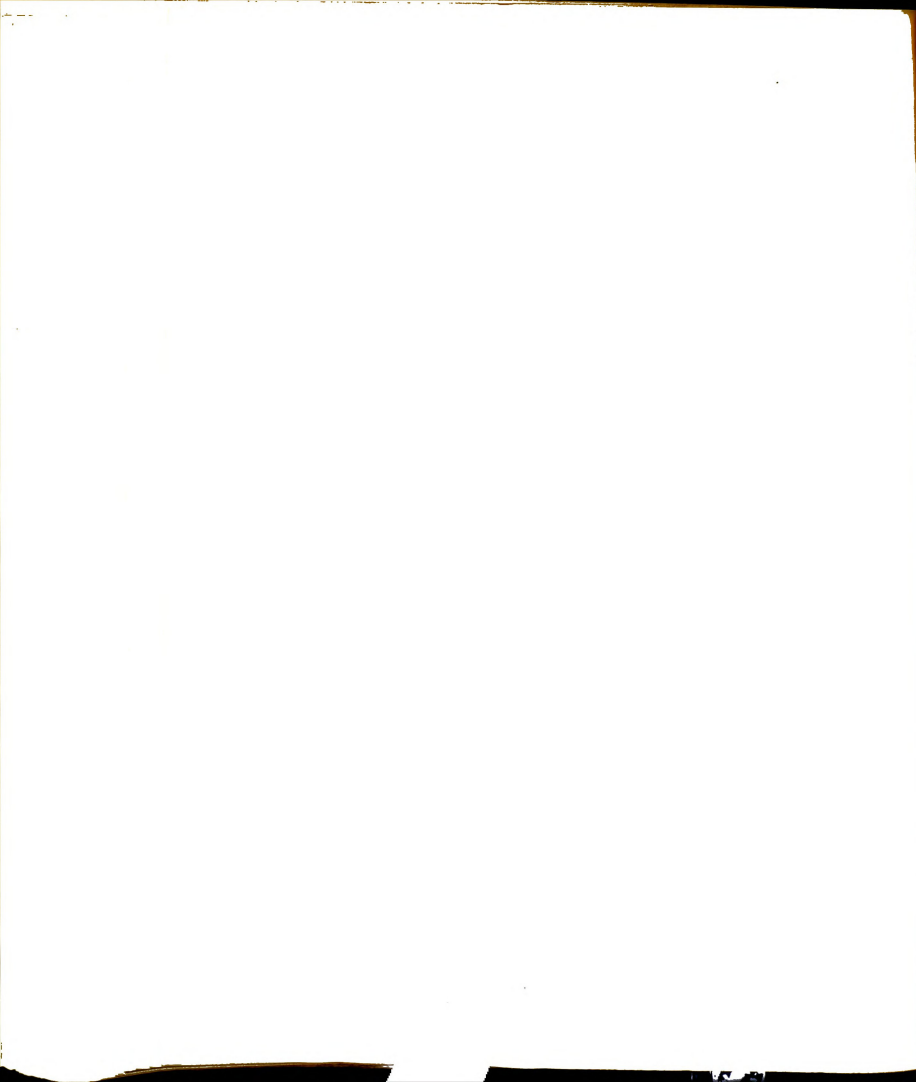


34%, and large camps in 47%. Organizational and large camps appeared to make the most use of counselor evaluation forms.

Forms for Camper Evaluation of Camp. Employing a form designed to allow campers to evaluate the camp program and guidance practices is another method whereby valuable information, insights, and suggestions can be obtained. Such data can often help to improve guidance practices in the camping program.

Very little use was made of this form by all the camps. Combined "much" and "some" responses were given by only 20% of the camps, whereas "much" was indicated by only 5%. Organizational camps, as disclosed by Table XXIX, indicated the most with 24%, private camps were next with 17%, and church camps were least with 13%. Among camps grouped according to size, as shown by Table XXX, medium-sized camps indicated "much" and "some" use of this form in 23% of the cases while large and small camps indicated 21% and 13% respectively. No significant differences are in evidence among the camps since each group used forms of this type very little.

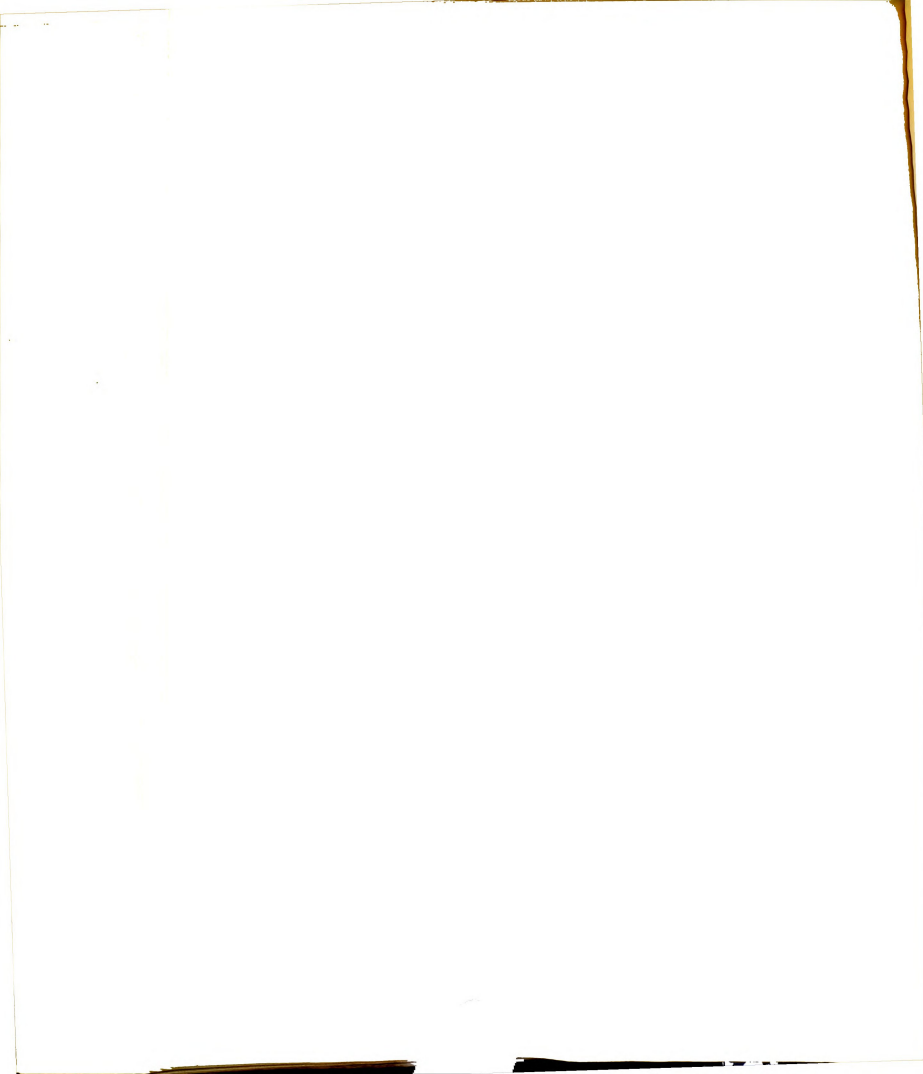
Counselor Selection Forms. In some cases special questions to determine potential counselors' attitudes, prejudices, and counseling knowledge are incorporated in the counselor application form. Other camps have special forms for this purpose. This is a practice in the selection



of staff members which can assist in identifying counselors who should be more capable of influencing and guiding campers.

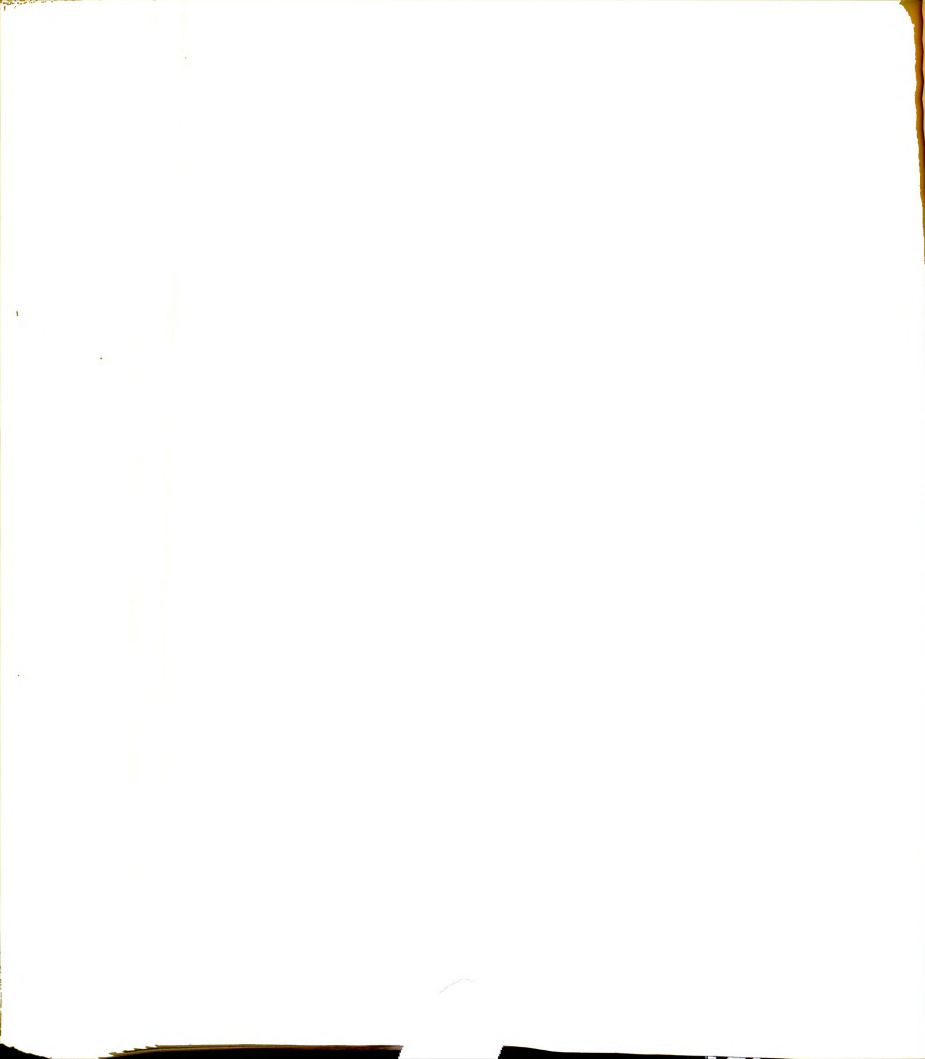
Only 32% of all the camps use a form of this type "much" or "some", with 17% indicating they did so "much". Table XXIX points out that private camps used special forms in counselor selection in 41% of the cases, church camps in 19%, and organizational camps in 36%. It can be seen from Table XXX that small camps used this type of form "much" or "some" in 24% of the cases, medium-sized camps in 33%, and large camps in 35%. As has been the case in respect to all the forms mentioned, only a small minority of camps use this particular one to any great extent.

Summary of Record and Report Forms Used. None of the forms listed in this area were indicated as being used extensively. Personal data questionnaires sent to parents and behavior rating forms were claimed to be most commonly used. Private camps, as shown by Table XXIX, used the various forms to a greater extent than either church or organizational camps except in the case of counselor and camper evaluation of camp, in which cases organizational camps were slightly higher. In all cases church camps used the forms less than the others. From Table XXX it can be readily seen that little variation in reference to the extent of usage of each form was indicated among the different sized camps. Medium-sized camps showed the greatest



extent of use of these forms in most cases, whereas large camps tended to use them slightly more than small camps.

An indication of the actual extent to which this form was used by the various camps can be better comprehended through observing the range of "much" responses. In the case of all the camps this range was 4% to 36%. Private camps ranged from 5% to 44% in this respect while church camps ranged from 0% to 17%, and organizational camps from 4% to 39%. Small camps ranged from 6% to 44% in their "much" responses, medium-sized camps were found to be 5% to 31%, and large camps 3% to 32%. This emphasizes again the fact that these forms, though used on an average by about 30% of the camps, were used extensively or "much" on an average in only about 15% of the cases. The rank order showing the extent to which the forms listed were employed by the various camps is as follows: (1) Personal data questionnaire to parents; (2) Camper behavior rating by counselor; (3) Counselor selection forms; (4) Counselors' evaluation of camp forms; (5) Rating of counselors; (6) Campers' evaluation of camp; and (7) Parents' evaluation and reaction to camp. The rank order of the items within each of the camp groups corresponds rather closely to this. Although all camps were consistent among the items (in that a relatively small extent of usage of the forms was indicated), the use of personal data questionnaires was consider-



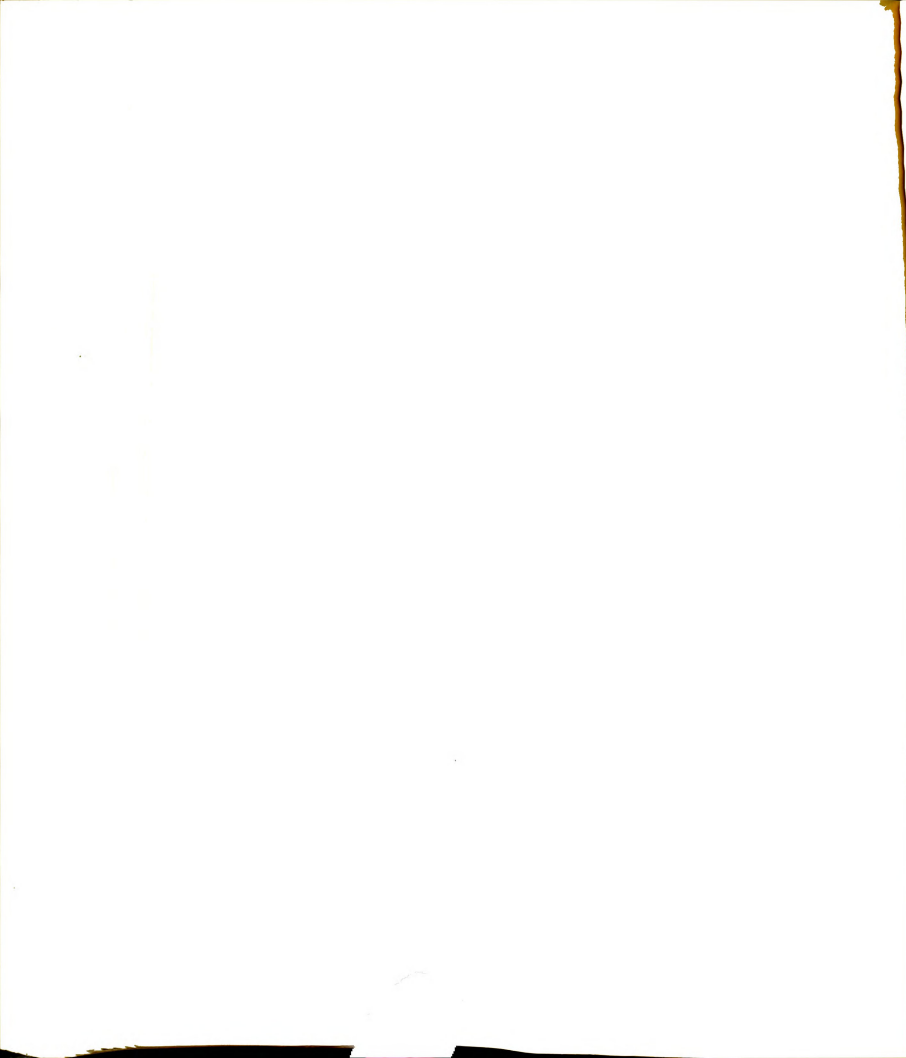
ably higher than that of parent reaction forms.

Forms relating to guidance as have been included in this area are used by a minority of Michigan summer camps. This use is not at all extensive.

Techniques for Obtaining Information Directly from Campers

Scope of Area. The use of intelligence tests, aptitude tests, personality tests, adjustment inventories, and sociograms have been fairly commonly found among many schools in recent years. Although it was known that such techniques for obtaining information were used by some summer camps, the extent to which this was the case was not known. This area has therefore been included in the questionnaire.

Some of the tests specifically mentioned as being used by certain camps were the California Mental Maturity Test, the SRA Youth Inventory, the Cardall Practical Judgment Test, the Kuder Interest Inventory, the Kuder Personal Scale, Sentence Completion Services, a "Who Is It" rating device (similar to sociograms), Personal Preference Scale (Kraut), a socialization scale, and various interest inventories. Other techniques suggested for obtaining information directly from campers include personal interviews, autobiographies, home visits, and self-appraisals. These can all be of some value if properly used.



In some camps, information which could be gained through the use of the various testing devices listed is furnished by other sources. As was seen in Chapter IV, these sources in most cases do not furnish a great deal of data. Some organizational and agency camps have such information in the agency files. A testing program including some of the techniques listed in this area could be helpful in many respects. However, it is rather questionable if the summer camp is the most desirable place for the administration of such tests.

Few camps have personnel qualified to give such tests. The lack of sufficient time and money also are considerable hindrances to many forms of testing. Finally, there is the question of whether or not information obtained by these techniques would be worth the time and effort necessary to obtain such information. As will be seen in Chapter VI, most authorities do not recommend the use of tests, inventories, and sociograms.

Inasmuch as so few camps have indicated the use of these tests and inventories, only a brief analysis will be given this particular area. The extent to which these information obtaining devices are used is expressed in Table XXXI according to camp type and in Table XXXII according to camp size.

Use of Intelligence Tests. Only 5% of all camps

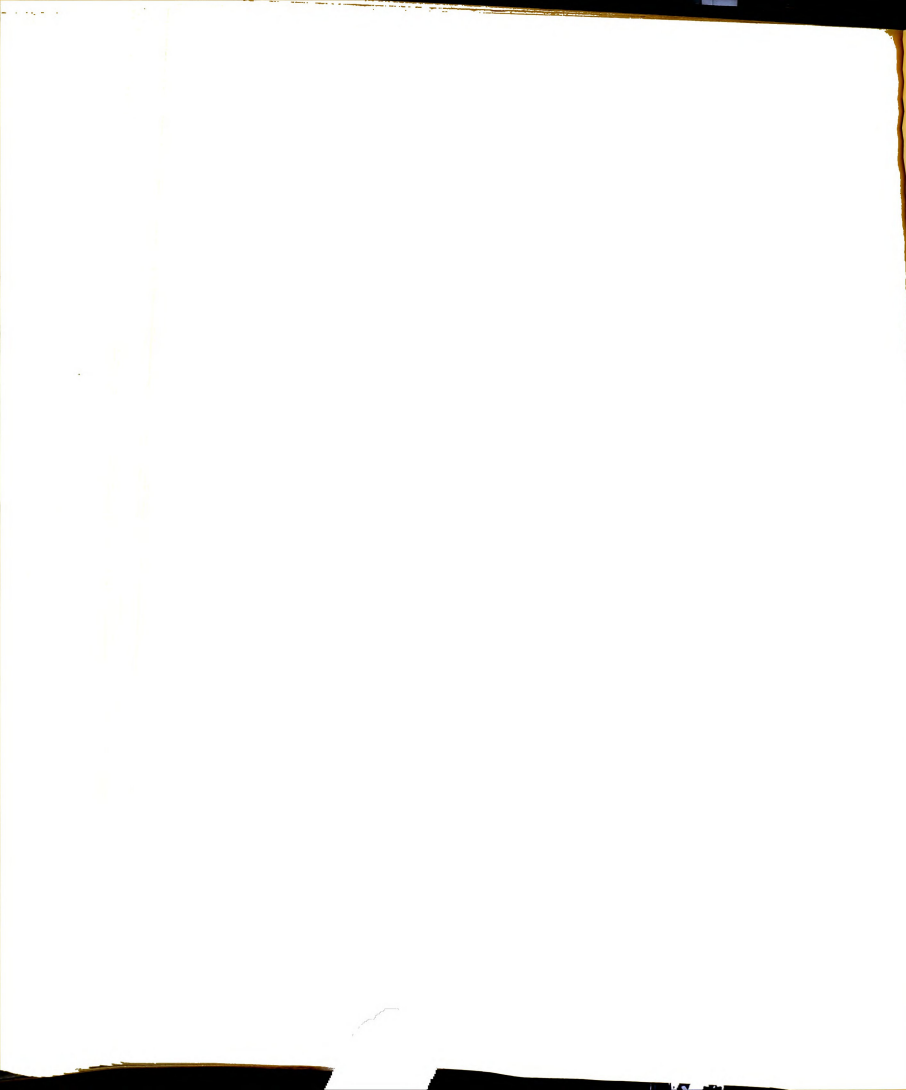


TABLE XXXI

EXTENT OF TECHNIQUES USED FOR OBTAINING INFORMATION DIRECTLY FROM CAMPERS ACCORDING
TO CAMP TYPE

Type of Practice	Total	Extent of Techniques							
		Private 41		Church 75		Org. 149		All 265	
		No.	%	No.	%	No.	%	No.	%
Use of Intelligence tests	Much	2	4.8	0	0	4	2.7	6	2.3
	Some	4	9.7	2	2.7	2	1.3	8	3.2
	Little or None	35	85.5	73	97.3	143	96.0	251	94.7
Use of other tests (Aptitude and personality)	Much	1	2.4	1	1.3	3	2.0	5	1.9
	Some	3	7.3	2	2.7	3	2.0	8	3.2
	Little or None	37	90.3	72	96.0	143	96.0	252	95.1
Use of adjustment inventories or problem check lists	Much	4	9.7	0	0	4	2.7	8	3.2
	Some	2	4.9	4	5.3	6	4.0	12	4.5
	Little or None	35	85.4	71	94.7	139	93.3	245	92.5
Use of sociograms	Much	4	9.7	1	1.3	4	2.7	9	3.4
	Some	4	9.7	2	2.7	12	8.1	18	6.8
	Little or None	33	80.6	72	96.0	133	89.2	238	89.8

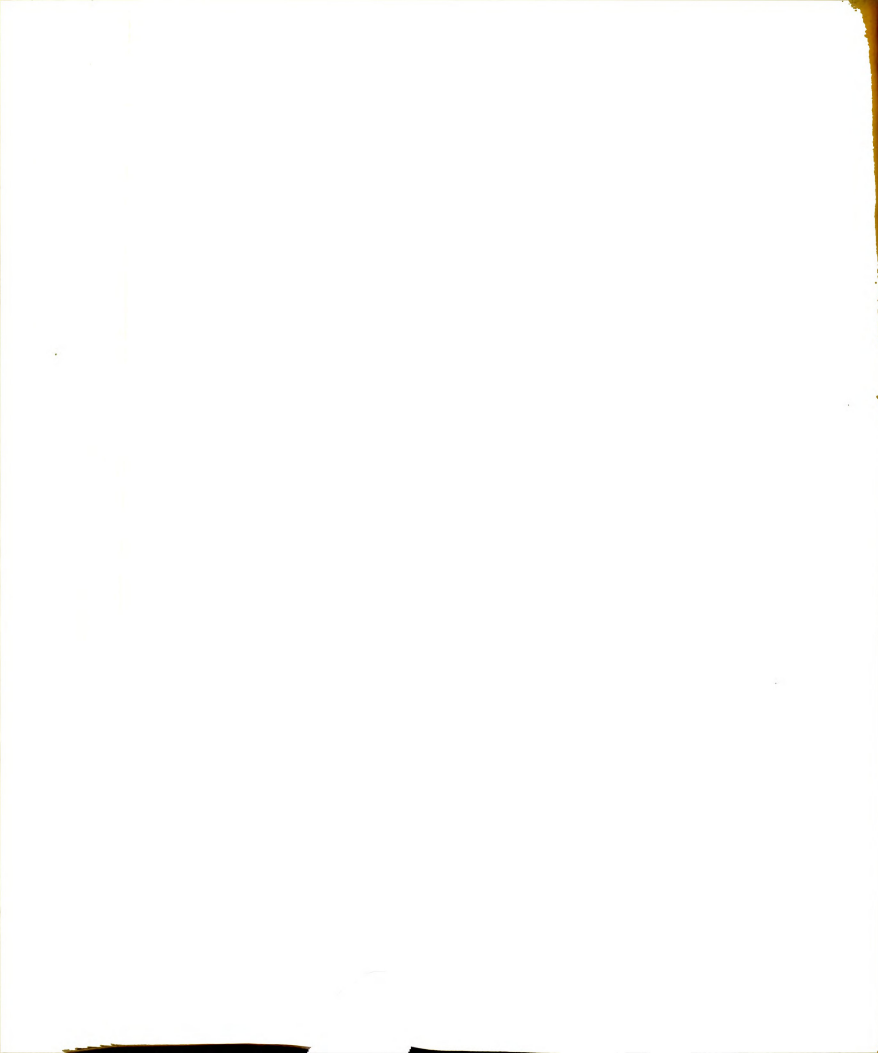


TABLE XXXII

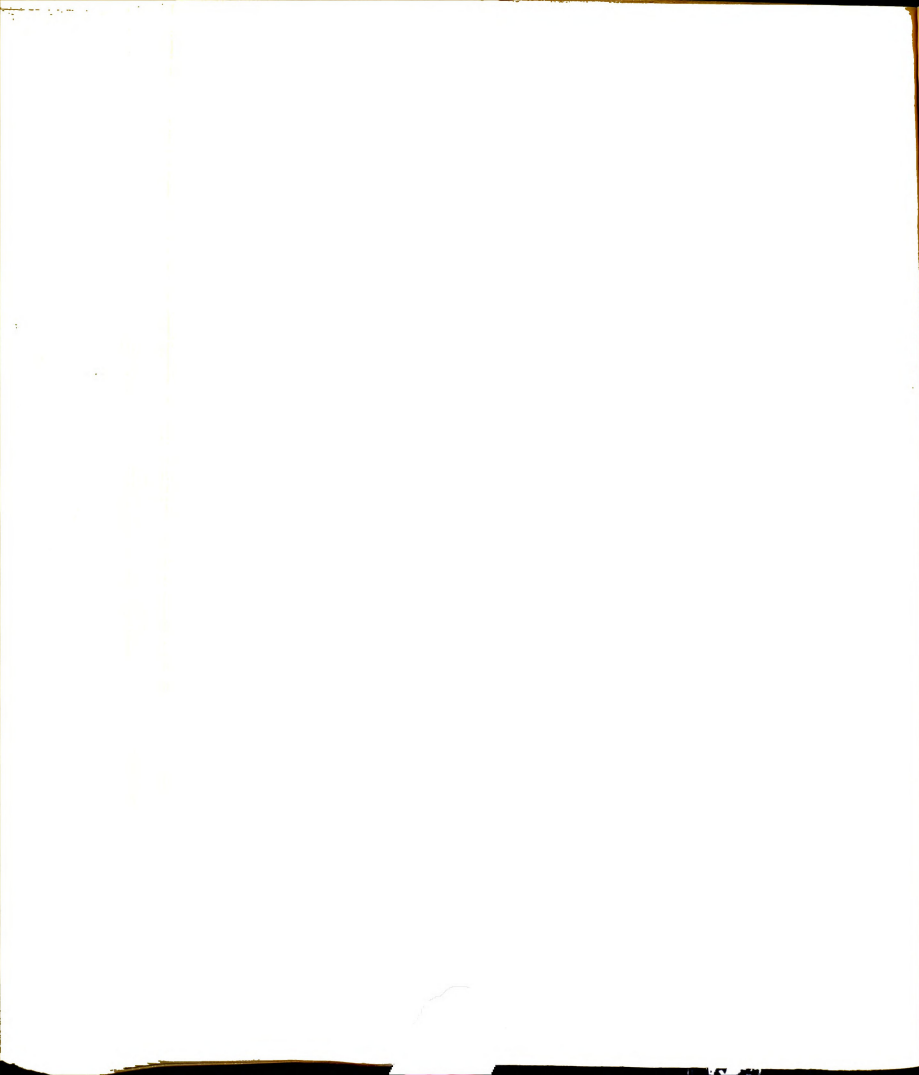
EXTENT OF TECHNIQUES USED FOR OBTAINING INFORMATION DIRECTLY FROM CAMPERS ACCORDING
TO CAMP SIZE (SMALL: 0-50; MEDIUM: 51-100; LARGE: 101 PLUS)

Type of Technique	Total	Extent of Techniques					
		Small 55		Medium 131		Large 79	
		No.	%	No.	%	No.	%
Use of Intelligence tests	Much	2	3.6	2	1.5	2	2.5
	Some	5	9.2	3	2.3	0	0
	Little or None	48	87.2	126	96.2	77	97.5
Use of other tests (Aptitude and personality)	Much	1	1.8	3	2.6	1	1.3
	Some	2	3.8	3	2.7	2	2.5
	Little or None	52	94.4	124	94.7	76	96.2
Use of adjustment inventories or problem check lists	Much	1	1.8	4	3.6	3	3.8
	Some	1	1.8	7	5.5	3	3.8
	Little or None	53	96.4	119	90.9	73	92.4
Use of sociograms	Much	1	1.8	7	5.7	1	1.3
	Some	4	7.4	9	6.9	4	5.0
	Little or None	50	90.8	114	87.4	74	93.7



made use of intelligence tests (actually administering tests) in "much" or "some" of the cases. It can be observed from Table XXXI that this was most common among private camps who claimed to give such tests in 14% of the cases. Church camps gave tests of this type in only 3% of the camps while organizational camps did so in 4%. Among small camps, as seen in Table XXXII, intelligence tests were given "much" or "some" in 13% of the cases, in medium-sized camps 4%, and in large camps 3%. Although almost no camps follow this practice to any significant extent, private and small camps claim to do so somewhat more than the others. It was found in Chapter IV that very few camps obtained I.Q. scores from other sources. In this chapter the fact is disclosed that very few camps attempt to determine intelligence objectively through testing devices. It can be assumed that very few Michigan summer camps have any type of objective indication of the intelligence of their campers. It is significant, nevertheless, that fourteen of these camps do claim to give intelligence tests.

Use of Aptitude and Other Tests. Aptitude tests, personality tests, and others of this nature were used by thirteen (5%) of the camps. It is revealed in Table XXXI that private camps claimed to use such tests "much" or "some" in 10% of the cases, church camps in 4%, and organizational camps in 4%. Small camps, as disclosed by Table XXXII,



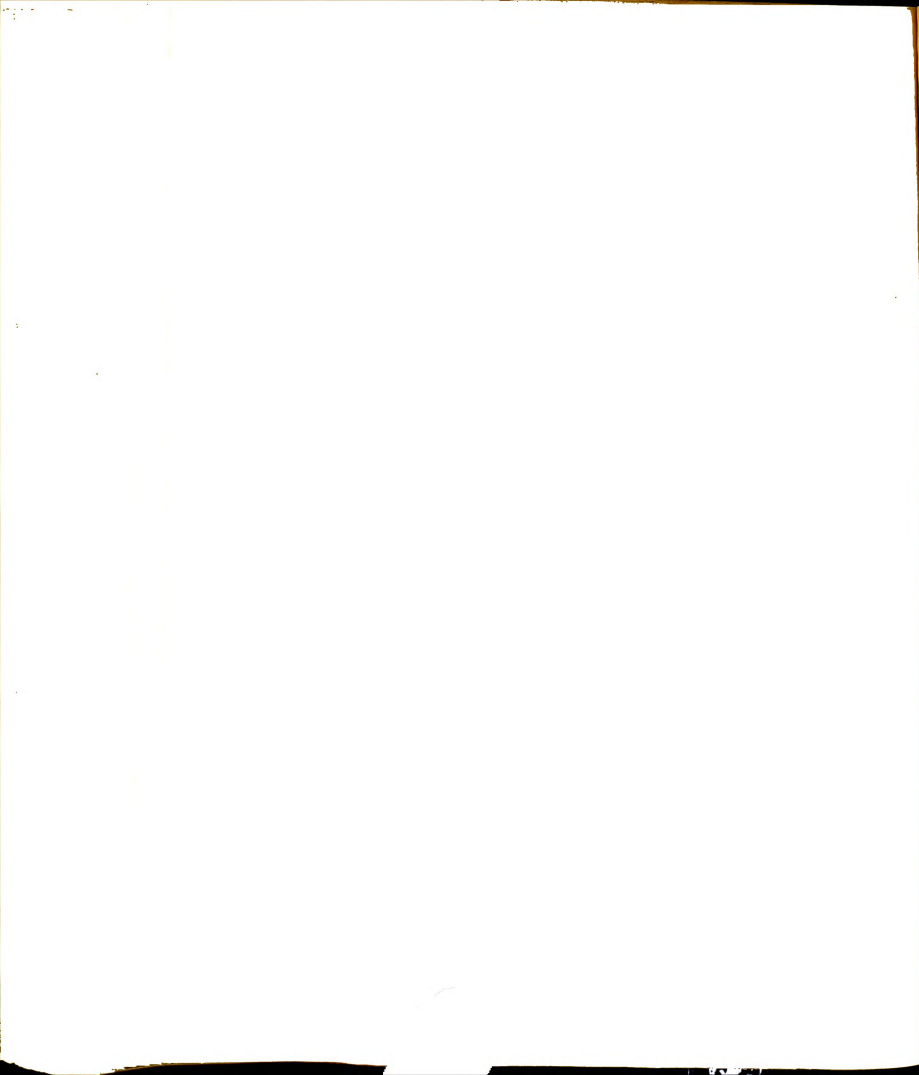
indicated the use of such devices in 6% of the cases, medium-sized camps in 5%, and large camps in 4%. As with intelligence tests these are also very seldom used. Less than 2% of the camps used such instruments "much". None of the camp groups were outstanding in the use of these instruments.

In some camps, information of this type is perhaps not especially valuable, whereas in others this type of information may be obtained through other methods or through organizations or agencies.

Adjustment Inventories and Problem Check Lists.

Guidance specialists often make use of various forms of adjustment inventories and problem check lists in the school situation. In the case of the summer camp very little is done in this respect, since only 7% of the camps claim to use such devices "much" or "some". Private camps, as is evident from Table XXXI, indicated that they used such techniques in 14% of the cases, church camps in 5% (none of which indicated "much"), and organizational camps in 7%. Medium-sized and large camps, as can be seen from Table XXXII, claimed to employ such procedures in 9% and 8% of the cases respectively, which is somewhat more than the 4% indicated by small camps. As with the other items in this area very little use of these techniques for obtaining information directly from campers was in evidence.

Use of Sociograms. Sociograms are used among many

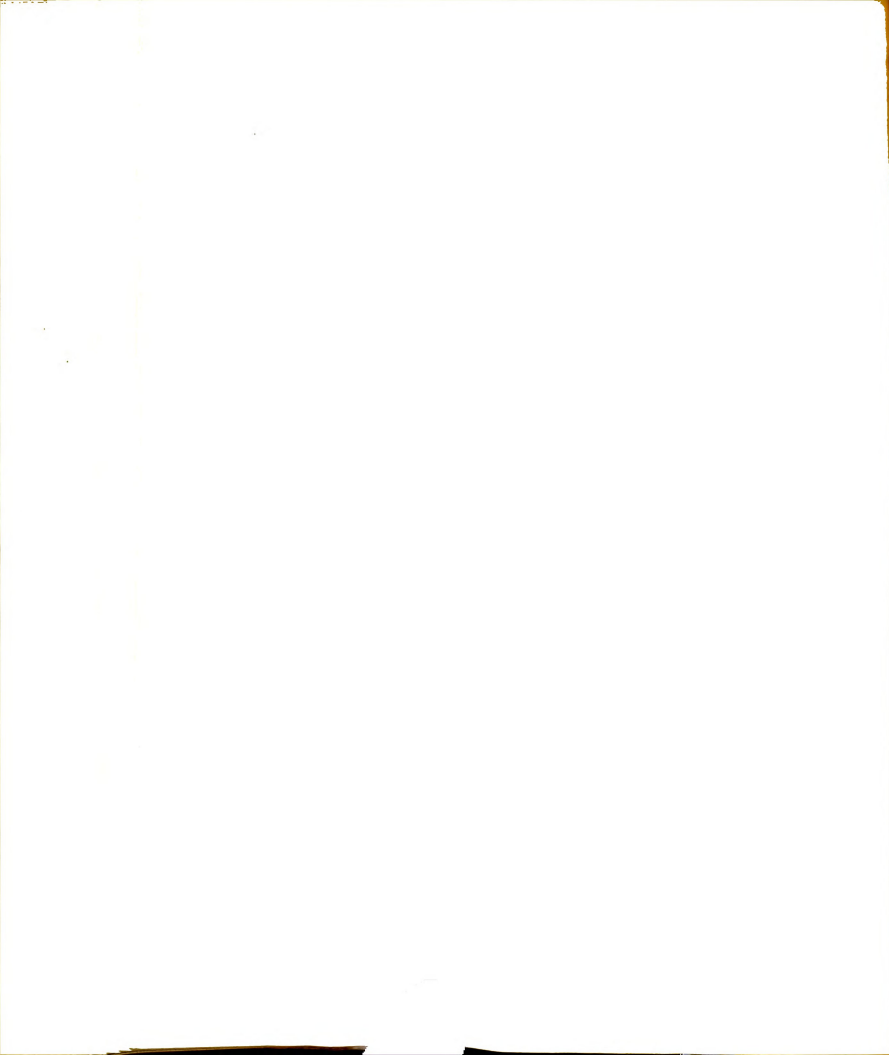


types of groups for the purpose of determining the prevailing social structure within the group. Sociograms are used in many schools. However, despite their potential for aiding in the guidance of campers, relatively little use is made of this technique in Michigan summer camps.⁴²

Twenty-seven or 10% of all camps used sociograms "much" or "some". It is apparent from Table XXXI that among private, church, and organizational camps this technique was used in 19%, 4%, and 11% of the cases respectively. Among small, medium-sized, and large camps, as shown in Table XXXII, it was used in 9%, 13%, and 6% of the cases respectively. Private and medium-sized camps tended to follow this practice to a greater extent than the others though in no group was extensive use indicated.

Summary of Techniques Used for Obtaining Information Directly from Campers. Intelligence, aptitude and personality tests, as well as adjustment inventories and sociograms were the least used techniques of any considered in this study. Sociograms were indicated as being used slightly more than other devices and tests in this category. Private camps again indicated a slightly greater extent of employment of these tests, whereas church camps showed the least.

⁴² John A. Friedrich, "Sociograms Provide Graphic Picture of Camper Group Relations," Camping Magazine, 1:17-18, January, 1953.

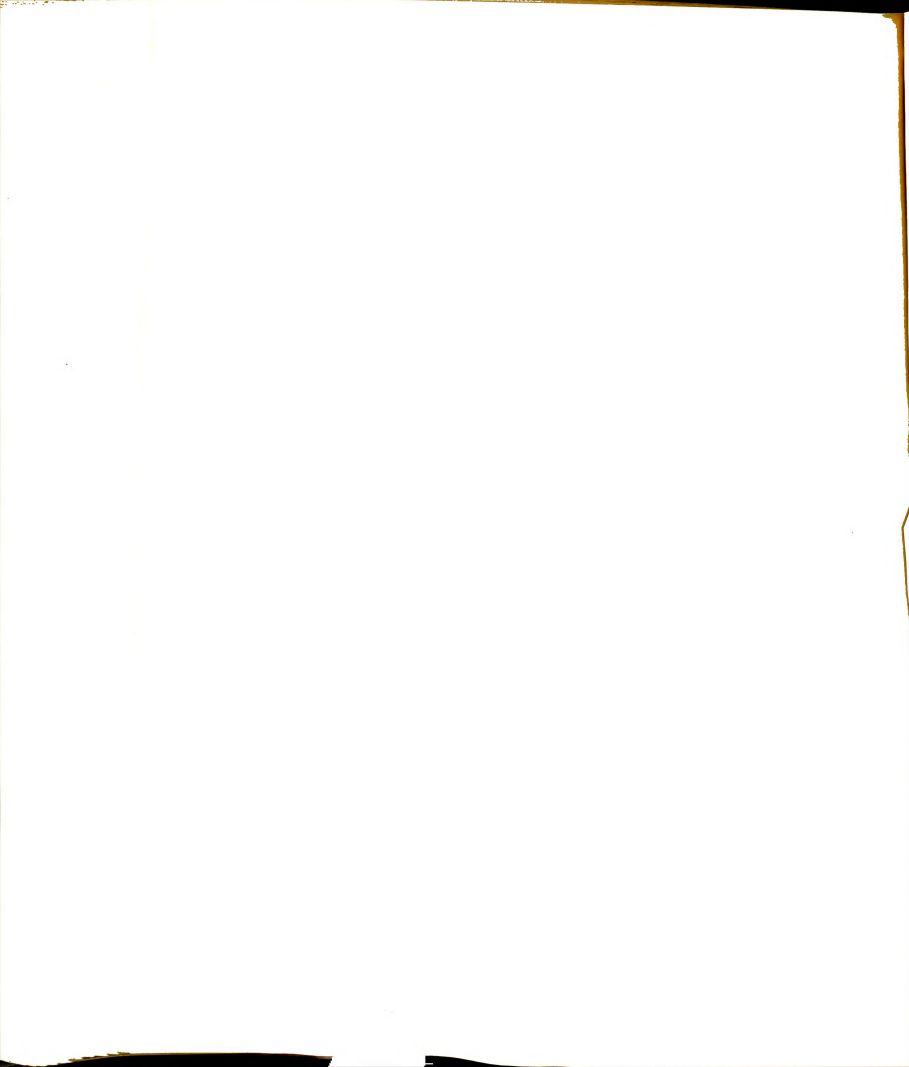


Medium-sized camps indicated a greater extent than large camps or small camps in all but intelligence tests, in which case small camps claimed to use somewhat more. The extent of "much" responses was less than 4% in all cases, emphasizing the very limited degree to which these techniques were practiced. The rank order indicating the extent to which these tests were used by all camps is as follows: (1) Socio-grams; (2) Adjustment inventories; (3) Intelligence tests; and (4) Aptitude and personality tests. The rank order of the items within each of the camp groups was approximately the same as the foregoing. All the camps were relatively consistent in reference to the extent to which each of the tests was used since no items were very much higher than others. Quite obviously very little use of tests and inventories is claimed by Michigan summer camps.

Special Techniques and Practices

Scope of Area. Case studies, case conferences, referrals of campers with serious problems, and sociodramas have been included here as special techniques and practices relating to guidance. All these techniques are used in some school guidance situations, especially in reference to individuals with serious problems.

Many camps do not have the time, money, or personnel necessary to make effective use of such practices as these.



Others are of the opinion that their campers are not beset with problems of sufficient intensity to merit such treatment. This was observed in various comments listed on the questionnaire. It will be shown in Chapter VII, however, that 50% of the camps have indicated that five to ten per cent or more of their campers come to camp with definite problems, which would lead to the assumption that more needs to be done in this particular area.

Table XXXIII presents more completely the extent to which these special practices are used by private, church, and organizational camps. Table XXXIV portrays this information in reference to the different sized camps.

Case Studies and Case Histories. In some instances an individual can be known and understood more adequately, and thus helped and guided more effectively if a complete study of his background and behavior is made. This is done relatively little by the camps in this study, as indicated by the fact that only 17% of all camps claimed to use this technique "much" or "some". Only 6% stated they used case studies "much". From Table XXXIII it can be seen that private camps followed this practice considerably more than the others, since they made use of case studies "much" or "some" in 37% of the cases as compared to 4% for church camps and 19% for organizational camps. It is evident from Table XXXIV that less distinction was shown between the different

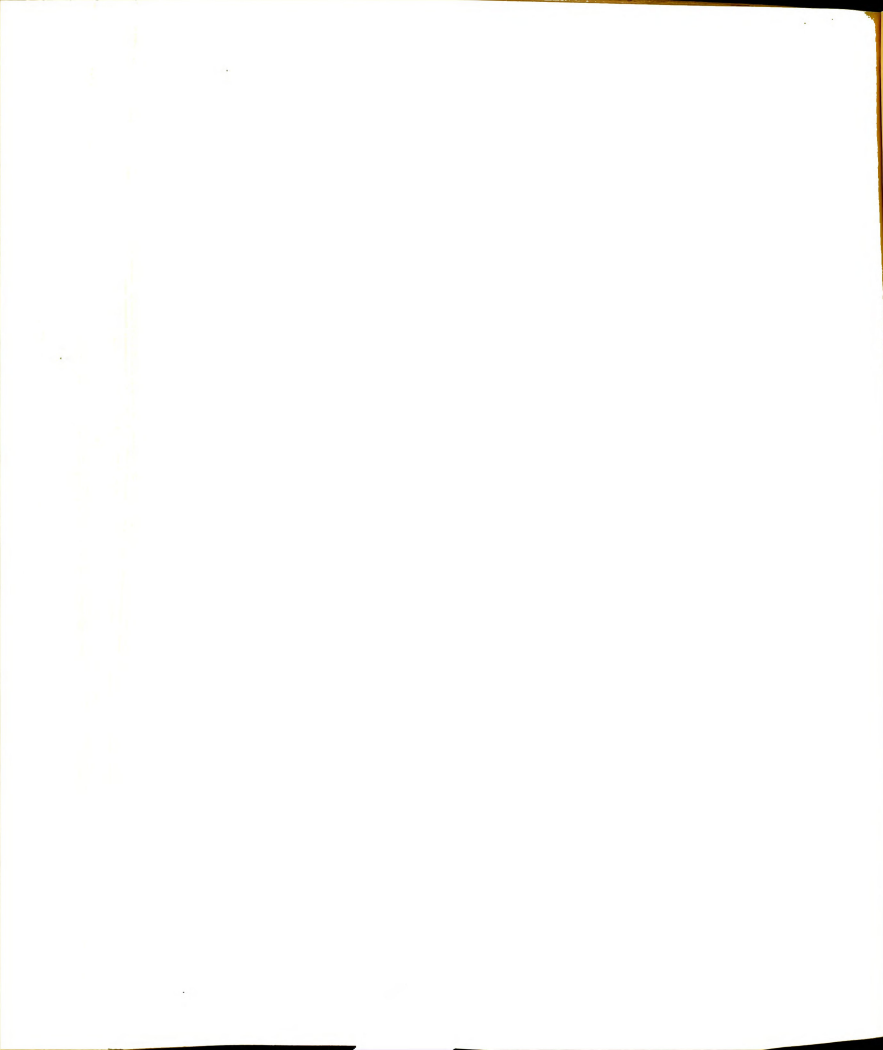


TABLE XXXIII

EXTENT OF USE OF SPECIAL TECHNIQUES AND PRACTICES ACCORDING TO CAMP TYPE

Type of Practice	Total	Extent of Techniques							
		Private		Church		Org.		All	
		No.	%	No.	%	No.	%		
Use of Case Studies and Case Histories (Making a complete study of an individual camper's background and behavior)	Much	7	17.1	0	0	10	6.7	17	6.5
	Some	8	19.5	3	4.0	18	12.0	29	11.9
	Little or None	26	63.4	72	96.0	121	81.3	219	81.6
Use of Case Conferences (Special meetings of camp staff and guidance specialists to discuss problems of individual campers)	Much	10	23.4	4	5.3	10	6.7	24	9.4
	Some	11	26.8	23	30.7	39	26.2	73	27.1
	Little or None	20	48.8	48	64.0	100	67.1	168	63.5
Referring serious camper problems to guidance specialists (Psychologists or psychiatrists)	Much	10	23.4	0	0	15	10.7	25	9.3
	Some	6	14.6	10	13.3	23	15.4	39	14.5
	Little or None	25	61.0	65	86.7	111	73.9	20	7.0
Use of sociodramas (Setting up guidance problem situation skits in which campers play certain roles and thus attempt to better understand problems)	Much	1	2.4	0	0	2	1.3	3	1.1
	Some	5	12.2	9	11.9	14	9.4	28	10.6
	Little or None	35	85.4	66	88.1	133	89.3	234	88.3



TABLE XXXIV

EXTENT OF USE OF SPECIAL TECHNIQUES AND PRACTICES ACCORDING TO CAMP SIZE
(SMALL: 0-50; MEDIUM: 51-100; LARGE: 101 PLUS)

Type of Practice	Total	Extent of Techniques					
		Small		Medium		Large	
		No.	%	No.	%	No.	%
Use of Case Studies and Case Histories (Making a complete study of an individual camper's background and behavior)	Much	6	10.9	9	6.9	2	2.5
	Some	7	12.7	15	11.4	8	10.2
	Little or None	42	76.4	106	81.1	69	87.4
Use of Case Conferences (Special meetings of camp staff and guidance specialists to discuss problems of individual campers)	Much	7	12.7	13	9.9	4	5.1
	Some	20	36.4	34	25.9	18	24.0
	Little or None	28	51.0	84	64.2	56	70.9
Referring serious camper problems to guidance specialists (Psychologists or psychiatrists)	Much	8	14.5	13	9.9	4	5.1
	Some	7	12.7	13	9.9	18	22.8
	Little or None	40	72.6	104	79.5	57	72.2
Use of sociodramas (Setting up guidance problem situation skits in which campers play certain roles and thus attempt to better understand problems)	Much	1	1.8	2	1.5	0	0
	Some	5	9.1	16	12.2	7	8.9
	Little or None	49	89.1	113	86.3	72	91.1



sized camps. Small camps used case studies "much" or "some" in 24% of the cases, medium-sized camps in 19%, and large camps in 13%. Private camps and small camps claimed to follow this practice more so than other camp types, though in general relatively little use was apparent.

Case Conferences. Case conferences were found to be used more than any of the other techniques listed in this category. It must be remembered, however, that many camps undoubtedly look upon some of their staff meetings as case conferences, which in many cases is quite justifiable.

Ninety-seven or 36% of all camps made use of case conferences "much" or "some". Only 9% of these, however, indicated "much". Private camps, as seen from Table XXXIII, claimed 51%, church camps 36%, and organizational camps 33%. Among the different sized camps, as revealed in Table XXXIV, small camps made use of case conferences "much" or "some" in 49% of the cases, medium-sized camps in 36%, and large camps in 29%. Private camps employed this practice to a significantly greater extent than did any of the other camp groups. In no cases was an extensive use indicated since only 23% of the private camps claimed to use case conferences "much". The longer camping period of private camps is probably an influencing factor in the more extensive use of this practice, whereas in the case of the smaller camps the size factor was undoubtedly of significance.

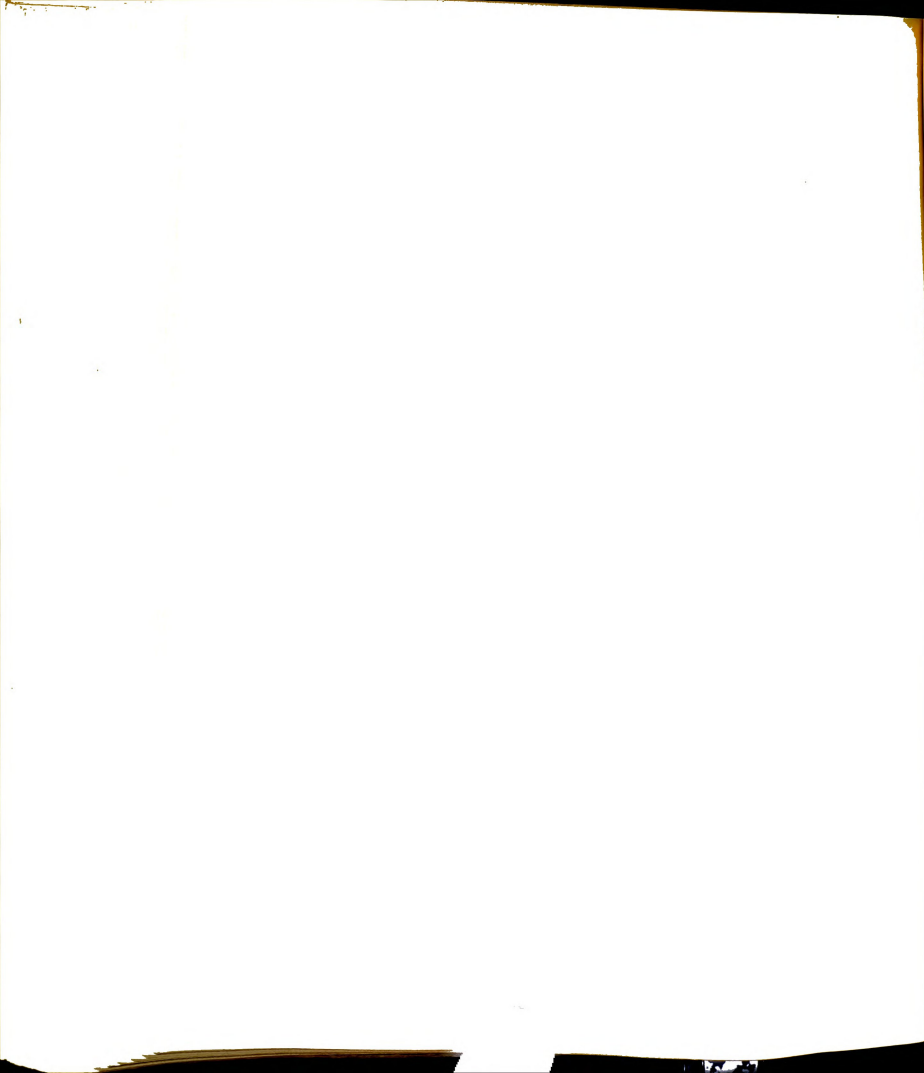


Camper Referral. Some camps attempt to select their campers to the extent that they do not enroll campers with serious personal problems. In the camping situation the referral of individual campers with serious problems to guidance specialists can relieve the camp of a great responsibility and will in most cases result in more desirable outcomes than if unqualified camp personnel attempt to handle the situation.

In certain cases campers who fall into this category are sent home or turned over to their parents. Generally camps are seldom faced with this problem and therefore sense relatively little need for referrals.

Only 24% of all camps indicated that they employed referral techniques "much" or "some". Table XXXIII shows that 39% of private camps, 13% of church camps, and 26% of the organizational camps made referrals. Less difference in the extent to which referrals were made was found in the case of the different sized camps, as seen in Table XXXIV. Small camps claimed to refer campers with serious problems to guidance specialists "much" or "some" in 27% of the cases as compared with 20% and 28% respectively for medium-sized and large camps.

Sociodramas. Sociodramas have been used to some extent in the school class room situation. Setting up situations in which individuals play certain roles and thus



attempt to better understand their problems can be an effective tool of guidance.

Although 12% of all the camps indicated they used this technique "much" or "some", only three camps (1%) claimed to use it "much". This appears to be the least extensively followed practice in the entire study since private, church, and organizational camps, as revealed in Table XXXIII, claimed to employ it in 14%, 12%, and 11% of the cases respectively, whereas Table XXXIV discloses that small camps used it in 11% of the cases, medium-sized camps in 14%, and large camps in 9%.

It can be concluded that sociodramas play a very insignificant role in the guidance of campers in Michigan summer camps.

Summary of Special Techniques and Practices. Case studies, case conferences, camper referrals, and sociodramas are used very little by camps in Michigan. Case conferences were indicated as being used slightly more than the other techniques in this category. Private camps claimed to make use of these practices significantly more than any of the other camps concerned, whereas church camps indicated the least. Small camps were found to employ them slightly more than medium-sized or large camps.

The range of "much" responses, which gives some indication relative to the extent to which the various



techniques were used, was 1% to 9%. This range among the different camp groups was quite similar to this except in the case of private camps in which the range was 2% to 23%.

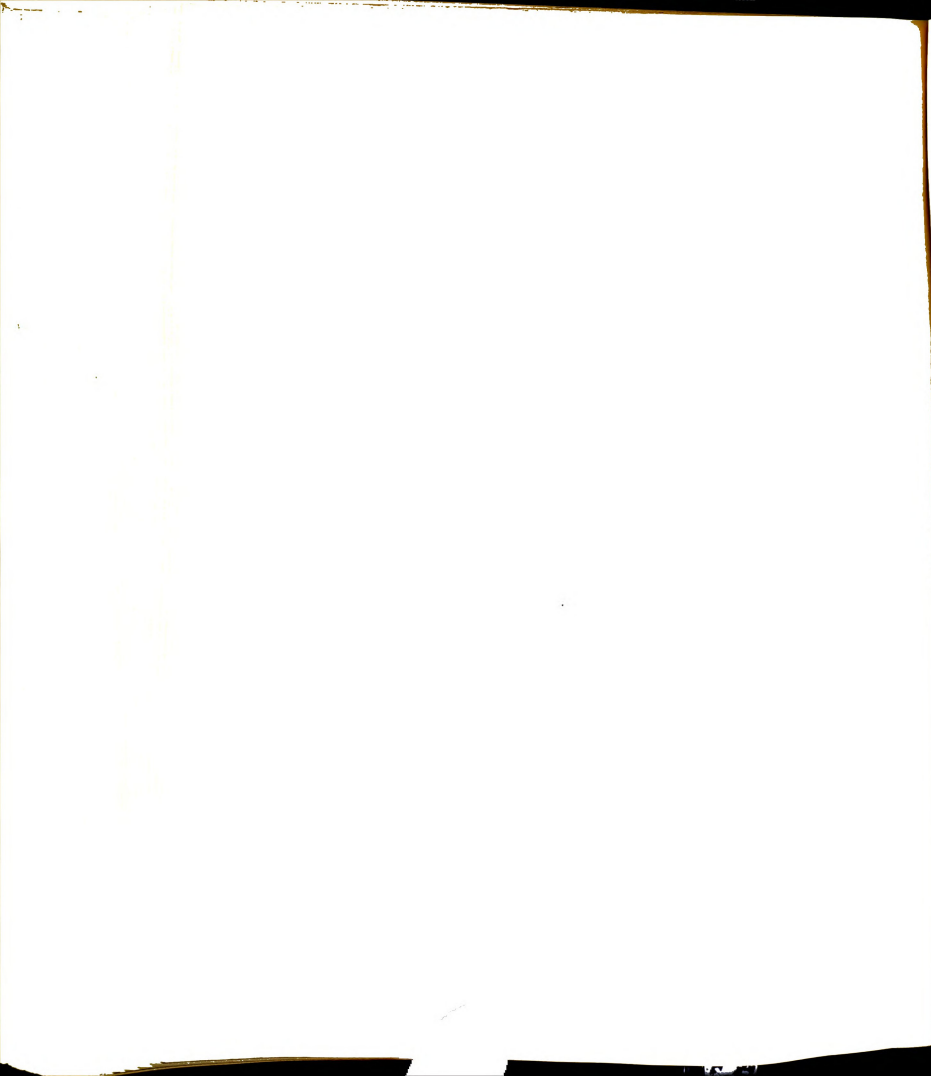
The rank order, according to the degree to which each of the items was indicated by all camps, is as follows:

(1) Case conferences; (2) Camper referral; (3) Case studies; and (4) Sociodramas. The lack of time, money, and qualified staff were again probably influential in limiting the practice of these techniques among camps. Furthermore, the fact that some camps do not have need of such tools of guidance would tend to militate against their use.

Summary

This chapter has presented numerous findings relative to the extent to which various guidance tools, techniques, and practices are employed by Michigan summer camps. Comparisons were expressed between private, church, and organizational camps, as well as small, medium-sized and large camps in reference to these guidance practices.

In order to summarize the information in this chapter more concisely, "coefficients of extent" have been employed. These were determined by assigning the arbitrary values three, two, and one to the categories "much", "some", and "little or none" respectively. The per cent of responses in each category were multiplied by the corresponding number



value. The sum of these three products was divided by 100, thus giving a coefficient ranging from three to one. Anything over two would be in the direction of "much", whereas anything less than two would tend toward "little or none".

Table XXXV summarizes the information in this chapter presenting the extent of the practices in terms of percentages as well as coefficients. In order to present this table in summary form, items have been abbreviated considerably.

The findings as revealed through an analysis of the foregoing data indicate that:

1. The extent of guidance practices followed by the majority of Michigan summer camps is considerably limited.
2. Many different guidance practices are used by all camps in varying degrees.
3. In relation to over half the practices listed, more than 50% of the camps claimed to follow them "much" or "some".
4. Over 50% of the camps claimed to follow the listed practices "much" in relation to only five items. These were all in the areas of administrative and personnel selection practices.
5. The rank order of the areas of practices in reference to the extent to which they were employed is as follows:

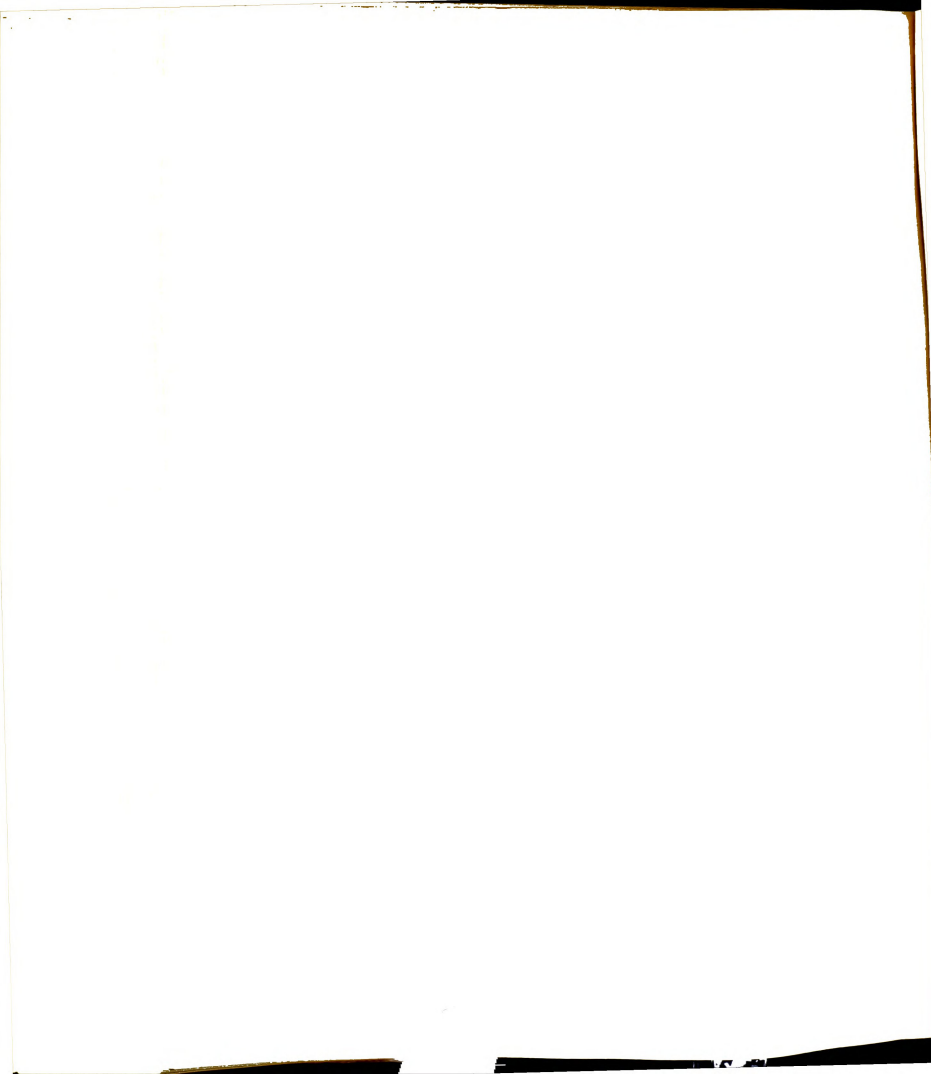


TABLE XXV

*SUMMARY OF EXTENT (PER CENT'S AND COEFFICIENTS) OF GUIDANCE
TOOLS, TECHNIQUES AND PRACTICES AS INDICATED BY
ALL CAMPS INVOLVED

Type of Practice	Extent of Practice (%)				Plotted Coeff.		
	Total	N	-	265	(3)	(3)	(1)
	M	S	L-N	Co.	M	S	L-N
<u>PRACTICES TO HELP CAMPER DIRECTLY</u>							
Special camp guidance courses	17	37	47	1.72			
Guidance library for campers	5	28	67	1.38			
Using audio-visual aids	10	25	65	1.45			
Special work program	6	26	68	1.38			
<u>PRACTICES TO HELP COUNSELORS</u>							
Pre-camp training in guidance	28	46	26	2.02			
In-service training in guidance	33	51	17	2.18			
Counselors guidance library	31	40	29	2.02			
Guidance services for counselors	21	40	39	1.82			
Information on campers available	29	34	37	1.92			
<u>COUNSELING PRACTICES USED</u>							
Directive counseling methods	17	52	31	1.86			
Non-direct counseling methods	37	50	13	2.24			
Counseling campers individually	25	56	19	2.06			
Place for individual counseling	19	33	48	1.71			
Program as a guidance tool	42	37	21	2.21			
Conferring with parents	27	45	28	1.99			
Informal counseling	36	52	12	2.24			
Religion in guidance	33	34	33	2.00			
Group counseling	27	47	26	2.01			
<u>ADMINISTRATIVE PRACTICES</u>							
Special cumulative record file	21	31	48	1.73			
"Master" cumulative record card	9	18	73	1.36			
Formal guidance program	15	18	67	1.48			
Information sent to schools	3	10	87	1.16			
Information sent to parents	12	25	63	1.49			
Group experience through program	55	35	10	2.45			
Counselor-camper planning	58	33	9	2.49			
Contacts during the year	26	28	46	1.80			
Atmosphere free from tension	74	22	4	2.70			
Staff meetings 3 times weekly	41	34	25	2.16			

*Items on table are listed in abbreviated form.

Code: M-Much; S-Some; L-N-Little or None; Co.-Coefficient

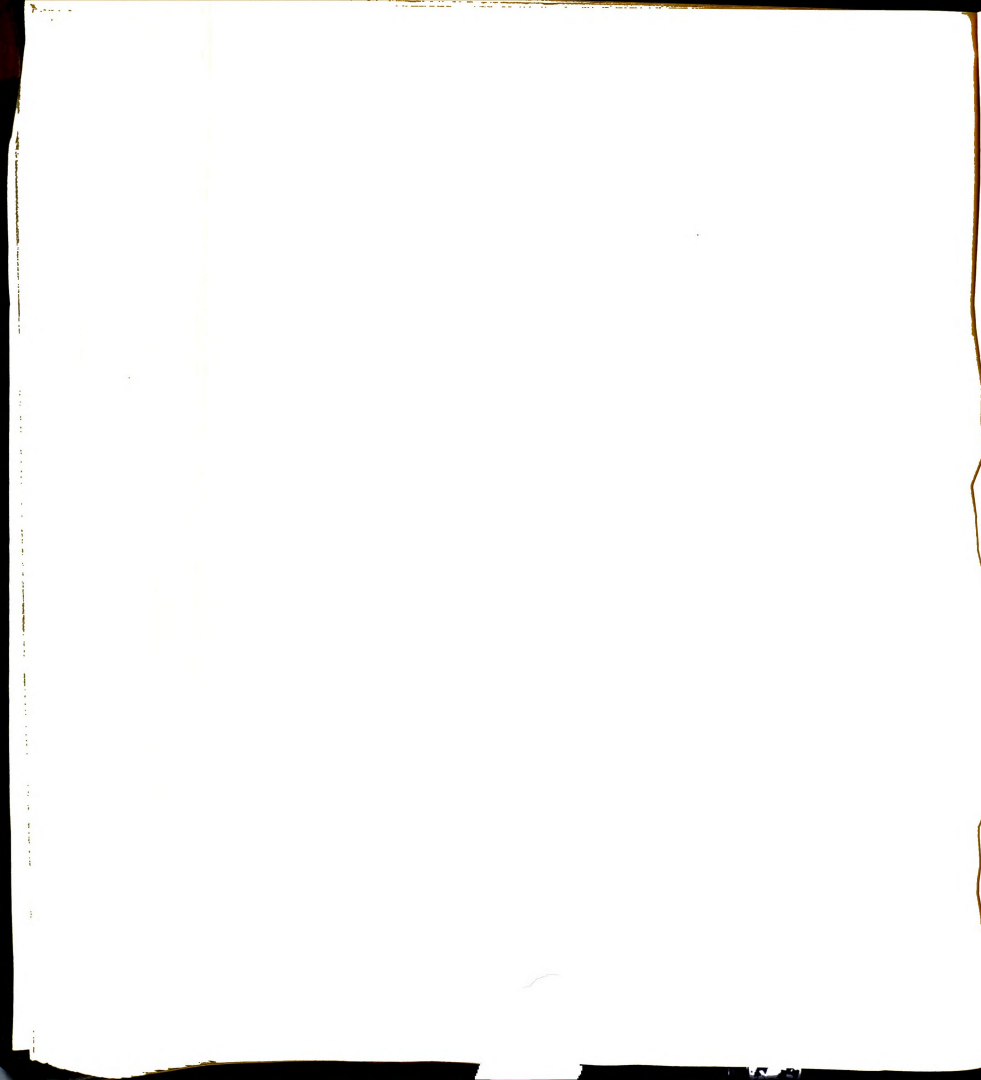
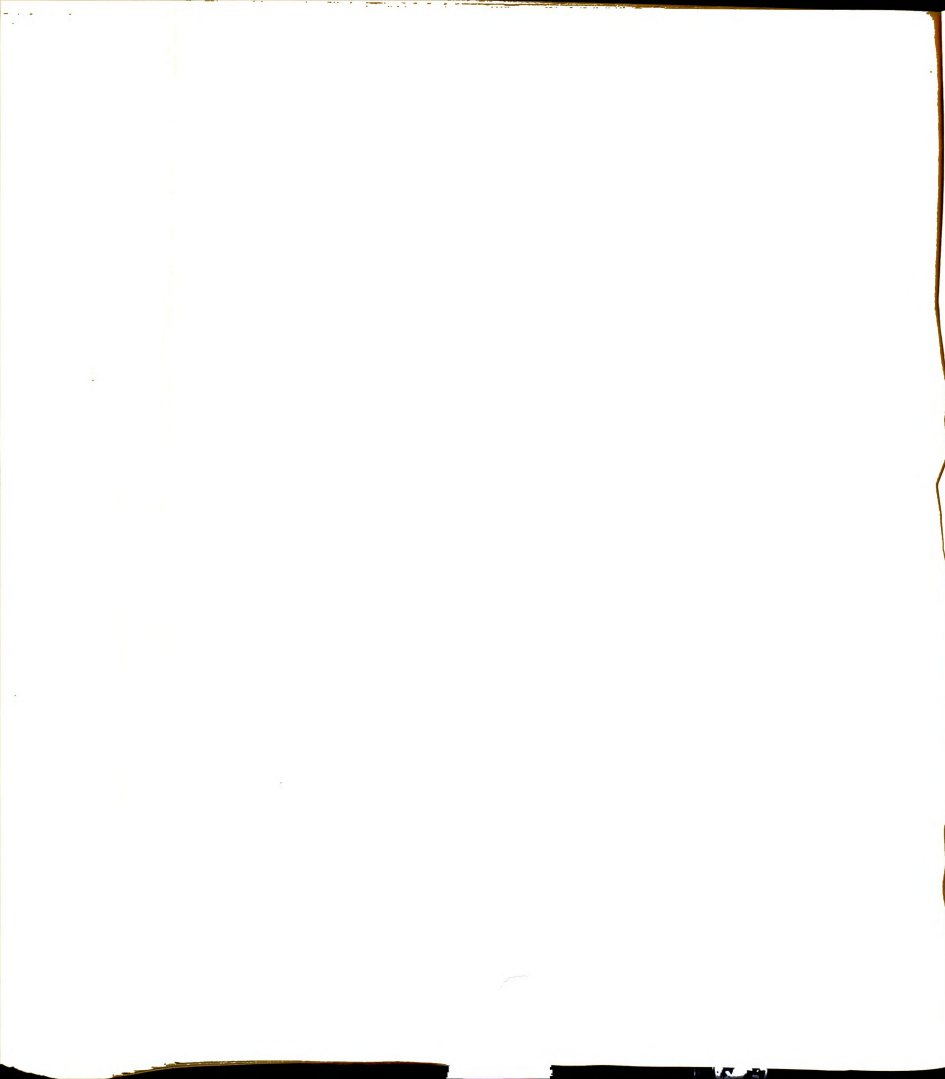


TABLE XXXIV (continued)

SUMMARY OF EXTENT PERCENTS AND COEFFICIENTS) OF GUIDANCE
TOOLS, TECHNIQUES AND PRACTICES AS INDICATED BY
ALL CAMPS INVOLVED

Type of Practice	Extent of Practice (%)				Plotted Coeff.		
	Total N - 265				(3)	(2)	(1)
	M	S	L-N	Co.	M	S	L-N
<u>PERSONNEL SELECTION PRACTICES</u>							
Services of a guidance worker	10	9	81	1.29			
Investigating references	53	26	21	2.32			
Counselors with college training	48	37	15	2.33			
Counselors with experience	52	41	7	2.45			
Counselor in-training program	34	32	34	2.00			
Counselors trained in guidance	32	44	24	2.08			
<u>RECORD AND REPORT FORMS USED</u>							
Personal data questionnaire	34	21	45	1.89			
Counselor rating of camper	21	19	60	1.61			
Counselor rating by director	11	17	72	1.69			
Parent reaction forms	4	7	89	1.15			
Counselors evaluation form	11	24	65	1.46			
Campers evaluation form	5	15	80	1.25			
Forms for selecting counselors	17	15	68	1.49			
<u>TESTS AND INVENTORIES</u>							
Intelligence tests	2	3	95	1.07			
Other tests	2	3	95	1.07			
Adjustment inventories	3	5	92	1.11			
Sociograms	3	7	90	1.13			
<u>SPECIAL TECHNIQUES AND PRACTICES</u>							
Case studies	6	11	83	1.23			
Case conferences	9	27	64	1.45			
Camper referral	9	15	76	1.30			
Sociodramas	1	11	88	1.12			



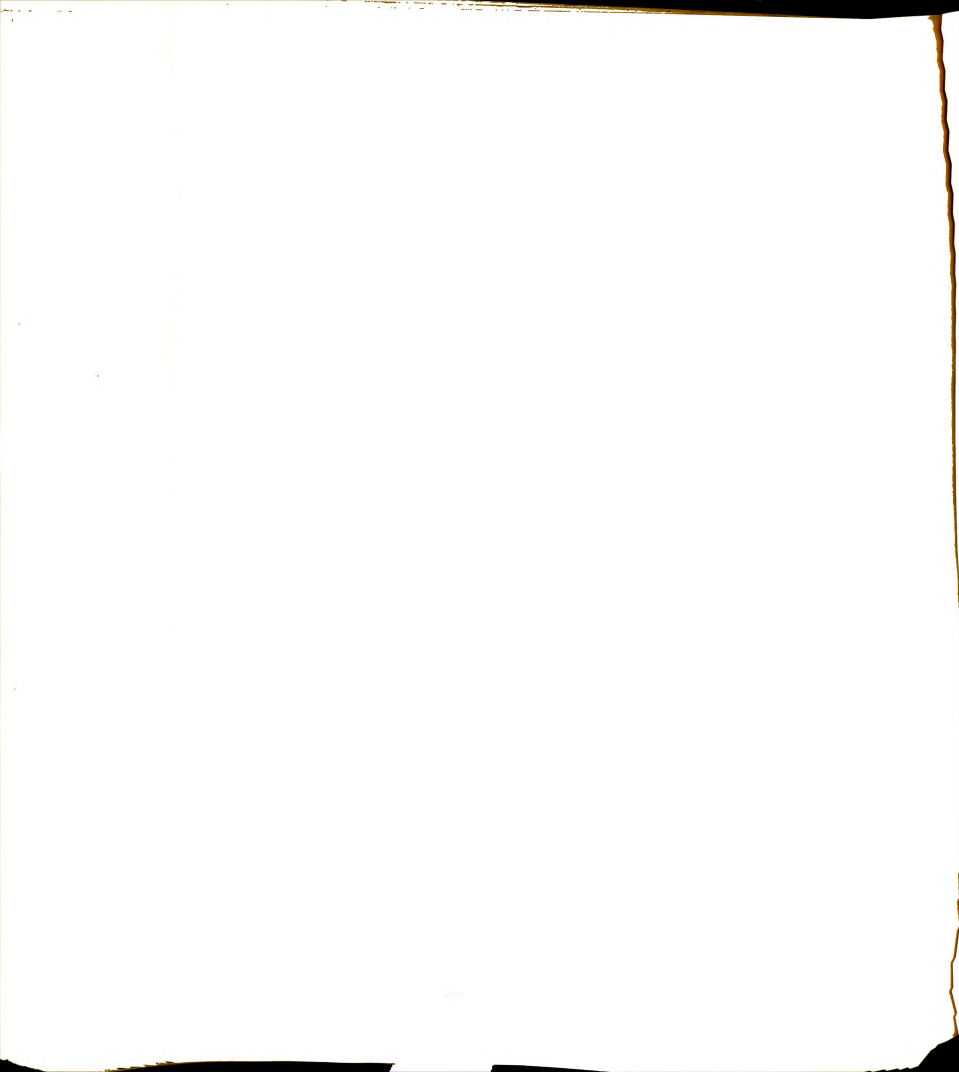
(1) Counseling practices; (2) Personnel selection practices; (3) Practices directly concerned with helping counselors; (4) Administrative practices; (5) Record and report forms used; (6) Practices to help campers directly; (7) Special techniques and practices; and (8) Techniques to obtain information directly from campers.

6. The areas of administrative practices, personnel selection practices, and use of forms tended to indicate more of a variance in the extent to which the practices were used. The other areas were more consistent in this respect.

7. In all areas private camps tended to follow the various practices to a greater extent than either church or organizational camps. Organizational camps in all areas except that of helping campers directly indicated using the techniques and practices more than church camps.

8. Among camps grouped according to size, small and large camps tended to follow the various practices more than medium-sized camps; however, little divergence in the extent to which each observed these practices was indicated.

9. Large camps indicated the greatest extent in the areas of helping counselors, counseling practices, personnel selection practices, and use of forms. Small camps showed the most in relation to helping campers, administrative practices, tests and inventories, and special techniques.



10. Camps with lower camper-counselor ratios tended to use most of the practices more extensively than those with higher ratios.

11. Long-term camps followed the practices to a greater extent than short-term camps.

12. No significant differences were found among boys, girls, and coeducational camps in relation to the extent of practices used, although coeducational camps indicated slightly less than the others.

13. As indicated by the coefficients of extent given in Table XXXV, only 18 of the items showed a coefficient of over 2.0, and only one showed more than 2.5. This emphasizes that although all of the practices are revealed as being employed by one or another of the camps, the extent to which they are employed is rather low except in relation to a few items.

CHAPTER VI

DESIRABILITY OF GUIDANCE INFORMATION AND PRACTICES AS INDICATED BY A JURY APPRAISAL OF AUTHORITIES, AND, AS COMPARED WITH EXTENT

Even in the well established guidance programs of many schools and educational institutions, a certain amount of disagreement is in evidence relative to the desirability of the numerous guidance tools, techniques, and practices in existence.¹ This is especially true concerning the area of camping where guidance is not nearly as extensively developed and established. A great deal more needs to be done to determine what practices are the most acceptable and desirable for the various types of camps. The information presented herein is a step in this direction.

The original questionnaire sent out to all the licensed summer camps in Michigan was designed to determine the extent and kind of guidance information and practices in existence among the various camps. This included nearly all the known practices as indicated by the initial literature surveys and procedures of this study. These were not necessarily all desirable procedures, but rather merely existing practices.

¹ Clifford P. Froelich, Evaluating Guidance Procedures, a Review of Literature (Washington: Federal Security Agency, Office of Education, 1949), p. 21.

It was the opinion of the writer that even though a certain type of information or a certain guidance practice may not be desirable, there is nevertheless, a certain value in determining the extent to which it is in evidence among the various camps.

In order to determine the desirability of the various types of information and practices concerning guidance in camping, the assistance of various camping authorities in the United States was enlisted. These authorities, (See Appendix A) were selected on the basis of their experience in the field, their knowledge of the area, and the outstanding work they have done in camping. They are representative of the three main types of camp; namely, private camps, church camps, and organizational camps. These authorities were recommended through the Michigan Camping Association and the American Camping Association. Special assistance in making selections was given by Dr. Rey Carlson, of Indiana University, former president of the American Camping Association and Miss Catherine T. Hammett, present president of the Association.

Authorities were presented a questionnaire (See Appendix B) including the same items as were on the original questionnaire sent to all the camps. Instead of being asked to indicate the extent of the information as was the case in the camp study, they were requested to rate the

desirability of the various items (very desirable, of average desirability, or not desirable). Certain items of information in the form of open-ended questions were also included. These will be presented in Chapter VII.

The various types of items concerning information on campers and guidance tools, techniques, and practices have been more comprehensively elaborated upon in previous chapters. Therefore no extensive consideration of these will be given at this time. It was well known at the onset of this study that certain types of information and certain practices were considered to be desirable. It was not known, however, to what extent this was the case and whether or not this desirability varied among different types of camps. Nor was it known, in respect to certain items, whether they were desirable or not. This phase of the present study is therefore of special significance since it serves to indicate which of the items are considered to be especially desirable, and it allows for a means of comparing the status of guidance in camping as indicated in the study of camps with the concepts of authorities as to what should be expected.

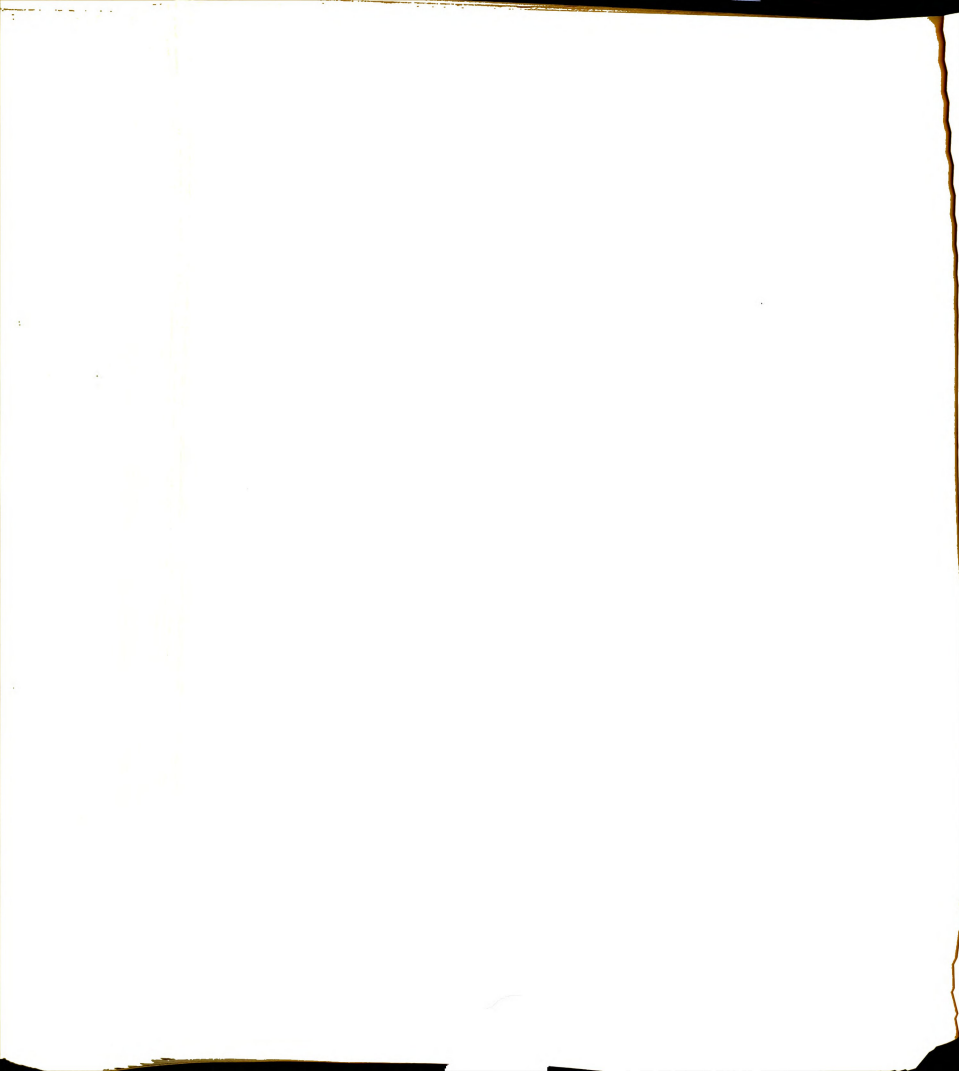
Although the responses from a great many authorities would no doubt give more reliable and valid results, a jury of twenty authorities rating the items should be expected to provide substantial indications of desirability. Inasmuch as it was relatively impossible to obtain a truly represen-

tative sample, the method of selection as previously stated was used.² Of the twenty authorities represented eight were associated with organizational camps, seven with private camps, and five with church camps.

Procedure for Presenting Data. In tabulating the results of this jury appraisal, it was discovered that in most cases there was relatively little disagreement in rating the items among the authorities representing the three camp types. In view of this fact the data presented were analyzed in reference to the total number (20) of the jury participants. Those particular items in which discrepancies between the representative of the different camp types were in evidence were given special consideration.

Since only twenty respondents were involved, data in terms of percentages only were included. Instead, the actual number of authorities rating the items as "very desirable", of "average desirability", and "not desirable", were tabulated. These ratings were converted into "desirability coefficients" through a procedure similar to that described in Chapter V. The arbitrary values three, two, and one were assigned the three rating categories "very desirable", "average desirability", and "not desirable" respectively.

² Leo P. Crespie, "Opinion Attitude Methodology and the Polls - - A Rejoinder," Psychological Bulletin, 6:68-71, November, 1946.

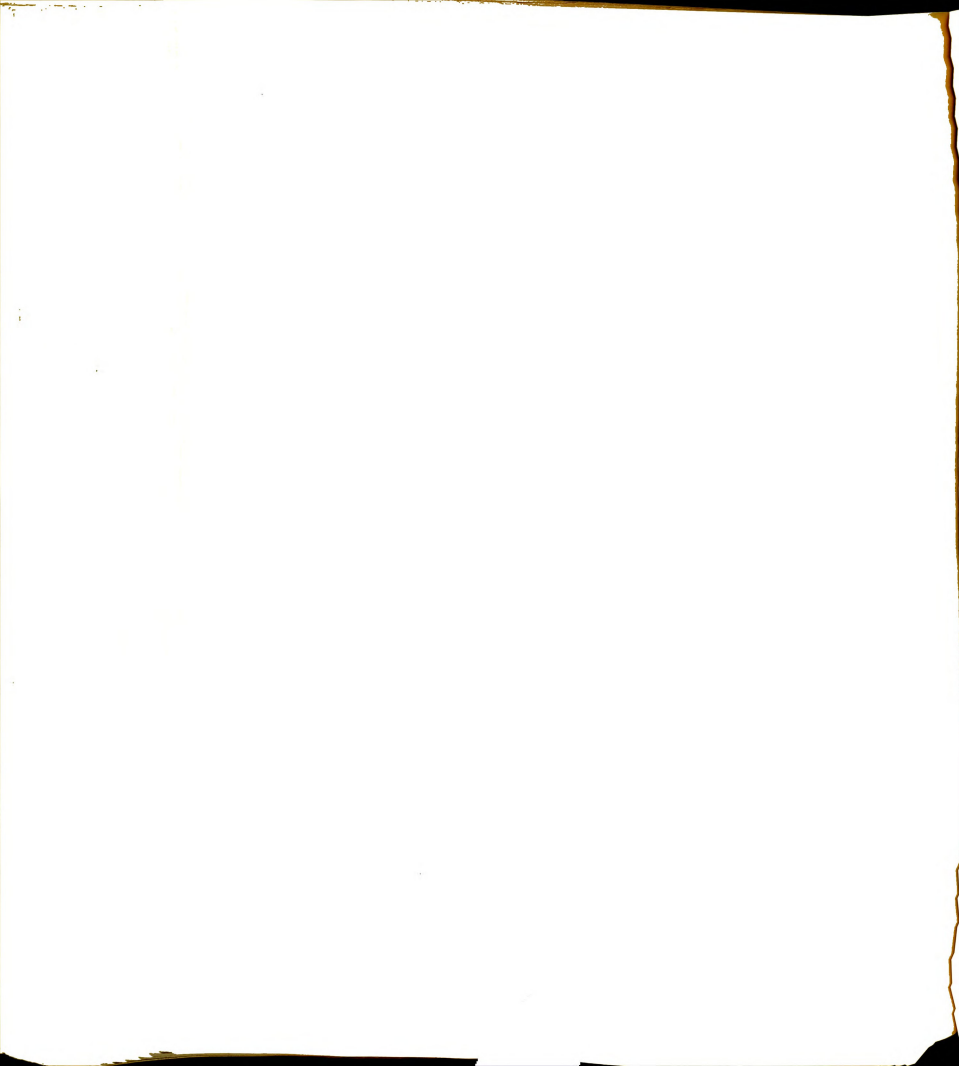


The total number of responses in each category were multiplied by the corresponding value. Next the sum of these three products was divided by twenty thus giving a quotient (coefficient) ranging from one to three. Any items showing a coefficient of more than two tended in the direction of "very desirable", whereas those below two tended toward "not desirable". This process allowed for a more adequate and rapid analysis of the responses indicated by the appraisal jury. All items which were rated as "not desirable" by a majority of the authorities (eleven or more) were considered as undesirable.

The two main areas of "guidance information" and "guidance tools, techniques, and practices" were considered in separate sections. Only the outstanding findings were emphasized.

Desirability of Information Concerning Campers

The findings in this category are presented in tabular form for each of the areas of information concerning campers. Those few items in which the various representatives of the different camp types were not in agreement with each other will be pointed out, although a tabulation of the various camp types is not given. The type of information which has been indicated as "very desirable" by some and "not desirable" by a similar number, will be given



special consideration in relation to the disagreement involved. Those types or sources of information considered as "not desirable" by a majority of the jury of authorities will be of particular concern in analyzing the given data.

TABLE XXXVI

DESIRABILITY OF INFORMATION ON CAMPERS' HOME BACKGROUND

Type of Information	Desirability of Information (Frequency) N - 20			
	V.D.	A.D.	N.D.	Co.
Marital status of campers' parents	17	2	1	2.8
Number and ages of brothers and sisters	13	6	1	2.6
Occupation of parents	7	10	3	2.2
Unusual experiences of campers	11	8	1	2.5
Group contacts of camper around home	14	5	1	2.4
<hr/>				
V.D. - Very Desirable	A.D. - Average Desirability			
N.D. - Not Desirable	Co. - Desirability Coefficient			

Desirability of Information on Campers' Background.

From Table XXXVI, it can be seen that all of the information in this area was considered desirable by the large majority of the jury of authorities. Some discrepancy exists in relation to the item on occupation of parents since three of the group rated it as not desirable. It may be that



these authorities were of the opinion that such information would be of little significance in understanding and knowing campers better. All the three camp types represented were in agreement in reference to the items in this category. As can be seen by the coefficients, the extent of desirability of most all information items was reasonably high.

Desirability of Information on Campers' Personal Qualities and Characteristics. The information in this category was indicated in Table XXXVII by the majority of the authorities as being desirable in all cases except information on campers' intelligence and information on campers' school grades. Although this information is considered valuable in schools, many camp authorities evidently think it is not desirable in the camping program. It is significant that nine of the twenty indicated they felt intelligence tests were of "average desirability" and that eight considered a record of school grades as being also of "average desirability". It is noteworthy that a few thought that such information was "very desirable". Six of the seven private camp authorities claimed that a record of school grades was desirable, although the majority of church and organizational representatives were not in agreement. Private camps which usually last for a longer period than either church or organizational camps perhaps have more use for such information. This was the only item in which there

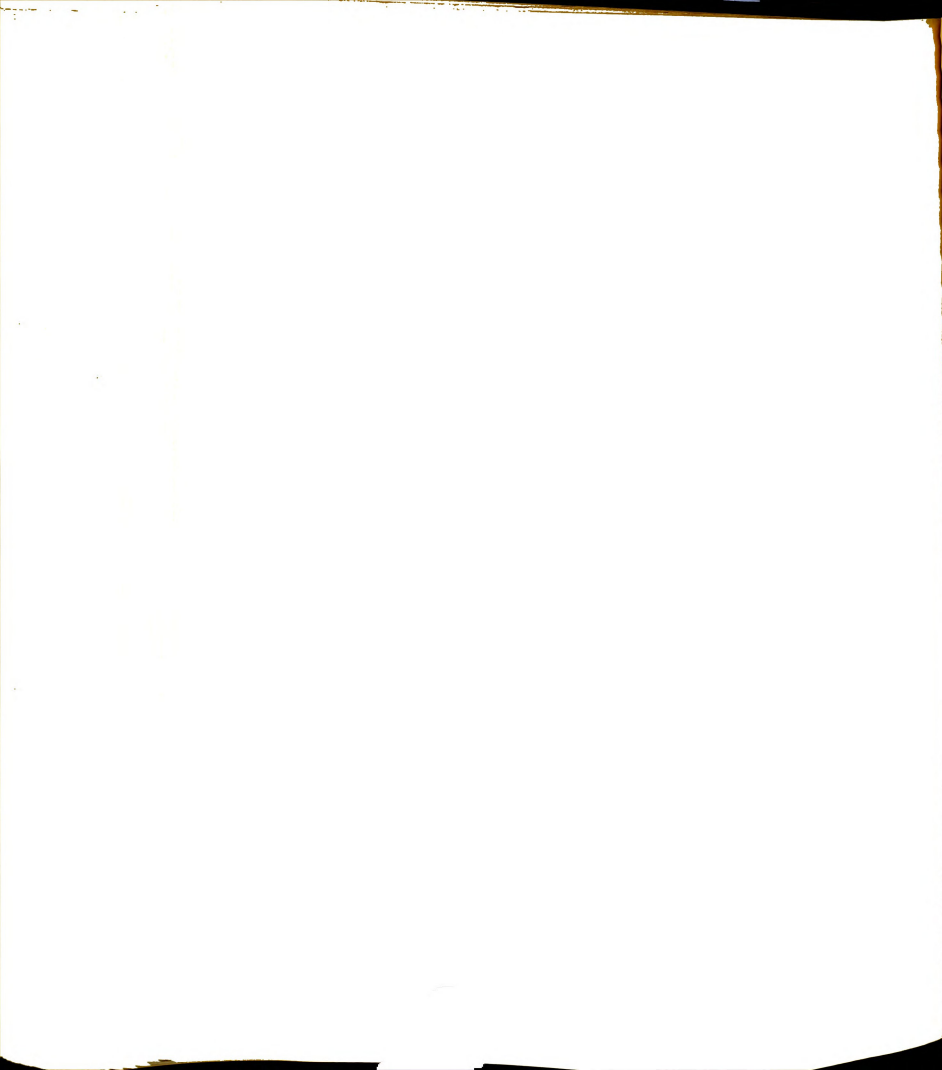
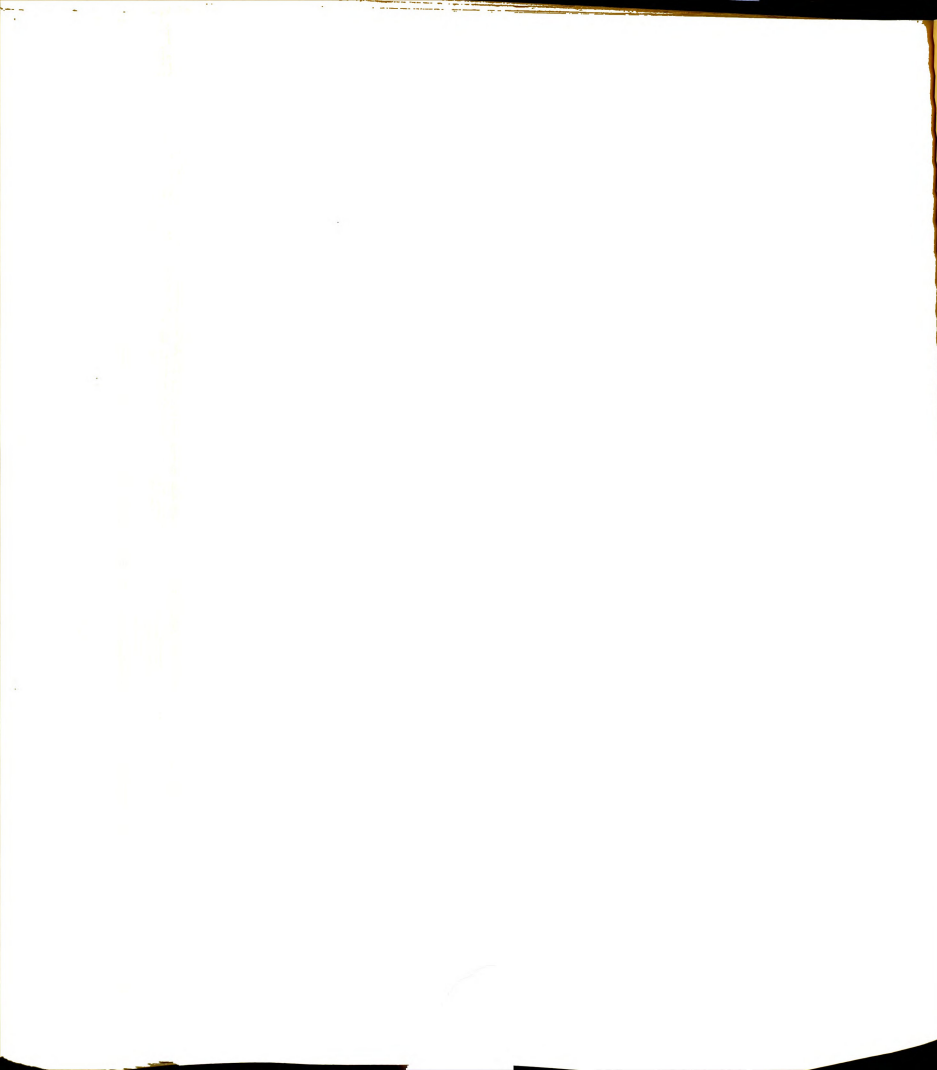


TABLE XXXVII

DESIRABILITY OF INFORMATION ON CAMPERS' PERSONAL QUALITIES
AND CHARACTERISTICS

Type of Information	Desirability of Information (Frequency)			
	N - 20			
	V.D.	A.D.	N.D.	Co.
Record of special fears and weaknesses of campers	14	6	0	2.6
Record of problems and frustrations of campers	14	5	1	2.65
Record of campers' personal ambition and plans for the future	5	13	2	2.25
Information on campers' skills, abilities, and talents	11	9	0	2.55
Information on campers' hobbies, interests, likes and dislikes	11	9	0	2.55
Information on campers' social adjustment and social history	12	8	0	2.6
Information on campers' intelligence (I.Q. Score)	3	9	8	1.75
Record of campers' school grades	2	8	10	1.6
V.D. - Very Desirable	A.D. - Average Desirability			
N.D. - Not Desirable	Co. - Desirability Coefficient			



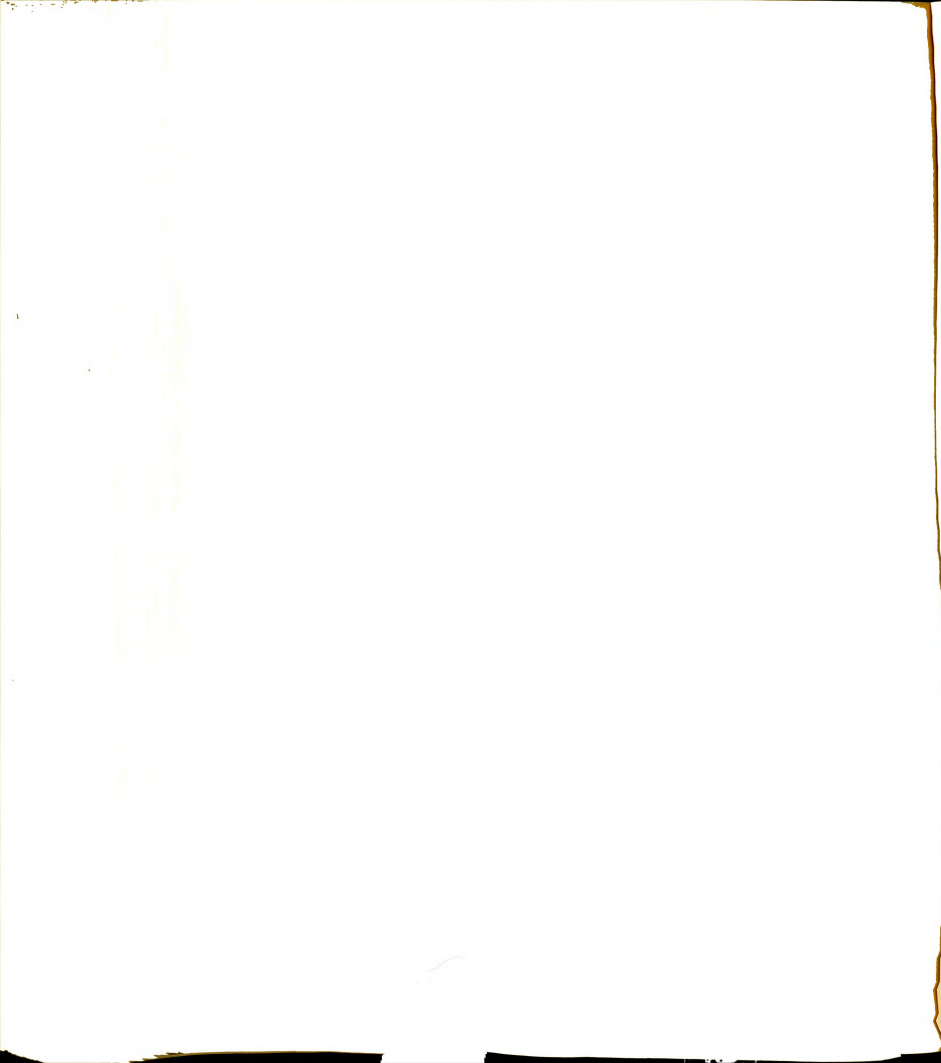
was lack of agreement among types of camps. Except for the items mentioned the extent of desirability as seen by the coefficients was quite high.

Desirability of Information on Campers' Health and Physical Status. Information concerning the health and physical status of campers as seen in Table XXXVIII was considered as being "very desirable" by the large majority of authorities. Daily health reports were indicated less as being desirable than were medical examinations and health inspections upon arrival at camp. All three camp types were in accord relative to these items, and as can be readily observed, the coefficients were reasonable high.

TABLE XXXVIII

DESIRABILITY OF INFORMATION ON CAMPERS'
HEALTH AND PHYSICAL STATUS

Type of Information	Desirability of Information (Frequency)			
	N - 20			
	V.D.	A.D.	N.D.	Co.
Report of current medical examination	18	2	0	2.9
Report of doctor or nurse's health inspection on arrival at camp	17	3	0	2.75
Daily health report on campers	11	8	1	2.5
V.D. - Very Desirable	A.D. - Average Desirability			
N.D. - Not Desirable	Co. - Desirability Coefficient			

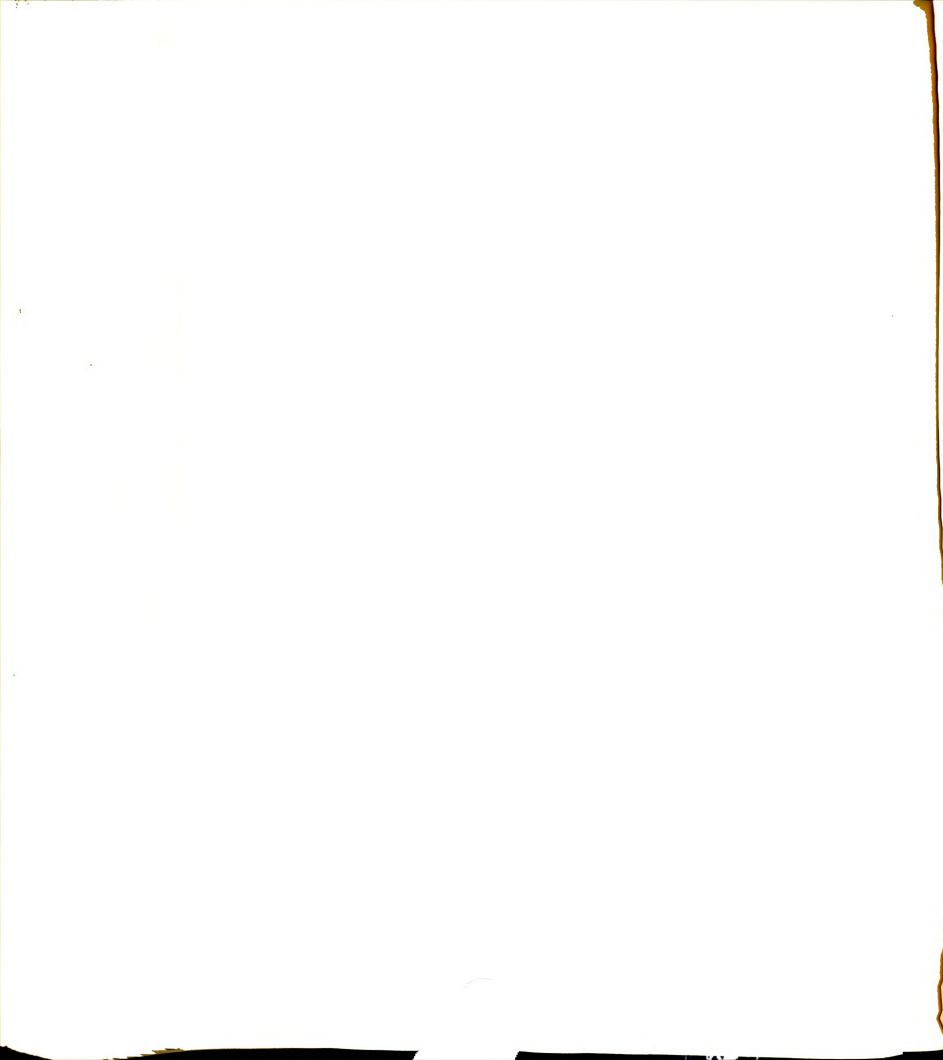


Desirability of Various Sources of Information, The various sources of information concerning campers as shown by Table XXXIX were indicated as being desirable by the majority of jury members in all cases except in relation to the school attended in which case opinions were split. It

TABLE XXXIX
DESIRABILITY OF VARIOUS SOURCES OF INFORMATION

Type of Information	Desirability of Information (Frequency) N - 20			
	V.D.	A.D.	N.D.	Co.
From schools camper attended	5	5	10	1.75
From agencies or organizations closely concerned with or sponsoring camp	10	4	6	2.2
From other camps child has attended	5	10	5	2.0
From camp files on campers who have been at camp before	13	7	0	2.65
V.D. - Very Desirable	A.D. - Average Desirability			
N.D. - Not Desirable	Co. - Desirability Coefficient			

may be that the problems involved in obtaining such information would tend to make this source undesirable. There tended to be some discrepancy in relation to sponsoring organizations and agencies as sources of information. Author-



ities representing church and organizational camps indicated such sources as "very desirable". However, most of the private camp authorities thought they were not desirable. This is understandable since private camps in most cases are not associated with a sponsoring organization or agency as are the others. No significant differences among the camp types was indicated in any of the other items in this group. The extent of desirability in this area was not as great as in others.

Comparison of Coefficients of Extent of Information With Desirability Coefficients. In order to obtain a more comprehensive picture of the extent of information as indicated by various camps in relation to the desirability of this information as expressed by a jury of authorities, a comparison of the respective coefficients is given. So that a presentation of these data can be made in a more concise manner, the various items are listed in an abbreviated form. No extensive analysis has been attempted. Instead, a summary treatment of the total area is given. The degree to which the factors of extent and desirability of information are in accord with each other is shown by Table XL.

It may be observed from Table XL that in no case does the extent of the information found to be in possession of summer camps closely approach the extent of desirability

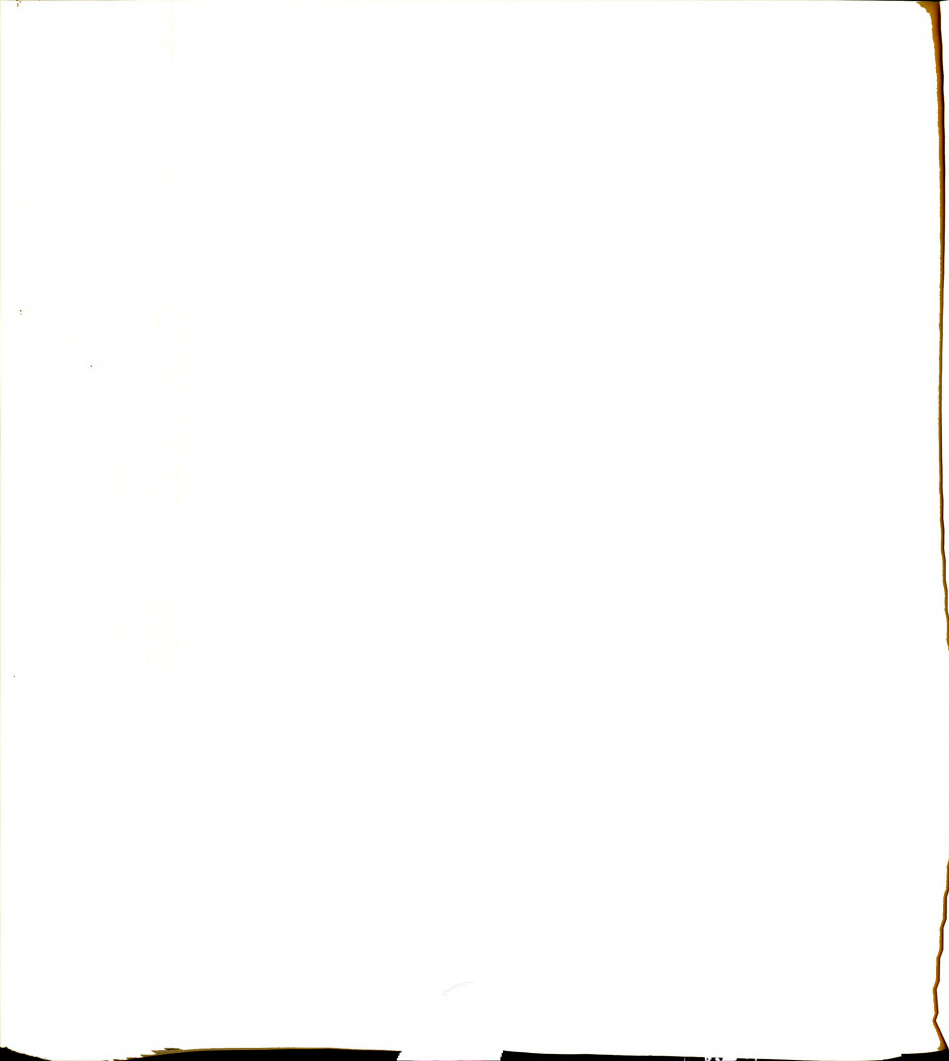


TABLE III

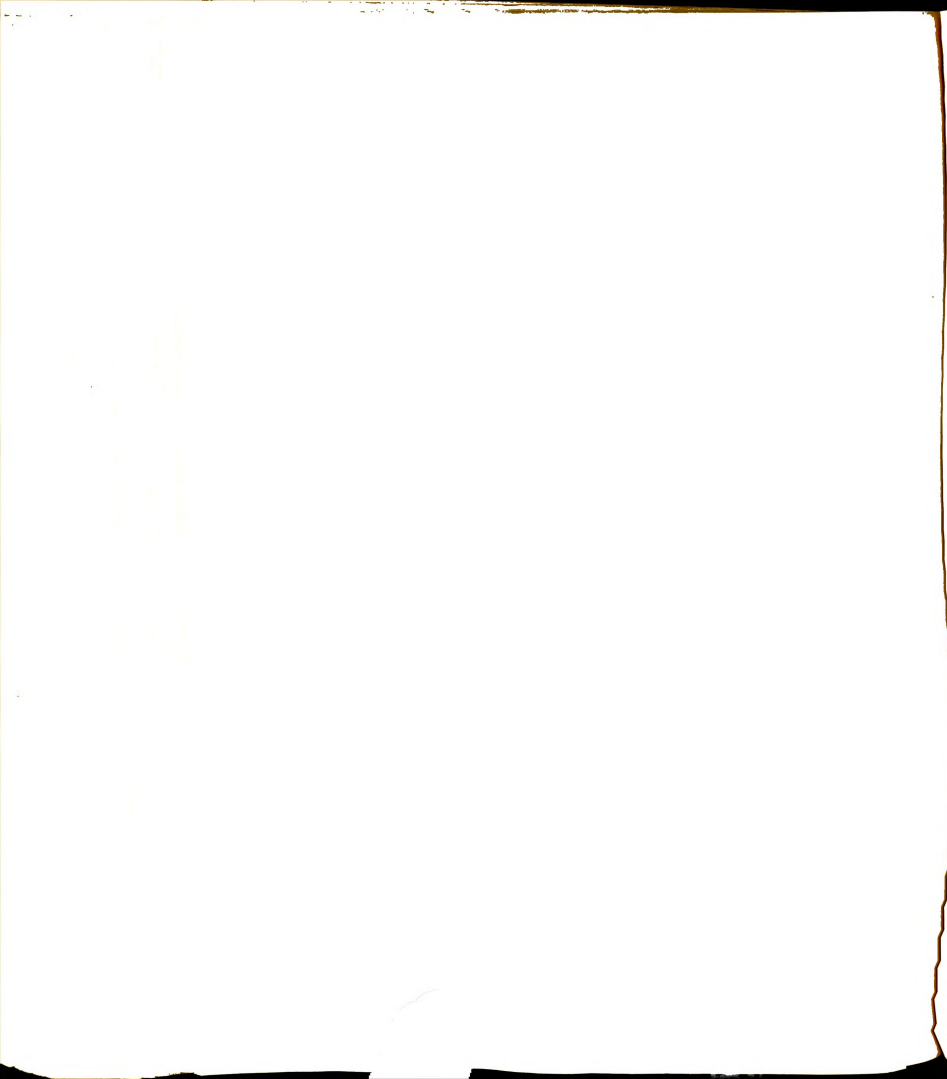
*A SUMMARY COMPARISON OF COEFFICIENTS OF EXTENT OF
INFORMATION WITH DESIRABILITY COEFFICIENTS

Items of Information	Coefficients		Plotted Comparisons		
	Extent	Desir.	(3)	(2)	(1)
			M	S	L-N
			V.D.	A.D.	N.D.
HOME BACKGROUND					
Parents marital status	1.89	2.80			
Brother and sister data	1.70	2.60			
Parents occupation	1.95	2.80			
Unusual experiences	1.84	2.50			
Group contacts	1.79	2.40			
PERSONAL QUALITIES					
Special fears and weaknesses	2.05	2.60			
Problems and frustrations	1.90	2.65			
Personal ambitions	1.60	2.35			
Skills, abilities and talents	2.05	2.55			
Hobbies, interests and likes	2.01	2.55			
Social adjustment	1.72	2.60			
Intelligence	1.36	1.75			
# School grades	1.30	1.60			
HEALTH INFORMATION					
Current medical exam	2.60	2.90			
Inspection at camp	2.44	2.75			
Daily health report	2.07	2.50			
SOURCES OF INFORMATION					
#Schools	1.30	1.75			
Sponsoring agencies	1.80	2.20			
Other camps	1.10	2.00			
Camp files	1.95	2.65			

*Items on table are all listed in abbreviated form.

#Indicated as "not desirable" by majority of jury members.

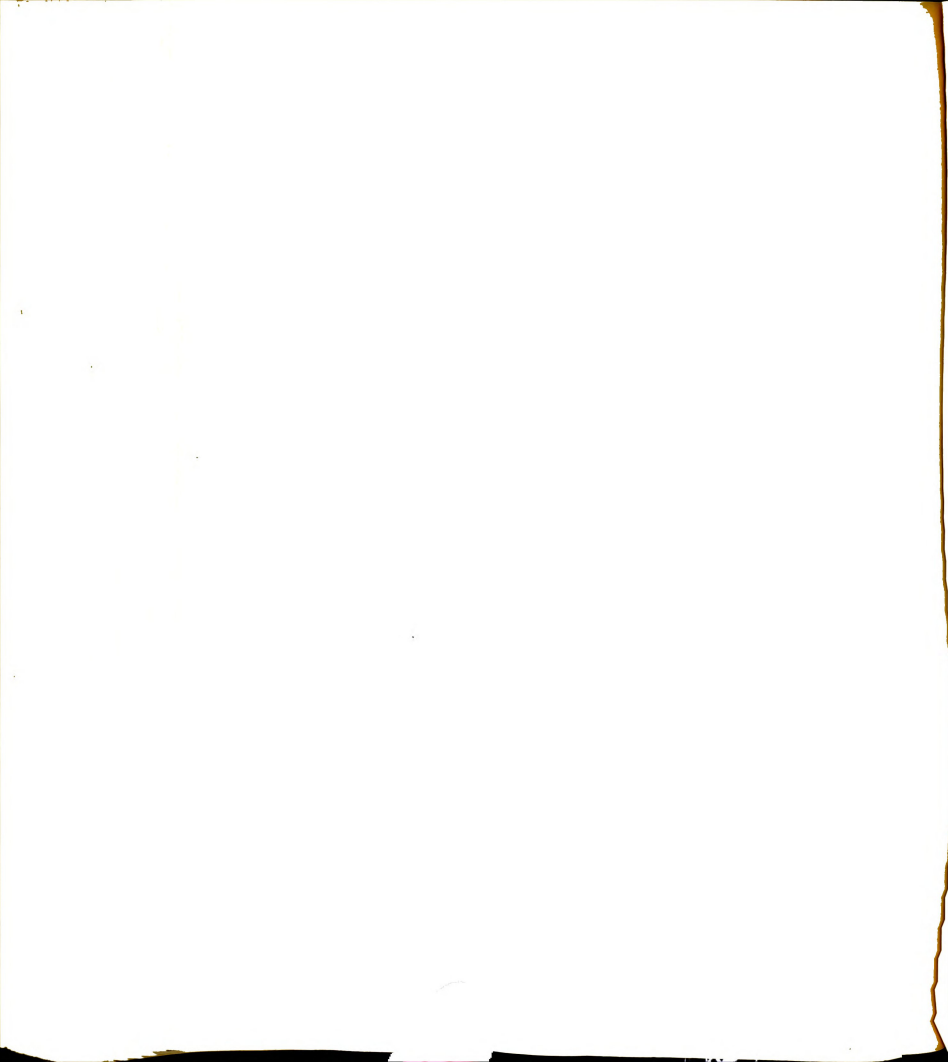
Code: M - Much; S - Some; L-N - Little or None; V.D. -
Very Desirable; A.D. - Average Desirability; N.D. -
Not Desirable
Coeff. of extent _____
Coeff. of desir. - - - - -



of this information. The few cases in which information was not considered to be desirable were correspondingly low in extent of possession by camps.

It is interesting to observe that the curves of the two types of coefficients tend to parallel each other in many respects. In other words, items of information considered to be very desirable were also found to be more in evidence among camps, whereas the less desirable types of information were less in evidence. This may be indicative of the fact that camp leaders do recognize the more desirable types of information as being desirable, since they tend to have these types more extensively.

Summary of Desirability of Information and Information Sources. Most of the information concerning campers listed in the foregoing was considered to be desirable by the jury of authorities. Information on intelligence was the only item indicated by the majority of authorities as undesirable. Opinions on school grades and the school as a source of information were split in reference to desirability. Private, church, and organizational camp authorities were in agreement concerning the desirability of all information except school grades which were considered as average in desirability by private camp leaders but undesirable by church and organizational authorities. All camp types were in agreement in relation to sources of informa-

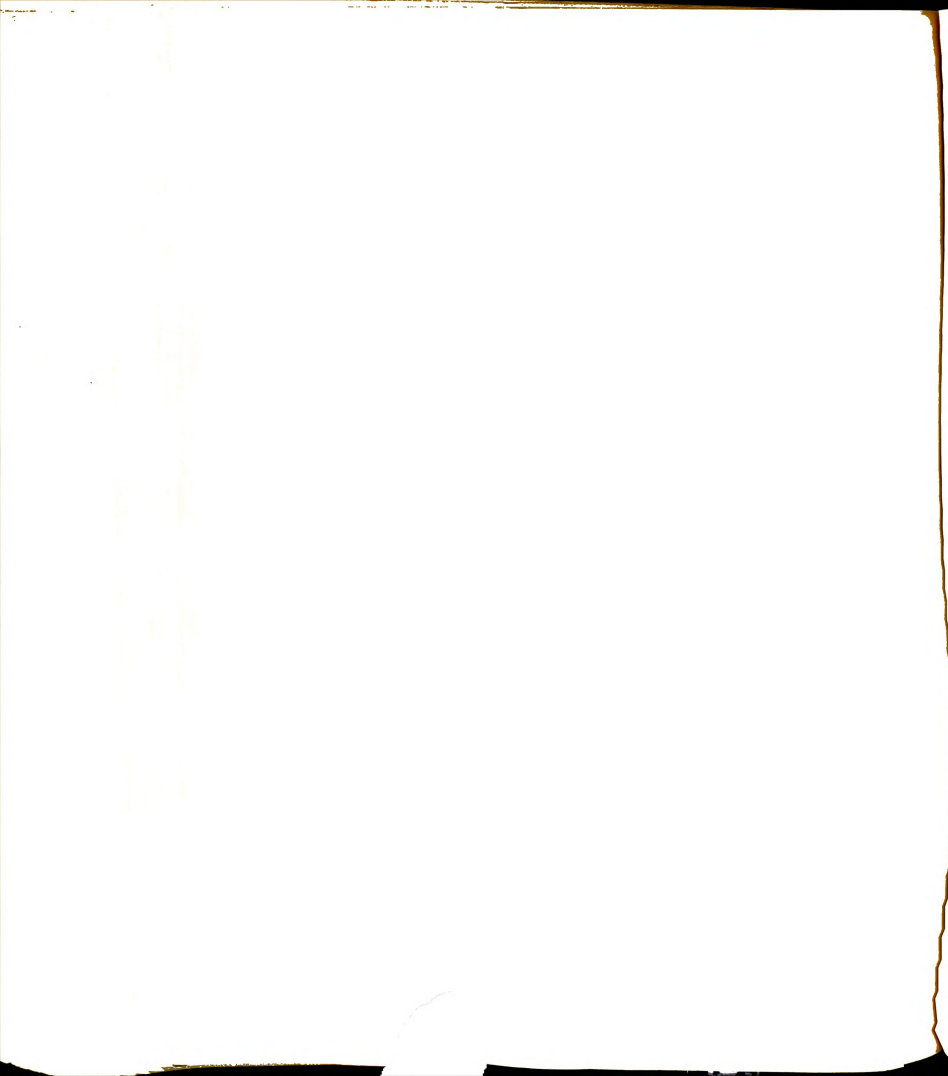


tion except in the case of information from sponsoring agencies. In reference to this item, church and organizational authorities indicated it was desirable, whereas private camp leaders felt it was undesirable. In reference to several items there appeared to be considerable divergence in opinion, since some experts rated the practice as "very desirable", while others indicated "not desirable". Significant disagreements were disclosed in relation to the following information: (1) Intelligence; (2) School grades; (3) School as source of information; (4) Agency as source; and (5) Other camps as sources. In light of the variance in opinion concerning these items, it would appear that some are rather controversial. In comparing the extent of information with the desirability of information it was apparent that in no cases did the extent of information indicated as being in possession of the camps approach the extent of desirability.

In view of this it can be concluded that Michigan summer camps are considerably lacking in the amount of information they have concerning campers.

Desirability of Guidance Tools, Techniques, and Practices

Each of the categories of this area is here presented in a separate table. The number of jury members responding to each item is listed along with the coeffi-



cient of desirability. The practices in which a discrepancy among all the authorities was in evidence is pointed out, as are those practices in which authorities representing the various camp types were not in agreement. The practices and techniques not considered as being desirable by the majority of the jury are given special consideration.

Desirability of Practices to Help Camper Directly.

As shown by Table XLI, the majority of authorities indicated that they considered the employment of guidance courses, guidance audio-visual aids, and special work programs as "not desirable" in the camping program, whereas they were almost evenly divided in judgment concerning the maintenance of a guidance library. A number of these jury members stated, however, that such practices would be somewhat more acceptable and desirable with older campers. In reference to the practice of providing a guidance library, all but one of the church camp authorities felt it was desirable, while the majority of both private and organizational leaders indicated "not desirable". The same was also true in reference to the practice of employing audio-visual aids for guidance purposes. In general, practices to help campers directly as listed here are not considered desirable by most camp authorities in this study although in every case a few thought they were "very desirable", thus indicating some disagreement relative to practices of this type.



TABLE XLI
DESIRABILITY OF TECHNIQUES AND PRACTICES
TO HELP CAMPER DIRECTLY

Type of Practice	Desirability of Information (Frequency)			
	N - 20			
	V.D.	A.D.	N.D.	Co.
Providing special camp activity groups dealing specifically with personal adjustment, or occupational educational information, etc.	4	4	12	1.6
Providing special library of information for campers concerning "knowing about yourself", "adjusting to others", occupations, etc.	5	6	9	1.8
Using audio-visual aids (movies, posters, film strips) dealing with campers' problems and adjustments	4	5	11	1.65
Providing a special work program to give campers training in a vocational field	2	4	14	1.4
V.D. - Very Desirable A.D. - Average Desirability N.D. - Not Desirable Co. - Desirability Coefficient				

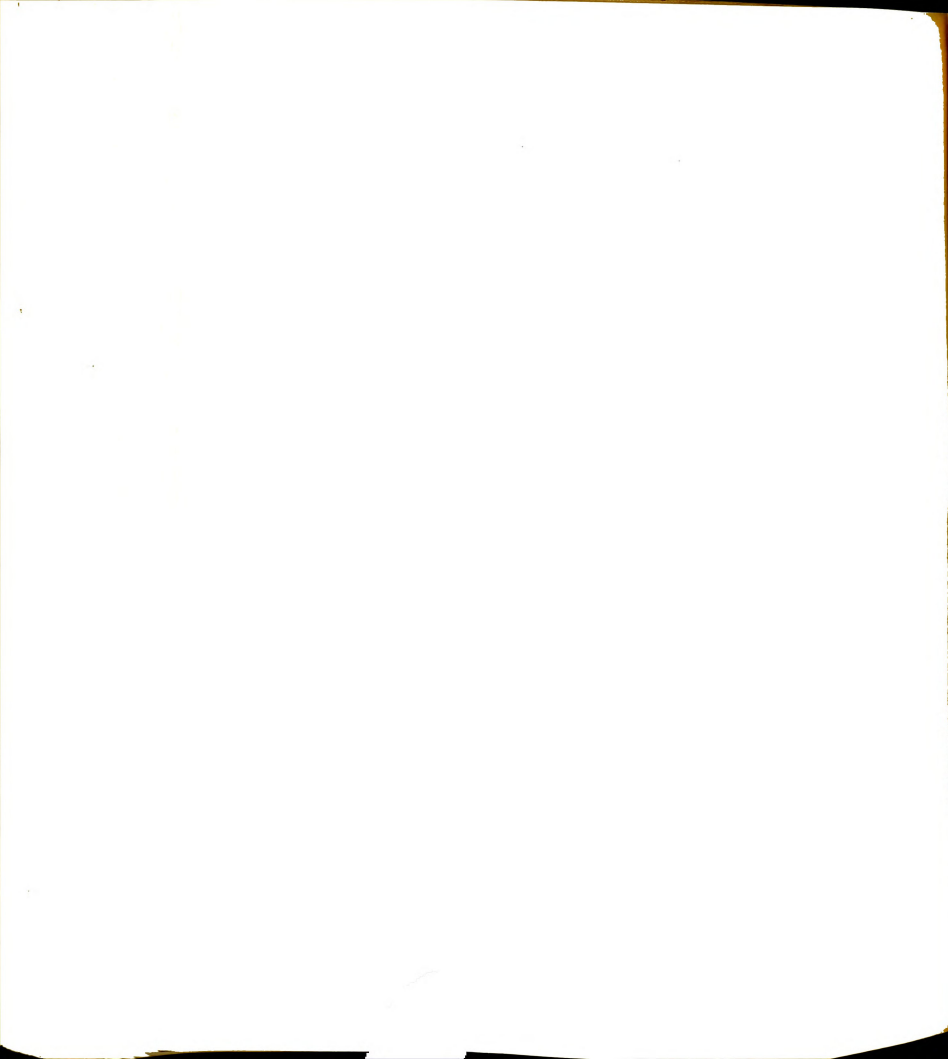
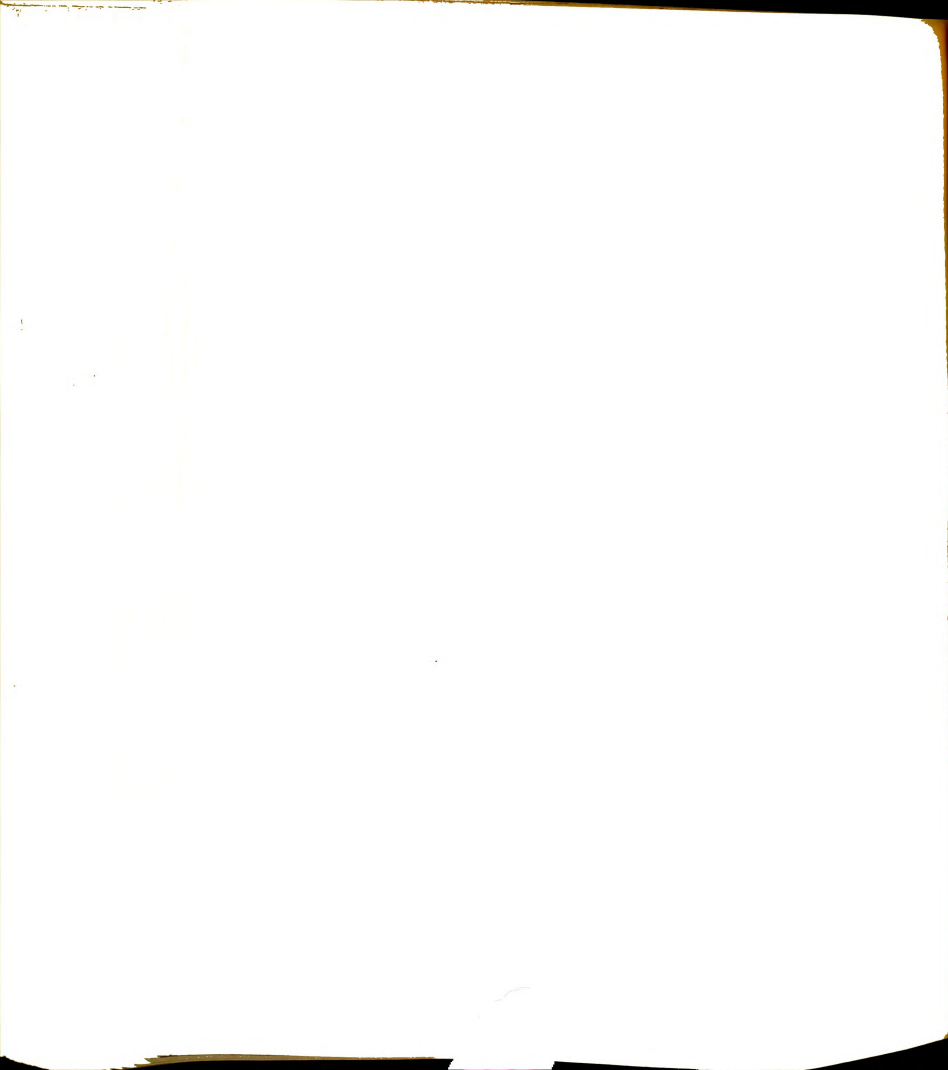


TABLE XLII

DESIRABILITY OF PRACTICES DIRECTLY CONCERNED WITH HELPING
COUNSELORS IN GUIDANCE OF CAMPERS

Type of Practice	Desirability of Practice (Frequency)			
	N - 20			Co.
	V.D.	A.D.	N.D.	
Providing pre-camp training in guidance practices and use of guidance tools and techniques	17	3	0	2.85
Providing in-service training guidance during camp season	17	1	2	2.75
Providing for counselors a special library of reference materials on guidance of campers (handling problems, group work, etc.)	17	2	1	2.80
Providing special guidance services for counselors who have problems	14	4	2	2.60
Locating records and information on campers so they are available for efficient use by counselors and staff members	16	4	0	2.80
V.D. - Very Desirable	A.D. - Average Desirability			
N.D. - Not Desirable	Co. - Desirability Coefficient			

Desirability of Practices Directly Concerned with Helping Counselors. All the practices in this area as shown by Table XLII were considered as "very desirable" by the large majority of the jury of authorities. There appeared to be little discrepancy among the items in relation to the



extent of desirability. Furthermore, it was revealed that no disagreements between the representatives of the different camp types were in evidence. Apparently the foregoing practices for helping counselors in the guidance of campers are quite acceptable.

Desirability of Counseling Practices. From Table XLIII, which follows, it is evident that all the counseling practices listed in this area except "the use of directive counseling" and "providing a special place for individual counseling" were rated as "very desirable" by the majority of authorities. Since directive counseling methods as expressed in the questionnaire are generally considered undesirable, it is to be expected that the jury appraisal would indicate this. It is significant that the majority of authorities felt that a special place for the individual counseling of campers was not necessary. However, in the item concerning "individual counseling" all but two indicated its desirability. The concept of maintaining a special place for counseling purposes, as is frequently done in school guidance programs, is evidently not too highly regarded by most camp authorities. In reference to the use of religion as a motivating force in guidance, it should be pointed out that all church camp representatives were of the opinion that such a practice was "very desirable", whereas most organizational and private camp leaders thought

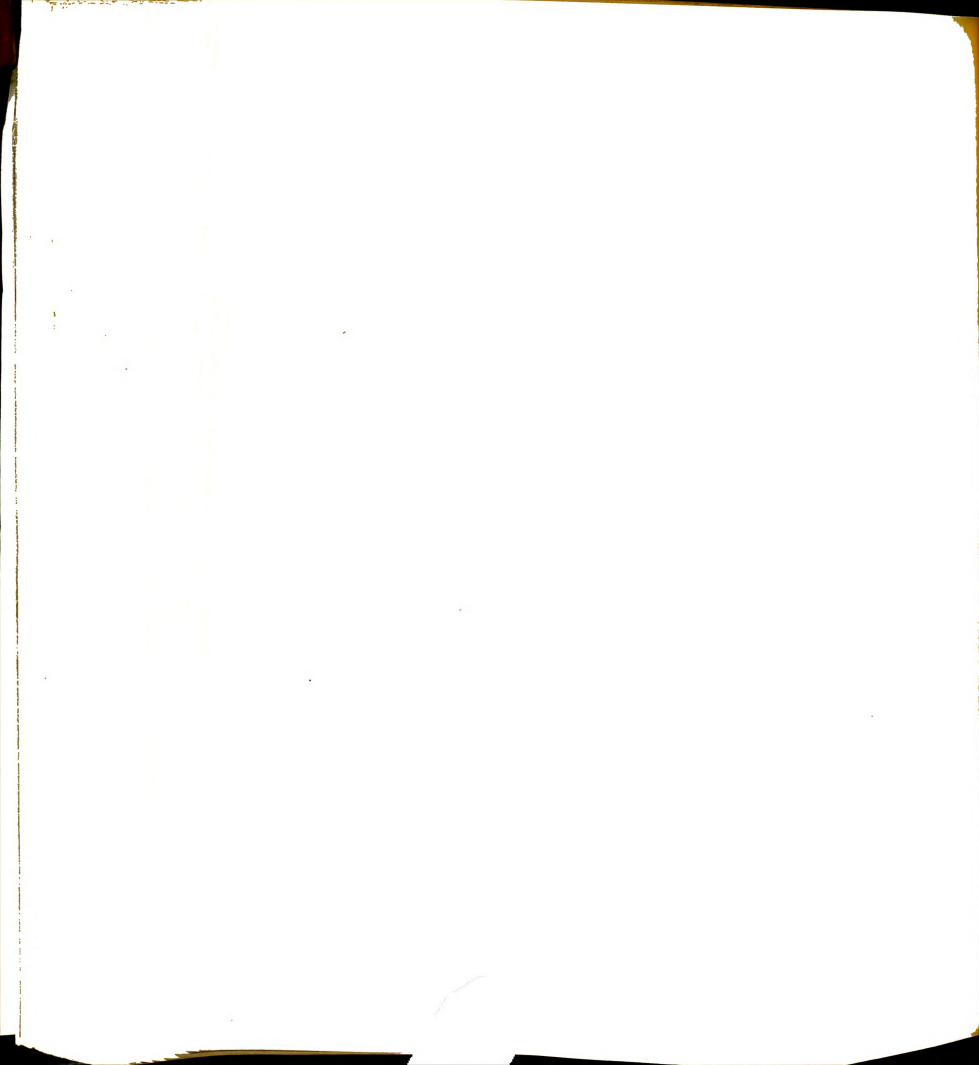
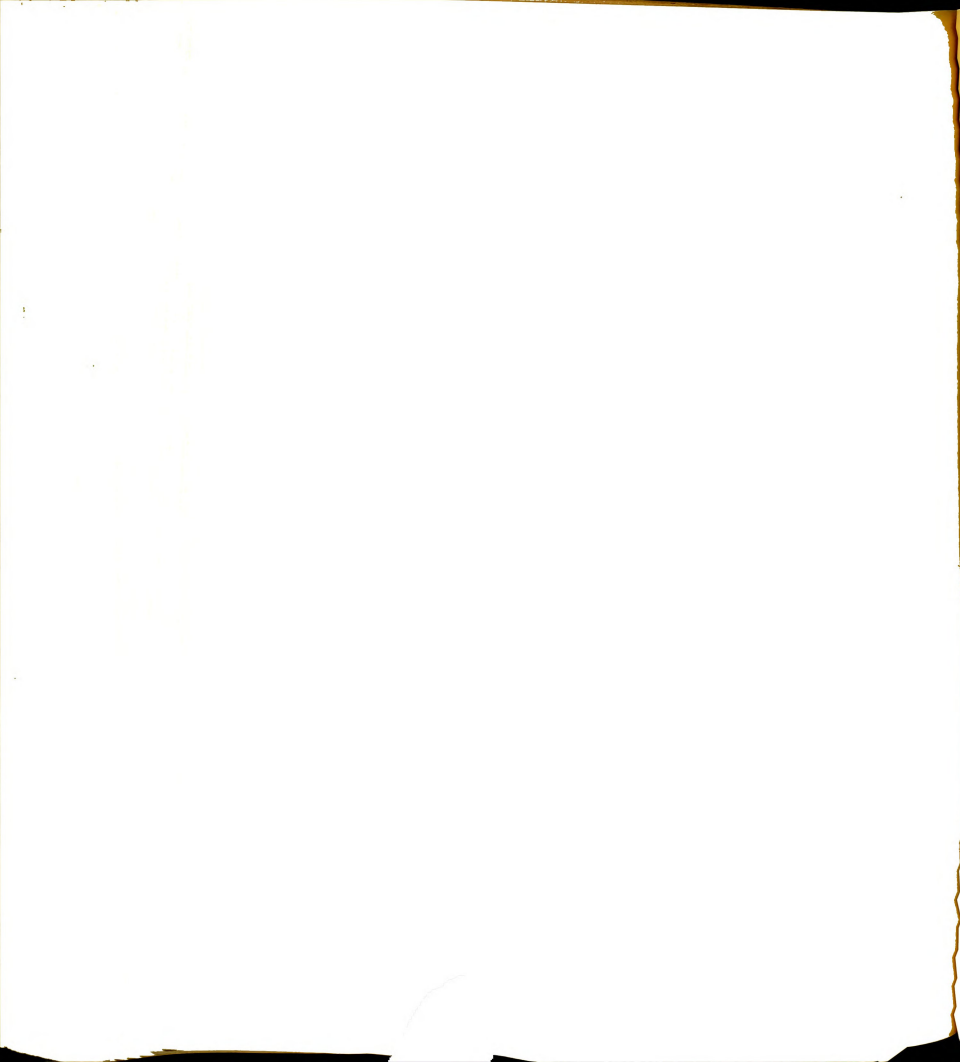


TABLE KLIHI
DESIRABILITY OF COUNSELING PRACTICES USED

Type of Practice	Desirability of Practice (Frequency)			
	N - 20			
	V.D.	A.D.	N.D.	Co.
Use of directive counseling methods by counselors (Telling campers just what to do)	0	5	15	1.25
Use of non-direct counseling methods by counselors (Helping campers to solve their own problems)	18	2	0	2.90
Counseling each camper individually (Counselor and camper alone)	11	7	2	2.45
Providing a special place where individual counseling can be done	0	7	13	1.35
Using camp activity program as a tool of guidance (Determining which activities would help individual campers most and directing campers to those)	15	4	1	2.70
Conferring with parents concerning campers' problems	14	6	0	2.70
Counselors carrying on spontaneous or informal counseling with individual campers	17	2	1	2.80
Using religion as a motivating force in guidance of campers	9	6	5	2.20
Using group counseling or group work techniques (Where counselor attempts to have campers, through group discussions, help each other)	12	7	1	2.55

V.D. - Very Desirable; A.D. - Average Desirability;
N.D. - Not Desirable; Co. - Desirability Coefficient



it only of "average desirability" or "not desirable". This is to be expected in view of the emphasis on religion in the church camp program. No other items in this area manifested discrepancies in relation to the three camp types. The extent of desirability as indicated by the coefficients was reasonably high except in the item concerning religion.

Desirability of Administrative Practices. Table XLIV disclosed that all the administrative practices dealing with guidance were considered to be desirable by the majority of the jury members. "Very desirable" was indicated by a majority of the authorities in only five of the ten practices. Nine of the authorities, however, indicated the maintainance of an organized guidance program as being undesirable. Eight authorities claimed staff meetings at least three times per week for the purpose of discussing guidance problems as being undesirable. As many as six leaders were of the opinion that sending guidance information to schools was not desirable. Evidently there is some question as to the desirability of these three practices inasmuch as such a variance of opinion was expressed. It is of interest that all church camp leaders indicated that the practice of having meetings three times weekly was desirable, whereas most all private camp authorities considered this as undesirable, and organizational camps were evenly split on the issue. This may be due to the fact that

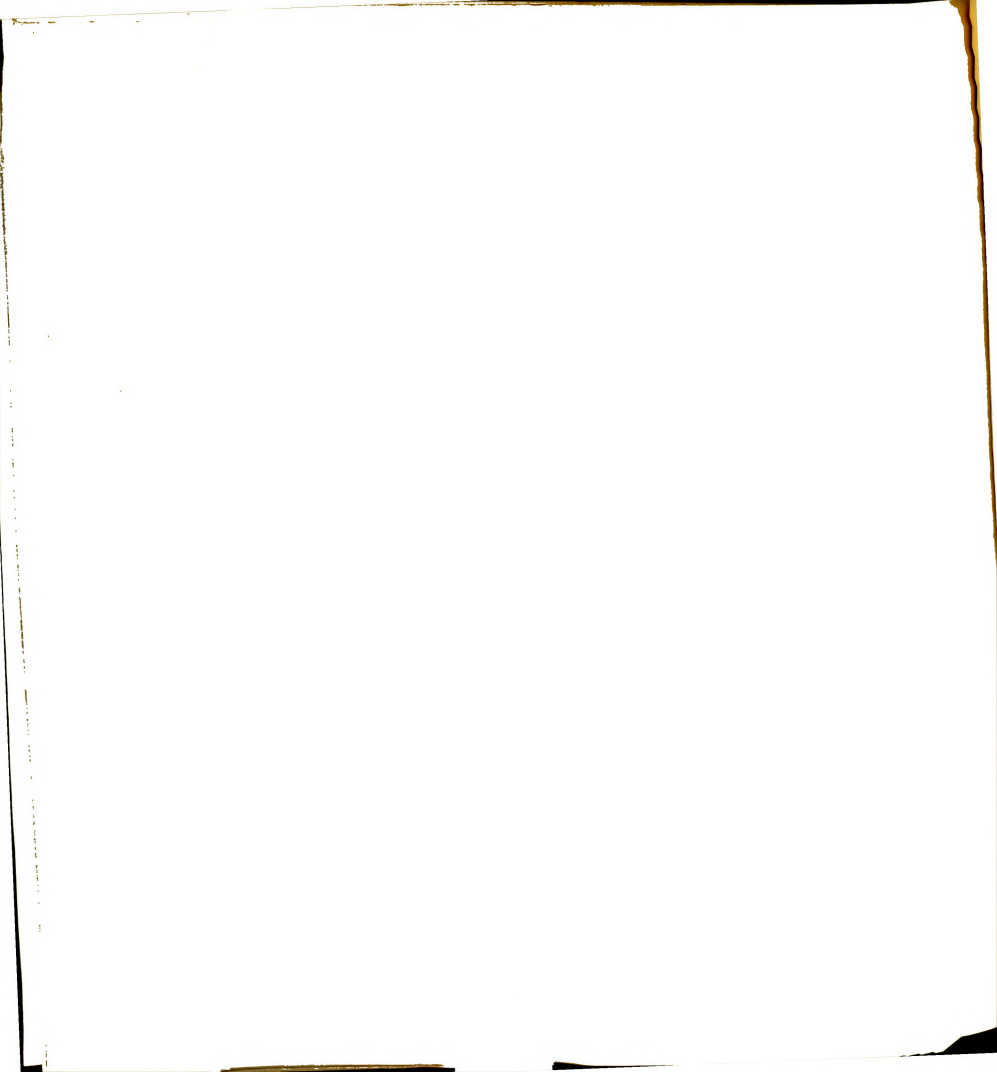
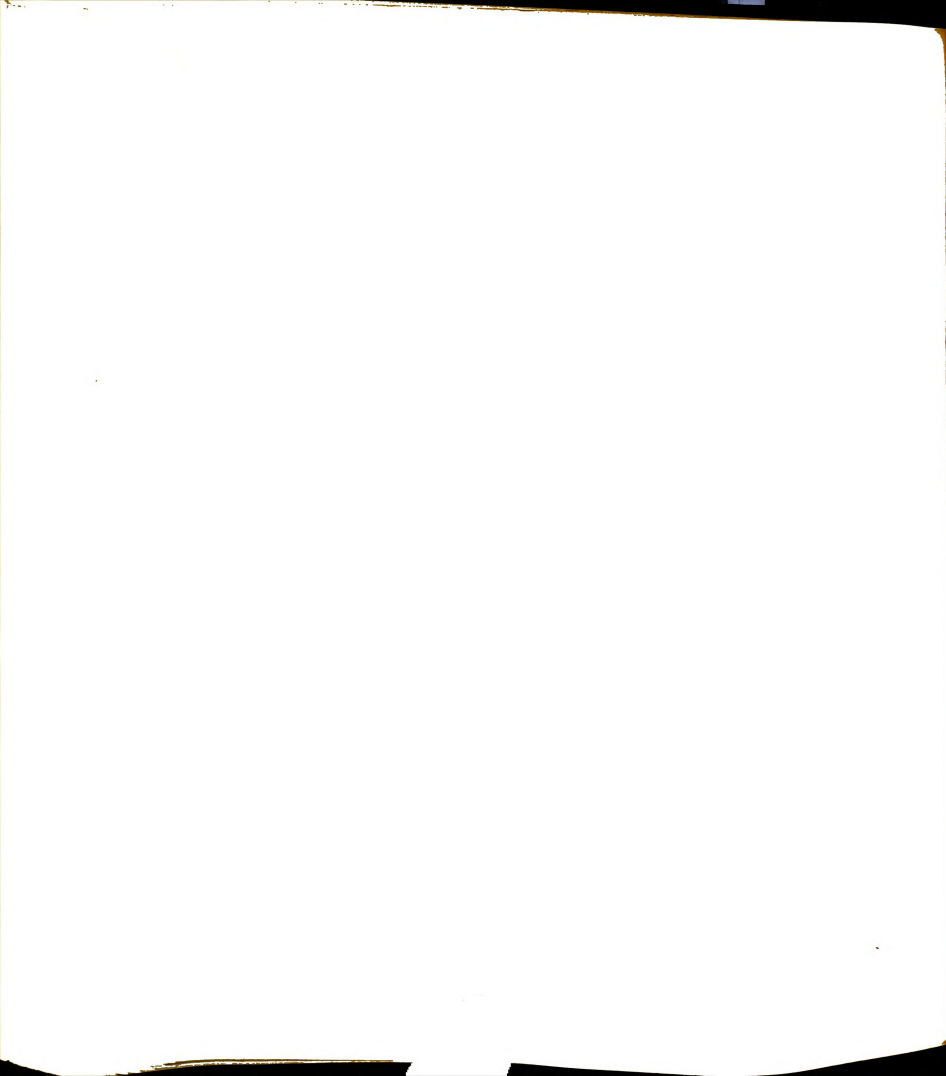


TABLE XLIV

DESIRABILITY OF ADMINISTRATIVE PRACTICES DEALING WITH GUIDANCE

Type of Practice	Desirability of Practice (Frequency)			
	N = 20			
	V.D.	A.D.	N.D.	Co.
Maintaining a special cumulative record file on each camper in which all important information (From current and past years) is kept	7	11	2	2.35
Making use of a "master" cumulative record card on which all information is recorded	8	9	3	2.35
Maintaining a formal guidance program, under the supervision of one designated person, during the camp season	4	7	9	1.75
Sending information on campers' behavior, achievements, and experiences to school from which he comes in order to help the school in their guidance work	5	9	6	1.95
Sending this information to campers' parents to help parents in better understanding the child. (In form of a letter or report)	11	5	4	2.35
Emphasizing group experience and social adjustment through the camp program	19	1	0	2.95
Having counselors and campers help plan the program	20	0	0	3.00
Maintaining contact with campers during the year. (Birthday cards, Christmas cards and Personal letters)	16	4	0	2.80
Maintaining a camp atmosphere and program free from undue tension and anxiety	20	0	0	3.00
Having staff meetings at least three times per week	6	6	8	1.90

V.D. - Very Desirable; A.D. - Average Desirability;
 N.D. - Not Desirable; Co. - Desirability Coefficient



church camps usually have camp periods of only one or two weeks' duration as compared to the eight week period of many private camps. Frequent meetings may not be as necessary to the longer period (private) camps since they tend to have more time throughout the summer for meetings. In no other items besides the one concerned with meetings was any disagreement among representatives of the three camp types revealed.

The extent of desirability of administrative guidance practices was reasonably high except for the three items mentioned, thus indicating reasonable agreement among the jury.

Desirability of Personnel Selection Practices. As indicated by Table XLV all the personnel selection practices listed were considered as "very desirable" by the jury of authorities except "providing for the services of a psychologist, psychiatrist, or guidance worker". In this case a majority of camp leaders indicated they thought such a practice was "not desirable". The fact that four authorities rated this item as very desirable, while five rated it as of average desirability points to the fact that a certain amount of controversy exists. There appeared to be no significant disagreements among the representatives of the various camp types in relation to the items in this category. The extent of desirability of the practices given was reasonably high.

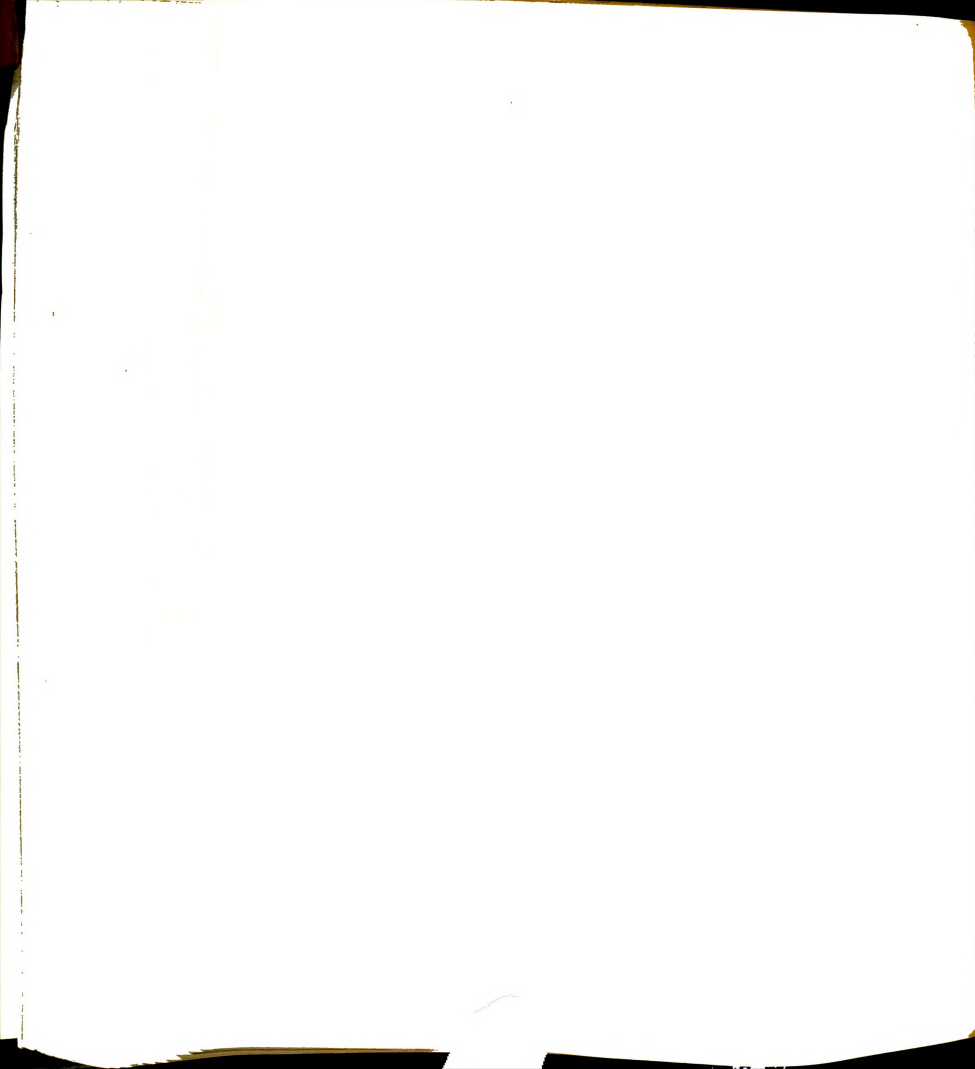


TABLE XLV
DESIRABILITY OF PERSONNEL SELECTION PRACTICES

Type of Practice	Desirability of Practice (Frequency)			
	N - 20			
	V.D.	A.D.	N.D.	Co.
Providing for the services of a psychologist, psychiatrist, or guidance worker for handling special camper problems	4	5	11	1.65
Investigating references in choosing staff members	18	2	0	2.9
Selecting counselors with college training	17	2	1	2.8
Selecting counselors with previous camp counseling experience	16	4	0	2.8
Maintaining a counselor in-training program to develop future counselors	19	1	0	2.95
Attempting to select counselors who are trained in guidance, group work, or psychology	12	7	1	2.55
V.D. - Very Desirable	A.D. - Average Desirability			
N.D. - Not desirable	Co. - Desirability Coefficient			

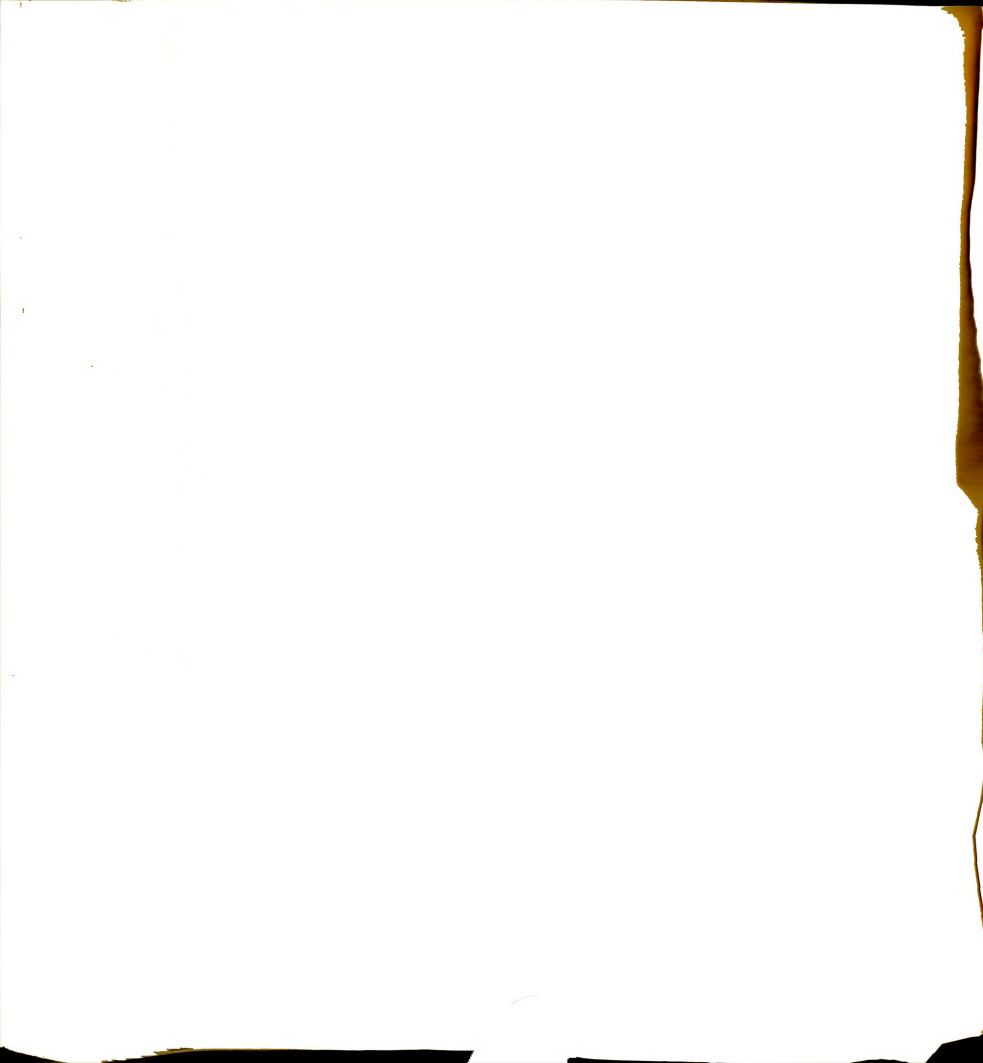


TABLE XLVI
DESIRABILITY OF RECORD AND REPORT FORMS

Type of Practice	Desirability of Practice (Frequency)			
	N - 20			
	V.D.	A.D.	N.D.	Co.
Use of forms for counselor rating of and observation of camper behavior	11	5	4	2.4
Use of form for the rating of counselors by director	12	4	4	2.4
Use of forms for counselors to evaluate camp program and guidance practices	11	9	0	2.55
Use of forms for campers to evaluate camp program and guidance practices	6	11	3	2.15
Use of forms in selecting counselors to determine potential counselors' attitudes, prejudices and counseling knowledge	13	4	3	2.5
<hr/>				
V.D. - Very Desirable	A.D. - Average Desirability			
N.D. - Not Desirable	Co. - Desirability Coefficient			

Desirability of Record and Report Forms Used. All the record and report forms related to guidance which are listed in Table XLVI were considered as desirable by the majority of camp authorities. The extent of this desirability was, however, not too great. In all cases but one, between one and five jury members indicated the forms as being undesirable. This tends to emphasize the fact that,



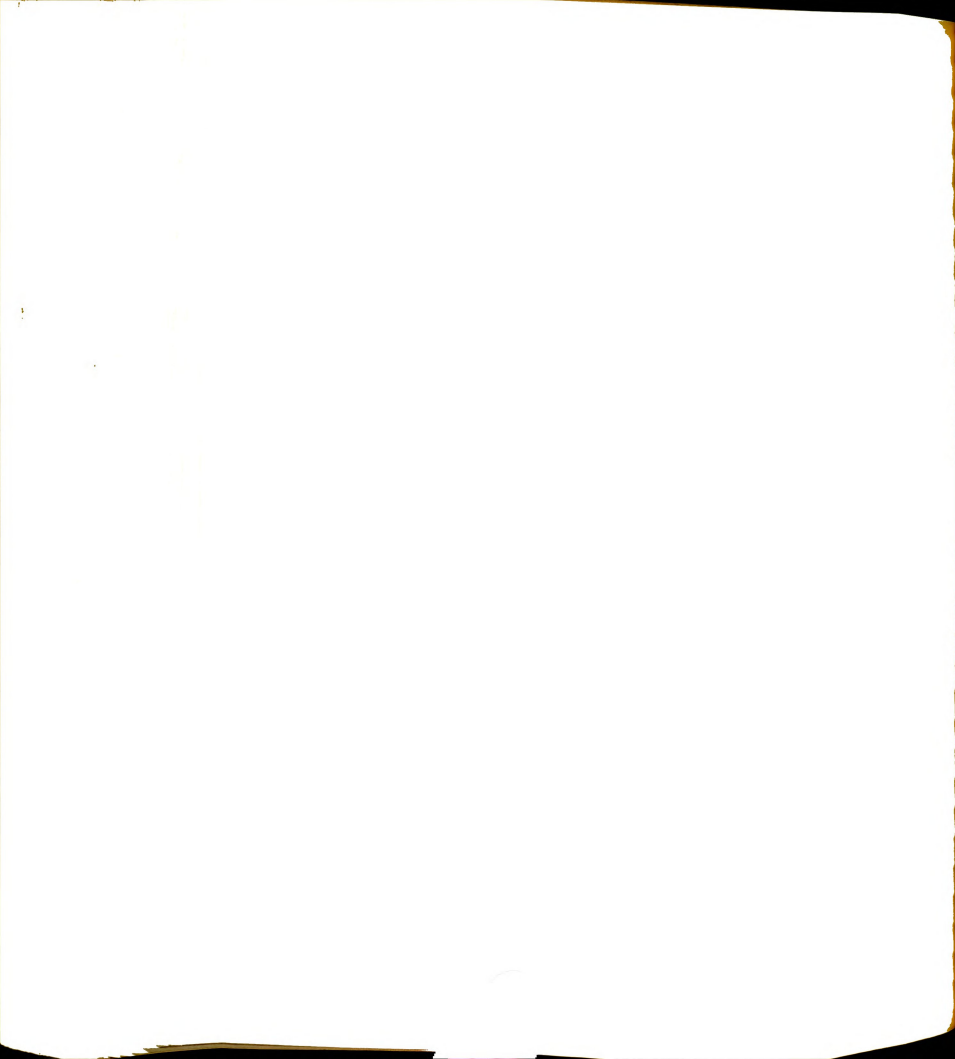
although the numerous practices were considered desirable by the majority, the opinion is not at all unanimous. No great discrepancies were apparent among the representatives of the different types of camps.

TABLE XLVII

DESIRABILITY OF TECHNIQUES USED FOR OBTAINING
INFORMATION DIRECTLY FROM CAMPERS

Type of Technique	Desirability of Techniques (Frequency) N - 20			
	V.D.	A.D.	N.D.	Co.
Use of intelligence tests	1	2	17	1.2
Use of other tests (aptitude, personality, etc.)	2	1	17	1.25
Use of adjustment inventories or problem check lists	2	4	14	1.4
Use of sociograms	4	4	12	1.6
V.D. - Very Desirable	A.D. - Average Desirability			
N.D. - Not Desirable	Co. - Desirability Coefficient			

Desirability of Techniques for Obtaining Information Directly from Campers. The majority of the jury of authorities, as can be observed in Table XLVII, are of the opinion that tests, inventories, and sociograms are not desirable in the camping program. It is of interest to note that in every case, however, a few authorities felt that the practices were "very desirable" or of "average desirability", thus indicating some variance in opinion concerning these



practices. No significant differences among representatives of the three camp types were in evidence in the foregoing.

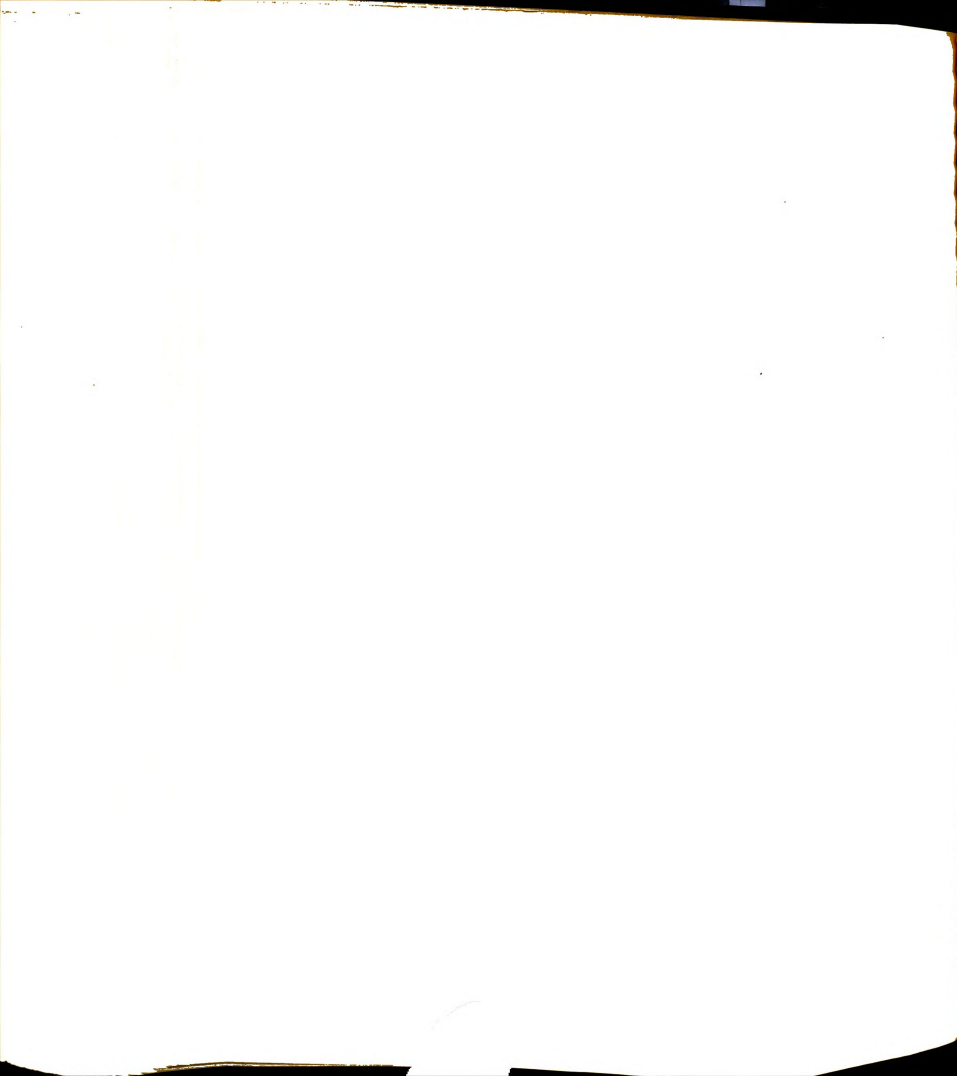
TABLE XLVIII

DESIRABILITY OF SPECIAL TECHNIQUES AND PRACTICES

Types of Technique	Desirability of Techniques (Frequency) N - 20			
	V.D.	A.D.	N.D.	Co.
Use of case studies and case histories (making a complete study of an individual camper's background and behavior)	6	4	10	1.85
Use of case conferences (special meetings of camp staff and guidance specialists to discuss problems of individual campers)	10	4	6	2.2
Referring serious camper problems to guidance specialists (psychologists or psychiatrists)	8	6	6	2.1
Use of sociodramas (setting up guidance problem situation skits in which campers play certain roles and thus attempt to better understand problems)	8	5	7	2.05
V.D. - Very Desirable	A.D. - Average Desirability			
N.D. - Not Desirable	Co. - Desirability Coefficient			

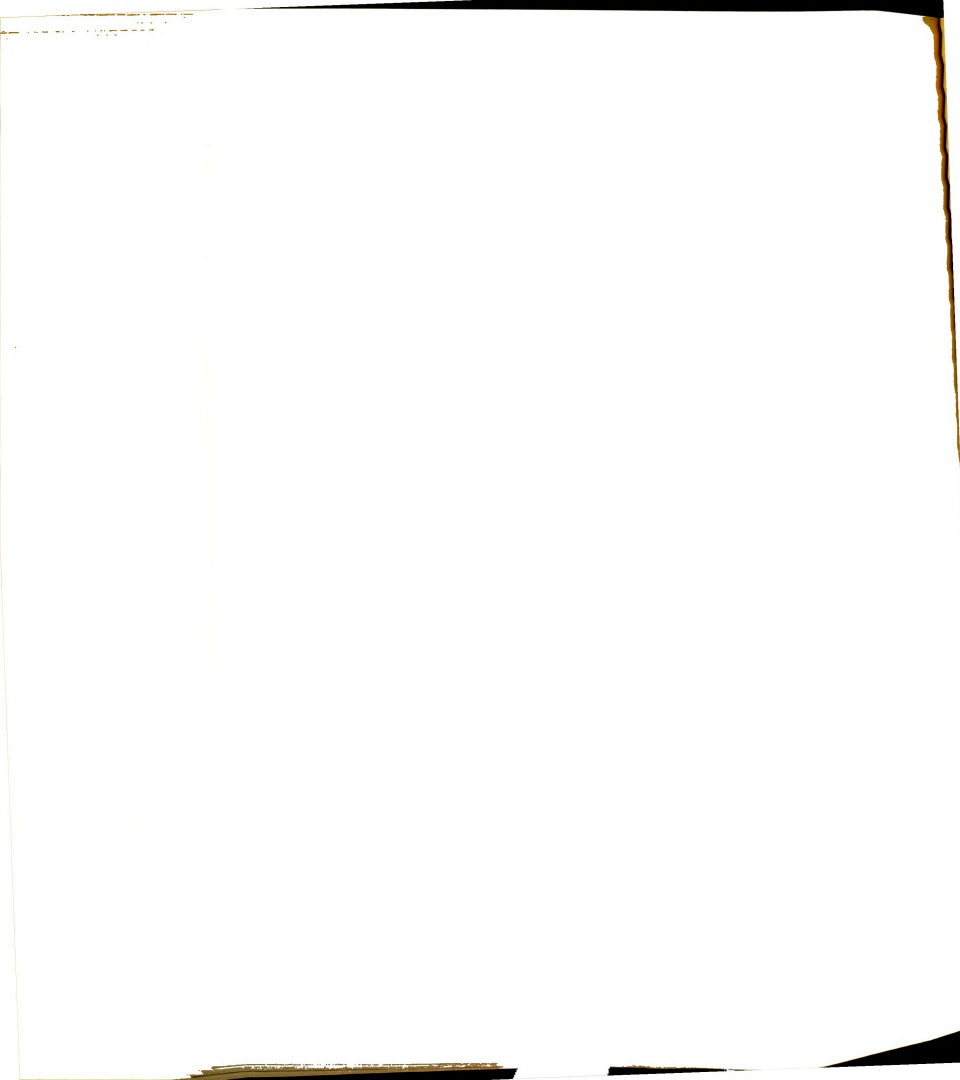
Desirability of Special Techniques and Practices.

Table XLVIII gives evidence of the fact that a slight majority of jury authorities rated all the practices in this area as desirable, except the use of case studies and case histories



in reference to which opinion was evenly divided. In no case was any great extent of desirability revealed emphasizing the existing disagreement and controversy in this area. It is of interest to note that organizational camp authorities indicated case studies and histories as being more desirable than was revealed by either church or private camp experts. The fact that many organizational camps tend to sense more of a need for this practice may account somewhat for the higher rating. Church camp authorities expressed the use of case conferences and referral of campers as being less desirable than was disclosed by organizational and private camps.

Summary of Desirability of Guidance Practices. In the foregoing presentation of data it was discovered that a number of guidance practices were considered to be undesirable by a majority of the jury of authorities. These practices in rank order of coefficients from highest to lowest are as follows: (1) Use of audio-visual aids; (2) Services of guidance worker; (3) Special camp courses; (4) Sociograms; (5) Special work program; (6) Adjustment inventories; (7) Special place for counseling; (8) Directive counseling; (9) Other tests, and (10) Intelligence tests. Evidently the administration of tests is considered to be the least desirable guidance practice listed.

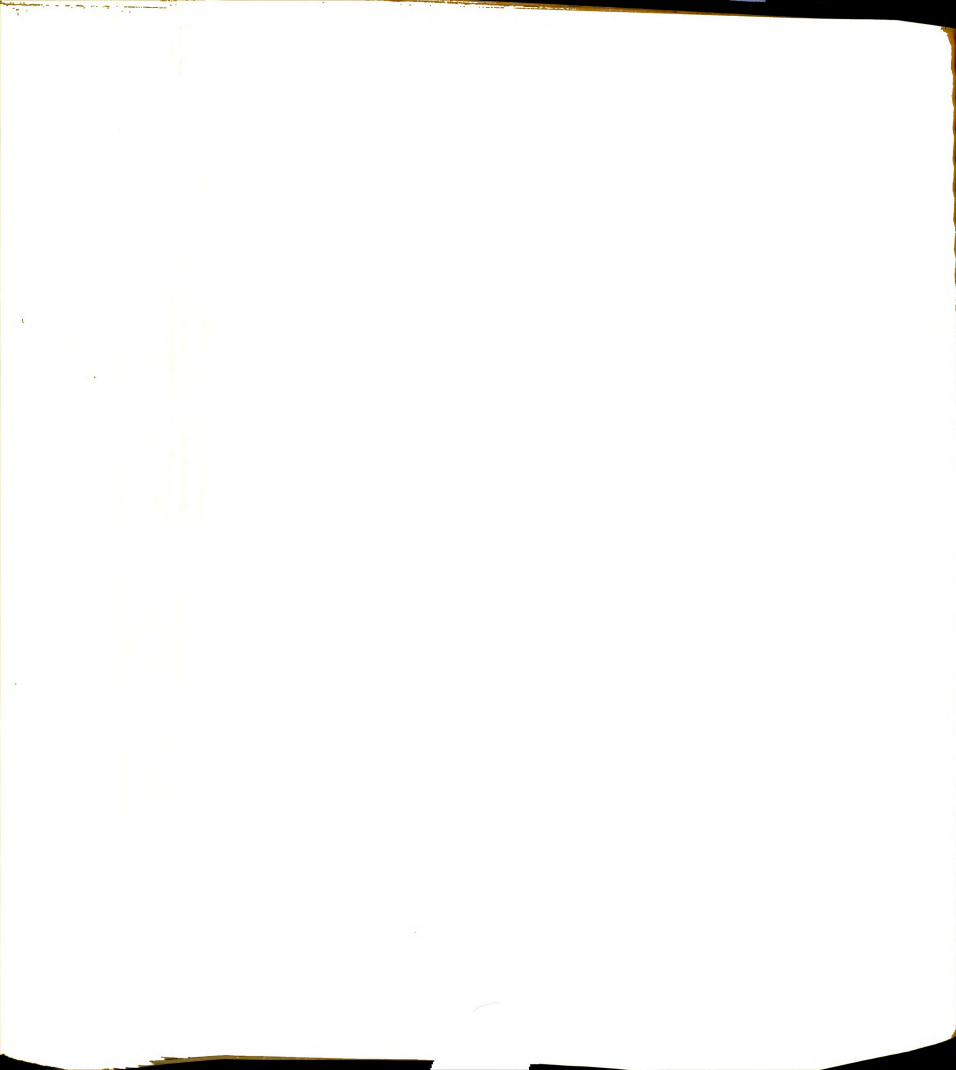


In relation to only one practice were opinions of authorities evenly divided between desirable and undesirable ratings. This involved the practice of using case studies and case histories.

Several practices though indicated as "very desirable" or of "average desirability" by a majority of jury members did not appear to be desirable to a very great extent, inasmuch as their coefficients were less than two. These practices in order of most to least desirable are: (1) Sending guidance information to schools; (2) Holding staff meetings three times weekly; (3) Providing a library of materials for campers; and (4) Having a formal guidance program.

In reference to some of the techniques and practices presented, there appeared to be considerable divergence in opinions among authorities, since some rated a practice as "very desirable" while others rated it as "not desirable". Significant agreements were indicated in relation to the following practices: (1) Special camp courses; (2) Guidance library for campers; (3) Audio-visual aids; (4) Religion as a motivating force in guidance; (5) Formal guidance program; and (6) Sending of guidance information to schools.

In view of this variance of opinion revealed among authorities, it might be assumed that the desirability of certain items listed in this study is somewhat controver-



sial and implies a need for further study and consideration.

In general, few disagreements between authorities representing different camp types were in evidence among the numerous practices listed. The few instances in which discrepancies were noted are: (1) Church camp authorities rated special guidance libraries and audio-visual aids as being more desirable than did private and organizational camps; (2) Church and organizational camp leaders felt that guidance through religion was desirable to a greater extent than was indicated by private camp authorities; (3) Church and organizational camp authorities were more in favor of staff meetings three times weekly than were private camp experts; (4) Private and organizational camp representatives rated case conferences and camper referrals as being more desirable than was indicated by church authorities.

Comparison of Desirability Coefficients of Guidance Practices with the Coefficients of Extent. A clearer picture of the relationship of the extent of guidance practice as indicated by Michigan camps to the desirability of such practices as rated by a jury of camp authorities can be obtained through a comparison of the respective coefficients. In the following table summarizing the various practices, items have been somewhat abbreviated in order to save space. Coefficients of extent are compared to coefficients of desirability. However, no extensive analysis

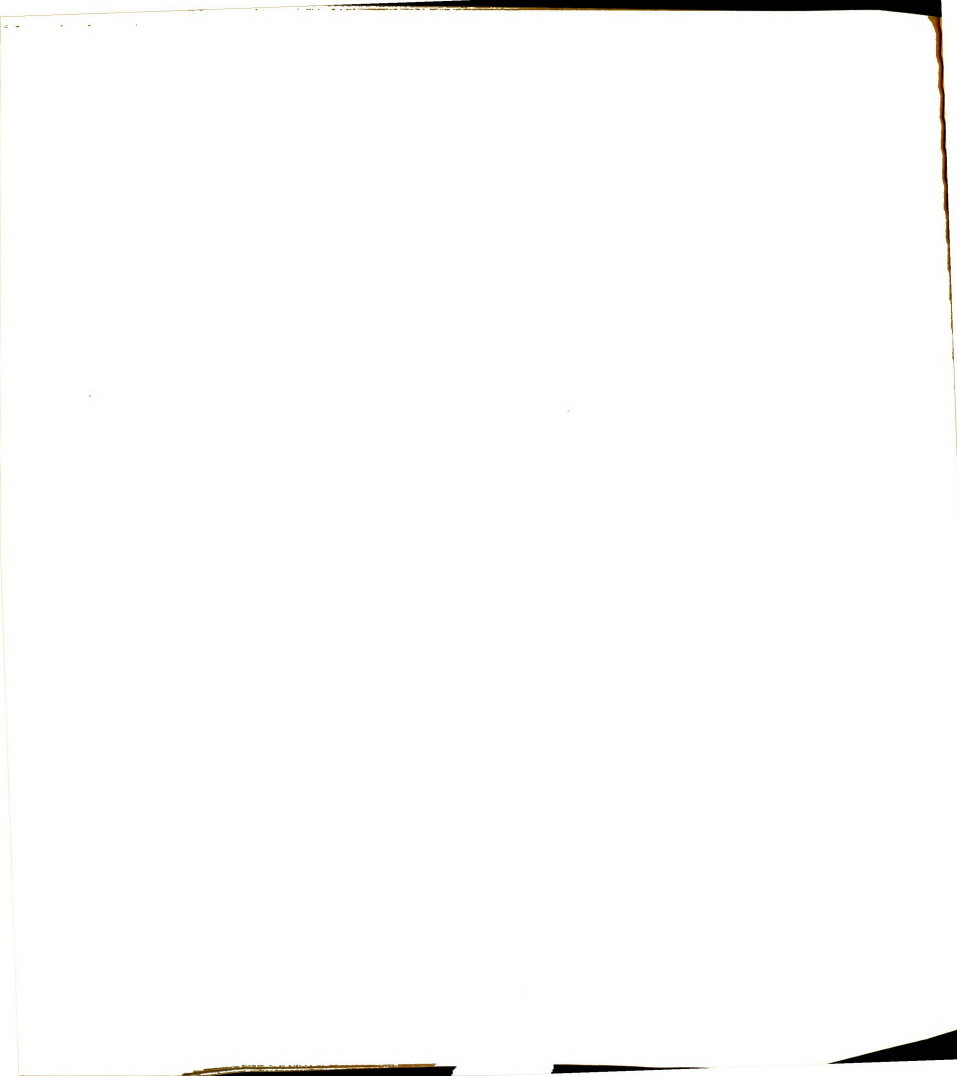


TABLE XLIX

*SUMMARY COMPARISON OF COEFFICIENTS OF EXTENT OF PRACTICES
WITH DESIRABILITY COEFFICIENTS

Practices	Coefficients		Plotted Comparisons		
	Extent	Desir.	(3)	(2)	(1)
			M	S	L-N
			V.D.	A.D.	N.D.
PRACTICES TO HELP CAMPER					
#Special camp guidance courses	1.72	1.60			
Campers guidance library	1.38	1.80			
#Using audio-visual aids	1.45	1.65			
#Special work program	1.38	1.40			
PRACTICES TO HELP COUNSELORS					
Pre-camp training in guidance	2.02	2.85			
In-service training in guidance	2.18	2.75			
Counselors guidance library	2.02	2.80			
Guidance services for counselors	1.82	2.60			
Information on campers available	1.92	2.80			
COUNSELING PRACTICES USED					
#Directive counseling methods	1.86	1.25			
Non-direct counseling methods	2.24	2.90			
Counseling campers individually	2.06	2.45			
#Place for individual counseling	1.71	1.35			
Program as a guidance tool	2.21	2.70			
Conferring with parents	1.99	2.70			
Informal counseling	2.24	2.80			
Religion in guidance	2.00	2.20			
Group counseling	2.01	2.55			
ADMINISTRATIVE PRACTICES					
Special cumulative record file	1.73	2.25			
"Master" cumulative record card	1.36	2.25			
Formal guidance program	1.48	1.75			
Information sent to schools	1.16	1.95			
Information sent to parents	1.49	2.35			
Group experience through program	2.45	2.95			
Counselor-camper planning	2.49	3.00			
Contacts during the year	1.80	2.80			
Atmosphere free from tension	2.70	3.00			
Staff meetings 3 times weekly	2.16	1.90			

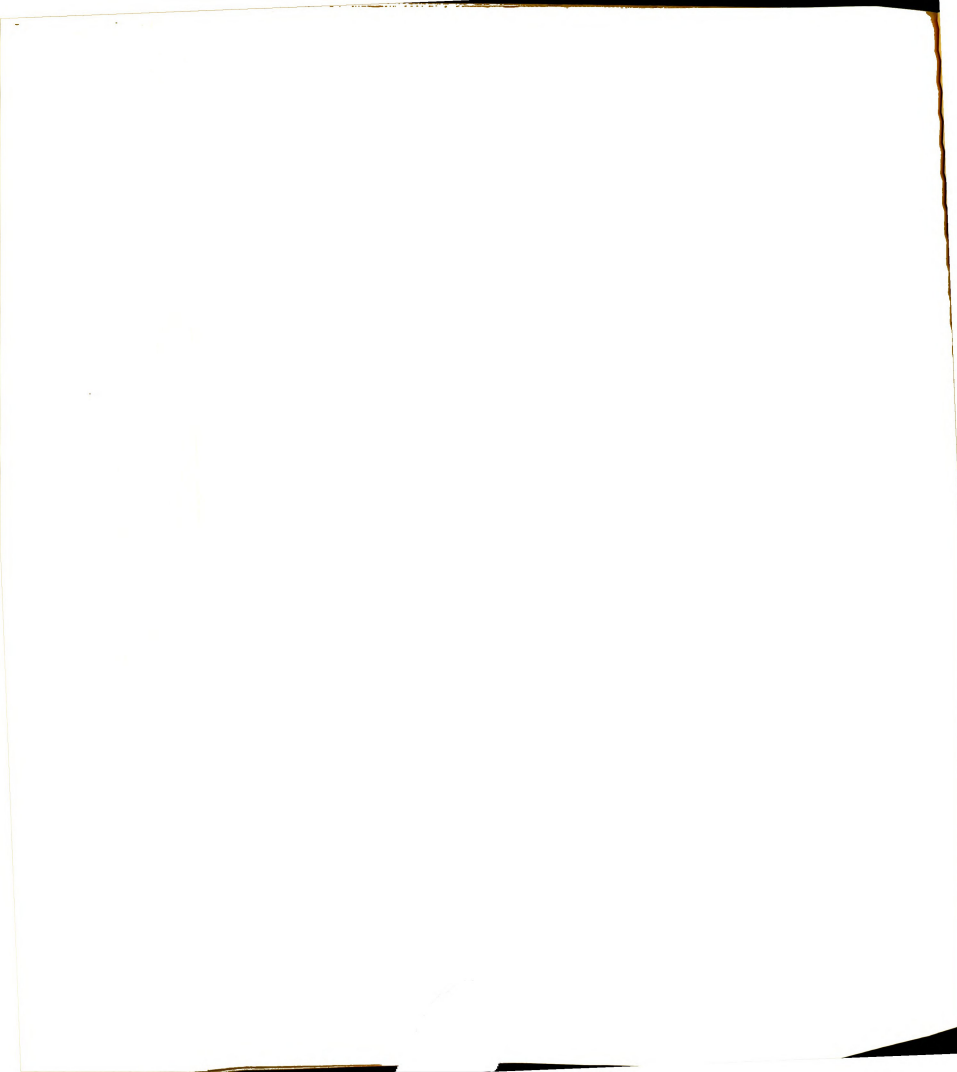


TABLE 11 (continued)

*SUMMARY COMPARISON OF COEFFICIENTS OF EXTENT OF PRACTICES
WITH DESIRABILITY COEFFICIENTS

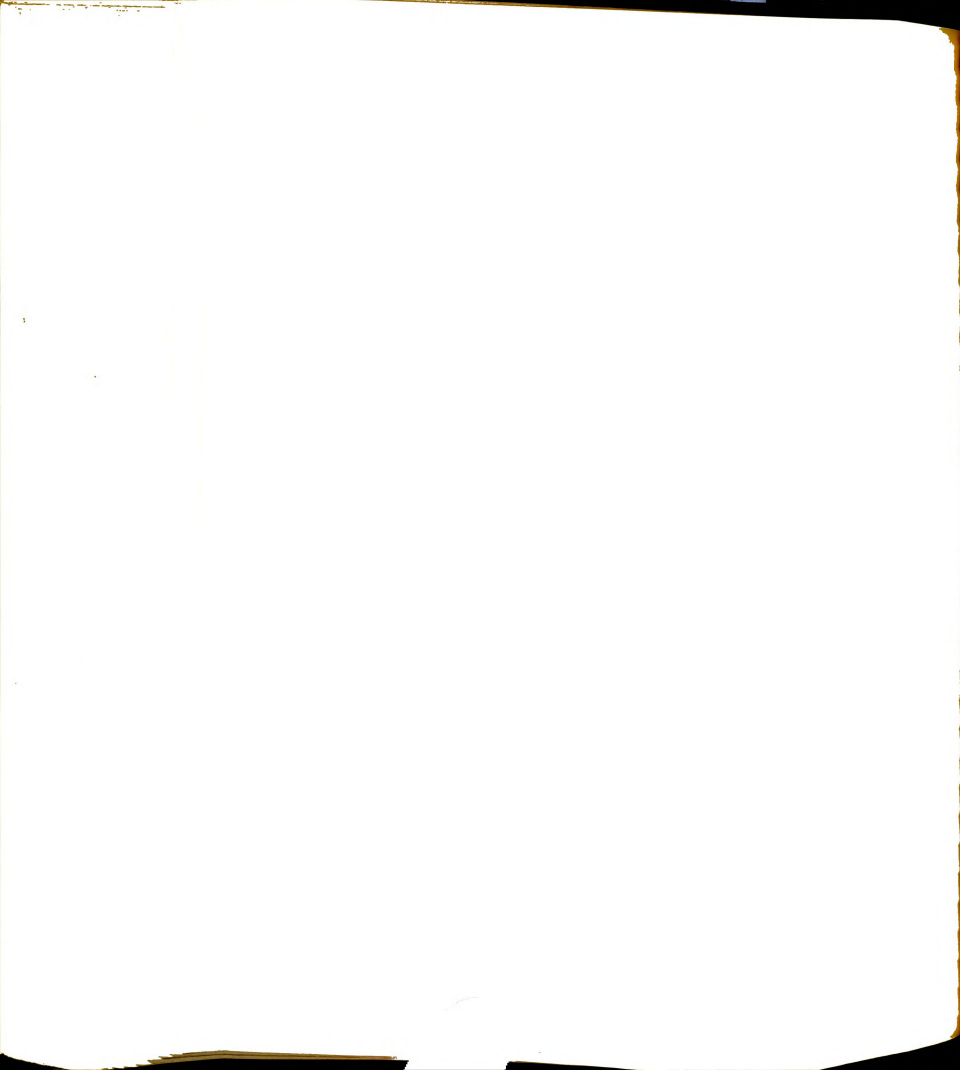
Practices	Coefficients		Plotted Comparisons		
	Extent	Desir.	(3)	(2)	(1)
			M	S	L-N
			V.D.	A.D.	N.D.
PERSONNEL SELECTION PRACTICES					
#Services of a guidance worker	1.29	1.65			
Investigating references	2.32	2.90			
Counselors with college training	2.33	2.80			
Counselors with experience	2.45	2.80			
Counselor-in-training program	2.00	2.95			
Counselors trained in guidance	2.08	2.55			
RECORD AND REPORT FORMS USED					
Personal data questionnaire	1.89	2.65			
Counselor rating of camper	1.61	2.40			
Counselor rating by director	1.69	2.40			
Parent reaction forms	1.15	2.10			
Counselors evaluation form	1.46	2.55			
Campers evaluation form	1.25	2.15			
Forms for selecting counselors	1.49	2.50			
TESTS AND INVENTORIES					
#Intelligence tests	1.07	1.29			
#Other tests	1.07	1.25			
#Adjustment inventories	1.11	1.40			
#Sociograms	1.13	1.60			
SPECIAL TECHNIQUES AND PRACTICES					
Case studies	1.23	1.80			
Case conferences	1.45	2.20			
Camper referral	1.30	2.10			
Sociodramas	1.12	2.05			

*Items on table are all listed in abbreviated form.

Code: M - Much; S - Some; L-N - Little or None; V.D. -
Very Desirable; A.D. - Average Desirability;
N.D. - Not Desirable.

#Indicated as "not desirable" by majority of jury members.

Coefficient of extent. _____
Coefficient of desirability - - - -



is attempted, since most relationships should be obvious.

In reference to the foregoing table, certain factors are of special note.

1. In nearly all areas the desirability of the various practices tends to parallel closely the extent of the practices. The fact that in nearly all cases the more frequently mentioned practices are indicated as more desirable is of special significance.

2. In reference to several of the items considered undesirable, the coefficient of extent was greater than the coefficient of desirability. These items were: (1) Special camp guidance courses; (2) Use of directive counseling methods; and (3) Providing a place for individual counseling.

3. In practically all cases the extent of the various practices was considerably less than the desirability.

4. Less difference was shown to exist between extent of practices and extent of desirability in the areas of "tests and inventories", and "practices to help camper directly" than in the other areas.

Summary of Desirability

Twenty specially selected camp authorities participated in making a jury appraisal of the various types of



guidance practices and information associated with this study. Eight of the experts involved represented organizational camps; five were from church camps; and seven spoke for private camps. Of special significance are the following:

1. In general, most of the information on guidance was considered to be desirable by a majority of the jury members. (Only school grades were considered undesirable.)

2. Nearly all authorities were in agreement on the majority of items of information, except in the cases of intelligence and school grades.

3. Few discrepancies between representatives of different camp types were in evidence.

4. Information from sources is desirable except in the case of schools.

5. The desirability of information concerning campers parallels the extent of the information as expressed by the camps involved in the study.

6. All guidance practices were considered to be desirable by the majority of jury members except special camp guidance courses, use of audio-visual aids for guidance, a special work program, use of directive counseling, providing a place for individual counseling, providing for services of a guidance worker, use of intelligence tests, use of other tests, use of inventories, and use of socio-



grams.

7. The areas of practices indicating least desirability were those of special practices to help the campers directly, and tests and inventories.

8. The areas of practices most desirable were practices to help campers, personnel selection practices, and use of record and report forms.

9. The extent of practices in general was not nearly great as the desirability. However, the two coefficients tended to parallel each other throughout.

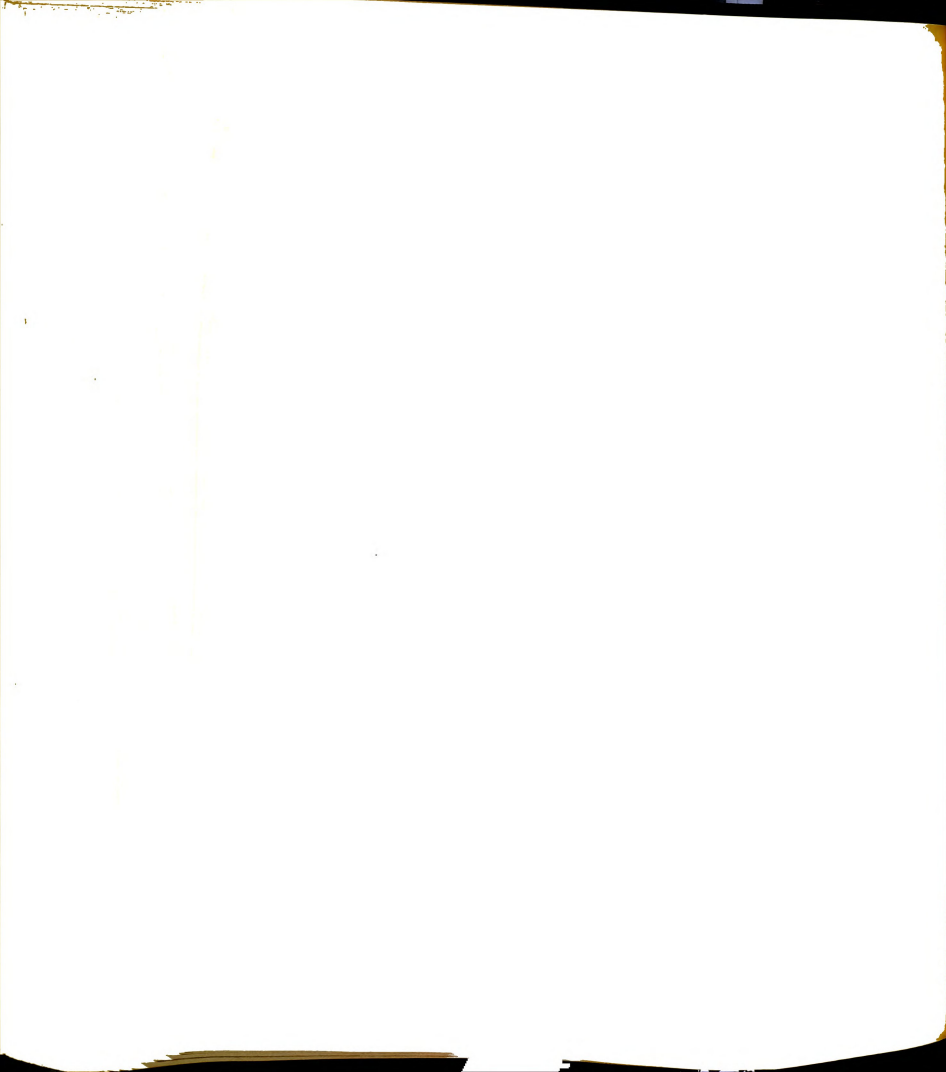


CHAPTER VII

ADDITIONAL CONCEPTS OF CAMP DIRECTORS AND CAMP AUTHORITIES CONCERNING GUIDANCE IN CAMPING

Introduction. In order to obtain a more comprehensive picture of concepts and ideas concerning guidance in camping among the directors of the various camps involved as among the authorities, both groups were asked to supply certain general types of information. Most of the responses were in the form of written responses and thus did not lend themselves well to tabulation.

One of the questions asked both the directors of the camps involved and the authorities concerned was to give the reasons why some campers are unhappy. Directors of camps were asked to indicate the extent to which campers in their camp with definite problems. They were further asked to list some of the handicaps to promoting guidance in their camp as well as the best practices of their camp relative to guidance and counseling. To determine to what extent camp directors and authorities felt there was room for improvement of guidance in camps, a question of this type was requested. This also tended to reveal certain existing attitudes concerning guidance in camping. Camp directors only were asked to state what might be done by the Michigan Camping Asso-

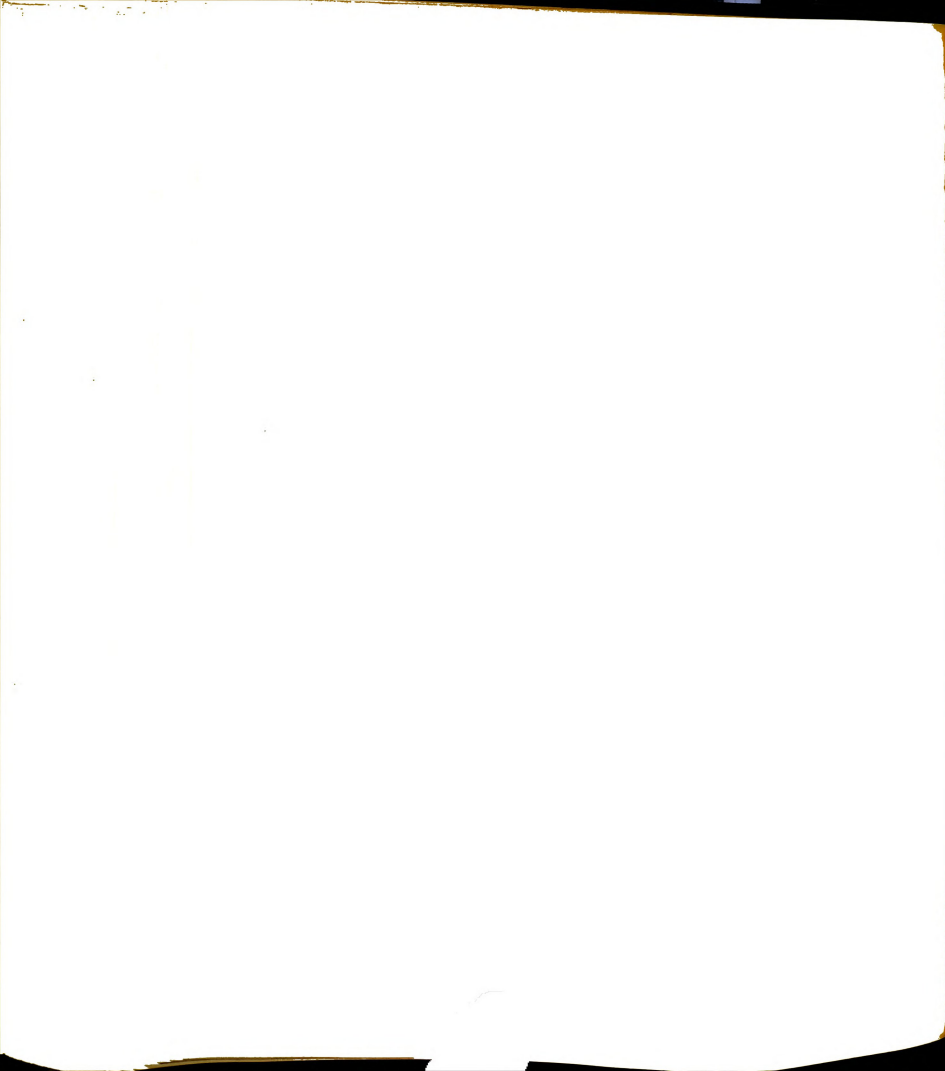


and Michigan colleges and universities in order to better guidance in Michigan camps. Authorities, other hand, were asked to indicate what things they could be done to improve guidance in the type of which they respresented. Finally, both camp directors and authorities were asked for general comments concerning the same. From these comments and responses a great deal of valuable information was revealed concerning certain problems and ideas related to guidance in camping.

Reasons for Unhappiness in Campers. A statement of the questionnaire read as follows: "In any camp there are always some unhappy campers. Please list briefly what you consider to be the three main causes for this." The purpose of this item was to determine the reasons why campers are unhappy in camp as expressed by the various campers and authorities. Basically, the purpose of this item was to help individuals.¹ In general it is the campers who are most in need of guidance. Therefore the study of why certain campers are unhappy is of special importance. Some of these have been listed by Drought² as follows: poor physical health, excessive fatigue, too strenuous a camp program, too much emphasis on competition,

Pickson and Smith, op. cit., p. 7.

Drought, op. cit., p. 60.



ried needs, and ridicule. Some of the main causes of unhappiness in camp as given by camp directors are listed in Table L.

It can be readily seen from this table that home emotional and social problems are considered to be the major causes of unhappiness among campers. Undoubtedly many campers are somewhat reluctant to assume the blame for unhappiness among campers. However, the causes usually come to mind with the campers as Benson and Goldberg point out and they say:

The child brings to camp with him all the assets and liabilities which are part of his personality. Behavior patterns which become evident in camp may be primarily the result of emotional conflicts and patterns that are evident in the home environment.³

Several other causes were mentioned, though less frequently in relation to the foregoing. Some of the more common of these were: (1) Coming to camp alone; (2) Failure to assume responsibility; (3) Too long a camp period for campers; (4) "Letting loose at camp" by campers who are over-restricted at home; (5) Lack of skills among campers; (6) Chronic insecurity; (7) Lack of free time; and (8) Lack of interest.

All these are directly or indirectly associated with the three main causes given. In general, there was no

Benson and Goldberg, op. cit., p. 37.

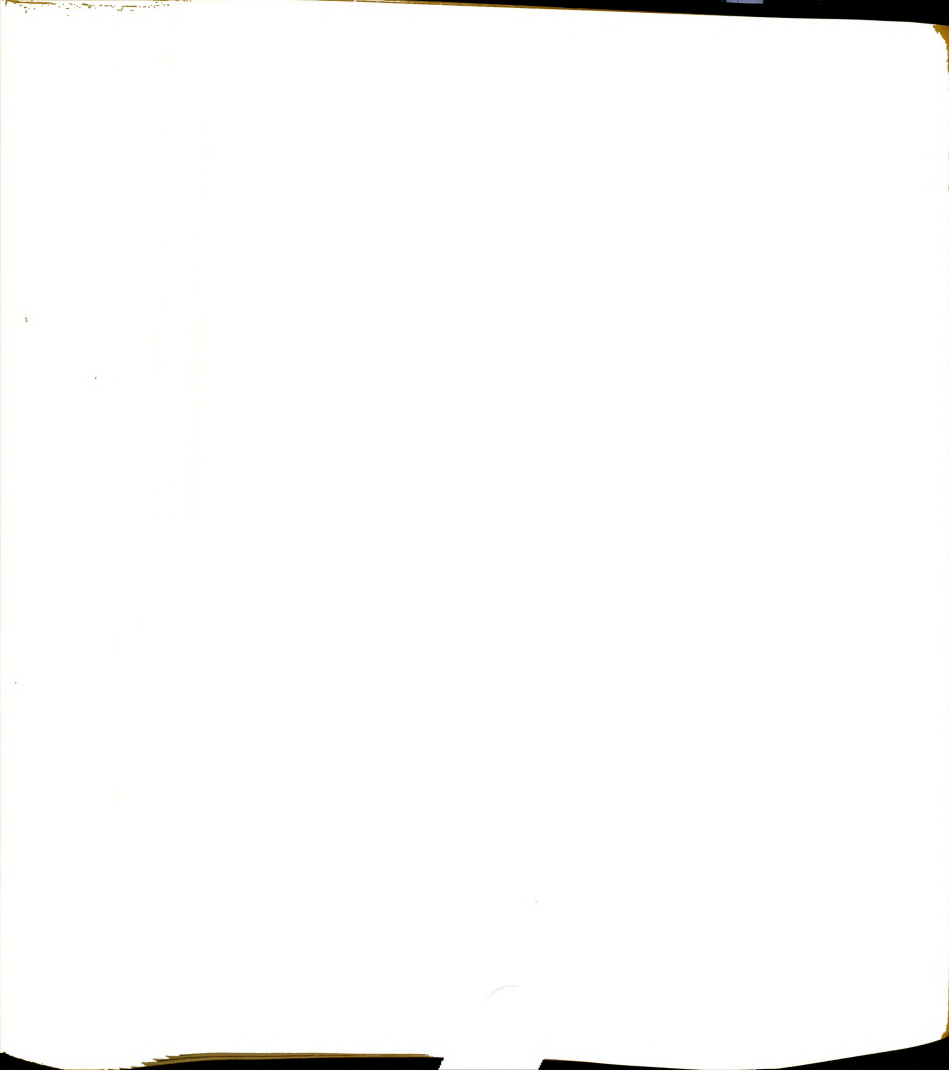
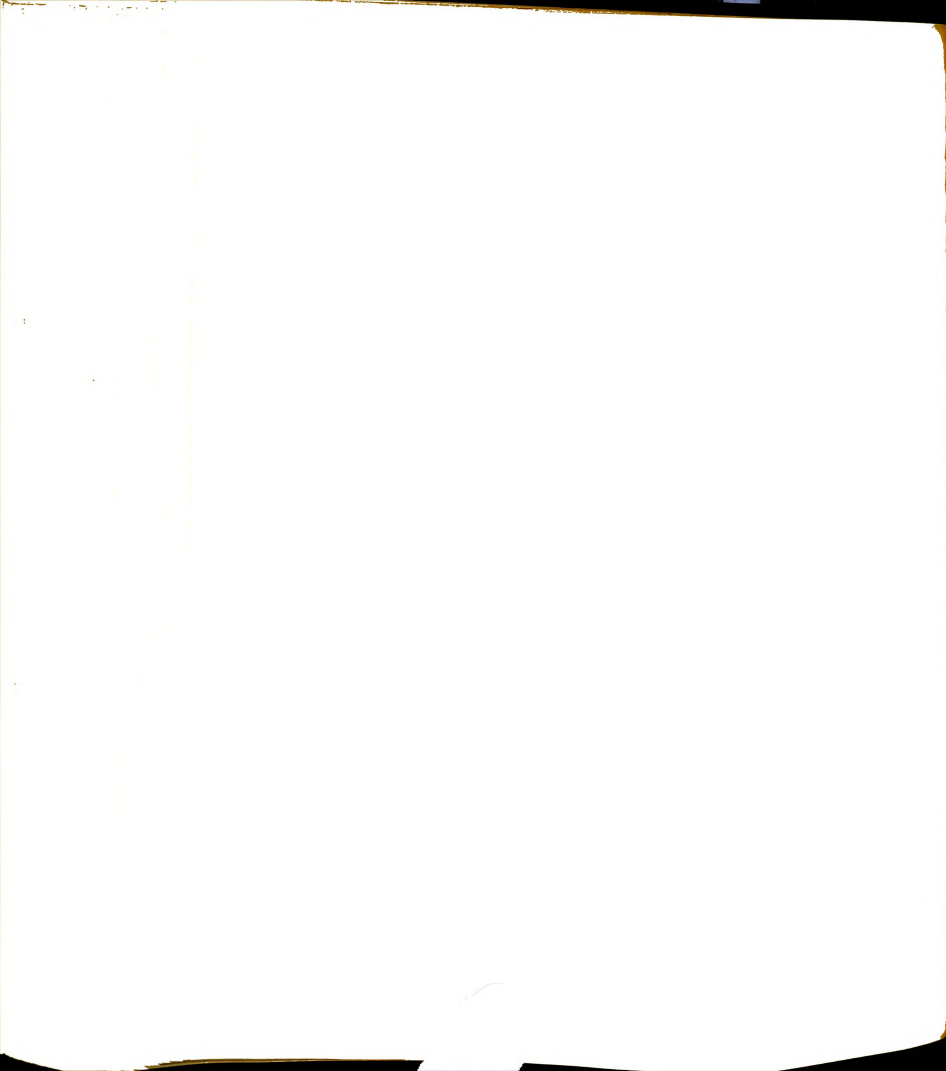


TABLE I
CAUSES OF UNHAPPINESS AMONG CAMPERS

Handicap	Frequency of Mention
UNHAPPINESS DUE TO HOME CONDITIONS	
Illness	87
Emotional maladjustment	47
Lack of discipline and training	33
Overindulged children	29
Broken homes	27
Lack of home preparation for camp	16
Insecurity	15
Rejection and disinterest	13
Reluctance to go to camp	9
Total	276
ADJUSTMENT AND SOCIAL ADJUSTMENT	
Failure to adjust to group	119
Lack of new experience	24
Personal insecurity	23
Physical health	12
Lack of recognition and failure to achieve	11
Insecurity	11
Shyness	9
Interest lacking	9
Superiority feelings	9
Boredom	6
Dependence on comics	3
Total	236
UNHAPPINESS DUE TO CAMP CONDITIONS	
Program inadequate and inflexible	21
Inadequate and inferior staff supervision	20
Unpalatable meals	11
Inadequate facilities	8
Total	60



distinction among cause of unhappiness indicated by
 camp types (private, church, and organizational)
 sizes (small, medium-sized, and large).

causes of unhappiness among campers as listed by the
 camp authorities were essentially the same as the
 , with home problems and social adjustment most
 y mentioned. Several other items not specifically
 in the previous list are also noteworthy. These
 Parental disillusionment of campers relative to
 Failure of staff to meet campers' needs; and (3)
 f selection.

assume that a great many campers are unhappy in
 situation is fallacious indeed. To recognize that
 some unhappy campers, that there are usually
 or this unhappiness, and that the camp can and
 tempt to alleviate such conditions is, and should
 nction of guidance in the camping program.

Proportion of Campers Who Come to Camps with Problems.

Directors were asked to indicate the approximate
 of campers who come to camp with definite problems,
 stment, personality, and others). This was not
 authorities. The purpose of this item was to
 e concept as to the extent to which camps claim to
 s with problems, who in turn would be in need of
 It must again be emphasized, however, that it is

at those campers with obvious problems, but all campers in need of guidance.

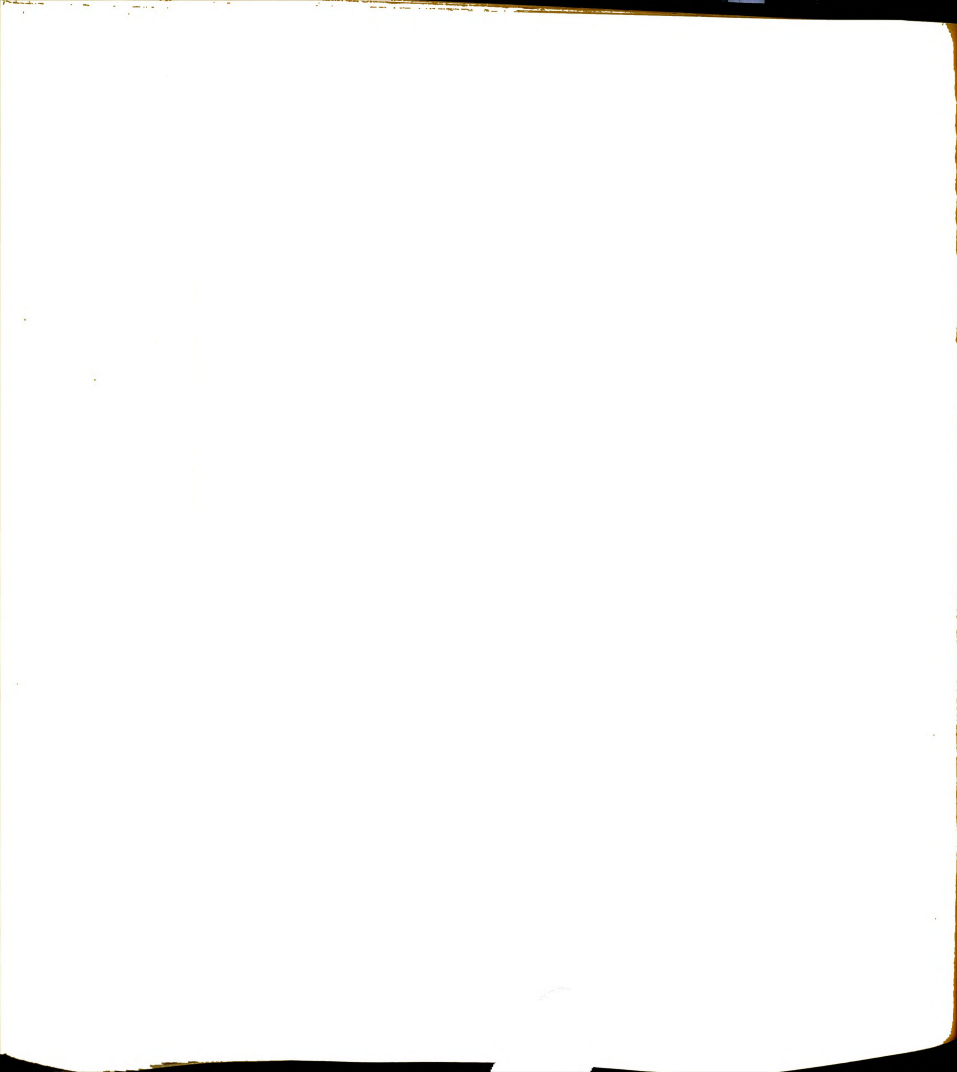
It is sometimes hazardous to speak of campers as campers inasmuch as predetermined concepts are often used in such a manner. This has been expressed by [redacted], who says:

Campers being singled out either in staff meetings or in informal groups and discussed as "problems" and their camp personalities on such a basis. Counselors' meetings must avoid dwindling to a level of personalities, and counselors must develop both a professional outlook and professional reticence.⁴

It is recognized that an estimate by camp directors of the percentage of campers with problems tends to be somewhat biased and is therefore not too valid. The following presents this information in reference to all the camps as well as the different camp types.

In the majority of camps, evidently, 10% or less of the campers coming to camp have definite problems. This is reflected since most camps are not, and should not be, problem clinics, specifically adapted to "problem" children. Slightly more of the private camps tended to indicate a higher percentage of campers with problems. This is perhaps due to the fact that they often know their campers better, as was pointed out in Chapter IV. It is significant that there were

[redacted] orthway, op. cit., p. 17.



as 25 or 9% of all the camps which indicate that 20% of their campers came with special problems.

TABLE LI

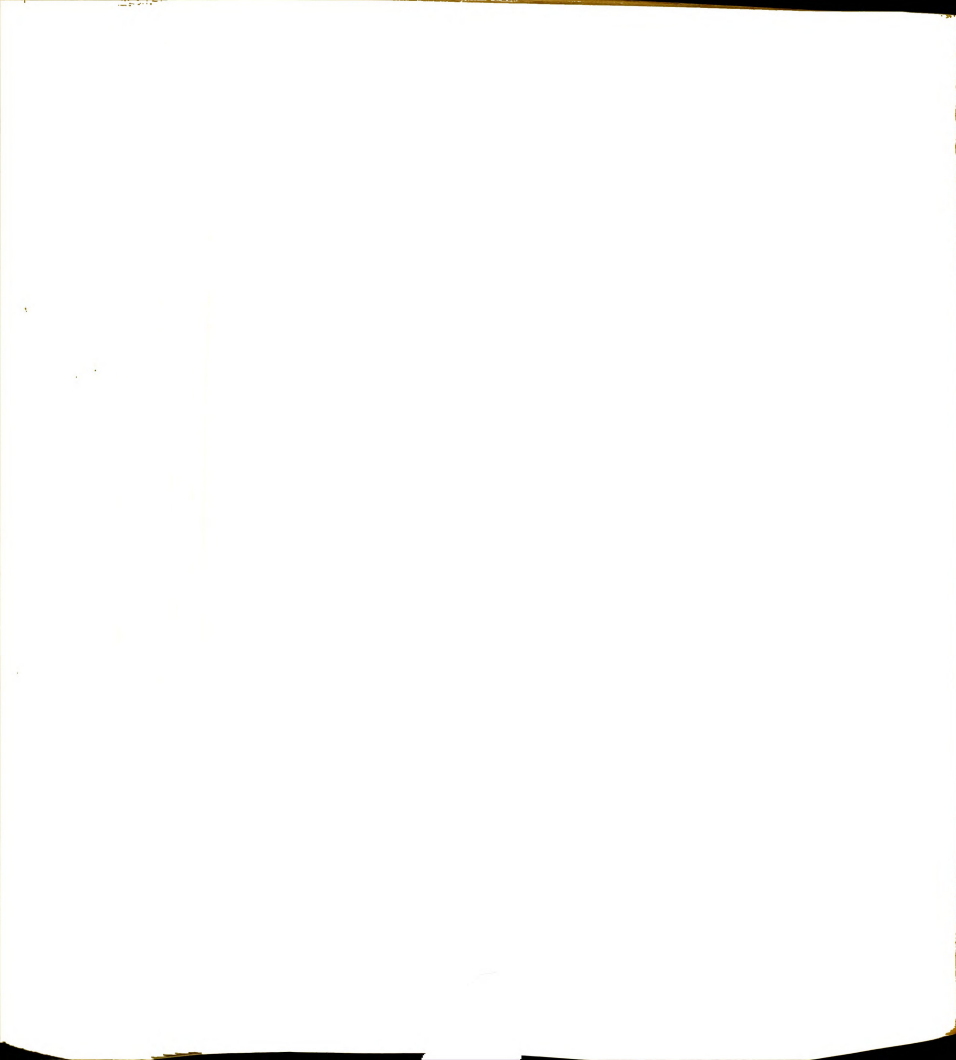
PERCENTAGE OF CAMPERS WHO COME TO CAMP WITH PROBLEMS
ACCORDING TO CAMP TYPE

Camps	Extent of Problem Campers									
	Private		Church		Org.		All			
	Total	41	75		149		265			
	N	%	N	%	N	%	N	%		
Short	18	43.9	42	56.0	73	49.0	133	50.2		
Medium	6	14.6	13	17.1	34	22.8	53	20.1		
Long	6	14.6	11	14.5	18	12.0	35	13.2		
Very Long	4	9.7	3	4.3	7	4.7	14	5.3		
More than 1 year	5	12.4	4	5.5	16	10.7	25	9.4		
Use	2	4.8	2	2.6	1	.8	5	1.8		

The relationship between problems of campers and camp type can be seen in Table LII. It would appear that smaller camps tend to have indicated that more of their campers have problems.

This corresponds with the higher rate indicated for short term camps. It is usually the case that the leaders of short term camps know their campers better and recognize more problems among them.

Since most long term camps are private camps, it is not surprising that long term camps would tend to have more problems than short term camps. It was also found that



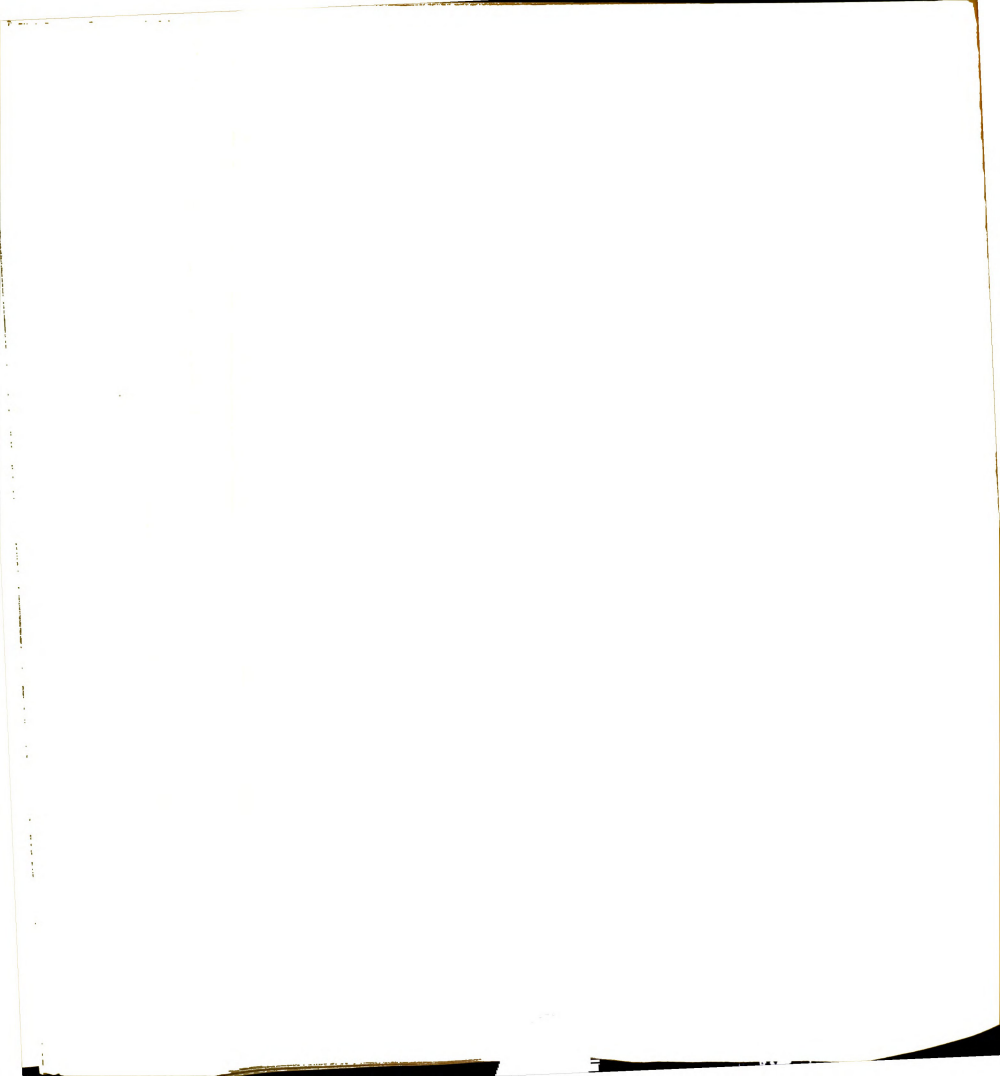
ional camps tended to designate more campers as problems than did boys' camps; and boys' camps in turn had more than girls' camps.

TABLE LII

PERCENTAGE OF CAMPERS WHO COME TO CAMP WITH DEFINITE PROBLEMS ACCORDING TO CAMP SIZE (SMALL: 0-50, MEDIUM: 51-100, AND LARGE: 101 PLUS)

Camps	Extent of Campers with Problems							
	Small		Medium		Large		All	
Total:	N	%	N	%	N	%	N	%
ss	24	43.8	64	49.0	45	57.1	133	50.2
	7	12.7	30	22.9	16	20.3	53	20.1
	11	20.0	18	13.7	6	7.6	35	13.2
	2	3.5	8	6.1	4	5.1	14	5.3
re	10	18.1	8	6.1	7	8.9	25	9.4
se	1	1.9	3	2.2	1	1.0	5	1.8

From the foregoing it cannot be concluded that private, educational, and long term camps actually have more problems, but rather that these camps, having more, are perhaps more aware of the problems that are the others. The fact that so many camps have such an extent of problems among campers emphasizes need for more effective guidance in the camp pro-



Handicaps to Promoting Effective Guidance in Camps.

Handicaps exist which tend to inhibit the efficacy of the camp program. Camp directors were asked to list such handicaps. These have been grouped into several categories and are listed in Table LIII along with a brief description of each.

This table furnishes some enlightening information as to the reasons why guidance is difficult to promote in the camping program. The fact that camps are so varied in type, size, and program, as well as purpose, is one of the main inhibiting influences. The lack of interest in guidance by many people and the lack of knowledge concerning the place and function of guidance in the camp program are also important reasons why its development is inhibited and handicapped. The lack of sufficient time and finances, and inadequate, untrained staff are the primary reasons indicated in this category. This lack of guidance. In almost any type of project, or endeavor in the field of education, these obstacles seem to be present. Nevertheless, they can be overcome. If camping is to rightfully assume its place in the educational picture, such handicaps must be recognized and intelligently met and surmounted. Several other factors were expressed in this category, but too frequently. Some of the more pertinent of

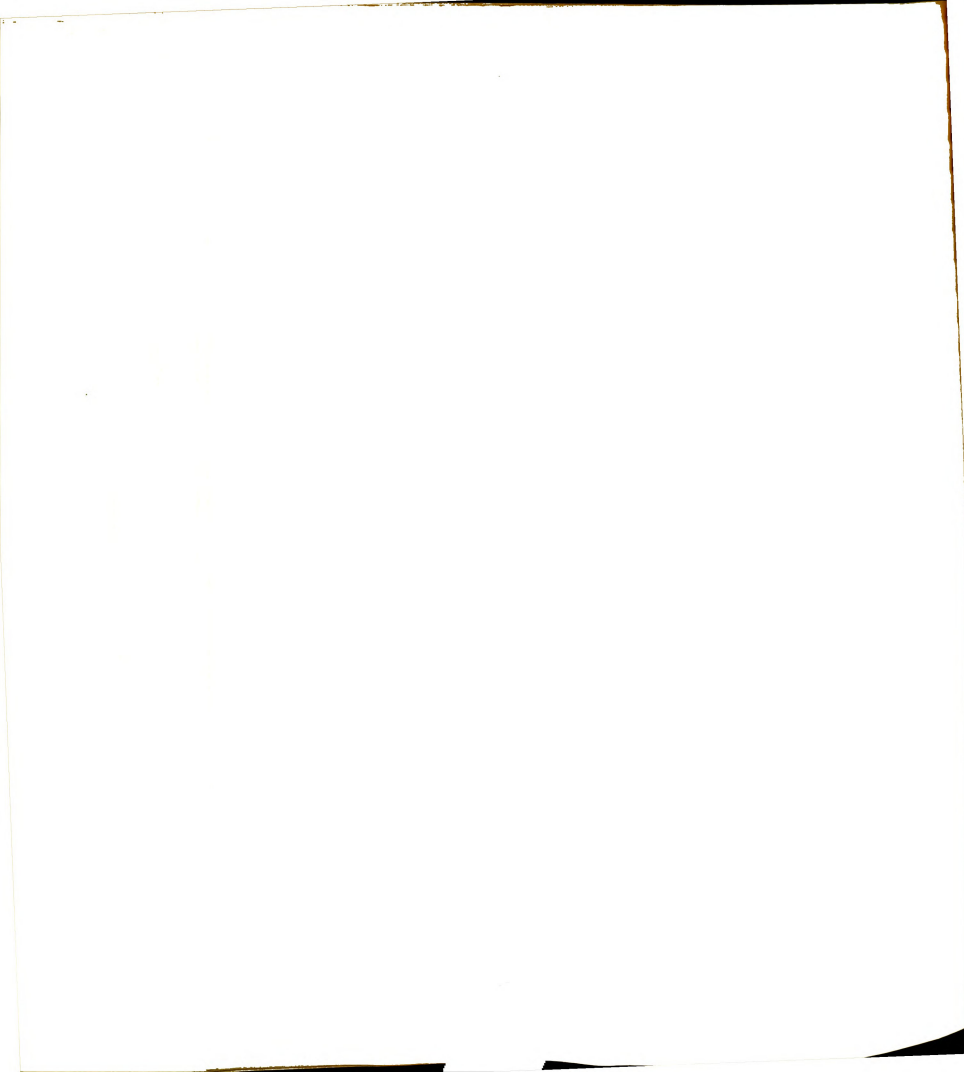
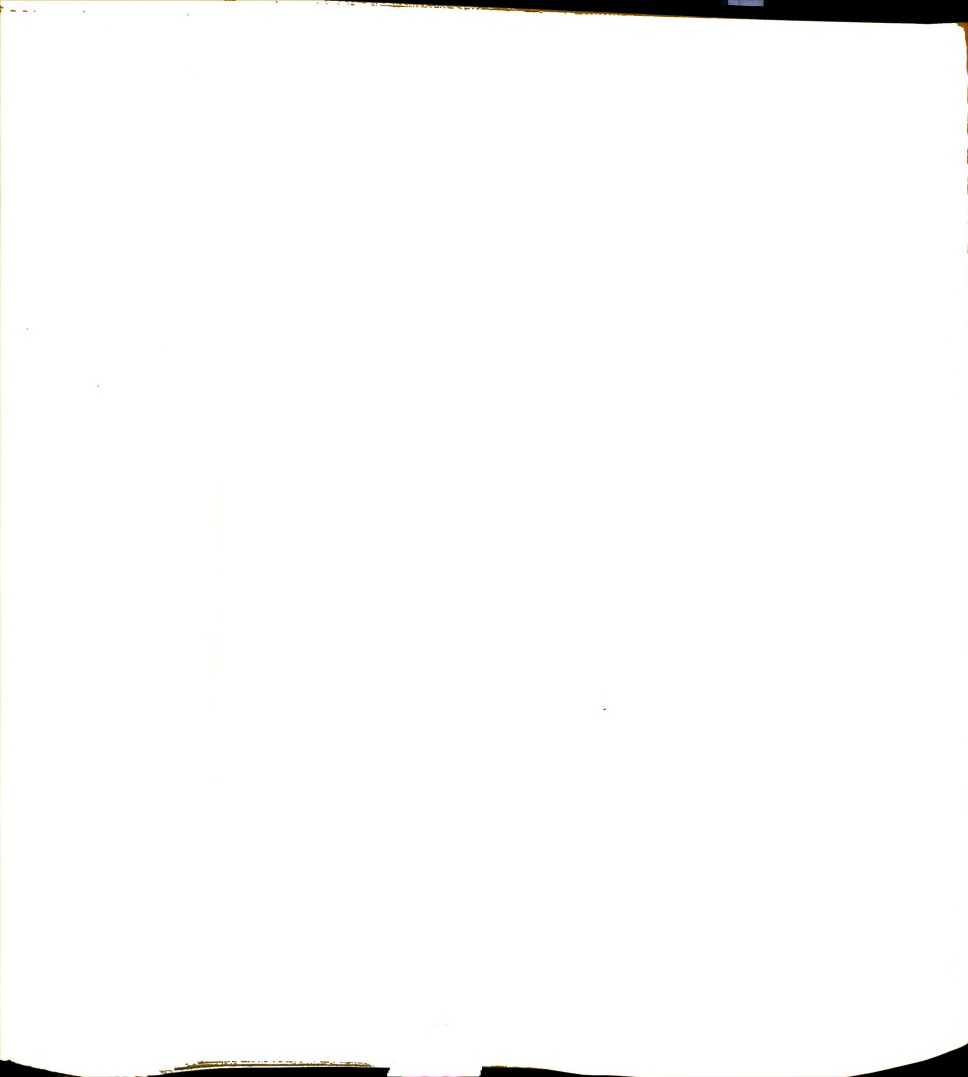


TABLE LIII

HANDICAPS TO PROMOTING EFFECTIVE GUIDANCE AS INDICATED
BY CAMP DIRECTORS

Handicap	Frequency of Mention
ADMINISTRATIVE HANDICAPS	
Insufficient time for guidance	60
Meeting periods are too short	51
Facilities lacking	35
Records and information on campers	
Records lacking	27
Facilities and equipment inadequate	15
Organization and program not	
Adapted to guidance	14
Lack of cooperation with parents	14
Campers resent it	10
Lack of guidance supervision	9
Guidance services lacking	9
Large range of campers inhibits guidance	7
Old traditions are against it	5
Camp is too large	5
General administration problem	6
Total	261
PERSONNEL HANDICAPS	
Camp director lacks guidance training	70
Unqualified and incompetent	25
Inefficient staff	24
Camp director has wrong attitude	12
Camp director is immature	9
Difficult to obtain	9
High turnover is great	5
Camp director is voluntary	5
Total	159



e: (1) Ages of campers differ; (2) Public opinion
 st guidance; (3) Campers lack discipline; (4) Home
 are not made; (5) Religion is lacking; (6) Campers
 fferent; (7) Staff do not know campers before camp
 Not enough study is made of campers. These are all
 or indirectly related to those items listed in LIII.
 n general there were no notable distinctions among
 ous types and sizes of camps relative to the factors
 g the development of guidance in camping.

Good Features of Guidance Among Camps. Camp directors
 d to indicate what they felt were the three best
 relative to guidance and counseling situations in
 ps. One of the areas of emphasis in this respect
 of living together. Belonging, brotherhood, mutual
 wing, democratic associations, and dynamic group
 have long been considered basic to any camp pro-
 hese concepts of guidance have been grouped in
 Staff, Administration, and Program.

the following listing, the more important good
 as indicated by camp directors, concerning guid-
 ne various camps in this study are presented.

om Table LIV it can be observed that most of the
 ctors responding were of the opinion that a cooper-

ack Winans, "To Learn to Live Together," Camping
 24:16-17, May, 1952.

TABLE LIV
BEST GUIDANCE FEATURES OF CAMPS

Feature	Frequency of Mention
ATTENTION TO STAFF	
cooperative	34
experienced	30
well trained	26
good relationship with campers	18
understand and meet campers' needs	15
live in residence	9
guidance person is in residence	9
staff are carefully selected	5
staff connected with camp year round	3
Total	149
ATTENTION TO ADMINISTRATION	
individual counseling and attention given	30
camp is small	25
camper is followed up through the year	20
camper-counselor ratio is low	17
extensive information concerning camper	
is maintained	17
counselors know campers well	14
camp director	12
regular staff meetings held	11
activities and environment are good	8
living of campers is good	6
parent cooperation	6
camp contacts with camper	6
outside people come in	5
camp sponsor cooperative	4
Total	142
ATTENTION TO PROGRAM	
guidance is emphasized	37
casual, family atmosphere maintained	27
campers help in planning (democratic)	17
multiple varied program	17
activity is stressed	11
program is directed to guidance	8
guidance de-emphasized	8
program de-centralized	6
Total	123



experienced, well trained staff which attempted to
individual counseling was essential to the promotion
guidance practices within the camp. This corresponds
the fact previously pointed out, that one of the
keys to promoting effective guidance in camps is
of adequate, qualified, trained staff members. The
religious emphasis was listed by church camp directors
in all cases and therefore should not be considered
unique to other camps.

It is of interest to note some of the other items
recently listed. Counselors who understand and meet
the needs, who are mature, and who maintain effective
relationships with campers are, and should be, considered as
of great importance relative to guidance in the camp program.

That individual counseling was frequently mentioned
indicates the awareness by many directors of the need for
an individualized program.

It was notable that having adequate information on
how to operate more with parents, and knowing campers
was mentioned considerably. This again emphasizes
the need for a more individualized concept of camping.

The importance of a good director and a good sponsor, as well
as the importance of frequent staff meetings, are of special
importance, in that they exert a tremendous influence on
the success of the total program. A de-emphasized, decen-



, flexible, permissive, and democratic program would be more conducive to effective guidance. It is of interest to note the relative frequency of such responses. Certain other responses were given, though not too many. Some of the more important of the items less frequently mentioned are: (1) Emphasis on real camping; (2) Extension of program to all campers; (3) Use of vocational counseling; (4) Emphasis on guidance through skills; (5) Employment of a dean of boys and girls; and (6) Emphasis on democracy. Most of these are closely related to the factors listed in the table; nevertheless, they are of interest here.

There appeared to be no particular distinction among types or the various sized camps in relation to concepts of good features of guidance.

Plan for Improvement of Guidance Practices. In order to change and better the attitudes of camp directors and camp authorities concerning improvement of guidance practices in the program, the following item was presented: "To what extent do you feel there is room for improvement of guidance practices in your camp?" Camp authorities were asked to express this in reference to the type of camp they directed. The opinions relative to this item are expressed below.

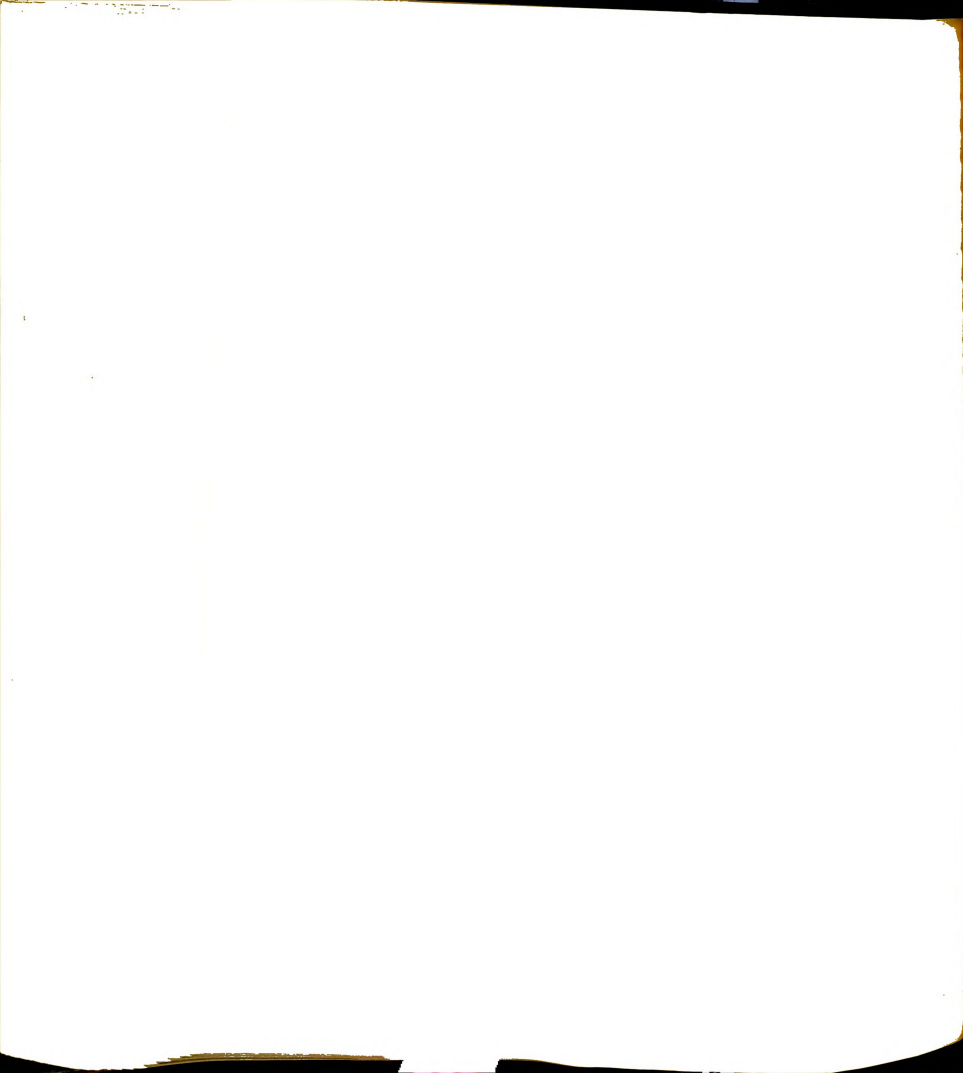
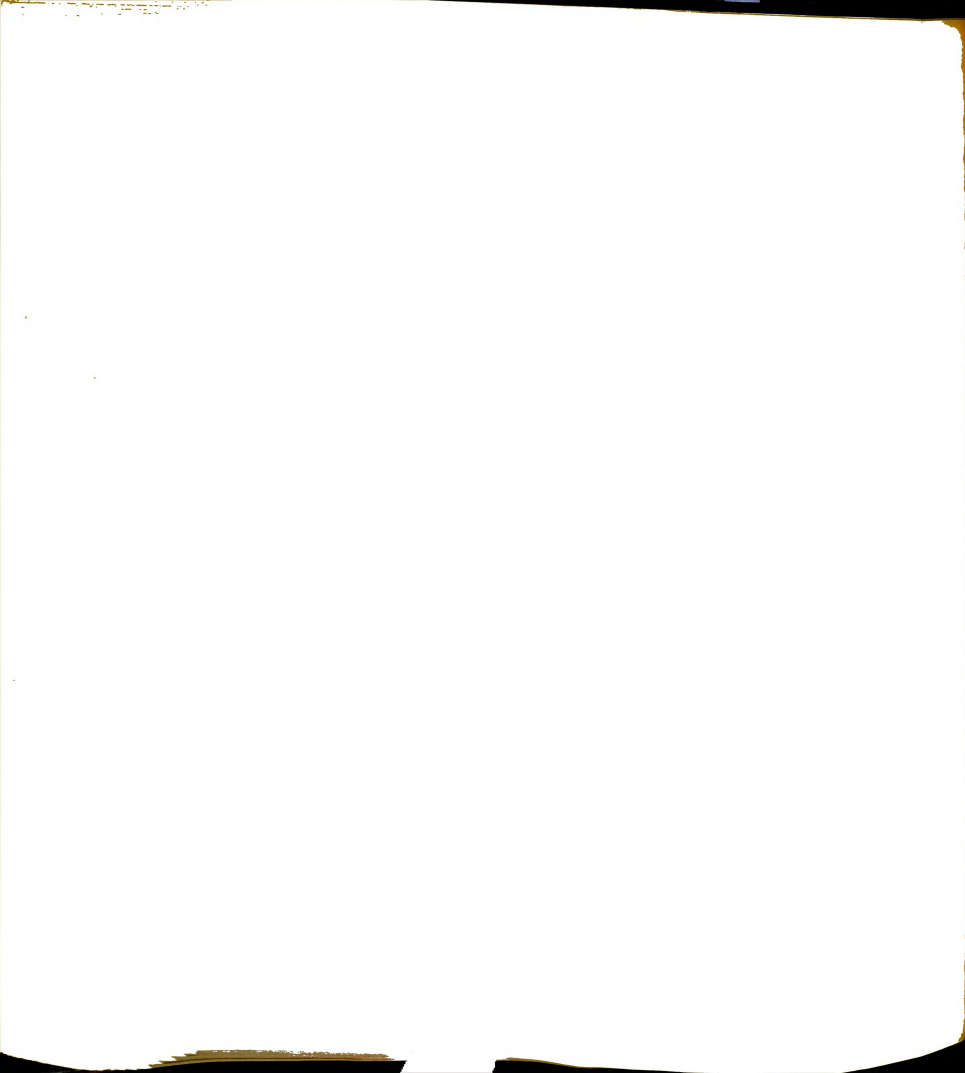


TABLE LV

EXTENT OF ROOM FOR IMPROVEMENT OF GUIDANCE PRACTICES
IN CAMPS AS EXPRESSED BY CAMP DIRECTORS AND
CAMP AUTHORITIES

Group Responding	Total No. in each group	Extent of Improvement					
		Very Much		Some		Little	
		N	%	N	%	N	%
Camp Directors	41	10	24.3	28	68.3	3	7.3
Camp Authorities	7	6	85.4	1	14.6	0	0.0
Camp Directors	75	28	37.4	44	58.6	3	4.0
Camp Authorities	5	5	100.0	0	0.0	0	0.0
Organizational	179	56	38.6	78	52.4	14	9.4
Camp Authorities	8	5	62.5	3	37.5	0	0.0
Camp Directors	265	95	36.1	150	56.4	20	7.5
Camp Authorities	20	16	80.0	4	20.0	0	0.0

In almost all cases the camp authorities felt there was "very much" room for improvement, whereas a greater number of the camp directors felt that there was "some" room for improvement. The many obstacles and difficulties faced by the camp director undoubtedly cause him to recognize the limitations in this area. The position of the camp authorities, however, allows him to see the possibilities in the area. It is especially significant that the great majority in this survey (92%) felt that there was "very much"



or "some" room for improvement and also that all the authorities felt there was "very much" or "some".

It should be pointed out that each of the camp directors was responding in terms of his own camp and was perhaps more reluctant to indicate "very much" in his response, whereas the authorities were answering in terms of the specific camp type which they represented and would therefore feel more free to respond.

Church and organizational camps indicated to a slightly greater extent that they felt there was room for improvement in guidance practices. Since it was revealed in Chapters IV and V that less was being done in camps of these types, it is of importance to note that such camps recognize a need for improvement.

It was found that in relation to this item all the camps, grouped according to size as well as length of period and sex of campers, felt there was "some" or "very much" room for improvement of guidance practices.

The fact that there was room for improvement implies a need for improvement. This is substantiated by responses of authorities to the specific question, "Do you feel there is a need for more effective guidance practices and procedures in the type of camp you represent?" In all but two cases the response was "very much", indicating further the fact that authorities in the field do recognize and sense a



instinct need in this area.

How the Michigan Camping Association and Michigan
Colleges and Universities Can Help Camps to Improve Guid-

ance. All camp directors were asked to respond to the
question: "In what ways can the Michigan Camping Associa-
tion and Michigan colleges and universities be of help to
you in improving guidance practices in your camp?" The
most frequently mentioned factors have been grouped into
several areas and are listed in Table LVI.

From the listing in this table it is quite apparent
that camp directors are of the opinion that the best ways
in which camps can be assisted by the organizations mentioned is through
the exchange of materials and information in this
field as well as through help in preparing and securing more
effective and capable staff members who can do a good job
of guidance. Very little is being done in this respect at
present although the various camping associations attempt
to provide their members with as much information as possible.

Besides the items more frequently mentioned above
several others of significance were indicated. These are:
1) Require all prospective teachers to spend one summer in
camp work; (2) Encourage more guidance and psychology students
to do camp work; (3) Encourage more religious emphasis in
camp work; (4) Encourage more research and studies in this
field; (5) Provide suggestions on basic camp problems such

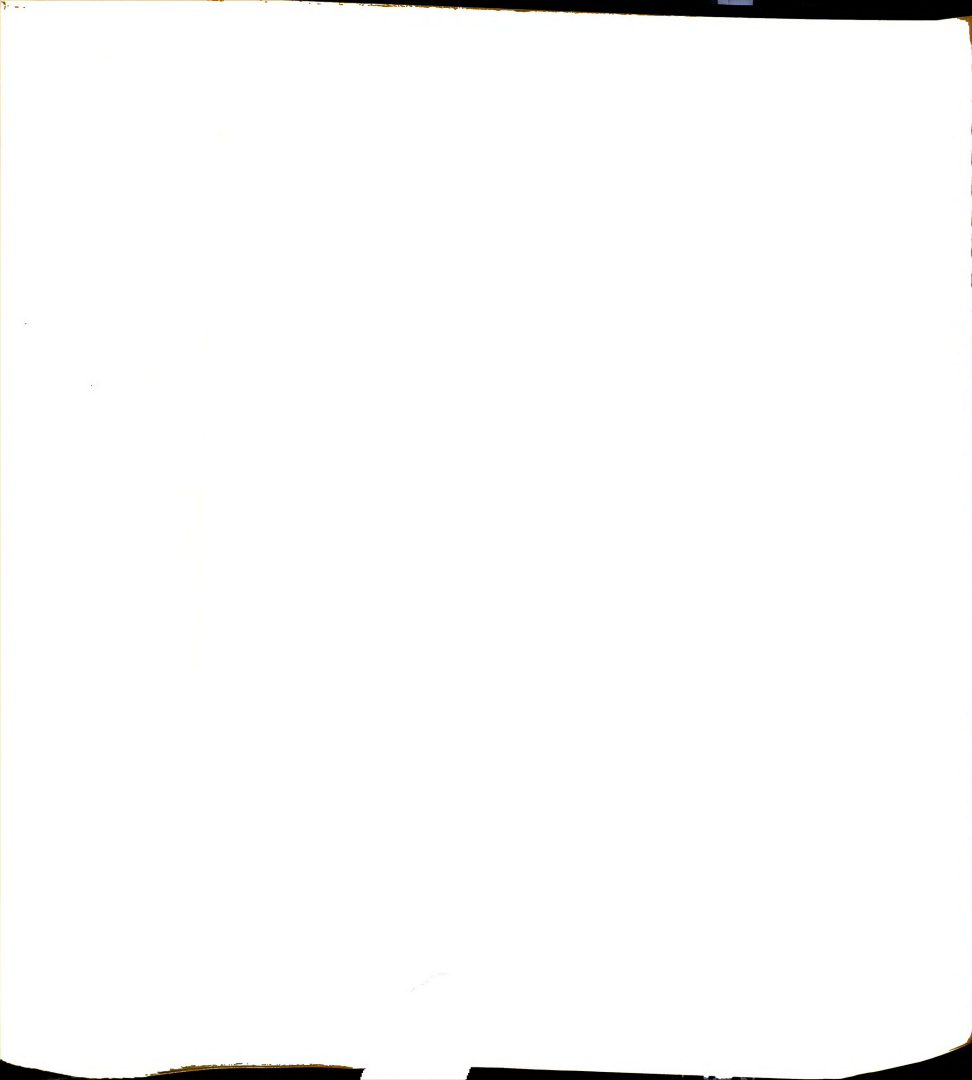


TABLE LVI

TESTED METHODS BY WHICH MICHIGAN CAMPING ASSOCIATION
AND MICHIGAN COLLEGES AND UNIVERSITIES CAN HELP
CAMPS TO IMPROVE THEIR GUIDANCE PRACTICES

Improvement Suggestions	Frequency of Mention
INFORMATION AND MATERIALS	
Provide camp guidance literature and bulletins on good materials	
Provide counselor training materials)	33
Provide forms necessary for guidance	24
Provide a counselor training outline	11
Provide information concerning practices in other camps	9
Provide results of this study	8
Provide a model guidance program	8
Provide a bibliography of guidance materials	7
Total	100
IMPROVING STAFF	
Provide college students credit for counseling experience	20
Provide guidance seminars and workshops for camp people	17
Provide camp counseling courses in college	17
Provide placement service for counselors	12
Provide consultants in guidance	11
Provide camps in getting good leaders	9
Total	90



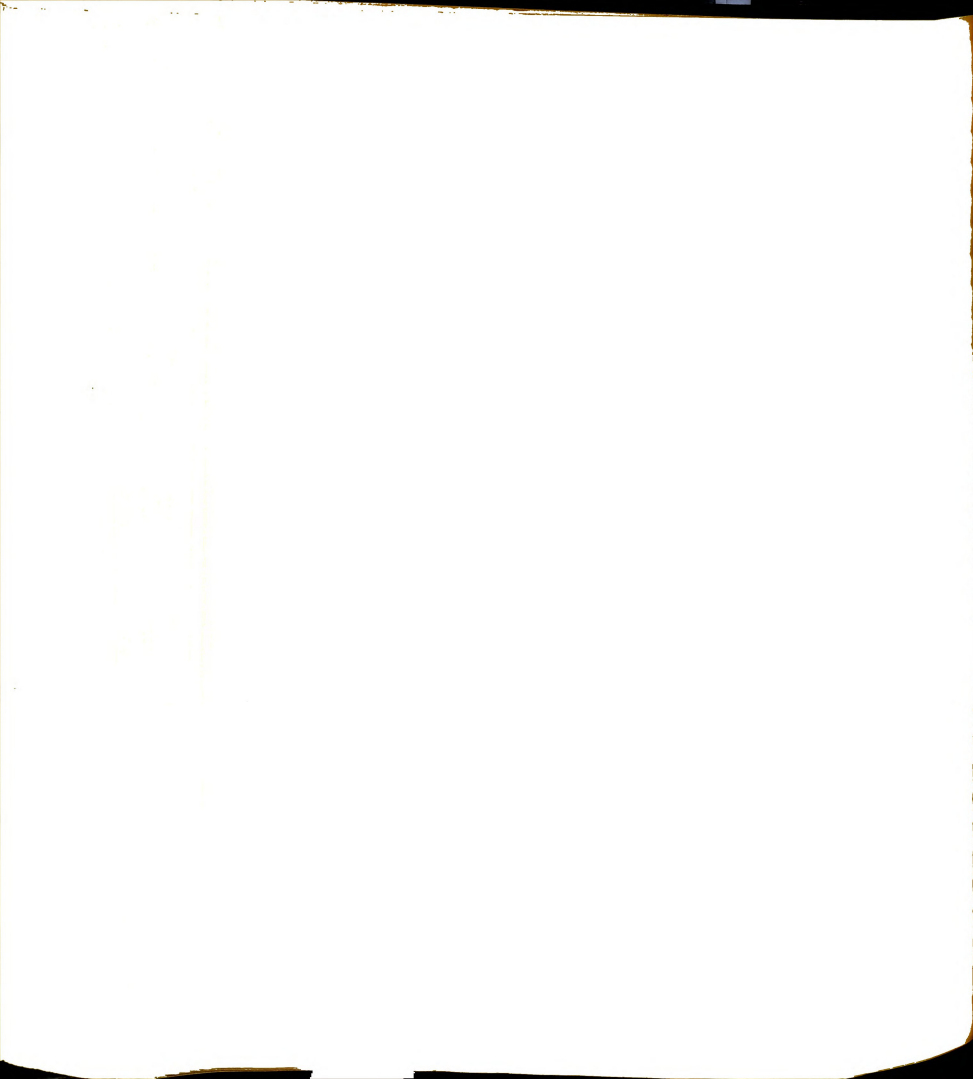
as homesickness; and (6) cooperate more with camps. Although most of these are related to those given in the table, they are nevertheless of importance.

There was no notable variance in the response to this item among the camp types and sizes except that the church and organizational camps tended to indicate a need for more assistance than did the private camps. This is understandable in that most private camps are able to pay staff members more and can usually afford more capable people.

Michigan summer camps definitely do need and want help in improving their camps as a whole as well as the guidance practices in their camps. A greater recognition of this need on the part of the Michigan Camping Association and the various Michigan colleges and universities is imperative. Inasmuch as camping is becoming more and more an integral part of education, these organizations must be prepared to assume more responsibility in its behalf. In the years ahead they must be ready and able to take the necessary constructive measures to enhance the total program of camping in this state.

Improvements Needed Relative to Guidance in Camping.

Camp authorities were asked to express their opinions concerning the improvements needed relative to guidance in camping, by responding to the following item: "What do you consider to be the three most important things a camp



of the type you represent can do to promote and foster more effective guidance of campers?" The more pertinent of these responses are given below. These have been classified according to improvements in the areas of administration, staff, and program. All the camp types have been grouped together inasmuch as no significant differences were noted between the groups, except that church camp authorities emphasized that more religion was needed.

Improvements in the Area of Administration

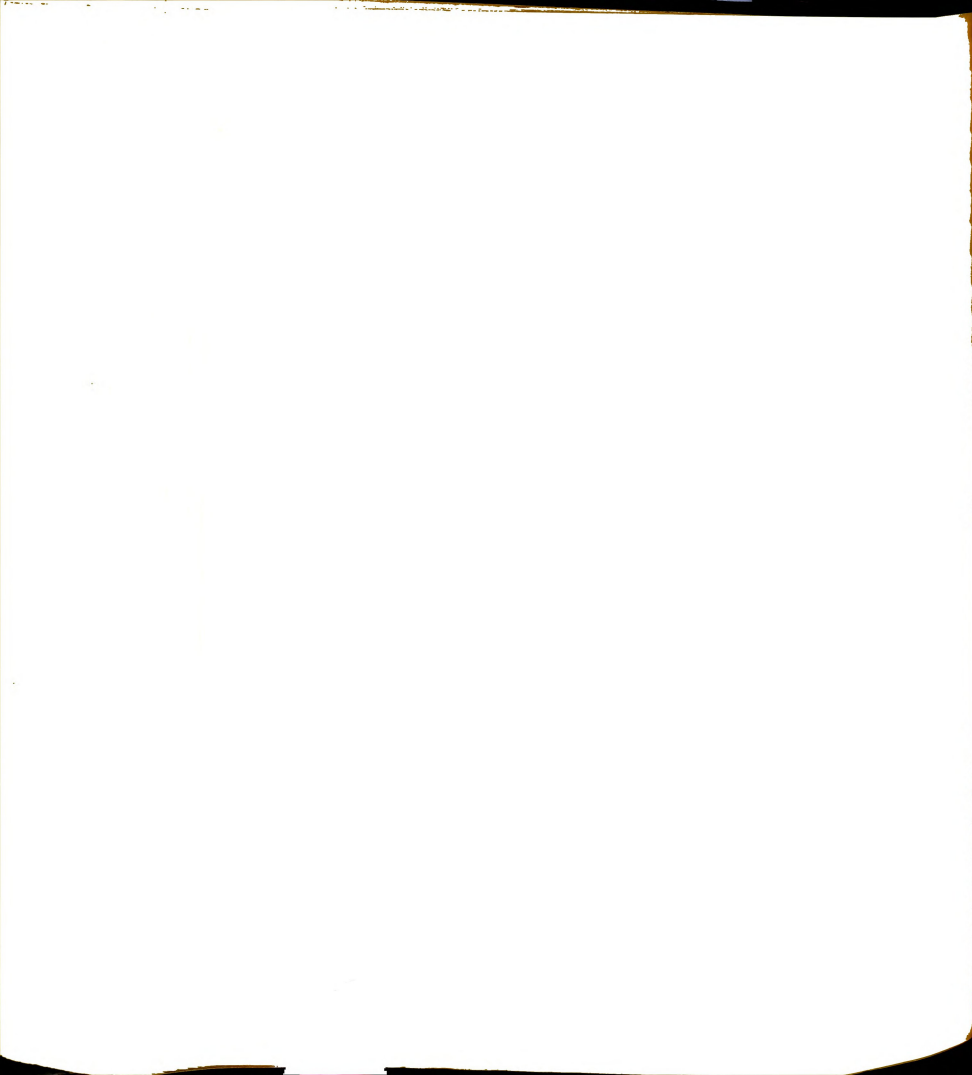
1. More orientation of staff and campers before camp.
2. More pre-camp information on campers.
3. More parent education and cooperation.
4. More stress on the guidance approach and needs of campers.
5. Development of a definite guidance program under the supervision of a definite guidance counselor.
6. More adequate relation of camp to agency program.
7. Better and regular camp evaluation methods.
8. More follow-up of camper during the year.
9. More integration of sexes, races, and faiths.
10. More adequate facilities.
11. More money.
12. Longer camp periods.

Staff Improvements

1. Better staff selection.
2. Longer and better staff preparation and training.
3. A more adequate staff.
4. More continuity among staff.
5. Better examples set by counselors.

Program Improvements

1. A more democratic program.
2. A more permissive atmosphere.
3. A more individualized program.
4. More emphasis toward guidance in program.
5. More emphasis on personal adjustment through program.



6. A more constructive program.
7. More religious emphasis.
8. Organization of program as a means, not an end.

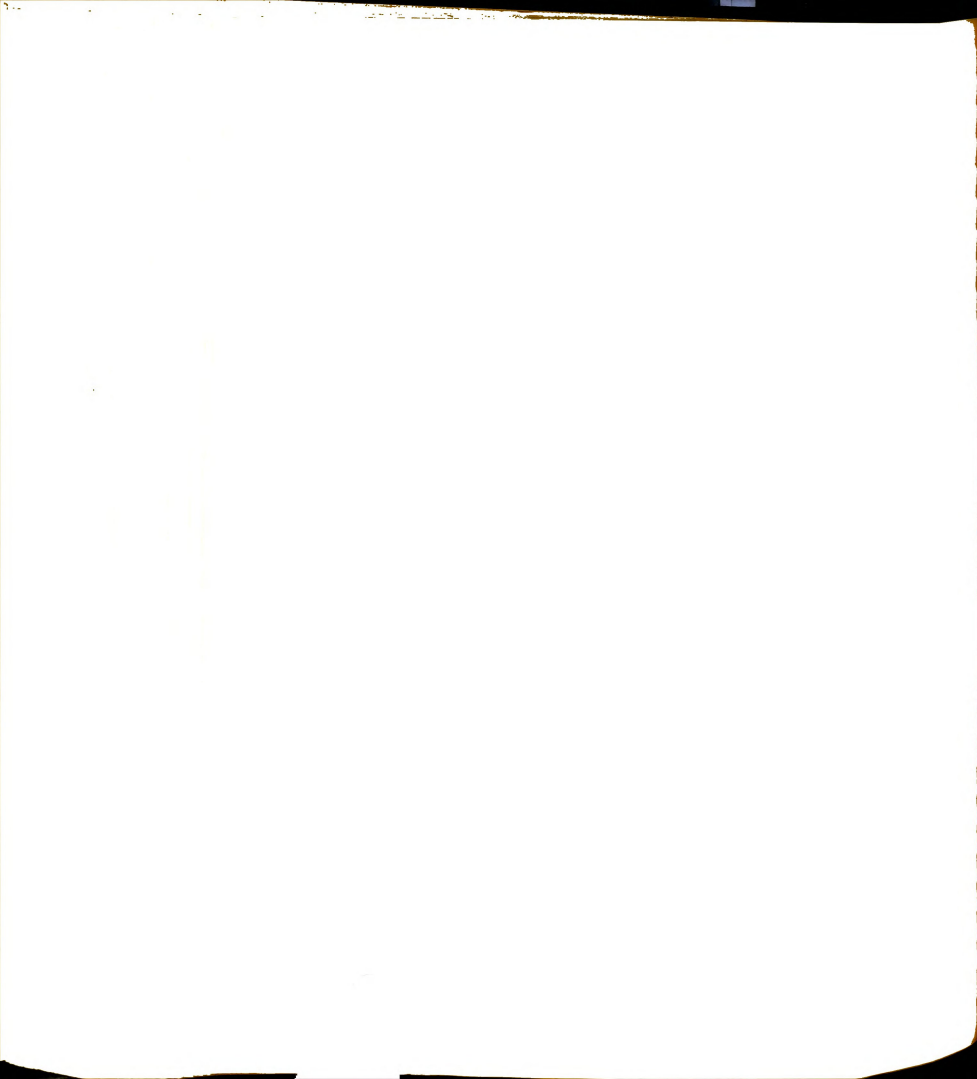
Among the above listed suggestions relative to the improvement of the guidance of campers the most frequently mentioned were those concerning better staff training and selection and a more democratic, individualized, guidance-oriented program. It would appear that the suggestions given by various authorities relative to guidance improvement are very closely related to some of the previous items mentioned concerning handicaps to guidance, good features of guidance, and methods by which the Michigan Camping Association and Michigan colleges and universities can help improve the status of guidance in camps.

It is especially significant to note that authorities recognize and are aware of some of the improvements necessary in this area. It is interesting also to observe that nearly all the areas with which this study is concerned have been mentioned by them.

It has been expressed numerous times that improvement of guidance practices is essential for the betterment of camping. Some of the possible means of meeting this need have been herewith suggested.

Concepts and Attitudes Toward Guidance in Camping.

Both camp directors and authorities were asked for any special comments relative to this study. Although it would



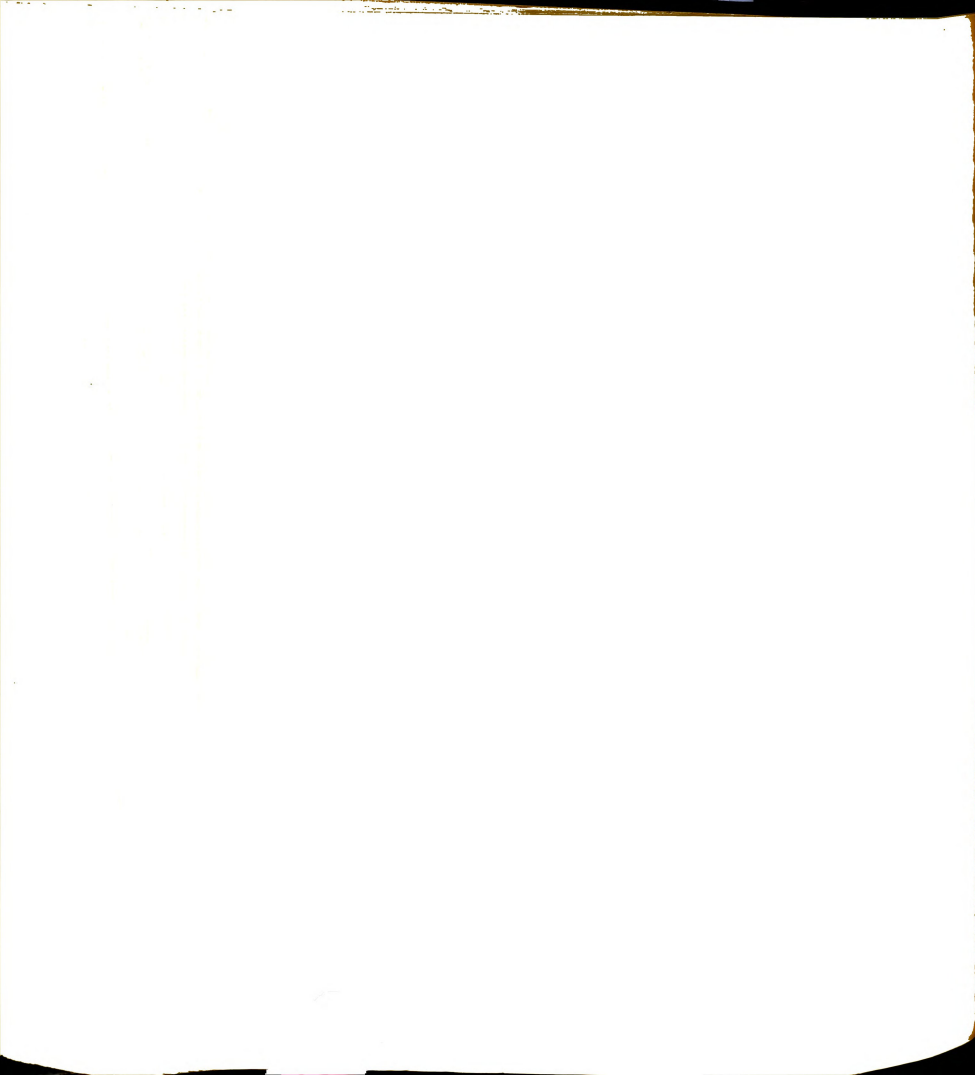
not be feasible to present all these comments at this time, it is of significance to present some of the main concepts and attitudes expressed.

In general there was no particular distinction between the comments of the camp directors and the camp authorities or between those of representatives of the various types and sizes of camps. Each had both good and bad responses. Some of the camp people seemed to agree with Burnham's⁶ concept of education. He claims that the two rules of prime importance in relation to the education of children are to let them alone and set them a good example. It was noticeable, however, that organizational camp people tended to be more favorable in their responses toward guidance in camping than either private or church camp representatives. This may be due to the fact that the purposes of private camps and church camps are somewhat different from those of organizational camps, since church camps are essentially "religious-centered" while private camps are basically "profit camps". Representative of some of the attitudes and concepts are the following comments:

General

1. Guidance in camping depends in great measure upon the quality of the camp staff.

⁶ William H. Burnham, The Normal Mind (New York: D. Appleton-Century Company, Inc., 1943), p. 549.



2. A poor staff can do more harm than good in attempting to employ various guidance practices.
3. More guidance is and can be done in clubs and organizations associated with camps during the year.
4. Camps should not go overboard with guidance.
5. Camp is not a behavior clinic.
6. Too much record keeping is not good.
7. Obtaining information and keeping records without using them is poor practice.
8. Social group behavior is the only purpose of guidance.
9. Children have different problems in varying degrees at different states of development.
10. Daily prayer meetings will solve most problems.
11. Guidance is good, but there is not time or money enough to do a good job of it in camp.

Comments For:

1. Guidance needs to be stressed more, but problems should not be overemphasized. (Avoid the "guinea pig concept".)
2. Guidance is definitely needed, but it should be more informal and should use a "fun" approach.
3. Better guidance can help the whole program.
4. Results of this study will help to improve guidance practices in camps.

Comments Against:

1. Questionnaire is too superficial and does not really get to the main things.
2. A good religious environment is all the guidance a camper needs.
3. Short term camps do not have time for guidance.
4. Staff members are not qualified or capable to do guidance work.
5. Camp is not the place for guidance since it is too remote from the rest of a camper's life.
6. Guidance is not necessary in small camps.
7. Guidance should not be stressed since it makes many campers think they are "problems."

The foregoing comments provide some indication as to what certain camp directors feel about guidance in camping. It is noteworthy that church camps, which have been

found to do the least in the way of guidance, also are much opposed to it in some cases. They express the attitude that camping is primarily for religion and Christian living. This is, however, the opinion expressed by only a few church camps. Somewhat of a defensive attitude toward guidance was implied through certain comments. In other words the responses tended to give the impression, "I don't do much in the way of guidance because I don't see any sense in it". Most comments indicated that camp directors felt that information on campers and effective use of guidance tools, techniques, and practices were needed and could be helpful to them. All the authorities and over 90% of the camps participating in the study requested copies of the results. This would tend to indicate that there is a definite interest in this particular phase of camping.

Summary. Considerable revealing information concerning guidance in camping was made available through the responses to numerous open-ended items in the questionnaires. Although this information does not lend itself to adequate tabulation, the fact that responses were free responses is of significance.

Some of the primary points of information drawn from this chapter are as follows:

1. The main reasons given by camp directors and camp authorities for unhappiness among campers were: (a)



Failure to adjust to the group; (b) Homesickness; (c) Home maladjustment and broken homes; (d) Lack of discipline and training; (e) Fear of new experiences and personal insecurity; and (f) Inadequate program and staff.

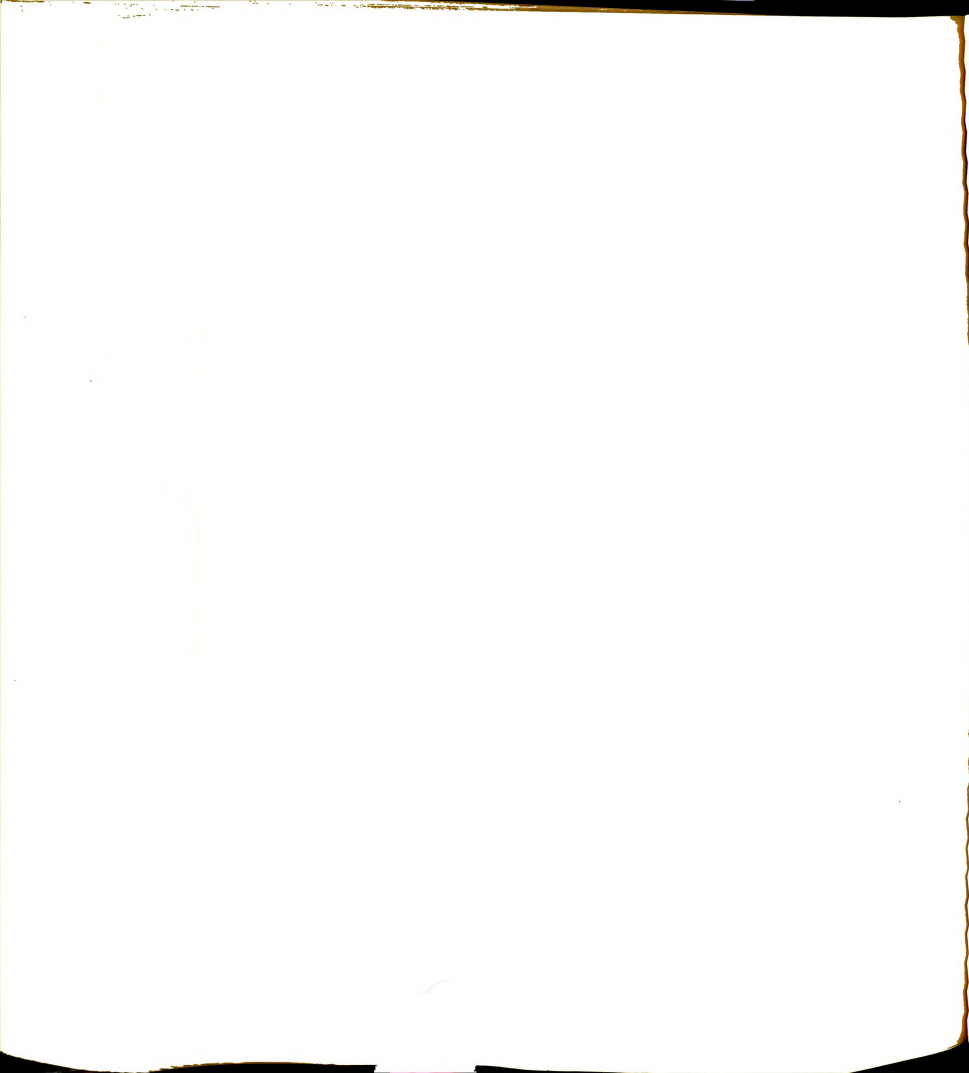
2. These reasons fall into three main categories and rank as follows: (a) Unhappiness due to home conditions; (b) Unhappiness due to personal and social adjustment; and (c) Unhappiness due to camp conditions.

3. In nearly all camps 10% or less of the campers come to camp with problems as indicated by camp directors. Private and small camps have indicated slightly more problems among their campers, which is probably due to the fact that they know them better.

4. The main handicaps to the promotion and fostering of effective guidance as indicated by camp directors are: (a) Lack of trained staff; (b) Insufficient time; (c) Too short camp periods; (d) Lack of finances; (e) Lack of information and records on campers; (f) Unqualified and incompetent staff members; and (g) Insufficient staff members.

5. These handicaps fall into two main groups; namely, (a) Administrative handicaps; and (b) Staff handicaps. (The former was more frequently mentioned.)

6. The best features of guidance in Michigan summer camps as indicated by camp directors were found to be (a) Cooperative, experienced, well-trained staff members; (b)



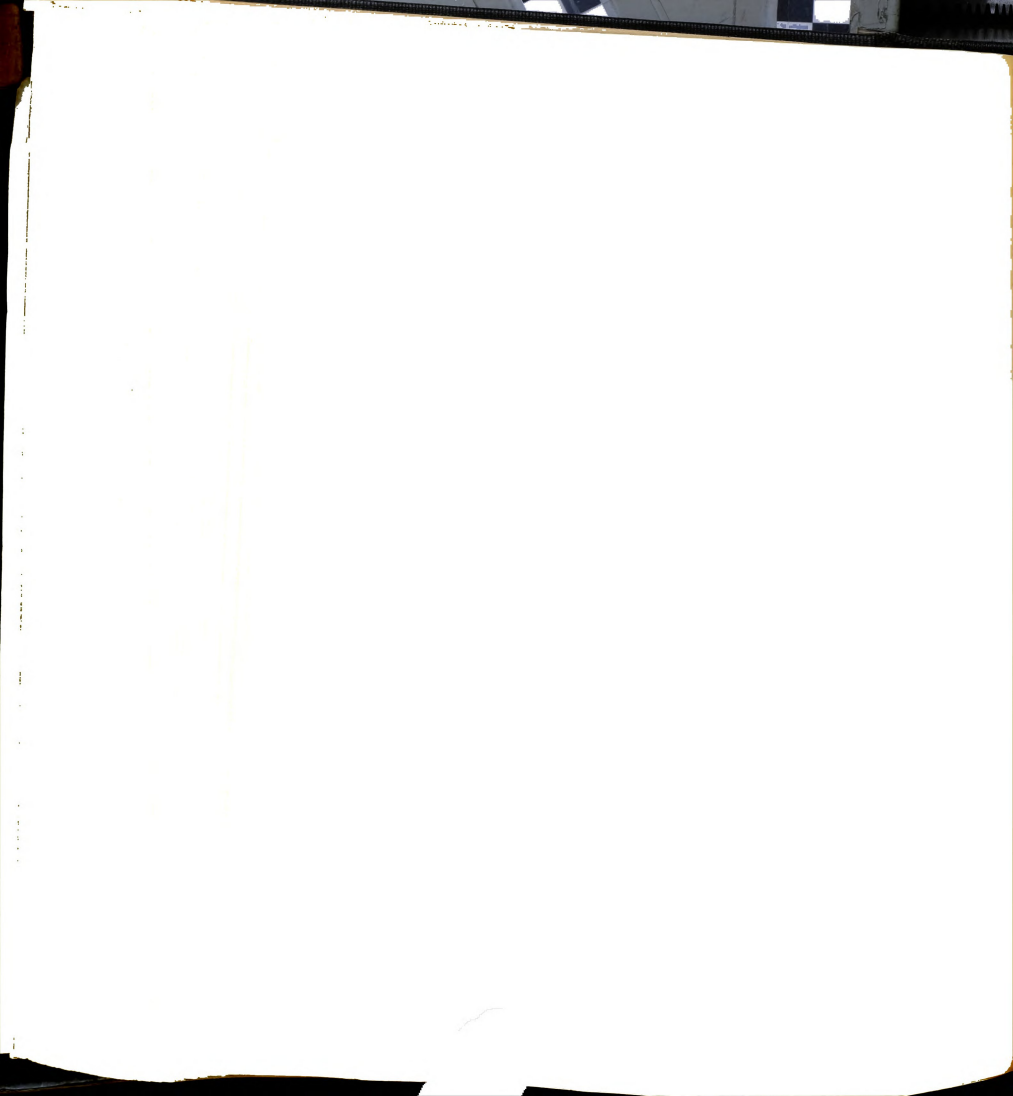
Individual counseling and attention given campers; (c) Low camper-counselor ratio; (d) Permissive, democratic atmosphere; (e) Small camps; (f) Follow-up of campers; (g) Flexible program directed toward guidance; and (h) Extensive information and knowledge concerning campers.

7. These features were classified in three categories and rank as follows: (a) Best features in relation to staff; (b) Best features in relation to administration; (c) Best features in relation to program.

8. Most camps and authorities felt there was "very much" or "some" room for improvement of guidance practices in camp. Almost all authorities (all but four) felt there was "very much" room for improvement; however, only 34% of the camps were of this opinion, the majority (57%) indicating that they felt "some" improvement possible.

9. All but two of the camp authorities felt that there was "very much" need for improvement of guidance in all camps.

10. Camp directors indicated that the most important ways in which the Michigan Camping Association and Michigan colleges and universities could help them would be to: (a) Provide more camp guidance literature and materials; (b) Provide guidance forms; (c) Give college students credit for camp counseling; (d) Provide guidance seminars and workshops; (e) Give more assistance in the selection and place-



ment of camp staff; and (f) Provide information concerning other camps and research in the area.

11. Camp authorities felt that the main ways in which guidance could be improved were: (a) Training and providing better staff; (b) Securing more pre-camp information and providing orientation for campers and staff; and (c) Placing more stress upon supervision and management of guidance.

12. Most of the comments on guidance in camping were favorable, though numerous camp people felt that camp was not the place for guidance, and that guidance should be mainly spontaneous. Some respondents claimed that camp staff members were not qualified to do guidance, and that there was no time for it. In opposition to this, it was pointed out that more and better guidance was needed in camps, and that this could be accomplished through a higher caliber staff and a program more oriented to guidance.

CHAPTER VIII

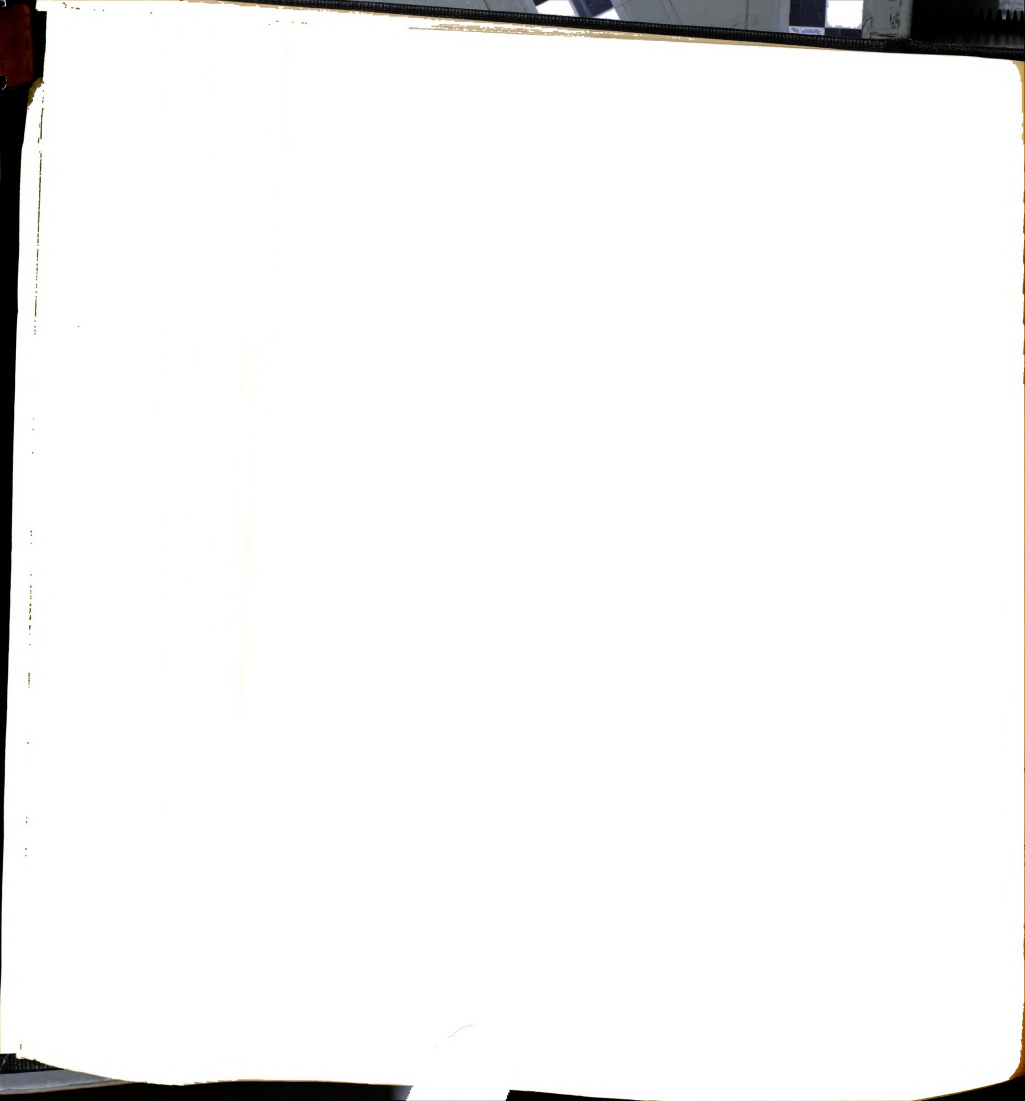
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

Presented in this final chapter is a summary of the research with findings and conclusions which were drawn from the data collected as well as various implications and recommendations for further research.

This study, conducted in the summer of 1953, was designed to determine the extent to which guidance information was obtained and guidance practices were being used by Michigan summer camps for children. An attempt was further made to determine the desirability of this information and these practices as indicated by a jury of twenty camping authorities. Other general information concerning camps and guidance in camps was obtained and utilized in this investigation.

This study should be of significance since no studies of this nature have been previously attempted. The findings presented should prove beneficial to schools, colleges, and camps in the state of Michigan and throughout the country. It should be especially helpful to the Michigan Camping Association in the furtherance of their work with camps in this state.

Data were obtained from 265 of the licensed summer



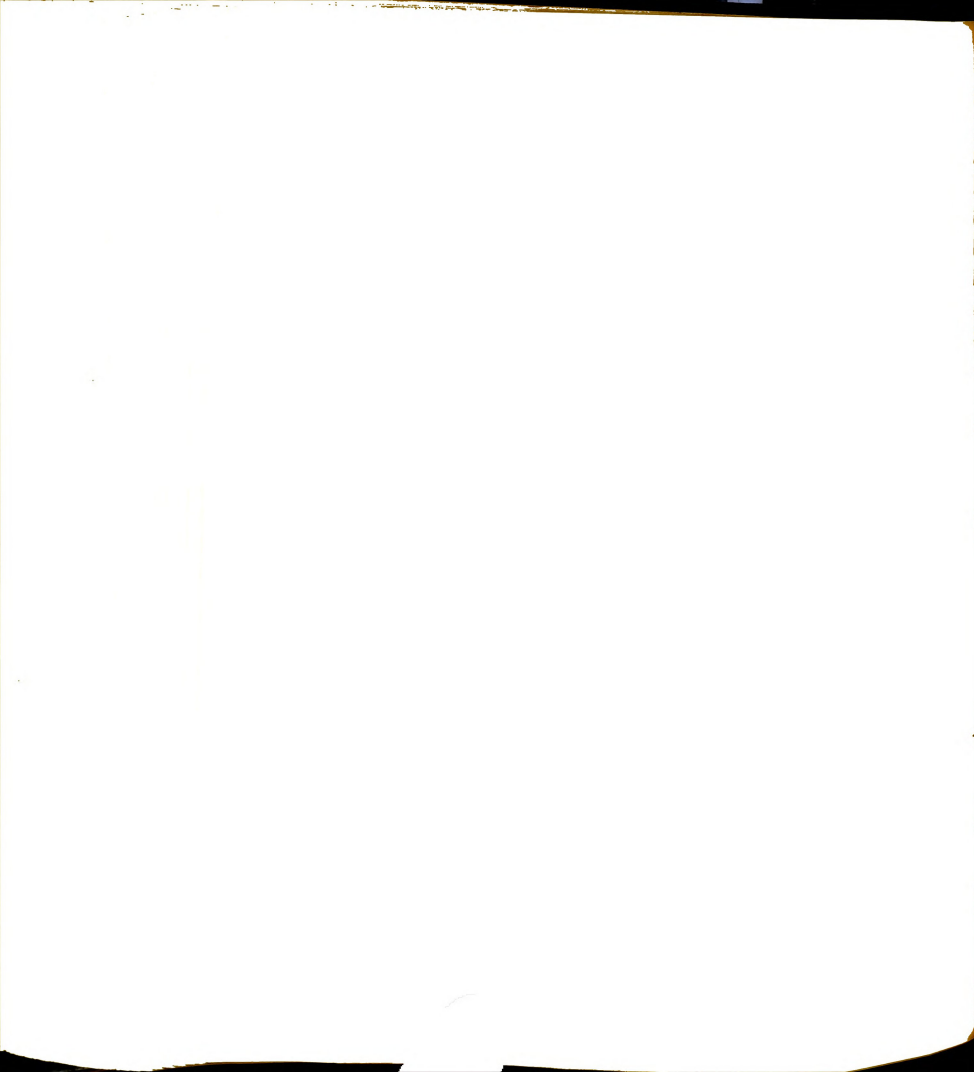
camps in Michigan and from twenty of the leading camping authorities in the country through the use of questionnaire forms especially designed for this purpose. Most all of the information from the completed survey was compiled on IBM cards, tabulated, analyzed, and reported in this study.

Summary of Findings. The following points of information concerning the type and nature of Michigan summer camps were revealed in the results of this study:

1. Among the 265 summer camps in this study, which represent approximately 70% of all the camps in Michigan, 56% of the camps were organizational camps, 28% were church camps, and 16% private camps. Nineteen of the camps were for the underprivileged, fourteen were "day camps" and nine were for the handicapped.

2. Among these camps 49% were medium-sized (enrollment: 51 to 100). About 30% of the camps were large-sized (enrollment: 101 plus), and 21% were small-sized (enrollment: 50 or less).

3. The largest group of camps with reference to the sex of campers were the coeducational type camps. Boys' camps were the next most prevalent, and girls' camps the least. Organizational camps indicated a higher percentage of boys' camps than either girls' or coeducational camps, whereas church and private camps indicated more coeducational camps than they did boys' or girls' camps. There tended to



be a greater percentage of girls' camps among smaller camps. Other than this no significant differences because of the sex of campers were indicated among the different sized camps. Church camps claimed to have more coeducational camps than either organizational or private camps.

4. The large majority of private camps were long-term camps (four weeks or more), whereas the large majority of church and organizational camps were of short-term duration (three weeks or less). Of all the camps, 83% were short-term camps. There tended to be little difference among the various sized camps relative to the length of camp periods.

5. A slightly greater percentage of the small camps were private camps, whereas large camps tended to include proportionately more church and organizational camps.

6. Private camps in general had comparatively lower camper-counselor ratios than organizational camps, and the latter in turn had lower ratios than church camps. Small camps tended to have lower camper-counselor ratios than medium-sized camps, whereas medium-sized camps had lower ratios than large camps.

7. This study revealed that the average enrollment of all camps in the study was 73. The average number of camp periods was four. Approximately 44% of the camps

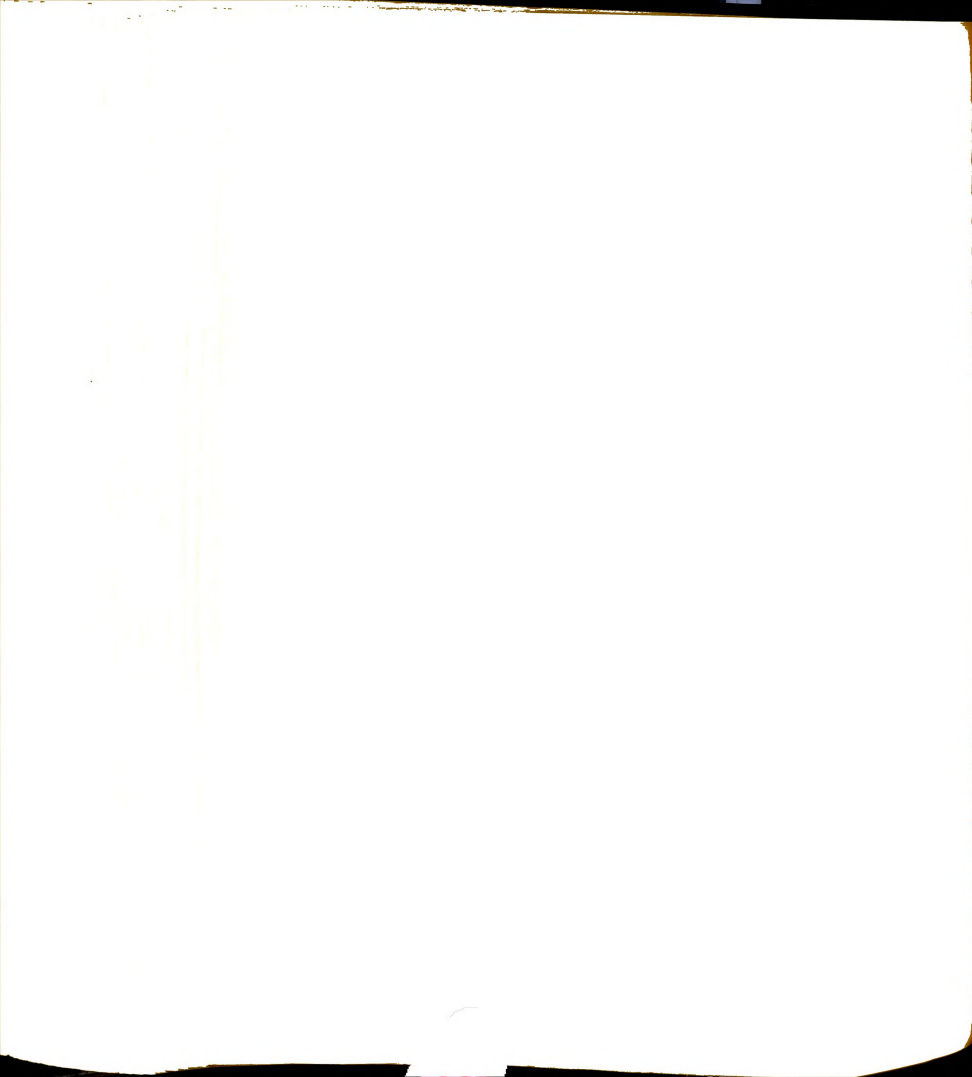


indicated less than three periods. About 39% claimed to have four to six periods, whereas 18% stated they had seven or more different periods. The majority of the camps having four or more different periods were short-term camps. The average camper-counselor ratio was seven to one. Over 43% of the camps claimed to have ratios of six, seven, or eight to one. Less than 30% indicated ratios of five to one or less and 26% had ratios of nine to one or more. The age range of the majority of campers was between eleven and fourteen years.

The following data concerning the extent of information in possession of Michigan summer camps and the extent to which certain sources of information were used was revealed through this study:

1. In general a majority of Michigan camps had the different types of information listed, although the percentage claiming to have "much" of this information was rather low, averaging about 30% of all camps for all the information areas. A few camps indicated having "much" information concerning all the items. A greater number disclosed that they had "little or none" of the information.

2. Items of information indicated the least were those concerning intelligence of campers and school grades of campers. The sources of information indicated least were schools and other camps.

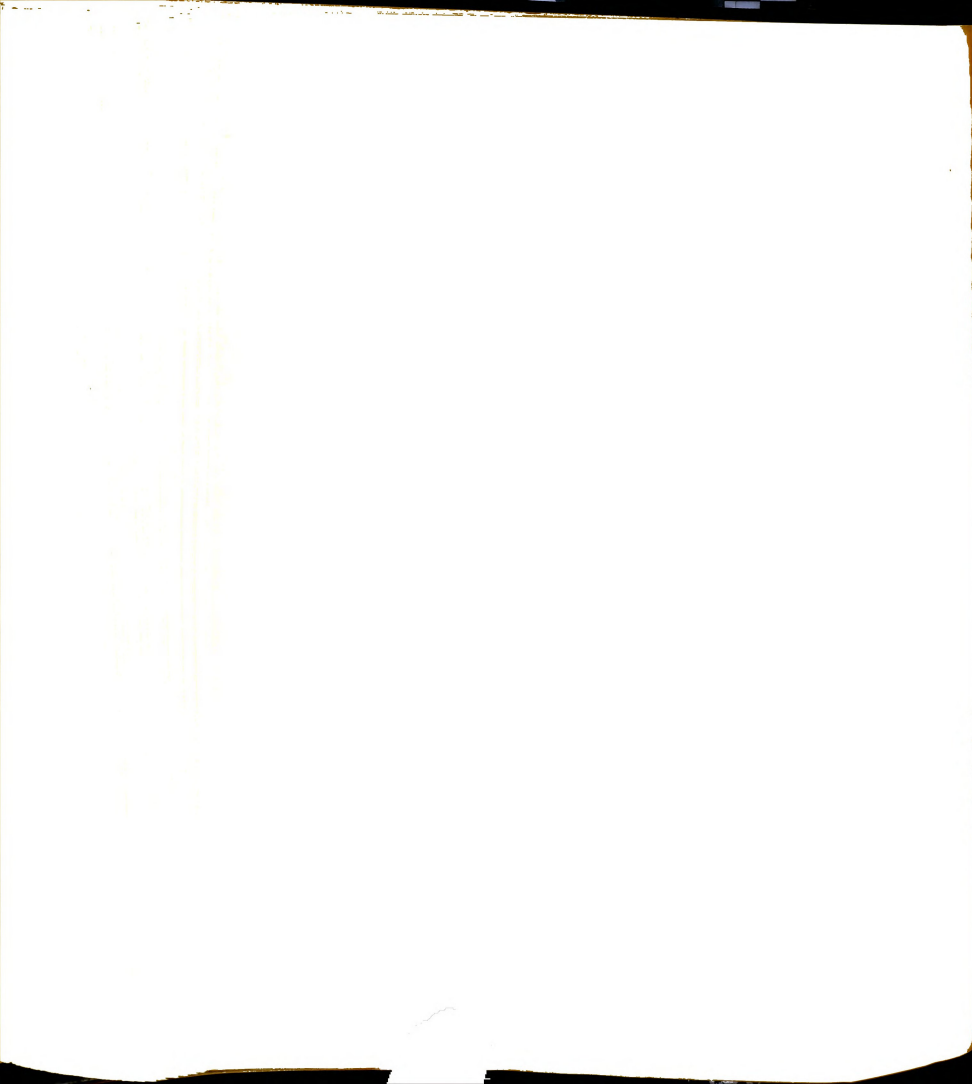


3. Information indicated as being possessed by the greater percentage of camps included health information and information concerning special fears of campers. Also included was information on skills, abilities, and talents as well as hobbies, interests, likes and dislikes.

4. Other types of information which were present to an average extent in over 50% of all camps included marital status of parents, occupation of parents, unusual experiences, group contacts around home, and social adjustment.

5. The rank order of extent of information according to the different areas was: (a) Health information; (b) Information on personal qualities; and (c) Home background information. The area of health information was indicated significantly more than the latter two between which less variance was evident. The area dealing with "personal qualities" showed more variance among the items, whereas the items related to "home background" showed little.

6. In all items, private camps indicated having a greater percentage of information and using sources more extensively than organizational camps, and organizational camps in turn indicated more than church camps. A greater divergence existed between private and organizational camps, than between organizational and church camps. Private camps indicated much less reliance on sponsoring organizations as sources of information.



7. In the area of health, large camps indicated the greatest percentage of camps as having extensive information on campers. In the areas of home background and personal qualities, as well as in relation to sources of information, small camps had the greater proportion. Medium-sized camps were next, and large camps claimed the least.

8. Camps having four or more periods had less information than camps with fewer periods.

9. A greater percentage of camps with lower camper-counselor ratios tended to possess information on campers.

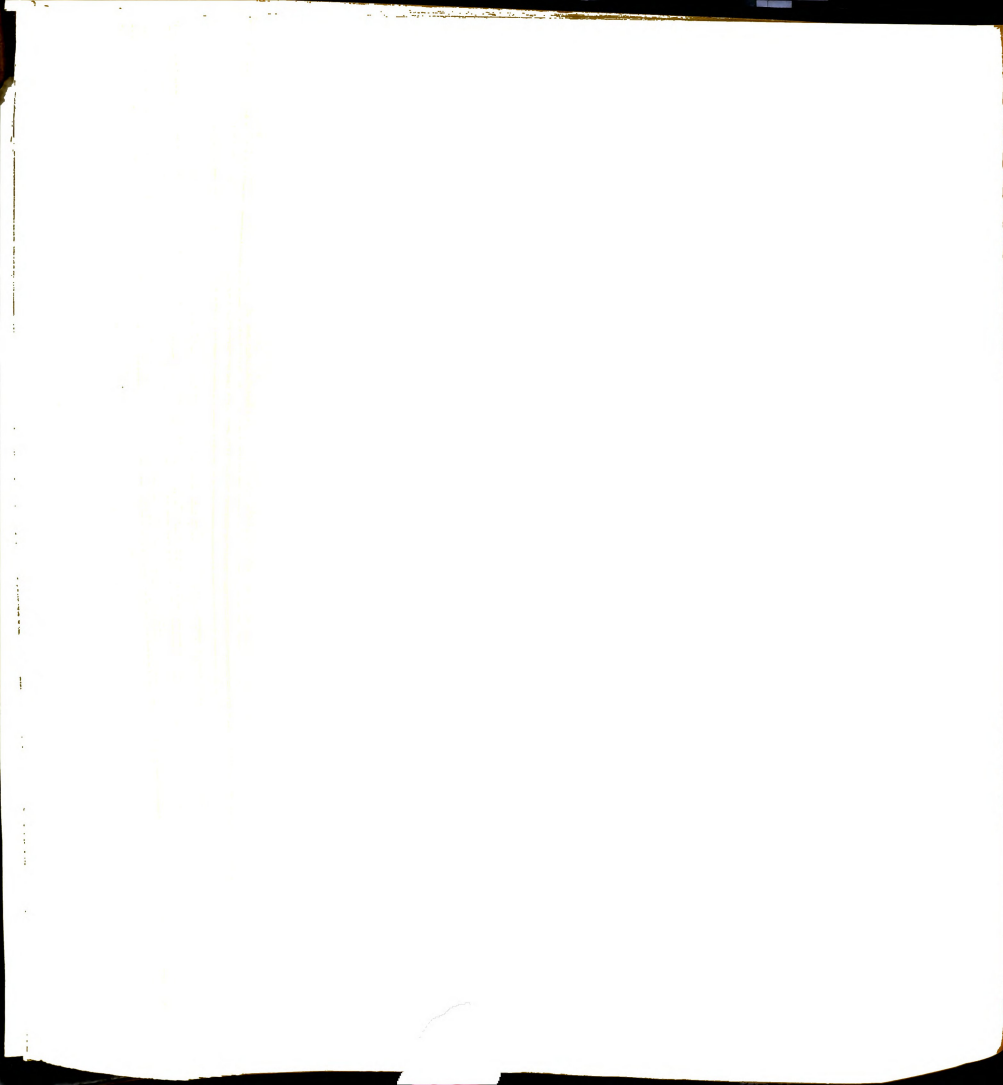
10. Long term camps were found to possess more data than short term camps.

11. Although no significant differences were apparent, it was revealed that boys' camps had slightly more information than girls' camps, and the latter had more than coeducational camps.

12. In no items were coefficients of extent of more than 2.5 indicated, and in only six cases was this more than 2.0, emphasizing the low extent of this information.

13. Private camps, small camps, long term camps, camps with few periods, camps with low camper-counselor ratios all tended to be highest in reference to the extent of information they possessed.

In reference to the various guidance tools, techniques, and practices with which this study is concerned, the follow-

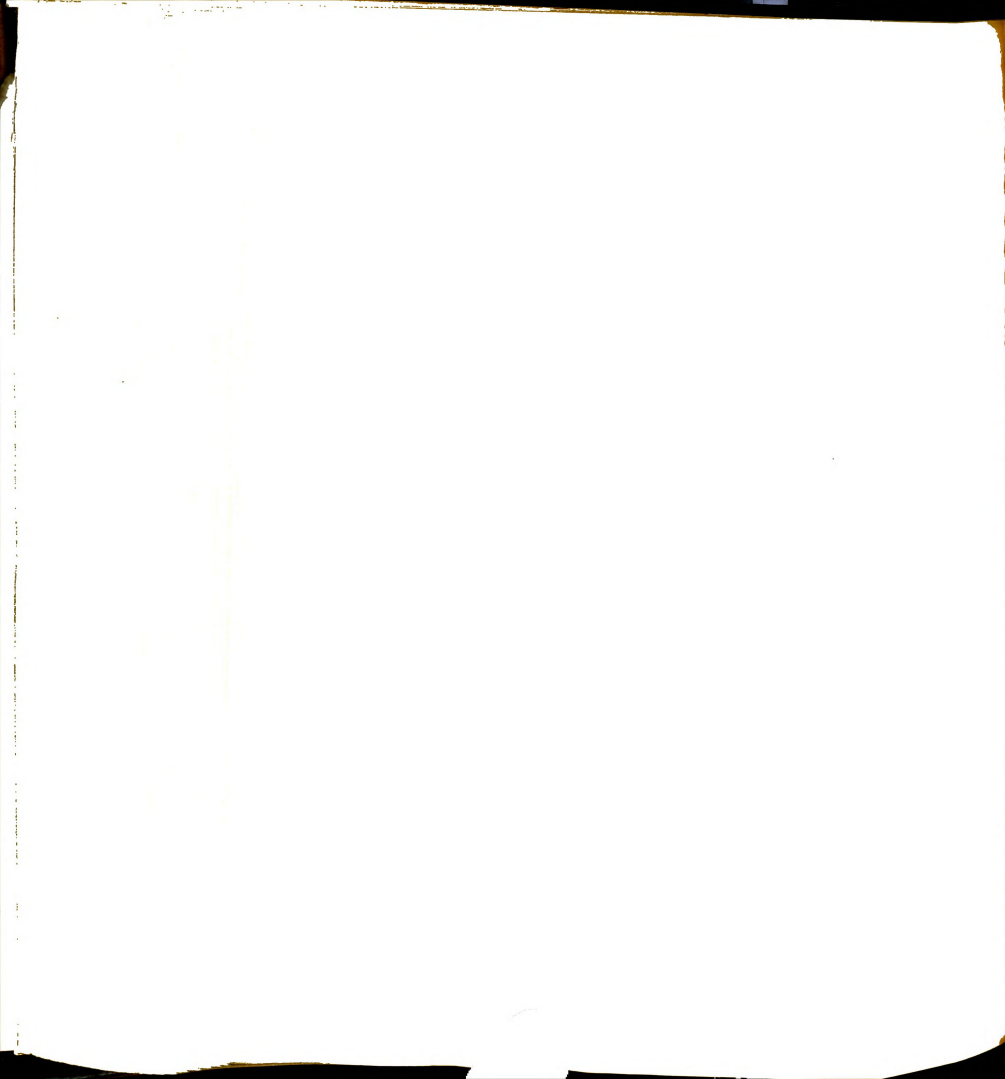


ing data were revealed:

1. Over 50% of the camps in Michigan claimed to follow slightly more than half of the practices listed. In reference to the large majority of items, however, only a small minority claimed to follow the various practices "much", the average of the "much" responses being about 25%. A few camps indicated following all or almost all the practices "much", but these were exceptions.

2. The types of practices indicated the least included providing a special guidance library for campers, using audio-visual aids for guidance, providing a special work program for campers, using a "master" cumulative record card, maintaining a formal guidance program, sending guidance information to schools, providing for services of a guidance worker, use of parent-reaction forms, use of forms for counselors to evaluate camp, use of forms for campers to evaluate camp, and use of forms for selecting counselors. Other special practices which were found to be used even less than the foregoing included use of intelligence tests, aptitude and personality tests, adjustment inventories, sociograms, case studies, case conferences, camper referrals, and sociodramas.

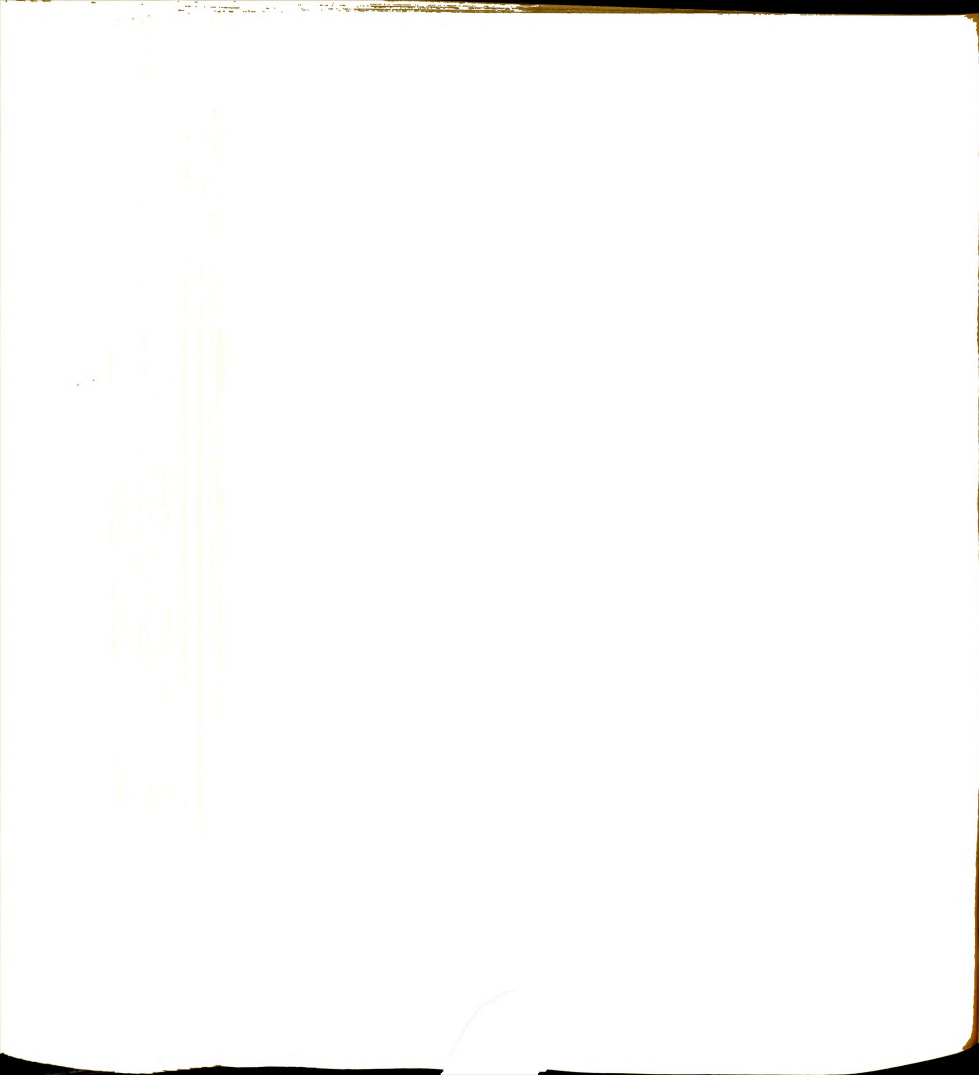
3. The few practices used to any reasonable extent at all by a majority of the camps included non-directive counseling methods, using the camp program as a tool of



guidance, carrying on informal counseling, emphasizing group experience through the camp program, counselor-camper planning, providing an atmosphere free from undue tension, investigating references in choosing staff, selecting counselors with college training, and selecting counselors with previous experience.

4. Other practices used to an average extent by over 50% of all the camps included providing special guidance courses, providing pre-camp and in-service guidance training, providing a special guidance library for counselors, providing special guidance services for counselors, making information on campers available, using directive counseling methods, employing individual counseling, providing a special place for counseling, conferring with parents, using religion in guidance, and employing group guidance. Others in this area included using a special cumulative record file, making contacts during the year, holding staff meetings three times weekly, maintaining a counselor-in-training program, selecting counselors trained in guidance, using a personal data form sent to parents, and use of counselor rating of camper forms and director rating of counselor forms. In reference to almost all the practices just mentioned there tended to be more camps indicating "little or none" than "much" in responding to the items.

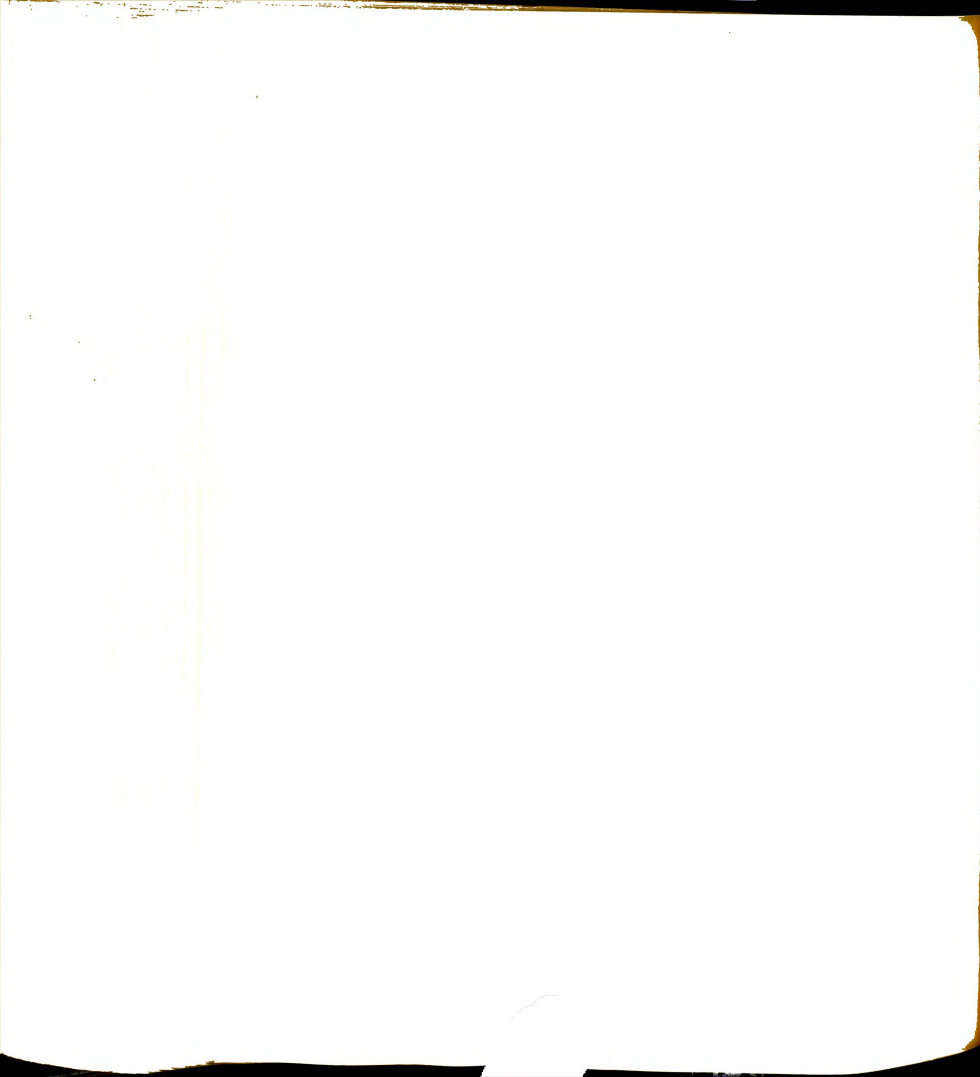
5. The rank order of the extent of the different



areas of practices was as follows: (a) Counseling practices used; (b) Personnel selection practices; (c) Practices to help counselors in guidance; (d) Administrative practices; (e) Record and report forms; (f) Practices to help camper directly; (g) Special techniques; and (h) Tests and inventories. The last four areas listed were practiced to a considerably less extent than the first four. There tended to be less variance in the extent of the items within the areas of this latter group, whereas the areas showing the greatest extent of the practices correspondingly indicated a greater variance among the items.

6. Private camps indicated a greater percentage of use of the various practices in all the different areas. In reference to all the areas except that of "helping campers directly", organizational camps showed a greater extent of usage of the various practices than church camps. A greater divergence in the extent to which practices were employed was noticeable between private and organizational camps than between organizational and church camps.

7. According to camp size, it was shown that small camps and large camps tended to follow the various practices to a greater extent than medium-sized camps. In most areas there tended to be little variance among the different sized camps. In the areas dealing with practices to help campers directly, administrative practices, intelligence and other



tests, and special techniques small camps indicated the greatest extent of employment of practices. In the areas concerning helping counselors in guidance, counseling practices and personnel selection practices, large camps indicated the greatest extent.

8. Camps with four or more periods followed the practices to a lesser extent than camps with three or less camp periods.

9. A greater percentage of the camps having lower camper-counselor ratios tended to follow the practices more extensively than those with higher ratios.

10. It was revealed that proportionately more of the long-term camps tended to follow the practices to a greater extent than was the case with short-term camps.

11. It was disclosed that boys' camps tended to follow the practices slightly more than girls' camps, and the latter indicated somewhat more than coeducational camps.

12. In only one case (camp atmosphere free from undue tension) was a coefficient of extent of over 2.5 indicated. Only sixteen of the practices showed a coefficient of extent of 2.0 or more, thus emphasizing the relatively low extent to which the various practices were followed.

13. Private camps, long-term camps, camps having few periods, and camps with low camper-counselor ratios all tended to be highest in the extent to which they employed



guidance practices.

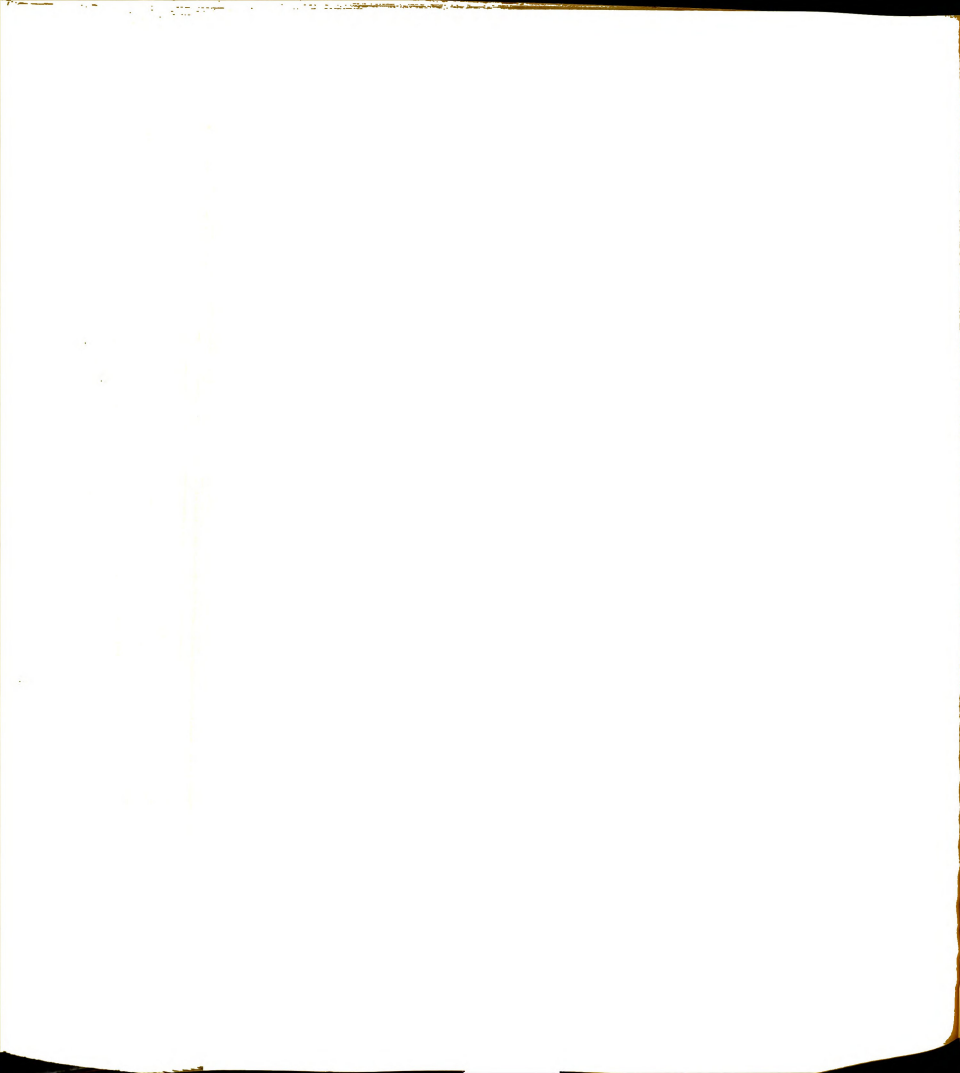
An investigation of the desirability of the various types of guidance information, sources of information, and guidance practices, as indicated by a jury of twenty camping authorities, revealed the following:

1. The types of guidance information considered as undesirable by a majority of the authorities were information on intelligence and information on school grades. In reference to the latter item authority opinions were evenly split, ten to ten. All other items of information were ranked as very desirable by the majority of authorities except information on parents' occupations and future plans of campers which were ranked as being of average desirability.

2. Opinions of the jury were again split relative to schools as a source of information. Camp files were considered to be the most desirable sources, whereas sponsoring agencies and other camps were considered as average.

3. Private, church, and organizational camp authorities were in agreement concerning the desirability of all the items of information except in the case of school grades. Further divergence in opinion was found among these camp types in relation to sponsoring agencies as sources of information.

4. The desirability and the extent of information and sources of information tended to parallel each other.

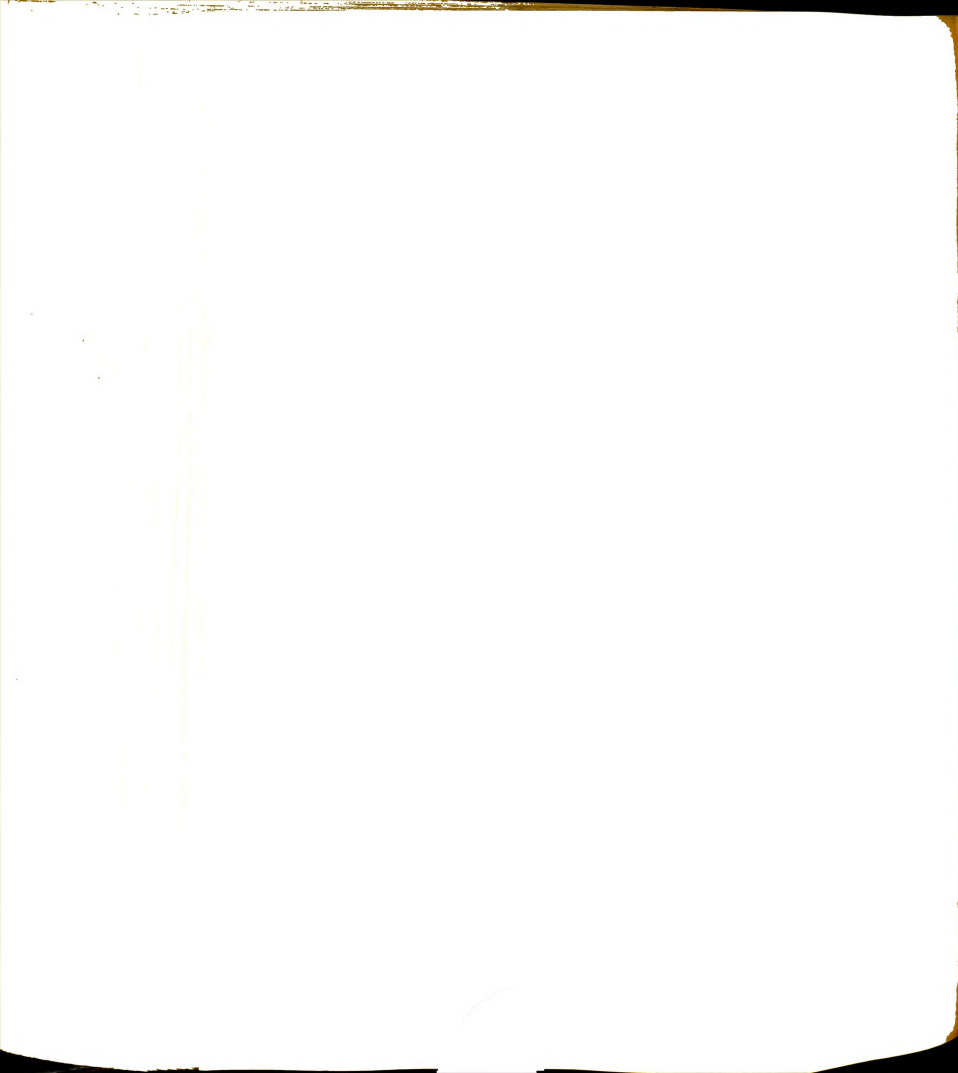


The more desirable items of information were correspondingly more in evidence among the camps, whereas the less desirable information was less frequently indicated. In no case did the extent of information approach the desirability of this information.

5. The types of guidance practices considered as undesirable by the majority of jury members included: (a) Providing special camp courses dealing with guidance; (b) Using audio-visual aids dealing with guidance; (c) Providing a special work program; (d) Making use of directive counseling techniques; (e) Providing a special place for individual counseling; (f) Providing for the services of a guidance specialist; (g) Using intelligence and other types of tests; (h) Using adjustment inventories; and (i) Using sociograms. All the other practices were considered to be desirable by the jury.

6. Few disagreements relative to the desirability of the various items among the private, church, and organizational camp authorities were in evidence.

7. The desirability and the extent of the various practices tended to parallel each other throughout the area of practices. The more desirable practices were correspondingly more in evidence among the camps, whereas the less desirable practices were in most cases less frequently mentioned. A greater difference was manifested between the



more desirable practices and the extent to which they were followed, than was the case with less desirable practices. In four of the less desirable practices, the extent to which the practice was in evidence among camps exceeded the degree to which it was considered desirable. These practices included special guidance courses, use of directive counseling, providing a special place for guidance, and holding meetings three times or more weekly.

8. The areas in which practices were considered to be the most desirable were: (a) Practices to help counselors in the guidance of campers; (b) Personnel selection practices; (c) Record and report forms; (d) Administrative practices; and (e) Counseling practices.

9. The two areas in which practices were found to be least desirable were tests and inventories, and special practices to help campers directly.

Special fill-in responses on the questionnaire forms used in this study provided the following points of information relative to guidance in camping:

1. The main reasons why campers are unhappy at camp as indicated by camp directors and camp authorities were: (a) Failure to adjust to the camp group; (b) Homesickness; (c) Home maladjustment and broken homes; (d) Lack of discipline; (e) Fear of new experiences; and (f) Lack of good camp staff and program.

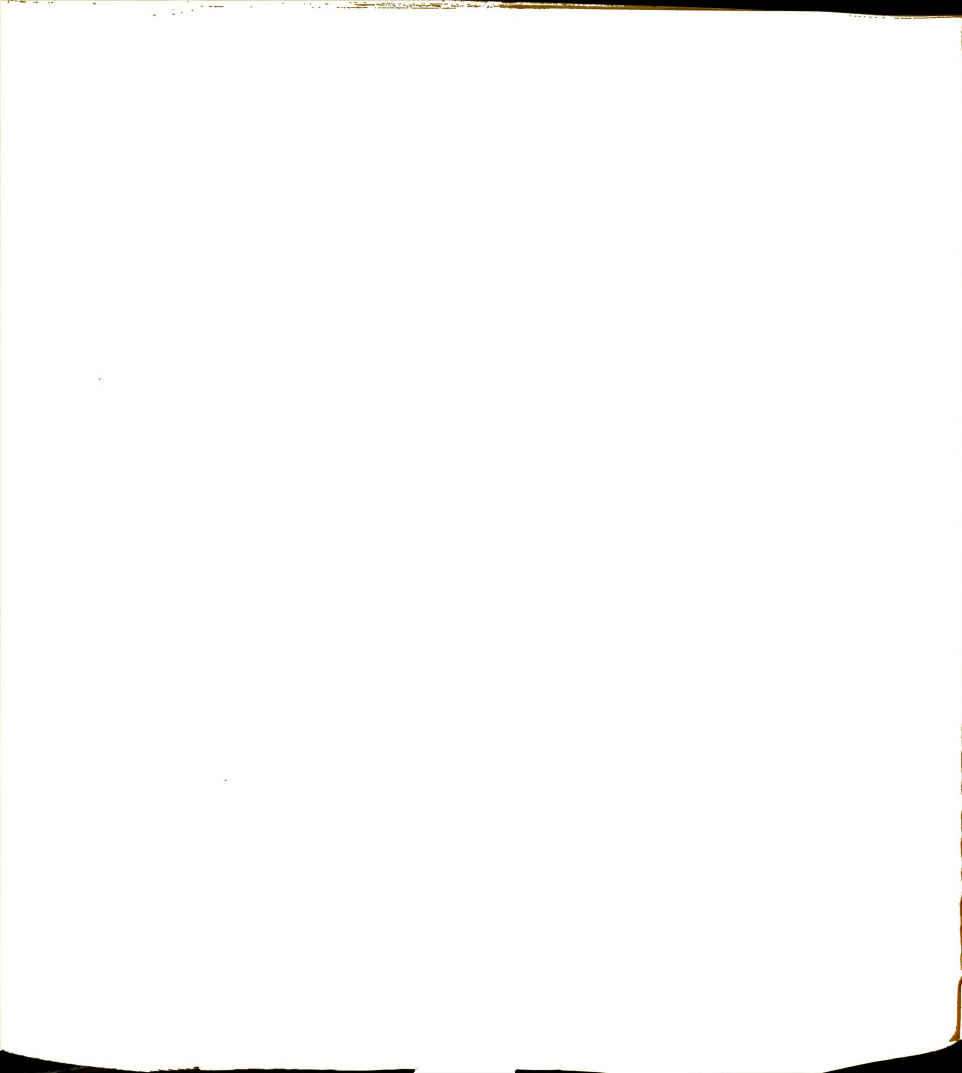
2. In about 70% of the camps, 10% or less of the campers come to camp with definite problems. Private camps and small camps indicated that a greater percentage of campers come to camp with problems than was indicated by other camp types.

3. The main handicaps to the furtherance of guidance in the camping program were: (a) Lack of trained staff; (b) Insufficient time; (c) Too short camp periods; and (d) Lack of finances.

4. The best features relative to guidance claimed by Michigan camps were: (a) Employment of a cooperative, experienced, and well-trained staff; (b) Giving of individual attention and counseling; (c) Administration of a flexible program, directed toward guidance; and (f) Ready availability of extensive information on campers.

5. Nearly all camp directors and authorities were of the opinion that there was need and room for improvement of guidance practices in summer camps. Jury members were more extreme in this feeling than camp directors.

6. Some of the primary methods by which Michigan colleges and universities and the Michigan Camping Association could help camps improve guidance were: (a) Providing guidance literature and material; (b) Giving college credits for camp counseling experience; (c) Providing camp guidance seminars and workshops; (d) Assisting more in the selection



and placement of staff; and (e) Providing information on other camps.

7. According to camp authorities, the chief means by which guidance could be improved in summer camps were training and providing better staff, placing greater stress upon guidance, and supervising guidance more adequately.

8. Most camp directors and authorities were in favor of giving guidance more emphasis in camping. A few disagreed with this concept.

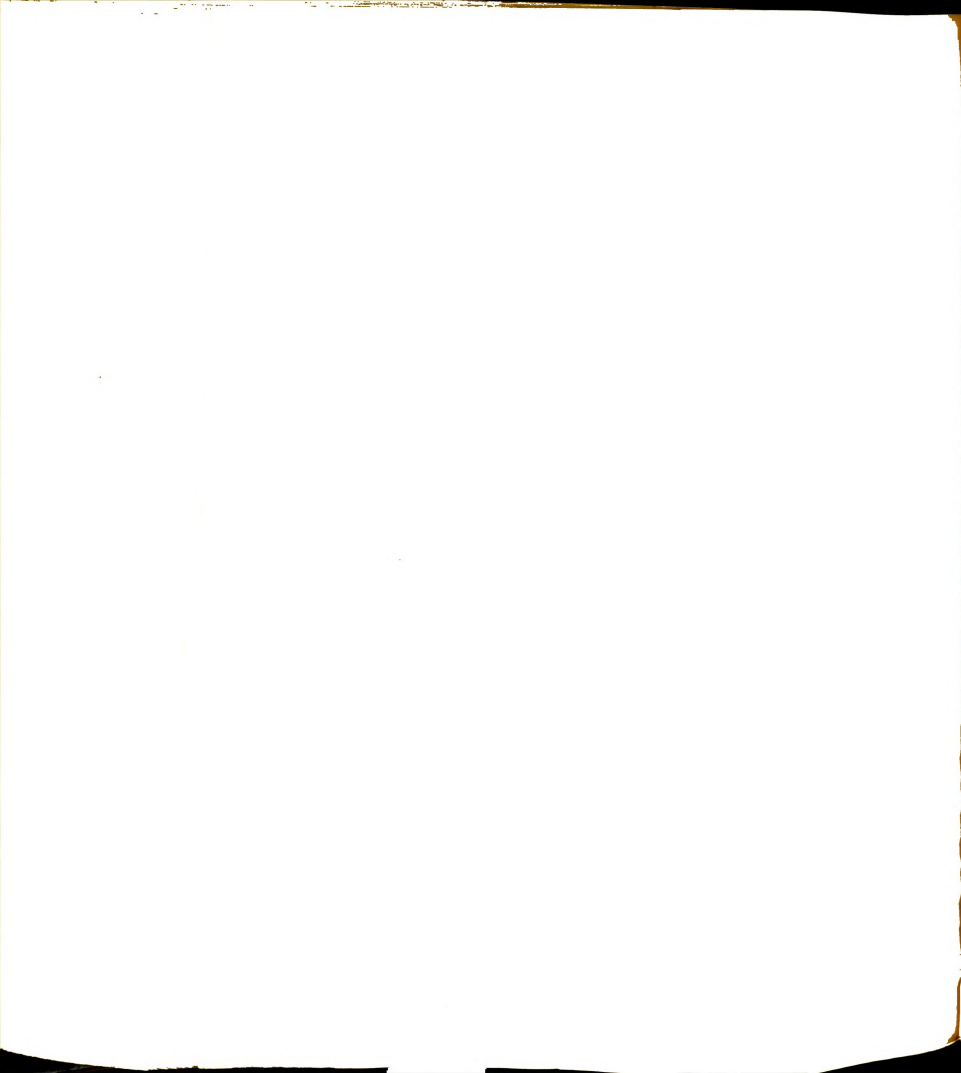
Conclusions. The following conclusions may be drawn from the results of the findings of this study:

1. The largest group of camps according to type are organizational camps. According to size the largest group are medium-sized (51-100 enrollment).

2. Guidance information, practices, and services in Michigan summer camps for children are rather limited.

3. A majority of camps have practically all the necessary types of information, but only a minority have this information to any great extent.

4. Summer camps in Michigan should attempt to make much more effective use of sources and techniques for obtaining information from and about campers. This is substantiated by the fact that a relatively small percentage of camps make use of sources and techniques which were rated as desirable by authorities.



5. Summer camps in this state employ guidance tools, techniques, and practices to a rather limited extent.

6. Most practices are followed by a majority of camps, but only a small minority follow them extensively.

7. Guidance practices should be much more extensively and effectively used and emphasized since only a small percentage of camps follow desirable practices to a great extent.

8. Camp authorities agree that most guidance information and practices in this study are desirable.

9. Numerous undesirable types of information and practices are in evidence among camps. Only a small percentage of camps indicated these, however.

10. Private camps in Michigan do the most in the way of guidance, whereas church camps do the least. This is partially due to the fact that private camps have longer periods, more finances, smaller camper-counselor ratios, and somewhat smaller enrollment than church camps.

11. Small camps tend to have more information concerning campers, but size is not too significant in relation to the extent of guidance practices.

12. Long-term camps do more in the way of guidance than short-term camps.

13. Camps with low camper-counselor ratios do more than camps with high ratios.



14. The sex of campers is not too significant relative extent of guidance practices employed.

15. There is a need for more and better guidance es among Michigan summer camps, and there is a great room for such improvement to take place.

16. Most camp directors and camp authorities are f this need.

17. This need can be most adequately met by pro- more adequately selected, qualified, trained staff . It can be further met through better parent on and cooperation, as well as by providing for a rmissive, democratic guidance-oriented program and g more time and money to the area of guidance.

18. Most camps have some unhappy campers who come with problems. The main causes of this are home stments and personal and social adjustment failures .

19. Promotion of guidance in camping is handicapped lack of the time (short periods), lack of finances, information on campers and a lack of trained staff .

20. Colleges and universities as well as the Mich-mping Association should do more to help camps in ng guidance practices.

21 Camp directors need and want assistance in



- the status of guidance in their camps.
2. Supplying literature and materials, help with selection, recruitment, training, and placement are needed.
 3. There is need for a better understanding and knowledge of the place and function of guidance in Michigan.
 4. More cooperation is needed between Michigan summer camps, schools, homes, and communities in relation to the full guidance of campers.
 5. More evaluation, study, and research, as well as literature are needed in this particular field.

Recommendations for the Improvement of Guidance in Summer Camps. The following suggestions are offered as possible means by which guidance in Michigan summer camps may be improved and fostered:

More definite standards should be established by the Michigan Camping Association relative to guidance in

Michigan summer camps should attempt to obtain information concerning campers through the use of various techniques for this purpose and through better cooperation with home, school, and community. Better and more extensive cumulative records should be employed by camps. Valuable information concerning a camper should be



to the camper's home, school, and community if such information will be helpful in the year round guidance of children.

3. More emphasis should be given to the use of guidance practices and techniques which tend to help counselors in the guidance of campers especially in reference to pre-camp and in-service training of counselors.

4. Improvement in the types of counseling practices followed by Michigan summer camps is definitely needed. More individual as well as group counseling is needed. More advantage should be taken of the opportunities offered for spontaneous and informal counseling.

5. Administrative practices dealing with guidance should be improved. Guidance in the camps of Michigan should be supervised and coordinated to a greater extent. The camp program should be directed more toward the guidance of campers. More counselor-camper planning should be encouraged, and more follow-up of campers should be made during the year.

6. Better selection should be made of camp personnel. Counselors with college training, preferably in psychology, group work, and guidance are recommended. Special forms should be used in selecting staff members. More emphasis should be given to the development of a counselor-training program. There should be more cooperation



between Michigan camps and Michigan colleges and universities in reference to training, selecting, and recruiting camp counselors. This also applies to the Michigan Camping Association. An attempt should be made to reduce the camper-counselor ratio to eight to one or less.

7. Better use of effective guidance forms should be made. Such forms as personal data questionnaires sent to parents, counselor rating forms, and forms for evaluating camp are especially recommended.

8. Somewhat more use could be made of such techniques as case studies, case conferences, camper referrals, and sociodramas.

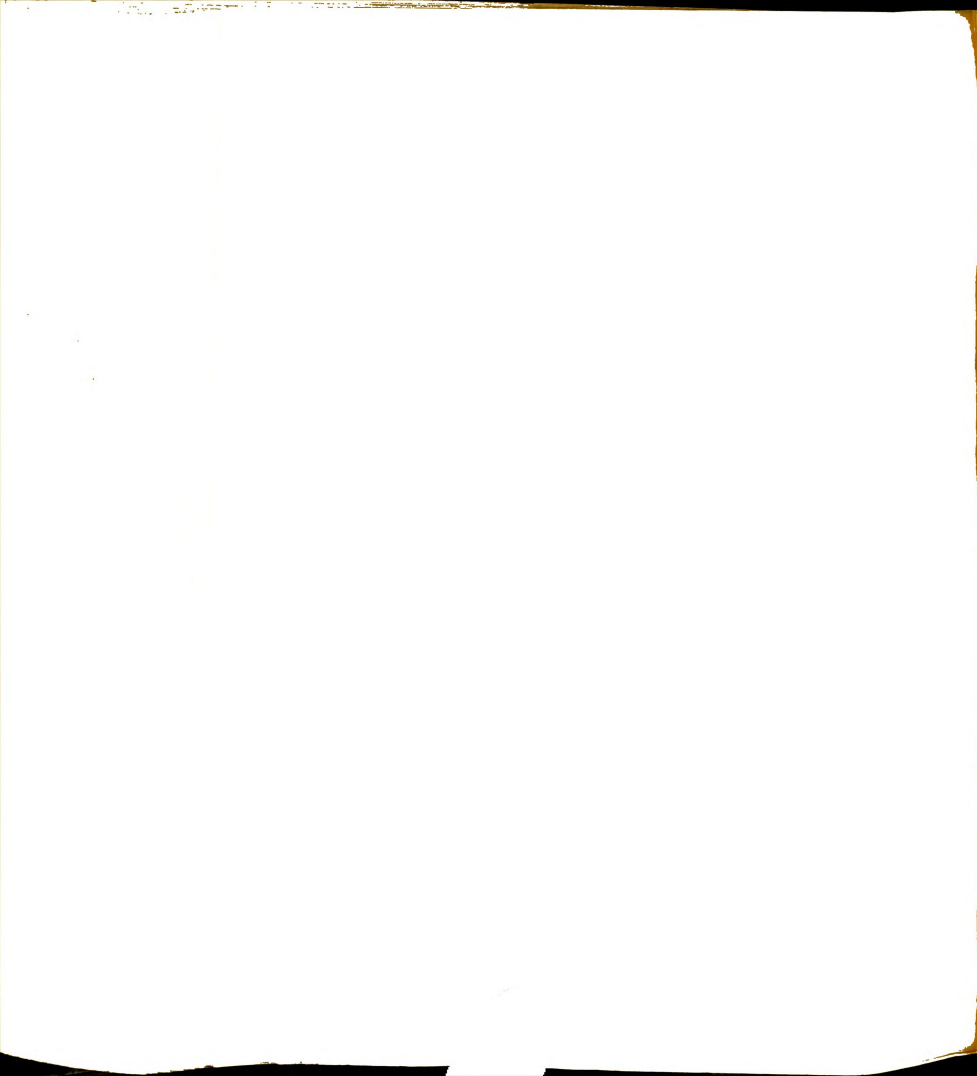
9. Michigan summer camps should reevaluate their programs in terms of what they do toward improving the total growth and development of each individual camper. Camps and guidance in camps should be continually evaluated.

10. Where possible, longer camp periods should be provided. Instead of many short periods, one to three longer periods would be advisable.

11. In some cases, camps would do well to reduce their enrollment or increase the number of counselors.

12. Camp directors and camp leaders in the state of Michigan should attempt to develop a guidance consciousness in their counselors and staff members.

13. More literature and materials concerning guidance



ould be made available to camps, and they in turn should
ke more of an attempt to obtain and use such materials.

14. More research dealing with guidance in camping
ould be encouraged and developed.

Implications and Recommendations for Further Research.

a the field of camping sufficient attention has not been
ven to research. Much more study can and should be made
n the area of guidance as it relates to the summer camp
rogram. A few of the many possibilities worthy of further
nvestigation are included in the following:

1. The place and function of guidance in summer camps
s difficult to determine. Nevertheless, there is a need
or a better understanding as to how guidance should function
nd how it should be integrated within the structure of the
amp program. A better understanding of the philosophy and
bjectives of camping as they relate to the overall concept
f guidance in camping is essential.

2. The entire area of camp personnel as it relates
o the guidance of campers needs much further study. Camp
taff recruitment, selection, and training must all be more
thoroughly investigated since all are essential to guidance
n camping.

3. Another area which would lend itself well to
urther research would be an analysis of the camp program



as it relates to the guidance of campers. A better understanding of how the camp program can most effectively help and be of value to campers is necessary. The entire curriculum of camp activities should be appraised and evaluated in reference to what it actually does to campers.

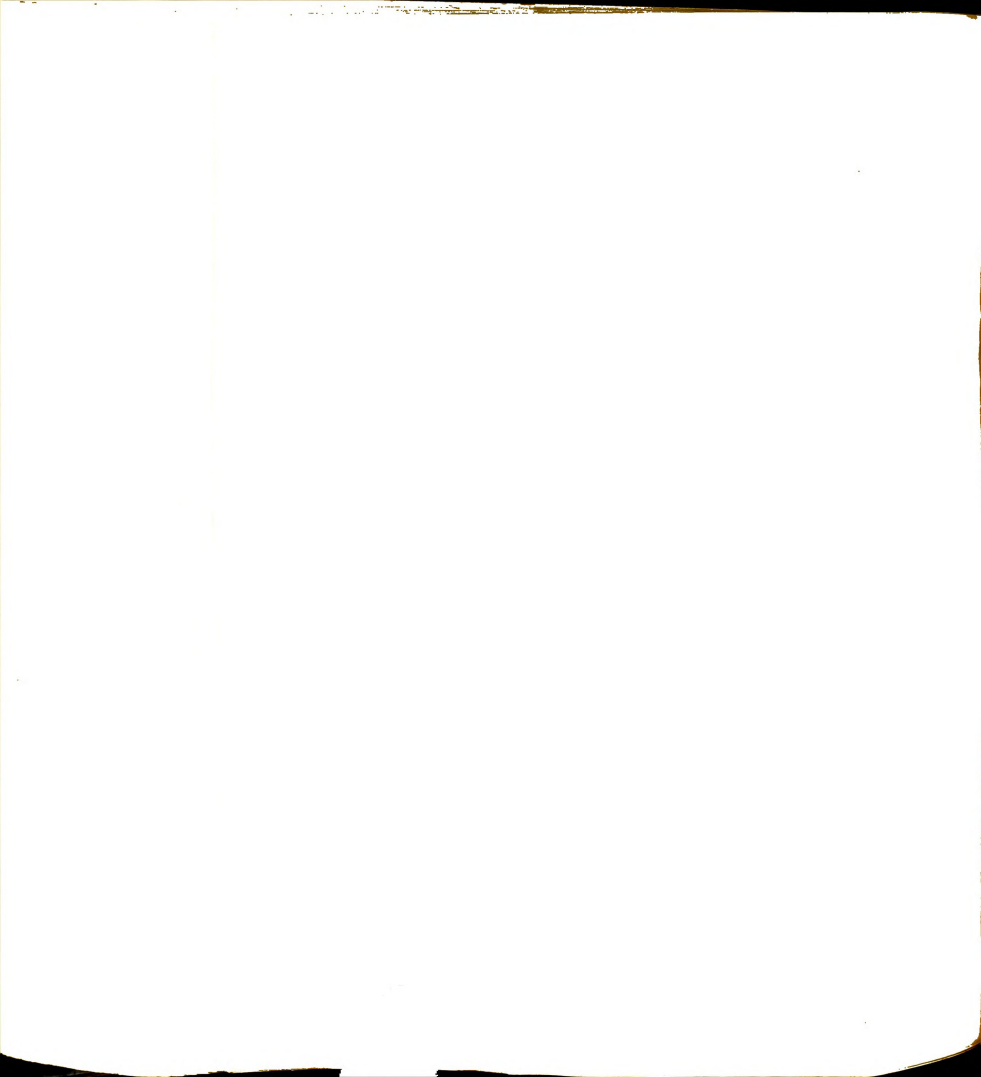
4. Many types of guidance practices were included in this study. Some are applicable and desirable in certain types of camps, while others are not. An investigation which would assist in determining the various guidance tools, techniques and practices most adaptable and applicable to specific types of camps would be of significant value.

5. Relatively little cooperation and coordination between camp, school, home, and community was evidenced in this study. Further study concerning the needs and possibilities in this area would appear to be desirable.

6. The need for a more complete understanding of how guidance can be adapted to camping was implied in this investigation. Research dealing with methods and techniques of providing guidance would prove very beneficial.



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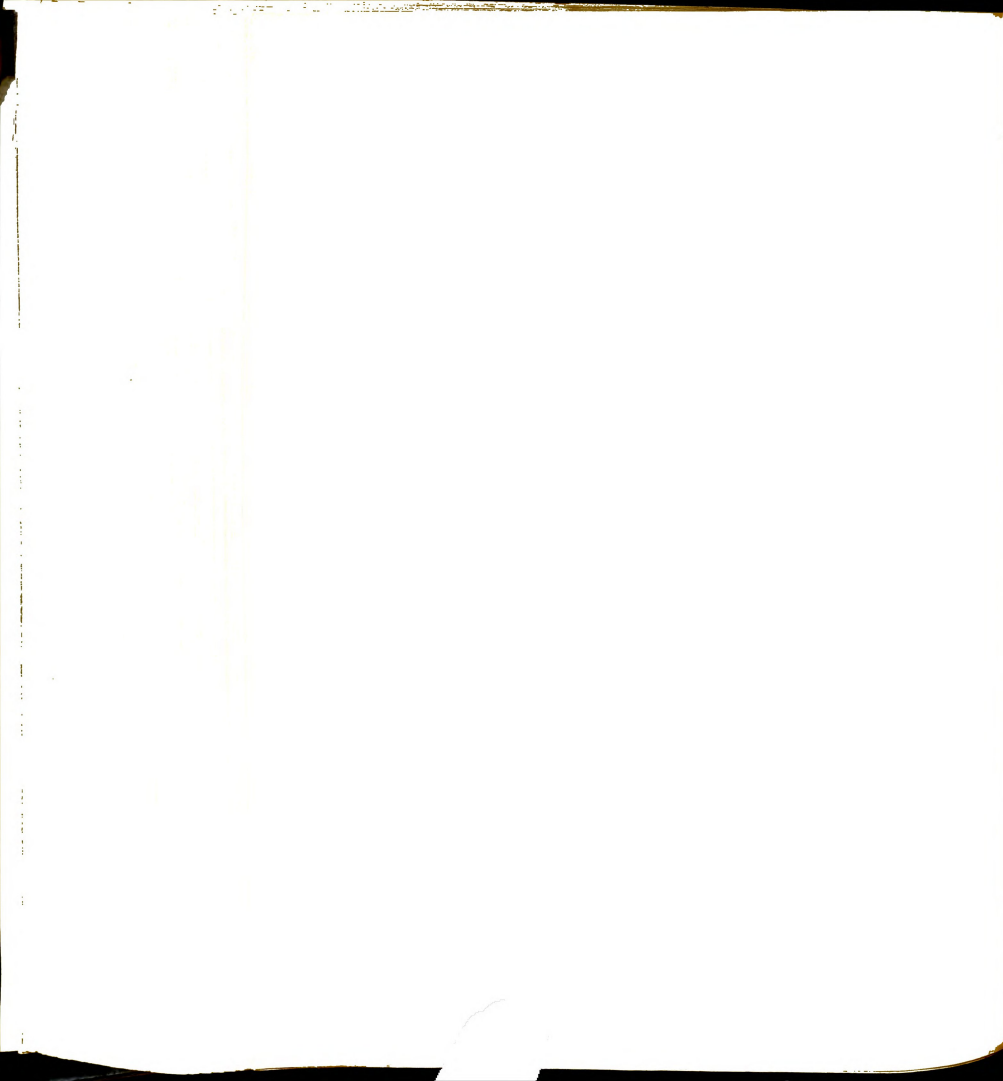
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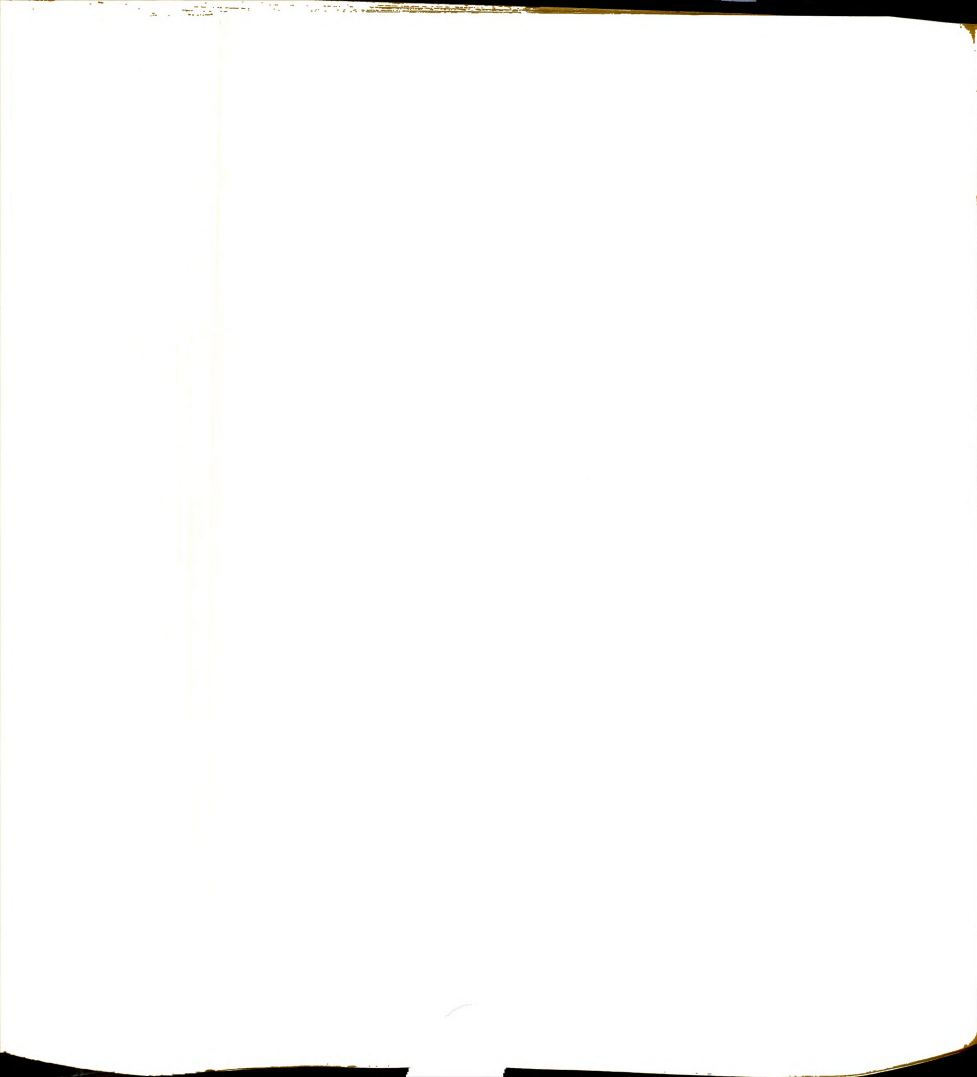
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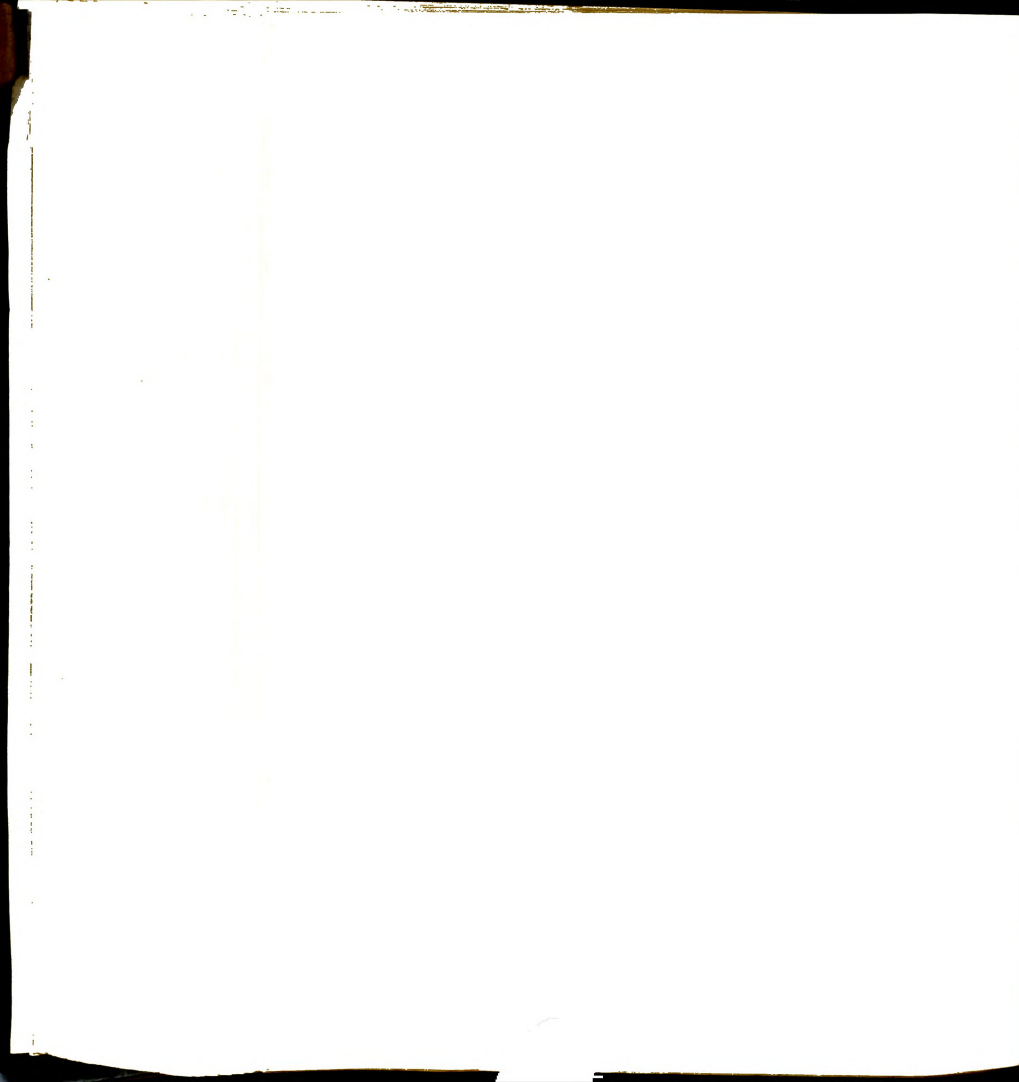
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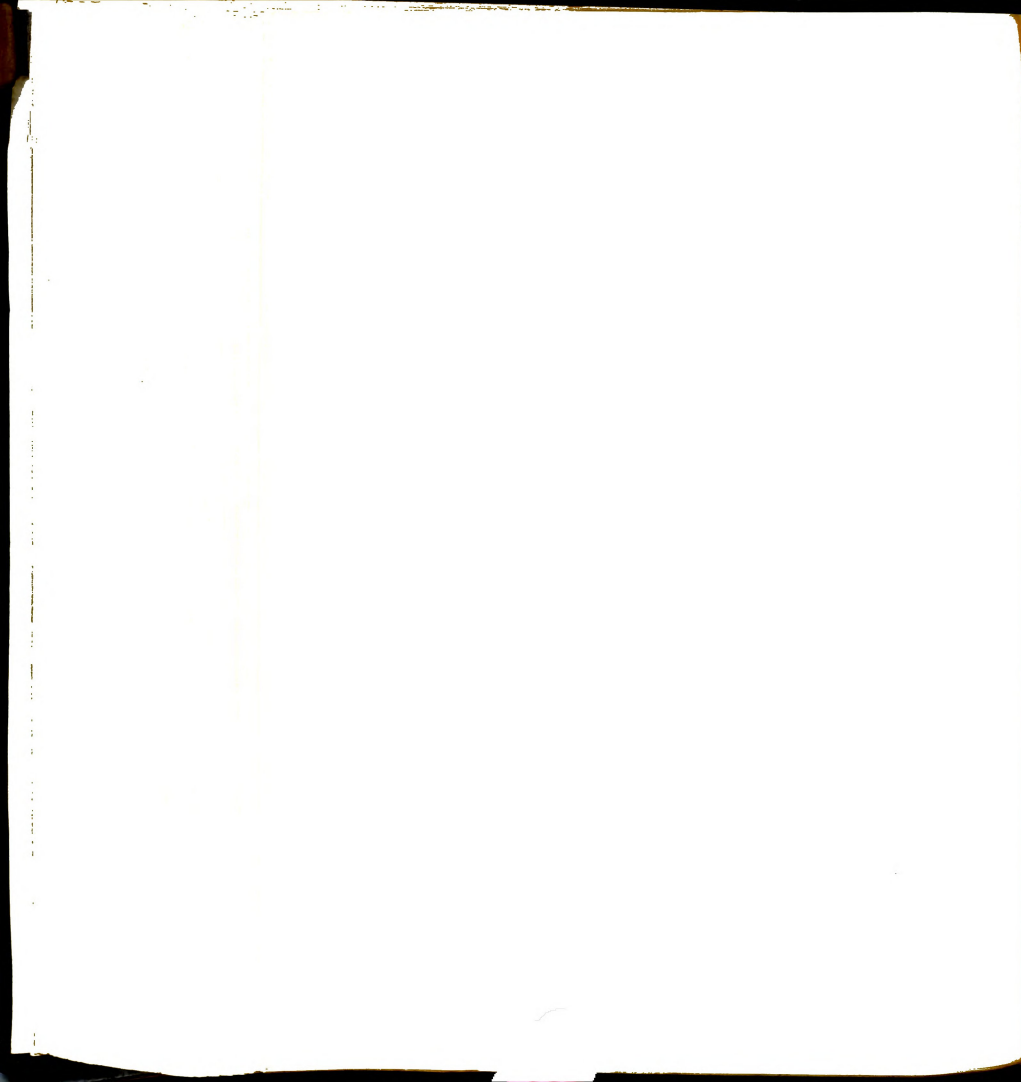
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APPENDIX A: PARTICIPANTS

Section 1: Names and Addresses of Camps Participating in the Study

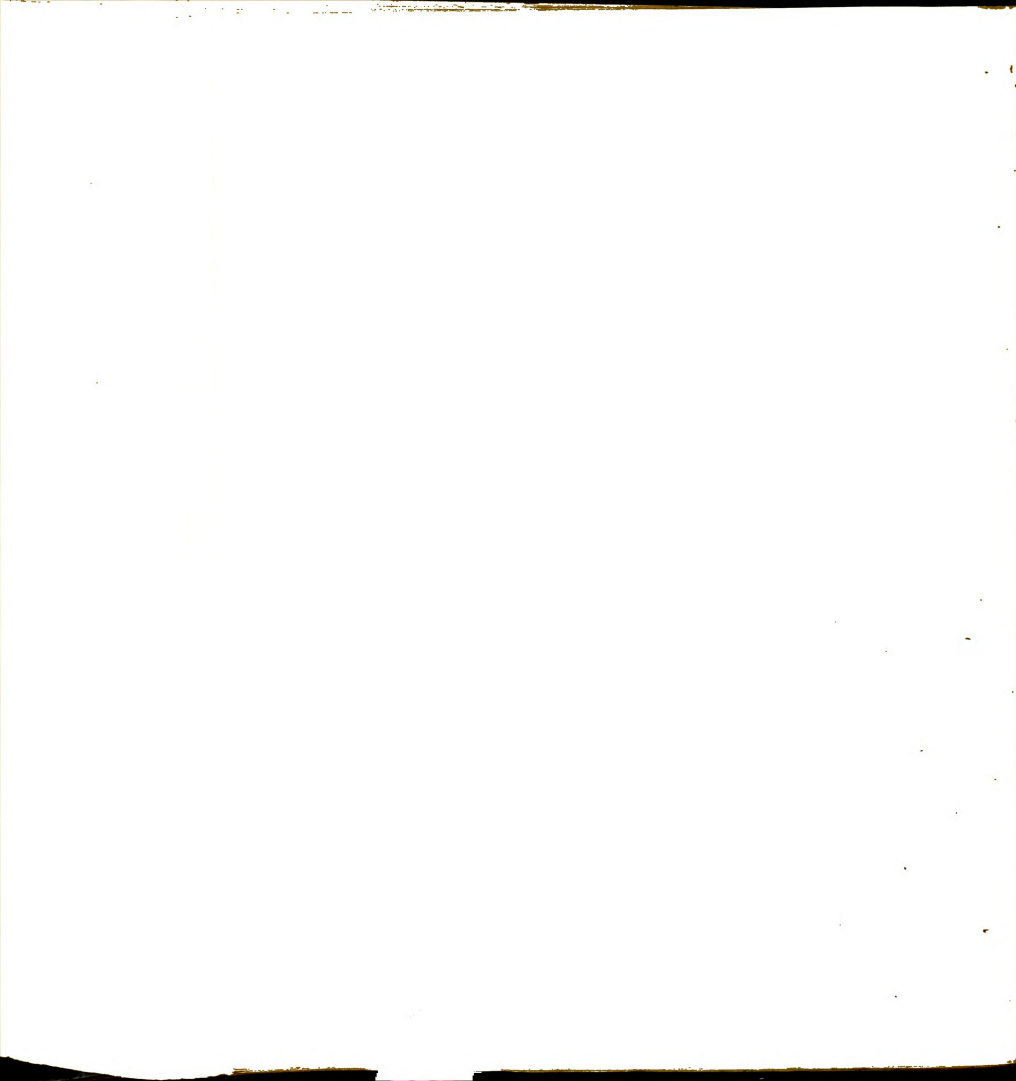
Section 2: Names and Addresses of Authorities Participating in the Study



Section 1

1952 DIRECTORY OF SUMMER
CAMPS FOR CHILDREN

MICHIGAN STATE DEPARTMENT
OF SOCIAL WELFARE
LANSING, MICHIGAN





STATE OF MICHIGAN
DEPARTMENT OF SOCIAL WELFARE

LANSING 4

SOCIAL WELFARE COMMISSION

L. G. CHRISTIAN, M.D., CHAIRMAN
C. H. RUNCIMAN, VICE CHAIRMAN
MRS. A. A. BANKS, JR.
GEORGE S. FITZGERALD
HARRY J. TRAINOR

W. J. MAXEY
DIRECTOR

FOREWORD

The State Department of Social Welfare under authority of Act No. 47, P.A. 1944, First Extra Session, (Sections 722.101 to 722.108 inclusive of the Compiled Laws of 1948) is the licensing agency for children's camps in Michigan. As part of the licensing program, the Department of Social Welfare annually prepares this directory. A license is not required for camps operated by governmental agencies and these camps are indicated in the directory by an asterisk (*).

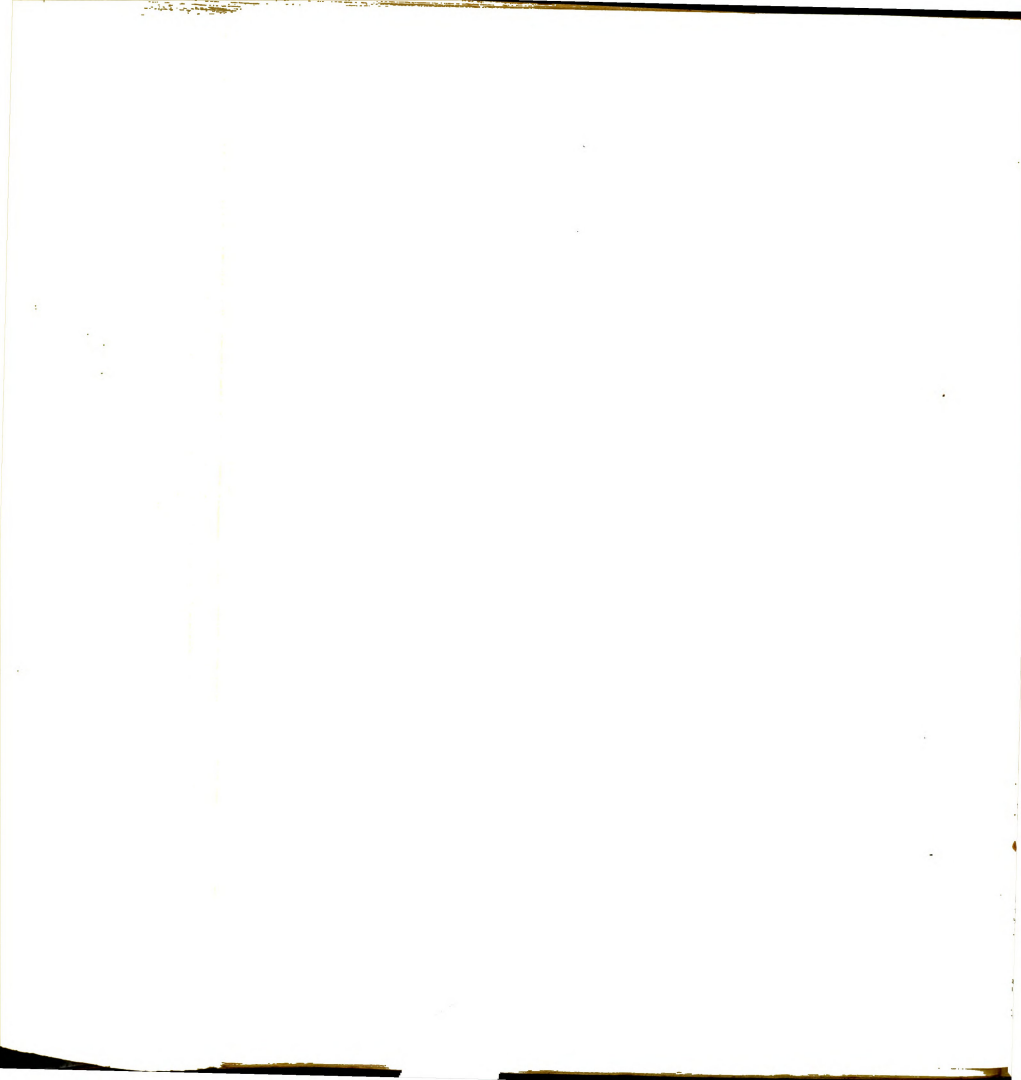
The Department's program for the protection of children in camps is carried on in cooperation with the active efforts of other state and local departments whose programs bring them into touch with the camps also, namely, the State Health Department, the county and district health departments, the State Department of Conservation, the State Department of Public Instruction, the Fire Bureau of the Michigan State Police, and the Bureau of Dairying of the Department of Agriculture. This directory is published primarily for the use of the employees of these departments and of the Department of Social Welfare and it is for this reason that the classifications are by type of ownership and by county of location. Other persons using the directory not familiar with the location of Michigan counties may find it convenient to use the reference map of the State of Michigan at the end of the directory.

As with all licensing agencies, the first concern of the State Department is the determination that licensees operate in accordance with rules and regulations which reflect minimum standards. In order to work effectively toward the improvement of all camps, with certain maximum standards as goals, the Department engages in a continuous cooperative relationship with the Michigan Camping Association, a voluntary group to which either the organizations or the proprietors owning the better camps in Michigan belong, with a few exceptions.

In 1952, 375 camps were licensed. Of these, provisional licenses were issued to 48, some of which were new camps in the process of developing facilities which would meet minimum standards and which had prospects of reaching those standards within a year or two, while others were short-term camps not previously observed in operation.

W. J. Maxey
Director

March 1, 1953



GROUP CAMP FACILITIES

MAINTAINED BY

MICHIGAN DEPARTMENT OF CONSERVATION
DIVISION OF PARKS AND RECREATION

Arthur E. Elmer, Chief
Ernest V. Blohm, Group Camp Supervisor

The facilities listed are available for year around use. For use of camps in the summer, June 15 to Labor Day, make application to the Division of Parks and Recreation, Michigan Department of Conservation, 400 Bauch Building, Lansing 23, Michigan; to resident park manager for fall, winter and spring use. Down wood, where available, is free for cooking and heating. Rates: Based upon not less than the rated minimum camper capacity; children \$1.50 per camper per week, adults \$3.50 per camper per week, according to number of campers, no charge for camp help or staff. At camps where dishes and silverware are provided, the rate for children is \$1.75 per camper per week and for adults \$4.00 per camper per week. Special permission must be obtained if rated maximum capacity or camper-staff ratio is to be exceeded. All facilities are equipped with cooking ranges, sinks, cupboards, tables and benches. All facilities except Burns Lodge have electricity. (*) Asterisk indicates facilities accommodating mixed sexes.

NAME AND LOCATION OF CAMP FACILITY		CAPACITY			SLEEPING ACCOMMO- DATIONS PROVIDED	DESCRIPTION
		CAMPERS	STAFF AND HELP	TOTAL CAPA- CITY		
1. Bay City Group Camp Bay City State Park 5 miles north of Bay City on M-47	No minimum requirements Maximum	25	5	30	(*) Cots	Large, modern, frame residential building with electricity. Recently acquired by the State and was formerly used by local groups of children. Now available to all groups. Reconditioned and refurnished. There is an excellent beach and a nature museum.
2. Bloomer Group Camp Ortonville Recreation Area 1 mile north of Ortonville off M-15	Minimum Maximum	20 28	5 6	25 34	Cots and mattresses	Rustic lodge, kitchen, dining room, dorm rooms, fireplace, secluded location in 3,000 acre Ortonville Recreation area. No immediate water front.
3. Bruin Lake Camp Pinckney Recreation Area 2 miles southwest of Village of Pinckney	Minimum Maximum	16 20	4 5	20 25	Cots and mattresses	T shaped building, kitchen and dining room; electricity. Tents may be used supplemental to building accommodations.
4. Burns Lodge Waterloo Recreation Area 9 miles west of Chelsea	Minimum Maximum	16 20	4 5	20 25	(*) Cots and mattresses	Remodeled farm residence, secluded location in 14,000 acre tract. Swimming nearby, dorm rooms, dining room, outdoor latrines. Popular all seasons of the year.
5. Cedar Lake Camp Waterloo Recreation Area		72	18	90	(*) Cots and mattresses	Insulated and winterized for year around use. Kitchen utensils, dishes and silver provided. Mess hall, central latrine, office, help quarters, craft building, 3 units of sleeping cabins and unit latrines, private water front.
6. Chief Noonday Lake Camp Yankee Springs Recreation Area 12 miles west of Hastings		96	24	120	(*) Cots and mattresses	Kitchen utensils, dishes and silver provided. Mess hall, central latrine, staff quarters, help quarters, infirmary, craft shop, office, 4 units of cabins and unit lodges, private beach, unit latrines.
7. Hayes Group Camp W. J. Hayes State Park 9 miles west of Clinton on US-112	Minimum Maximum	16 20	4 5	20 25	Cots and mattresses	Advantageous location, secluded in 700 acre park, dining room, kitchen, lavatory, staff rooms and loft. Some dishes provided. Swimming, water sports in park.

NAME AND LOCATION OF CAMP FACILITY			CAPACITY STAFF TOTAL CAMPER AND CAPA- HELP CITY			SLEEPING ACCOMMO- DATIONS PROVIDED	DESCRIPTION
8	Island Lake Group Camp Island Lake Recreation Area 6 miles southeast of Brighton off U S 16	Minimum Maximum	72 110	18 30	90 140	(*) Cots mattresses	Secluded location on Huron River Unit type camp, 4 units, 20 sleeping cabins, central latrine, mess hall, kitchen utensils, dishes and silver provided, help quarters, swimming nearby. Unlimited possibilities for outdoor recreation in the 2 300 acres comprising the area.
9	Long Lake Camp Vankee Springs Recreation Area		96	24	120	(*) Cots and mattresses	Similar to Chief Noonday Lake Camp but has no unit lodges. Kitchen utensils, dishes and silver provided. 14 000 acres to utilize for a diverse outdoor program.
10	Ludington Group Camp Ludington State Park 8 1/2 miles north of Ludington on M 116	Minimum Maximum	40 50	7 10	47 60	(*) Cots and mattresses	Rustic mess hall, latrine and laundry buildings, one barracks. Utensils, dishes and silver provided. Private location and water front 3 100 acres of unexcelled natural beauty.
		Note.	Permit may be obtained to accommodate 20 30 additional persons by use of tents				
11	Mill Lake Camp Waterloo Recreation Area	Minimum Maximum	96 112	24 30	120 142	(*) Cots and mattresses	Similar to Cedar Lake Camp and in addition has administration building, 4 units of cabins, and 4 unit la- trines and infirmary. Insulated and winterized for year around use. Kitchen utensils, dishes and silver provided.
12	Muskegon Group Camp Muskegon State Park 7 miles northwest of Muskegon off M 20	Minimum Maximum	60 80	12 20	72 100	(*) Cots and mattresses	Mess hall, kitchen utensils, dishes and silver provided. 2 barracks, staff quarters, help quarters, ad- ministration building, central la- trine. Swimming, hiking, etc. in 1 350 acre park. Attractive, converted CCC camp.
13	Ojibwe Lake Camp Black Lake State Forest 16 miles northwest of Rogers City on US 23	Minimum Maximum	50 110	8 30	58 140	(*) Cots and mattresses	Converted CCC Camp, mess hall, 3 bar- racks for dorms, 1 for recreation and craft, infirmary, help quarters, staff quarters, administration building, latrines and showers, private water front.
14	Pickeral Lake Group Camp Highland Recreation Area one mile east of Highland	Minimum Maximum	16 20	4 5	20 25	(*) Cots and mattresses	Construction completed February, 1951. Large dining room used also for craft work, sleeping in connected dorm rooms. Adjoining modern kitchen. Some dishes provided. Showers, Cook's quarters. Outdoor recreation opportunities in 5 000 acre Highland Recreation Area.
15	Sleeper Group Camp Sleeper State Park 5 miles northeast of Caseville off US 25	Minimum Maximum	72 96	18 24	90 120	(*) Cots and mattresses	Unit plan camp, 16 sleeping cabins, central latrine, mess hall, kitchen utensils, dishes and silver provided, help quarters, administration building. Excellent beach on Lake Huron.
16	Warren Dunes Group Camp south of Bridgman on US-12 14 miles south of Benton Harbor	Minimum Maximum	16 20	4 5	20 25	(*) Double deck beds and mattresses	T shaped building with partitioned sleeping rooms at either end of mess hall. Connecting kitchen with bot- tled gas range. Electricity. Out- door latrines.
17	Wells Group Camp J. W. Wells State Park 25 miles north of Nemadji on M 35	Minimum Maximum	30 60	6 12	36 72	(*) Cots and mattresses	Kitchen utensils, dishes and silver provided. Mess hall and outdoor grill in an enclosed screened veranda, modern latrine, showers and laundry building, 4 sleeping cabins. Separate quarters for staff and help. Private water front 1/4 miles on Green Bay.
		Note	Permit may be obtained to accommodate additional 20 40 persons for tent camping				

INDEX OF CAMPS

CAMPS OWNED AND OPERATED BY PRIVATE INDIVIDUALS AND PRIVATE SCHOOLS

CAMP	OPERATED BY	COUNTY
FOR BOYS		
chin	William DuBow	Berrien
igonquin	Herbert Twining	Cheboygan
sumam Farm	Stephen Baumann	St. Joseph
sewer Lodge	T. C. Wuerfel	Cheboygan
o-family Farm	Mrs. Viggo Bovbjerg	Montcalm
charlevoix	Kenneth W. Smith	Charlevoix
svaja	Mr. and Mrs. Daniel Noeker	Livingston
airwood	M. F. Eder	Antrim
lying Eagle	Carl Erickson	Kalkaska
greenwoods	Mrs. F. Greenberg	Van Buren
awatha, Inc.	Dr. Louis Harley	Oscoda
aza Witka	Joseph Gembis	Grand Traverse
uron (Day)	Edward Aamodt and David Seibold	Washtenaw
akewood	W. D. Gailey	Jackson
leelanau	Leelanau Schools	Leelanau
ockout	Verne Handley	Benzie
anitou	Ray D. Nicholson	Cheboygan
ichigama	Herman and Milton Fishman	Ogemaw
orthstar	Mrs. David Aptekar and Philip Nichamin	Schoolcraft
et-O-Se-Ga	H. J. Templin	Emmet
sancta Maria	Thomas Chawke	Otsego
berwood	E. V. Tomlinson	Charlevoix
osebo	Todd School for Boys, Woodstock, Ill.	Manistee
ocation Valley	Harold E. Sweeny	Leelanau
arsity (Day)	Irvin Wisniewski	Livingston
eh-Yam	Herman Mayhew	Grand Traverse
FOR GIRLS		
rbutus	Mr. and Mrs. Paul Hunsicker	Grand Traverse
an-Ik-Cam Lodge	John P. Hussey	Cheboygan
hippewa Trails	Marion Simpler	Antrim
crystallaire	Dr. and Mrs. F. E. Putt	Benzie
Illinoir	Ella Fox	Berrien
our Way Lodge	Mrs. M. F. Eder	Antrim
ouse on the Hill	Florence Noeker	Livingston
untingdon	E. V. Tomlinson	Charlevoix
ndian Beach	Mr. and Mrs. Morris Shaw	Leelanau
ohnna	Mrs. Maude B. Turner	Leelanau
ake of the Woods	Mrs. F. Greenberg	Van Buren
anes End	Mrs. R. H. Alter	Jackson
ichigama Hill	Herman & Milton Fishman	Ogemaw
ood's (Day)	Mrs. Wm. Rood	Washtenaw
a-Wa'-Ma-Na	W. L. Gunnerson	Charlevoix
ntervilet	Dr. and Mrs. H. W. Tatter	Berrien
hirlaway Ranch	Mr. and Mrs. Allen Borger	Hillsdale
oodland	Sisters of St. Joseph, Villa St. Anthony	Kalamazoo
ahavo	Mrs. Goldie DeBow	Berrien
FOR BOYS AND GIRLS		
hippewa Lodge	Elwin Pennington	Isabella
indy Sue	Mrs. Kathleen L. Link	St. Joseph
ottonwood Farm	Mrs. Walter Mast	Washtenaw
ountry (Day)	George Weiswasser	Oakland
r. Goldberg's (Day)	W. A. Goldberg, Ph.D.	Oakland
amp 4-Fun	Elizabeth B. Andrews	Berrien
aggy Day	Rev. W. C. Standridge	Livingston
Hillandale	Mr. and Mrs. Cleve Bradshaw	Oakland
Hilltop	Mrs. A. M. Wauters	Charlevoix
ent Country Club (Day)	Kent Country Club	Kent
ong-Win	Mr. and Mrs. P. H. Leiderman	Cass
errill-Palmer	Merrill-Palmer School	Lapeer
orristow Hills	Mr. and Mrs. Ralph Stow	Benzie
abelu	Mr. and Mrs. Stanley Michaels	Oakland
O'Mara	Mrs. Julia Johnson	Sanilac
O-Ta-Nne'-To	Mr. and Mrs. E. O. Thorpe	Oceana
atterson	Mrs. Irene Patterson	Wayne
nebrook (Day)	Mrs. Lefeton Whitney	Muskegon
O-Gull	Mrs. Edythe Cugell	Charlevoix
Real Life (Day)	James Fraser	Wayne
Red Arrow	June Miljevich	Manistee

CAMPS OWNED AND OPERATED BY PRIVATE INDIVIDUALS AND PRIVATE SCHOOLS (Cont'd)

CAMP	OPERATED BY	COUNTY
Riseman Farm	Meta Riseman	Lapeer
Stoneycroft Inc.	Stoneycroft Camp Inc	Oceana
Summeret (Day)	ers Joanne Fox	Jackson
Twin Springs	ers Esther Jeuch	Berrien
Victory	Bess Marie Elliott	Iron

CAMPS UNDER THE AUSPICES OF RELIGIOUS GROUPS

Adas	Adas Bnei Israel	Berrien
Albright	Albright Park Camp Meeting Association	Osceola
Au Sable	nichigan Conference of Seventh Day Adventists	Crawford
Baptist Bible Camp	First Baptist Church of Saul Ste Marie	Chippewa
Berakel	Central Michigan Christian Camping Association	Muskegon
Bayshore	Central Michigan Christian Camping Association	Presque Isle
Bay State Park	nichigan Conference of the Evangelical United Brethren Church	Huron
Bethel Park	Jefferson Avenue Baptist Church, Detroit	Bay
Bird's Nest and Holiday House	German Branch of the Assembly of God	Berrien
Blessed Hope Bible Conference	Girls Friendly Society, Episcopal Diocese	Oakland
Blue Water	Hiawatha Land Independent Baptist Missions	Chippewa
Board of Jewish Education	Reorganized Church of Jesus Christ of Latter Day Saints	Sanilac
Catholic Girls	Board of Jewish Education, Chicago, Ill.	Berrien
Chickagami	Grand Rapids Diocesan Council of Catholic Women	Muskegon
Chief Noonday	Episcopal Diocese of Michigan	Presque Isle
Christian Life	Methodist Church Board of Education	Barry
Christian Youth Training	Christian Life Camp Committee (Baptist Churches)	Washtenaw
Church of the Brethren	Rural Bible Mission, Inc.	Kalamazoo
Clear Lake	nichigan District Church of the Brethren	Mecosta
Covenant Point Bible	Fort St. Presbyterian Church, Detroit	Oakland
Crystal Beach Christian Assembly	Great Lakes Conference of Evangelical Mission Covenant Churches	Iron
Crystal Springs Youth	nichigan Christian Missionary Society	Benzie
C Y O for Boys	Kalamazoo District Methodist Church	Cass
C Y O for Girls	Catholic Youth Organization	Sanilac
Detroit Baptist	Catholic Youth Organization	Sanilac
De Sales	Detroit Baptist Missionary Society	Lapeer
Diocese of Northern Michigan	Oblates of St. Francis de Sales	Jackson
Conference Centre	Diocese of Northern Michigan of the Protestant	Marquette
Eastern Michigan Caravan	Episcopal Church	Livingston
Echo Grove	Eastern Michigan District Church School Board of the	Oakland
Fa de Lo	Nazarene Church	Jackson
Fa de Lo Christian Life	The Salvation Army	Muskegon
Faith Wing	nichigan District Council of the Assemblies of God	Oakland
Forest Haven Bible	Fa de Lo Christian Life Camp, Inc.	Presque Isle
Fortune Lake Bible	Cass Community Church	Iron
Fortune Lake Bible	Au Sable Bible Camp Association	Iron
Friedenswald	Assembly of God	
Free Methodist Church C Y C	Superior Conference of the Augustana Lutheran Church	Cass
Free Methodist Church C Y C	Central and Middle District Conference of the General	Alcona
Geneva	Conference - Genoaite Church	Ottawa
Gitch House Bible	Eastern Michigan Conference C Y C, Free Methodist Church	Keweenaw
Good News	Port Huron District Free Methodist Church	Huron
Jay	Camp Geneva of the Reformed Church in America	Allegan
Great Lakes Youth	Lake Superior Bible Conference Association	Washtenaw
Greek Orthodox	Deckererville Bible Church	Washtenaw
Grindley	Presbytery of Chicago, Illinois	Allegan
Happy T. Bible	Wolverine Association of Free Will Baptists	Newaygo
Henry	St. Nicholas Hellenic Orthodox Church, Detroit	Allegan
Holiday House	Presbytery of Detroit	Muskegon
Hopkins Holiness	nichigan Conference United Missionary Church	Livingston
houpting	Grand Rapids Westminster Presbyterian Church	Kent
Jack and Jill Bible	Girls Friendly Society, Episcopal Diocese of Chicago	Lenawee
Judson Collins Memorial	Hopkins Holiness Camp Meeting Association	St. Clair
Lake Huron Methodist	Grace Church, Oak Park, Illinois	Charlevoix
Lake Louise Baptist	Eastern District Conservative Baptist Association	Livingston
Lake Louise Methodist	Jack and Jill Bible Camp, Inc.	Gogebic
Lakeside Park	Detroit Conference of the Methodist Church	Manistee
Lake Superior Bible	Detroit Conference of the Methodist Church	Barry
Lincoln Lake Bible	nichigan District of Michigan	Manistee
Little Eden	Detroit District of the Evangelical United Brethren Churches	Wexford
Lutheran	First Baptist Church, Ironwood	
Manikwa	Lincoln Lake Bible Conference	
Manitow	Little Eden Camp Ground Ass'n. (the Genoaite Church)	
	nichigan Synod of the United Lutheran Church in America	
	American Sunday School Union	
	Northern Michigan Conference of the Free Methodist Church	

CAMPS UNDER THE AUSPICES OF RELIGIOUS GROUPS (Cont'd)

CAMP	OPERATED BY	COUNTY
Mennonite Youth	Mennonite Board of Missions and Charities, Elkhart, Ind.	Cass
Methodist Intermediate	Detroit Conference of the Methodist Church	Washtenaw
Nichawana	Camp Nichawana, Inc.	Berry
Nichawana Methodist Institute	Marquette District of the Methodist Church	Marquette
Nichawana Synod	Presbyterian Synod of Michigan	Kent
Nichawox-Park of the Pines	Reorganized Church of Jesus Christ of Latter Day Saints	Charlevoix
Nazarene	Nazarene Churches of Michigan	Kalamazoo
Nesbit Lake	Independent Assemblies of God	Iron
Nesbit Lake	Michigan Conference Luther League of Suomi Synod	Iron
Nesbit Lake	Northland Gospel Missions of Upper Michigan	Iron
Nesbit Lake	Upper Peninsula Circuit of the National Lutheran Church	Iron
New First Church	First Congregational Church, Chicago, Illinois	Berrien
North Michigan United Brethren	North Michigan United Brethren Camp Association	Montcalm
Notre Dame	Brothers of Holy Cross, Notre Dame, Indiana	Van Buren
Pentecostal Church of God	Ohio, Indiana and Michigan District Pentecostal Church of God	Hillsdale
Platt Lake	The Salvation Army	Chippewa
Pilgrim Haven	Michigan Congregational Christian Conference	Van Buren
Pilgrims	Upper Peninsula Laymen's Retreat Association	Gogebic
Pleasant Hill Lutheran Bible	Pleasant Hill Lutheran Camp, Inc.	Kent
Portage Lake Bible	Lower Michigan Covenant Churches	Manistee
Presbytery Point	Presbytery of Lake Superior	Marquette
Rainbow Lake Bible	Evangelical Free Churches	Montcalm
Regular Baptist	Regular Baptist Church of Michigan	Benzie
Ridge Road Youth	Ridge Road Bible Assembly	Shiawassee
Rock Lake Christian Assembly	Rock Lake Christian Assembly Association	Montcalm
Rothfuss Assembly	United Brethren Church	Hillsdale
Salvation Army	Salvation Army	Kent
Sebewa	United Brethren in Christ	Ionia
Selah Conference	Camp Selah Conference	Hillsdale
Sheper Group	Conservative Baptist Association of Michigan	Huron
Stony Lake Lutheran Bible	Stony Lake Lutheran Bible Camp Corporation	Oceana
Sweeney Lake	First Baptist Church of Jackson	Jackson
Telahi	Evangelical and Reformed Church (Michigan-Indiana Synod)	
Tower Hill	and the Congregational Association of Detroit	Livingston
Town Line Lake	Chicago Congregational Union	Benzie
Ukrainian Catholic	Free Methodist Church of Lakeview	Montcalm
Upper Peninsula Bible	Ukrainian Catholic Church of Hamtramck	Oakland
Verren	Upper Peninsula Bible Camp, Inc.	Marquette
Westminster	Berrien County Council of Churches	Berrien
Wistafagons	Westminster Presbyterian Church of Detroit	Crawford
Young People's Bible	Kalamazoo District of Evangelical United Brethren Church	Berrien
Youth Haven	American Sunday School Union	Benoniene
Youth Island	Greater Muskegon Youth for Christ	Muskegon
	Detroit Presbytery	Jackson

CAMPS UNDER THE AUSPICES OF ORGANIZATIONS

CAMP	BOY SCOUT COUNCILS	COUNTY
Agawan	Clinton Valley (Pontiac)	Oakland
Allen Park Scout	Detroit Area	Otsego
Dear Lake Scout	Summer Trails (Bay City)	Kalkaska
Ben Johnston	Battle Creek Area	Kalamazoo
Blackhawk	Aurora (Illinois) Area	Berrien
Bruin Lake	Portage Trails (Ann Arbor)	Washtenaw
Bryan	St. Joseph Valley (South Bend, Indiana)	Cass
Charles Howell Scout Reservation	Detroit Area	Livingston
Chick-A-Gami	Blue Water (Port Huron)	Sanilac
Detroit Area Council	Detroit Area	Washtenaw
Frank S. Betz	Pokagon Trails (Hammond, Indiana)	Berrien
Gerber Scout	Timber Trail (Muskegon)	Muskegon
Greilick	Scenic Trails (Traverse City)	Grand Traverse
Hubbard Woods	Detroit Area	Huron
Kanastake	Wolverine (Monroe)	Lennawee
Kirk	Grand Valley (Grand Rapids)	Ottawa
Kirollox	Chief Okemos (Lansing)	Jackson
Lion	Grand Valley (Grand Rapids)	Kent
Loon Lake	Detroit Area	Oscoda
MacInac Scout Service	Detroit Area	Mackinac
Madron	Southwestern Michigan (St. Joseph)	Berrien
Mineyaya	Hiawathaland (Marquette)	Marquette
Muskegon	Portage Trails (Ann Arbor)	Washtenaw
Muskegon	Paul Bunyan (Midland)	Clare

CAMPS UNDER THE AUSPICE OF ORGANIZATIONS (Cont'd)

CAMP	OPERATED BY	COUNTY
	BOY SCOUT COUNCILS (Cont'd)	
Ottawa	Grand Valley (Grand Rapids)	Newaygo
Owasippe Scout	Chicago (Illinois)	Muskegon
Pine Lake	Tall Pine (Flint)	Genesee
Red Buck	Hiawathaland (marquette)	Alger
Rota-Kiwan	Fruit Belt (Kalamazoo)	Kalamazoo
Rotary	Valley Trails (Saginaw)	Clare
Scout Lodge	Summer Trails (Bay City)	Bay
Shawondossee	Grand Valley (Grand Rapids)	Muskegon
Silver Trails	Blue Water (Port Huron)	St. Clair
Ta-Pi-Co	Tall Pines (Flint)	Kalamazoo
Taylor	Grand Valley (Grand Rapids)	Allegan
Tee-Tonk-Ah	Land O Lakes (Jackson)	Jackson
Webaningo	Evanston (Illinois)	Muskegon

GIRL SCOUT COUNCILS

Alma Girl Scout	Alma	Gratiot
Anna Behrens	Kent County	Ottawa
Bay State Park	McCham School (Wyandotte)	Bay
Cedar Lake Lodge	Washtenaw County	Washtenaw
Deer Trails	Lansing	Clare
Fort Hill	Tri-County Area	St. Joseph
Holly	Detroit	Oakland
Lone Tree	Lone Tree Area, Oak Park, Illinois	St. Joseph
Long Lake	Portland	Barry
Long Lake	Van Buren Berrien Counties Area	Barry
Andron	Niles	Berrien
Merrie Woode	Kalamazoo County	Barry
Manistee	South Cook County, Illinois	Oceana
Metamora	Detroit	Lapeer
Mill Lake	Hazel Park	Washtenaw
Muskegon Girl Scout	Muskegon County	Oceana
Narrin	Southern Oakland	Oakland
Neyati	Midland	Clare
O'Fair Winds	Genesee County	Lapeer
O The Hills	Jackson	Jackson
Ottawa	Grand Haven and Newaygo County	Newaygo
Playfair	Port Huron Marysville	Sanilac
Rose Lake	Osceola County	Osceola
Saginaw Girl Scout	Saginaw	Clare
Sherwood	Northern Oakland	Lapeer
Sleeper Group	Bay County and Huron County	Huron
Timber Trail	Timber Trail	Alger
Waccusta	Lansing	Clinton
Wah-Wah-Tay'-See	Greenville	Montcalm

CAMP FIRE GIRLS

Keewano-Wohelo	Grand Rapids	Ottawa
Kil-Lo-Qua	Mishawaka, Indiana	Cass
Kittanniwa	Battle Creek	Barry
Natsili	Saginaw	Oscoda
Tannedoonah	South Bend Indiana	Cass
Tawanka	Monroe	Lemuee
Wetana	Detroit	Oakland
Wikweia	Sault Ste. Marie	Schoolcraft

Y.M.C.A. CAMPS

Allen Outpost	Albion	Kalamazoo
Anarah	Kalamazoo	Oceana
Algonquin	Barry County	Barry
Arthur	Chicago, Illinois	Berrien
Birkett	Ann Arbor	Washtenaw
Channing	Chicago, Illinois	Allegan
Clair R. Black County	Port Huron	Sanilac
Copneconic	Flint	Genesee
Douglass	Oak Park, Illinois	Muskegon

CAMPS UNDER THE AUSPICES OF ORGANIZATIONS (Cont'd)

CAMP	OPERATED BY	COUNTY
	Y.H.C.A. CAMPS (Cont'd)	
Eberhart	South Bend, Indiana	St. Joseph
Echo	Evanston, Illinois	Newaygo
Hayo-Went-Ha	Michigan State	Antrim
Iroquois	Bay City	Iosco
Mahn-Go-Tah-See	Oakland	Iosco
Man-I-Tou-Lin	Grand Rapids	Barry
Martin Johnson	Chicago, Illinois	Lake
Mythic Lake	Lansing	Clare
Nissakone	Detroit	Iosco
O. C. Kimball	Hillsdale	Hillsdale
Q-Ge-Maw-Ke	Saginaw	Oscoda
Ohiyesa	Detroit	Oakland
Pen-da-lou-an	Muskegon	Muskegon
Pinewood	Chicago, Illinois	Muskegon
Sears	Chicago, Illinois	Allegan
Spikehorn	Grand Rapids	Kent
Storer	Toledo, Ohio	Jackson
Wakeshma	St. Joseph County	St. Joseph

Y.W.C.A. CAMPS

Allen Outpost	Kalamazoo	Kalamazoo
Camp In The Woods	Saginaw	Oscoda
Cavell	Detroit	Sanilac
Forest Beach Camp	Chicago	Berrien
John G. Emery, Jr.	Muskegon	Muskegon
Maqua	Bay City	Iosco
Nettamiga	Lansing	Ingham
Newaygo	Grand Rapids	Newaygo
Owaissa	Owosso	Oakland
Takona	Ann Arbor	Jackson
Tyrone	Flint	Livingston

GOVERNMENTAL AGENCIES

Cadillac School	Board of Education of Cadillac	Wexford
Clear Lake	Battle Creek Public Schools	Barry
Dearborn	Dearborn Recreation Department	Oakland
Detroit Recreation	Detroit Parks and Recreation Department	Livingston
Iron County Youth	Iron County Board of Education	Iron
Joe France (Day)	Detroit Parks and Recreation Department	Wayne
Shady Trails	University of Michigan Speech Clinic	Leelanau
U. of M. Fresh Air	University of Michigan	Livingston

OTHER ORGANIZATIONS

A.F.L. and C.I.O. (Day)	A.F.L. and C.I.O. Unions	Muskegon
Alpena Boys' Club	Alpena Boys' Club	Montmorency
Alpha Chi Omega (Day)	Lambda Lambda Chapter, Alpha Chi Omega	Kent
Barry County 4-H Club	Barry County Extension Office	Barry
Bay Cliff	Northern Michigan Children's Clinic	Marquette
Bay Court	Detroit District Nursing Society	Oakland
Big Silver	Boys' Club of Toledo	Washtenaw
Blodgett	Board of Directors of Blodgett Children's Home	Ottawa
Chicago Commons	Chicago Commons Association, Illinois	Berrien
Christmas Seal	Detroit Tuberculosis Sanatorium	Washtenaw
Circle Pines Center	Circle Pines Center	Barry
Clark Lake (Day)	Consumer's Power Employees Club	Jackson
Coldwater Lake 4-H Club	Bay-Isabella 4-H Association	Isabella
Crile	Michigan Society for Epileptic Children	Washtenaw
Daggett	Camp Daggett Board of Directors	Charlevoix
Dearborn Boys' Club	Dearborn Boys' Club	Jackson
Douglas Smith	Winnetka Community House (Winnetka, Illinois)	Mason
E. Root Fitch Foundation (Day)	E. Root Fitch Foundation	Cass
Farband	Jewish National Workers Alliance	Washtenaw
4-H Club	Muskegon County 4-H Clubs	Muskegon
FIR-CIO	U. A. W.-C.I.O. Recreation Department	St. Clair
Franklin Settlement	Franklin Settlement	Oakland

CAMPS UNDER THE AUSPICES OF ORGANIZATIONS (Cont'd)

CAMP	OPERATED BY	COUNTY
OTHER ORGANIZATIONS (Cont'd)		
Free Press Fresh Air	Detroit Free Press	Oakland
Fresh Air	Fresh Air Society	Livingston
Friendly	Friendly Center Community House, Toledo, Ohio	Jackson
Gogebic Extension	Gogebic County 4-H Clubs	Gogebic
Grace Bentley	Michigan League for Crippled Children	St. Clair
Green Pastures	Detroit Urban League	Jackson
Guardian Angel Summer Home	Guardian Angel Home, Detroit	Oakland
Hamtramck-Tau Beta	Tau Beta Community House	Lapeer
Hardy	Lawrence Hall, Inc., Chicago, Illinois	Muskegon
Hartley Nature	Hartley Nature Camp Corporation	Saginaw
Jackson County 4-H	Jackson County 4-H Clubs	Jackson
Jackson Memorial	Jackson Memorial Camp, Inc.	Jackson
Jeannette	Good Samaritans of Michigan	Oakland
Kaleva Summer	Upper Peninsula-Ladies and Knights of Kaleva	Baraga
Kee-Nee-Wau	Newaygo County Youth Camp Committee	Newaygo
Kidwell	Allegan County 4-H Clubs	Allegan
Kinderland	Workmen's Circle Colony, Chicago, Illinois	Allegan
Kinneret	Habonim Labor-Zionist Youth	Washtenaw
Kirby Lake	Union City men's Club	Branch
Kiwanis	Volunteers of America	Newaygo
Kiwanis Health	Flint Kiwanis Club and Genesee County Tuberculosis Ass'n.	Genesee
Knight of the Pines	Methodist Children's Home Society	Cheboygan
Lady of the Lake	Toledo Catholic Charities, Ohio	Monroe
Local #12 Summer	Local #12 U.A.W.-C.I.O., Toledo, Ohio	Lenawee
Lu-Lay-Lea	Saginaw Valley Zone of Lutheran Laymen's League	Ogemaw
Manikwa	Admission Kiwanis Club	Manistee
Michigan United Conservation Club	Michigan United Conservation Clubs	Mason
Midland Home Town (Day)	Midland Community Center	Midland
Minivanca	American Youth Foundation, St. Louis, Missouri	Oceana
Minneyata	Holy Family Home	Marquette
Missaukee	King's Daughters and Sons	Missaukee
Mott Boys	Mott Foundation	Lapeer
National Music	National Music Camp, Inc.	Grand Traverse
Nesbit Lake	Holy Redeemer Boys' Club	Iron
Nesbit Lake	Houghton County 4-H Clubs	Iron
Neyati	Midland Community Center	Clare
Neyati	Midland 4-H Club	Clare
Northland Co-op Federation	Northland Cooperative Federation, Inc.	Marquette
Odd Fellow and Rebekah	Odd Fellow and Rebekah Camp Board	Lake
Ogemaw 4-H	Ogemaw 4-H Club Camp Committee	Ogemaw
O'Malley	Grand Rapids Youth Commonwealth	Kent
Ozannan	St. Vincent de Paul Society, Detroit	Sanilac
Palmach	Hechalutz Hatzair Organization	Oakland
Polish Falcon	Polish Falcons-District #13	Jackson
Pottawatomie	Pottawatomie Camp Committee	Ottawa
Pretty Lake Vacation	Kalamazoo Kiwanis and Service Clubs	Kalamazoo
Rankin	Highland Park Community Center	Sanilac
Roger	Christian Youth Camp Association	Kent
Saginaw Crippled Children	Saginaw County Society for Crippled Children	Bay
St. Joseph Glenbrook	St. Francis Home	Washtenaw
St. Mary's	Polish Activities League	Macomb
St. Vincent de Paul	St. Vincent de Paul Society, Grand Rapids	Berry
St. Vincent's Villa	St. Vincent's Orphan Home	Saginaw
Shomria	Hashomer Hatzair, Zionist Youth Organization	Van Buren
Skæe	Davison Police Precinct, Detroit	Lapeer
Sleeper Group	Inter-County 4-H Camp Committee	Huron
Somersett Lodge	Luellla Cummings Home, Toledo, Ohio	Hillsdale
Southeastern Michigan 4-H Club	Inter-County 4-H Club Camp Committee	Livingston
Stapleton	Society of St. Vincent de Paul, Detroit	Sanilac
Trotter	Veterans of Foreign Wars	Newaygo
Val-Cres	Valentine Community Center	Lapeer
Van Buren County Youth	Van Buren County Youth Camp Committee	Van Buren
WFF Children's Camp	Veterans of Foreign Wars	Washtenaw
Vining	Bostwick Lake Camp Corporation	Kent
Waldenwoods	Crouse Estate	Livingston

ABBREVIATIONS

(Auspices)

B. S.	Boy Scouts
C. C.	Child Caring Agencies
C. F.	Camp Fire Girls
Ch.	Churches
F.	Foundations
4-H	4-H Clubs
G. A.	Government Agencies
G. S.	Girl Scouts
P.	Private Individuals
P. O.	Philanthropic Organizations
S.	Settlements
S. A.	Social Agencies
S. C.	Service Clubs
Sch.	Schools
Y. M.	Y. M. C. A.
Y. W.	Y. W. C. A.

(*) Camps operated by governmental agencies

SUMMER CAMPS FOR CHILDREN

Licensed in 1952
Michigan Social Welfare Commission

COUNTY-NAME OF CAMP BODY OF WATER	CAMP ADDRESS	OPERATED BY	TYPE	CAPACITY SEX & AGE	RATE
CONA					
Free Methodist Church CFC Camp Crooked Lake	Curran	Eastern Mich. Conference CYC Free Methodist Church Rev. E. W. McDonald 314 Mary St., Yale	Ch.	30 Boys or Girls Ages 12-14	\$1.50 per day
GER					
Camp Red Buck Red Jack Lake	Munising	Hiawathaland Council-Boy Scouts 303 Nestor Block, Marquette Donald Teisberg	B.S.	80 Boys Ages 11-16	\$12.50 per week
Timber Trail Camp Skeels Lake	Munising	Timber Trails Camp Assoc. Mrs. Carl Superko 633 N. 5th Street, Ishpeming	G.S.	73 Girls Ages 10-17	\$15 - \$25 per week
ALLEGAN					
Camp Channing Upper Scott Lake	Pullman	Division St. Y.M.C.A. 1621 W. Division, Chicago 22, Ill. Gene Wierzbicki	Y.M.	80 Boys Ages 7-15	\$30 a period
Camp Gray Lake Michigan	Saugatuck	Presbytery of Chicago 8 S. Dearborn, Chicago 3, Ill. Frank Torell	Cn.	120 Girls or Boys Ages 2-14. Also mothers with children.	Subsidized
Holiday House Lake Michigan	Fennville	Girls' Friendly Society Diocese of Chicago Mrs. John Harding 7424 S. Phillips Ave., Chicago 49	Ch.	65 Girls Ages 7-21	\$13 - \$20 per week
Hopkins Holiness Camp Lake Ellinger	Hopkins	Hopkins Holiness Camp Meeting Assn. Rev. T. M. Fast 4391 - 3rd St., Ecorse	Ch.	20 Boys & 40 Girls Ages 12-20	\$1 for 10 days
Camp Kidwell Eagle Lake	Allegan	Allegan Co. 4-H Clubs Court House, Allegan William J. MacLean	4-H	45 Boys & 45 Girls Ages 10-20	Varies
Camp Kinderland Lake Michigan	RFD#2 South Haven	Workmen's Circle Colony 3200 W. Ogden Ave., Chicago, Ill. A. Gurwitz	P.O.	60 Boys & 65 Girls Ages 7-14	\$30 per week
Camp Sears Upper Scott Lake	Pullman	Sears Roebuck Y.M.C.A. 3210 W. Arthington St., Chicago 24, Ill. Donald Tompkins	Y.M.	90 Boys Ages 8-15	\$30 for two weeks
Camp Taylor	Fennville	Grand Valley Council-Boy Scouts 300 Assn. of Commerce Bldg., Grand Rapids Herman Brandmiller	B.S.	18 Boys Ages 11-17	No charge
ANTRIM					
Chippewa Trail Camp Elk Lake	Rapid City	Miss Marian Simpler 6400 Whitmore Lake Rd. Whitmore Lake, Michigan	P.	110 Girls Ages 6-18	\$400 for 8 weeks
Camp Fairwood Torch Lake	Bellaire	M. F. Eder 5699 Belmont Ave. Cincinnati 24, Ohio	P.	110 Boys Ages 7-17	\$390 for 8 weeks
Four Way Lodge Torch Lake	Central Lake	Mrs. M. F. Eder 5699 Belmont Ave. Cincinnati 24, Ohio	P.	150 Girls Ages 7-17	\$445 for 8 weeks
Camp Hayo-Went-Ha Torch Lake	Central Lake	State Y.M.C.A. Committee 2111 Woodward Ave., Detroit Cliff M. Drury	Y.M.	160 Boys Ages 8-17	\$125 - 4 weeks \$240 - 8 weeks
BARAGA					
Kaleva Summer Camp Lake George	Michigamme	Upper Peninsula Ladies & Knights of Kaleva 402 East Case St., Negaunee	P.O.	30 Boys & 40 Girls Ages 10-17	\$10 per week
BARRY					
Camp Algonquin Algonquin Lake	RFD#2 Hastings	Barry County Y.M.C.A. Hastings Robert C. King	Y.M.	32 Boys or 32 Girls Ages 8-15	\$14 per week

COUNTY-NAME OF CAMP BODY OF WATER	CAMP ADDRESS	OPERATED BY	TYPE	CAPACITY SEX & AGE	RATE
BARRY (Cont'd.)					
Barry Co. 4-H Club Camp Algonquin Lake	RFD#2 Hastings	Barry County Extension Office Hastings Edward Schlutt, Co. 4-H Club Agent	4-H	40 Boys & 40 Girls Ages 10-20	\$5.75 per period
Camp Chief Noonday Noonday Lake	Middleville	Methodist Church Board of Education Heath E. Goodwin 620 E. Cass, Albion	Ch.	48 Boys & 48 Girls Ages 10-18	\$12.50 per week
Circle Pines Center Stewart Lake	Cloverdale	Circle Pines Center Cloverdale Jane Reed	P.O.	30 Boys & 30 Girls Ages 7-18	Varies
*Clear Lake Camp Clear Lake	Dowling	Battle Creek Public Schools Battle Creek Leslie Clark, Dowling, Mich.	G.A.	40 Boys & 40 Girls Ages 8-13	\$23 per week
Camp Kitanniwa Morris Lake	RFD#1 Hastings	Battle Creek Area Camp Fire Girls 404 Capital Bldg., Battle Creek Dorothy West	C.F.	144 Girls Ages 7-16	\$16.50 - \$21.50 per week
Long Lake Camp Long Lake	Middleville	Portland Girl Scout Council Portland	G.S.	104 Girls Ages 8-16	\$15.50 per week
		Van Buren - Berrien Counties Area Council of Girl Scouts 131 E. Main Street., Benton Harbor Helen Jones	G.S.	96 Girls Ages 10-15	\$14 per week
Lutheran Summer Camp Gun Lake	RFD#1 Shelbyville	Michigan Synod of the United Lutheran Church in America Mr. Glen Hoerdyk 1218 Portland, N.E., Grand Rapids	Ch.	40 Boys & 40 Girls Ages 9-18	\$17.50 per week
Camp Manitou-Lin Barlow Lake	Middleville	Grand Rapids Y.M.C.A. 33 Library St., N.E., Grand Rapids 2 James W. Lytleton	Y.M.	100 Boys Ages 9-15	\$36 for 12 days
Camp Merrie Woode Warner Lake	Doster	Kalamazoo Co. Council of Girl Scouts 225 Pratt Building, Kalamazoo 4 Harriet McDowell	G.S.	80 Girls Ages 7-17	\$16 - \$18 per week
Camp Michawana Long Lake	Middleville	Camp Michawana, Inc. Rev. H. Raymond Bayne 21122 Indian Rd., Detroit 19	Ch.	96 Boys or Girls Ages 9-18	\$16 per week
St. Vincent de Paul Free Camp Noonday Lake	Middleville	St. Vincent de Paul Society Rev. Paul Kersjes 267 Sheldon Ave., S.E., Grand Rapids	F.O.	96 Boys or 96 Girls Ages 9-14	Varies
BAY					
Bay City Group Camp	Bay City	Jefferson Avenue Baptist Church 13337 E. Jefferson Ave., Detroit 15 Rev. Joel Anderson	Ch.	15 Girls Ages 8-12	Varies
		McCann School Girl Scouts c/o Mrs. Leonard Nelson 14700 Cochrane, Wyandotte	G.S.	21 Girls Ages 10-14	\$12 per week
Saginaw Crippled Children's Camp Saginaw Bay	Linwood	Saginaw County Society for Crippled Children Martha L. Myers 437 S. Franklin, Saginaw	P.O.	16 Boys or Girls Ages 5-16	No charge
Scout Lodge Kawawlin River	RFD#5 Bay City	Summer Trails Council - Boy Scouts 920 N. Water St., Bay City George F. Landane	B.S.	100 Boys Ages 11-16	No charge
BENZIE					
Crystalline Camp Crystal Lake	Frankfort	Dr. and Mrs. Fenimore E. Putt Frankfort	P.	75 Girls Ages 8-18	\$400 for 8 weeks
Crystal Beach Christian Assembly Crystal Lake	Frankfort	Michigan Christian Missionary Society 209 S. Holmes St., Lansing 12 Rev. S. V. Mattson	Ch.	60 Boys & 60 Girls Ages 12-21	\$17.50 per week
Camp Lookout Lower Herring Lake	Elberta	Verne R. Handley 15454 Murray Hill, Detroit 27	P.	60 Boys Ages 7-13	\$280 for 6 weeks
Morristow Hills Crystal Lake	Frankfort	Mr. and Mrs. Ralph Stow 515 Linden St., East Lansing	P.	15 Boys & 75 Girls Ages 5-20	\$175 for 6 weeks
Regular Baptist Camp of Michigan Lake View	Lake Ann	Regular Baptist Church of Mich. Rev. H. A. Keithley 1601 Coit Ave., N.E., Grand Rapids	Ch.	96 Boys & 94 Girls Ages 9-18	\$10 per week
BERRIEN					
Camp Achim Paw Paw Lake	Watervliet	William DuBow 5359 N. Bernard St. Chicago, Illinois	P.	75 Boys Ages 7-14	\$400 for 8 weeks

COUNTY-NAME OF CAMP BODY OF WATER	CAMP ADDRESS	OPERATED BY	TYPE	CAPACITY SEX & AGE	RATE
BERRIEN (Cont'd.)					
Camp Adas Lake Michigan	Union Pier	Adas Bnei Israel 3513 Douglas Blvd., Chicago, Ill. Isadore Kaplan	Ch.	32 Boys & 21 Girls Ages 8-12	\$30 per week
Camp Arthur Rowe Lake	Dowagiac	Wabash Avenue Y.M.C.A. 3763 S. Wabash Ave., Chicago, Ill. O. O. Morris	Y.M.	90 Boys or 90 Girls Ages 8-18	\$28 per session
Bethel Park	Bridgman	German Branch of the Assemblies of God Rev. Alvin Sprecher 15674 Rossini Drive, Detroit	Ch.	30 Boys & 35 Girls Ages 8-14	\$12.50 for 11 days
Camp Blackhawk St. Joseph River	Buchanan	Aurora Area Council - Boy Scouts 37 S. River St., Aurora, Ill. Roy R. Butler	B.S.	140 Boys Ages 11-18	\$22 for 10 days
Board of Jewish Education Camps Clear Lake	Buchanan	Board of Jewish Education 72 E. 11th Street, Chicago 5, Ill. Victor Perlmutter	Ch.	90 Boys Ages 13-19 & 30 Girls Ages 16-20	\$250 for 8 weeks
Chicago Commons Farm Camp Galen River	RFD#2 New Buffalo	Chicago Commons Association 955 W. Grand Ave., Chicago 22, Ill. William H. Brueckner	S.A.	43 Boys & 43 Girls Ages 8-15 and mothers with small children.	Varies
Camp Ellinor Paw Paw Lake	Watervliet	Ella Fox 1105 W. Garfield Blvd. Chicago 21, Ill.	P.	50 Girls Ages 6-16	\$300 for 8 weeks
Forest Beach Camp Lake Michigan	New Buffalo	Y.W.C.A. of Chicago 59 E. Monroe, Chicago 3, Ill. Alice Kramer	Y.W.	140 Girls Ages 10-17	\$38.50 for 2 weeks
Camp 4-Fun Paw Paw Lake	Watervliet	Elizabeth B. Andrews The Day School 800 Buena Ave., Chicago 13, Ill.	P.	40 Boys & Girls Ages 6-17	\$450 for 8 weeks
Camp Frank S. Betz Lake Chapin	Berrien Springs	Pokagon Trails Council-Boy Scouts 5217 Hohman Ave., Hammond, Ind. R. J. Donovan	B.S.	160 Boys Ages 11-17	\$25 for 12 days
Camp Madron Lake Madron	Buchanan	Southwestern Mich. Council-Boy Scouts 505 Pleasant St., St. Joseph C. A. Klapp	B.S.	125 Boys Ages 11-18	\$11.50 per week
		Niles Council of Girl Scouts Museum Annex, Niles Mrs. Ted Pollock	G.S.	125 Girls Ages 7-16	\$14 per week
New First Church Camp Lake Michigan	Bridgman	First Congregational Church of Chicago 1613 Washington Blvd., Chicago 12, Ill. G. B. McNair	Ch.	200 Boys or Girls Ages 8-18	Varies
Tower Hill Camp Lake Michigan	Sawyer	Chicago Congregational Union 19 S. LaSalle St., Chicago 3, Ill. Ernest Schroeder, Manager Three Oaks, Michigan	Ch.	200 Boys & Girls Ages 9-21	\$20 per week
Twin Springs Camp St. Joseph River	Berrien Springs	Mrs. Esther M. Hecht 7313 S. Bennett Avenue Chicago 49, Illinois	P.	50 Boys & Girls Ages 5-12	\$375 for 8 weeks
Camp Warren Lake Michigan	Benton Harbor	Berrien County Council of Churches Reverend Walter Price Coloma, Mich.	Ch.	90 Boys & Girls Ages 9-16	\$10 - \$14 per week
Camp Watervliet Lake Sherwood	Watervliet	Dr. and Mrs. H. W. Tatter Watervliet	P.	90 Girls Ages 6-17	\$190 - 4 wks. \$350 - 8 wks.
Camp Wistafagoma St. Joseph River	Buchanan	Kalamazoo District of Evangelical United Brethren Church Rev. A. L. Spafford 1324 Lane Blvd., Kalamazoo	Ch.	200 Boys & Girls Ages 6-18	\$13 per week
Camp Zahavo Paw Paw Lake	Coloma	Mrs. William DuBow 5359 N. Bernard St. Chicago, Illinois	P.	60 Girls Ages 7-13	\$350 for 8 weeks
BRANCH					
Kirby Lake Camp Kirby Lake	Sherwood	Union City Men's Club Arthur Hagerman Tekonsha, Michigan	P.O.	25 Boys Ages 11-14	\$10 per week
CASS					
Camp Bryan Little Fish Lake	Cassopolis	St. Joseph Valley Council-Boy Scouts 111 N. Lafayette Blvd., South Bend, Ind. S. D. Warner	B.S.	160 Boys Ages 11-18	\$13.50 - \$16 per week

COUNTY-NAME OF CAMP BODY OF WATER	CAMP ADDRESS	OPERATED BY	TYPE	CAPACITY SEX & AGE	RATE
CASS (Cont'd.)					
Crystal Springs Youth Camp	RFD#4 Dowagiac	Kalamazoo District of the Methodist Church Rev. R. D. Wearne 915 Lay Blvd., Kalamazoo 25	Ch.	75-Boys & Girls Ages 12-18	\$15 per week
E. Root Fitch Foundation Day Camp Cable Lake	Dowagiac	E. Root Fitch Foundation 301 Green Street, Dowagiac Paul W. Bakeman	F.	50 Boys & 50 Girls Ages 7-14	15¢ per day
Camp Friedenswald Shavehead Lake	Cassopolis	Central & Middle District Conference of the General Conference Mennonite Church Eske Loewen, Topeka, Indiana	Ch.	27 Boys & 45 Girls Ages 10-18	\$14 per week
Camp Kil-Lo-Qua Birch Lake	Vandalia	Mishawaka Council Camp Fire Girls 312 Lincoln Way West Mishawaka, Indiana Joan Tash	C.F.	80 Girls Ages 7-14	\$12.75 per week
Long-Win Camp Long and Baldwin Lakes	White Pigeon	Mr. and Mrs. P.H. Leiderman 1055 Granville Ave. Chicago 40, Illinois	P.	54 Girls & 45 Boys Ages 6-14	\$350 for 8 weeks
Mennonite Youth Camp Mirror Lake	White Pigeon	Mennonite Board of Missions & Charities 1711 Prairie St., Elkhart, Indiana Paul Bender	Ch.	18 Boys & 18 Girls Ages 9-18	\$1 per child
Camp Tannadonah Birch Lake	Vandalia	South Bend Council Camp Fire Girls 207 Christman Building, South Bend, Ind. Dorothy Denton	C.F.	114 Girls Ages 7-18	\$16.75 - \$21.75 per week
CHARLEVOIX					
Camp Charlevoix, Lake Charlevoix	Charlevoix	Kenneth W. Smith 1922 Beaufait Rd., Grosse Pointe Woods	P.	120 Boys Ages 7-17	\$445 for 8 weeks
Camp Daggett Walloon Lake	Petoskey	Camp Daggett Board of Directors Walter J. MacMillan 523 State Street, Petoskey	F.	60 Boys or 60 Girls Ages 9-16	\$52.50 for 2 weeks
Camp Hilltop Walloon Lake	Boyne City	Mrs. A. M. Wauters 528 Covington Birmingham	P.	35 Boys & 38 Girls Ages 6-12	\$350 for 6 weeks
Camp Huntingdon Walloon Lake	Boyne City	E. V. Tomlinson 16174 Glastonbury Road Detroit 19	P.	145 Girls Ages 7-17	\$375 for 8 weeks
Lake Louise Baptist Camp Lake Louise	Boyne Falls	Michigan Baptist Convention 213 West Main St., Lansing Rev. Q. V. Robinson	Ch.	90 Boys or Girls Ages 9-15	\$23 for 10 days
Lake Louise Methodist Camp Lake Louise	Boyne Falls	The Methodist Church of Michigan 1205 Kales Bldg., Detroit 26 John H. Schuring, Manager 1103 Perry St., Albion	Ch.	175 Boys & Girls Ages 10-20	\$12 per week
Camp Michivox Park of the Pines Lake Charlevoix	Boyne City	Reorganized Church of Jesus Christ of Latter Day Saints Harry Doty 220 W. Ninth St., Traverse City	Ch.	100 Boys & Girls Ages 15-18	\$16 for 8 days
Camp O-Gull Lake Charlevoix	Charlevoix	Mrs. Edythe Ogell 4300 Cortland Detroit	P.	35 Boys Ages 4-10 35 Girls Ages 4-14	\$475 for 8 weeks
Camp Sherwood Walloon Lake	Boyne City	E. V. Tomlinson 16174 Glastonbury Rd. Detroit 19	P.	100 Boys Ages 7-16	\$375 for 8 weeks
Camp Ta-Wa'-Ma-Na Lake Charlevoix	Charlevoix	W. L. Gunnerson 9980 W. Outer Drive Detroit 23	P.	60 Girls Ages 7-15	\$395 for 8 weeks
CHEYBOYGAN					
Camp Al-Gon-Quian Burt Lake	Burt Lake	Herbert H. Twining 1601 Cambridge Rd. Ann Arbor	P.	150 Boys Ages 6-17	\$425 for 8 weeks
Camp Beaver Lodge Burt Lake	Brutus	T. C. Wuerfel 3256 Beredith Pl. Cincinnati 13, Ohio	P.	30 Boys Ages 9-12	\$450 for 8 weeks
Camp Ik-Cam Lodge Burt Lake	Indian River	John P. Hussey 14239 Sorrento Detroit 27	P.	30 Girls & 6 Boys Ages 7-17	\$360 for 8 weeks

COUNTY-NAME OF CAMP BODY OF WATER	CAMP ADDRESS	OPERATED BY	TYPE	CAPACITY SEX & AGE	RATE
CHEBOYGAN					
Camp Knight of the Pines Douglas Lake	Cheboygan	Methodist Children's Home Society 26645 West Six Mile Rd., Detroit William I. Lacy	C.C.	48 Boys & Girls Ages 8-15	No charge
Camp Manitou Douglas Lake	Levering	Ray D. Nicholson 224 Charles St. Ann Arbor	P.	35 Boys Ages 11-15	\$280 for 6 weeks
HIPPEWA					
Baptist Bible Camp Piatt Lake	Strong's	First Baptist Church Sault Ste. Marie Rev. Elmer Wamhoff	Ch.	50 Boys & 50 Girls Ages 10-18	\$1 per day
Blessed Hope Bible Conference Piatt Lake	Strong's	Hiawatha Land Independent Baptist Missions Reverend Arthur A. Glen 1910 S. First Ave., Escanaba	Ch.	60 Boys & 70 Girls Ages 6-16	Varies
Piatt Lake Camp Piatt Lake	Strong's	Salvation Army 132 W. Spruce St., Sault Ste. Marie Capt. William Kish	Ch.	35 Boys & 45 Girls Ages 9-18	\$7 per week
CLARE					
Camp Deer Trails Long Lake	Harrison	Lansing Girl Scout Council 210 W. Lapeer, Lansing Shirley Brehm	G.S.	65 Girls Ages 10-17	\$16.50 - \$18.50 per week
Mystic Lake Camp Mystic Lake	Lake	Lansing Y.M.C.A. 301 W. Lenawee, Lansing Wayne Perry	Y.M.	90 Boys Ages 8-15	\$39.50 for 12 days
Camp Noyati Crooked Lake	Lake	Midland Community Center 127 Townsend St., Midland David Russell	S.A.	70 Boys Ages 8-12	\$15 per week
Camp Rotary Beebe Lake	Clare	Midland County 4-H Clubs William Kirkpatrick, 4-H Club Agent Post Office Bldg., Midland	4-H	90 Boys & Girls Ages 10-20	\$7.35 for 5 days
		Midland Girl Scout Council 204 Matney Bldg., Midland Ruth Rankin	G.S.	60 Girls Ages 8-16	\$11 for 5 days
		Paul Bunyan Council-Boy Scouts 128 Rodd St., Midland Thomas B. Beggs	B.S.	75 Boys Ages 11-16	\$13 per week
		Valley Trails Council-Boy Scouts 118 N. Washington Ave., Saginaw William C. Morgan	B.S.	168 Boys Ages 11-18	\$13 - \$14 per week
Saginaw Girl Scout Camp Lake McWatty	Harrison	Saginaw Girl Scout Council 118 N. Washington, Saginaw M. Clare McCann	G.S.	50 Girls Ages 7-17	\$17.50 per week
CLINTON					
Camp Wacousta Looking Glass River	Wacousta	Lansing Girl Scout Council 210 W. Lapeer, Lansing Lee Parkhurst	G.S.	16 Girls (overnight camp) 96 Girls (day camp) Ages 8-18	Overnight \$1.75 night Day Camp- \$2.85 per session
CRAWFORD					
Camp AuSable Shellenberger Lake	Grayling	Michigan Conference of Seventh Day Adventists Box 900, Lansing Fred M. Beavon	Ch.	200 Boys or Girls Ages 9-18	\$16 per week
Camp Westminster Higgins Lake	Roscommon	Westminster Presbyterian Church 9851 Hamilton Ave., Detroit 2 William Worthington	Ch.	108 Boys or Girls Ages 7-16	\$26 per week- Church members \$31 - Others
EMMET					
Camp Ped-O-Se-Ga Pickere Lake	Petoskey	H. J. Templin RFD#2 Petoskey	P.	85 Boys Ages 8-18	\$400 for 8 weeks
GENESEE					
Camp Copneconic Lake Copneconic	RFD#1 Fenton	Flint Y.M.C.A. 218 E. Kearsley St., Flint Ralph Tippet	Y.M.	90 Boys Ages 8-15	\$33 - \$43 for 2 weeks
Kiwanis Health Camp	RFD#6 Flint	Flint Kiwanis Club & Genesee Co. T.B. Association A.P. Engelhart 2730 N. Saginaw St., Flint	S.C.	25 Boys & 25 Girls Ages 8-12	No charge

COUNTY-NAME OF CAMP BODY OF WATER	CAMP ADDRESS	OPERATED BY	TYPE	CAPACITY SEX & AGE	RATE
GENESEE (Cont'd.)					
Pine Lake Camp Pine Lake	Linden	Tall Pine Council - Boy Scouts 200 E. Kearsley St., Flint Colonel E. Gillespie	B. S.	80 Boys Ages 11-18	\$17.50 for 6 days
GOGEBIC					
Gogebic Extension Camp Lake Superior	Ironwood	Gogebic Co. 4-H Clubs Federal Bldg., Ironwood A. F. Bednar	4-H	50 Boys & Girls Ages 10-20	\$10 per week
Lake Superior Bible Camp Lake Superior	Saxon, Wis.	First Baptist Church S. Mansfield St., Ironwood Rev. Wm. Hendricks	Ch.	88 Boys & Girls Ages 9-19	\$8.50 - \$9.50 per week
Camp Plagens Moon Lake	Watersmeet	Upper Peninsula Laymen's Retreat Assn. Box 538, Marquette Rev. David P. Splegatti	Ch.	120 Boys or Girls Ages 8-17	\$2 per day
GRAND TRAVERSE					
Camp Arbutus Arbutus Lake	Mayfield	Mr. and Mrs. Paul Hunsicker 12933 Asbury Park Detroit 27	P.	95 Girls Ages 7-17	\$385 for 8 weeks
Camp Greilick Bass & Rennie Lakes	Traverse City	Scenic Trails Council - Boy Scouts 148 State St., Traverse City Donald E. Berg	B. S.	125 Boys Ages 8-18	\$10.50-\$12.50 per week
Camp Haza Witka Lake Arbutus	Mayfield	Joseph G. Gembis 16545 Huntington Rd., Detroit 19	P.	42 Boys Ages 8-15	\$250 for 6 weeks
National Music Camp Lakes Wahbekeness & Wahbekenetta	Interlochen	National Music Camp, Inc. 303 S. State St., Ann Arbor Dr. J. E. Maddy	Sch.	550 Boys & 700 Girls Ages 6-25	Varies with age group
Camp Weh-Yam Spider Lake	Mayfield	Herman Mayhew 2236 W. 113th Street Chicago 43, Ill.	P.	50 Boys Ages 7-14	\$325 for 8 weeks
GRATIOT					
Alma Girl Scout Camp Pine River	Alma	Alma Girl Scout Council Mrs. Benton Ewer 750 Argyle Rd., Alma	G. S.	30 Girls Ages 7-10	\$1 per day
HILLSDALE					
O. C. Kimball Camp Long Lake	Reading	Hillsdale County Y.M.C.A. City Hall, Hillsdale John D. Wolf	Y.M.	80 Boys or Girls Ages 9-14	\$16 - \$22 per week
Pentecostal Church of God Camp	Camden	Ohio, Indiana and Michigan District of the Pentecostal Church of God Berniece Matejcek 3725 Davison Rd., Flint 6	Ch.	140 Boys & Girls Ages 8-18	\$10 per week
Rothfuss Assembly Camp Bawbees Lake	Hillsdale	United Brethren Church Rev. F. F. DeGroff RFD#2, Stryker, Ohio	Ch.	120 Boys & 140 Girls Ages 8-15	\$7.00 for 8 days
Camp Selah Conference Long Lake	Reading	Camp Selah Conference Mr. Elmer Anderson Quincy, Mich.	Ch.	36 Boys & 36 Girls Ages 8-20	\$7.00 per wk.
Somerset Lodge Gray Goose Lake	Jerome	Luella Cummings Home for Girls 123 - 22nd St., Toledo, Ohio Ora Cartwright	C. C.	36 Girls Ages 9-18	No charge
Whirlaway Ranch	Addison	Mr. and Mrs. Allen P. Borger 1889 Superior Rd. Ypsilanti, Michigan	P.	20 Girls Ages 10-14	\$82 for 2 weeks
HURON					
Bayshore Camp Saginaw Bay	Sebewaing	Michigan Conference of Evangelical United Brethren Church Rev. Bernard Hearl Capac	Ch.	60 Boys & 60 Girls Ages 9-18	\$13.50 per week
Good News Camp Lake Huron	Port Hope	Deckerville Bible Church Reverend Joseph Lathrop Deckerville	Ch.	40 Boys & 40 Girls Ages 9-18	\$10 per week
Camp Hubbard Woods Lake Huron	RFD Grindstone City	Detroit Area Council - Boy Scouts 51 West Warren, Detroit R. V. Molby, Jr.	B. S.	40 Boys Ages 11-18	\$1.50 per wk.
Sleeper Group Camp	Caseville	Bay County and Huron County Girl Scouts Carolyn Mosely 205 Davis-Hill Arcade, Bay City	G. S.	96 Girls Ages 10-18	\$15 per week

COUNTY-NAME OF CAMP BODY OF WATER	CAMP ADDRESS	OPERATED BY	TYPE	CAPACITY SEX & AGE	RATE
MURON (Cont'd.)					
Sleeper Group Camp	Caseville	Conservative Baptist Assn. of Michigan East Central Assn. Rev. A. J. Graham 2409 Gibson, Flint	Ch.	96 Boys & Girls Ages 9-18	\$10 per week
		Inter-County 4-H Camp Committee George C. MacQueen, Tuscola Co. 4-H Agent Caro	4-H	96 Boys & Girls Ages 10-21	Varies
INGHAM					
Camp Mettamiga Lake Lansing	Haslett	Lansing Y.W.C.A. 217 Townsend St., Lansing 23 Mary C. Putnam	Y.W.	75 Girls Ages 10-15	\$3.75 for 2 weeks
IONIA					
Camp Sebewa Sebewa Creek	Sunfield	Michigan Conference of the United Brethren in Christ Rev. Charles E. Baun 2202 E. Main, Kalamazoo	Ch.	52 Boys & 68 Girls Ages 9-15	\$7.50 per wk.
IOSCO					
Camp Iroquois Sand Lake	McIvor	Bay City Y.M.C.A. 600 Washington Ave., Bay City Ronald E. Fischer	Y.M.	99 Boys Ages 8-17	\$40 - \$45 for 2 weeks
Camp Mahn-Go-Tah-See Loon Lake	Hale	Oakland County Y.M.C.A. 717 Community National Bank Bldg. Pontiac 14 S.N. Geal	Y.M.	98 Boys Ages 8-15	\$30 per week
Camp Maqua Loon Lake	Hale	Bay City Y.W.C.A. 314 Fourth St., Bay City Blanche Knowles	Y.W.	80 Girls Ages 8-18	\$40 - \$47 for 2 weeks
Camp Nissokone Van Etten Lake	Oscoda	Detroit Y.M.C.A. 2020 Witherell, Detroit 26 John L. Stone	Y.M.	160 Boys Ages 7-16	\$45 per week
IRON					
Covenant Point Bible Camp Hagerman Lake	Iron River	Great Lakes Conference of Mission Covenant Churches Rev. Sigfrid Carlson 708 Brown St., Norway	Ch.	115 Boys or Girls Ages 10-17	\$8 - \$11 per week
Fortune Lake Bible Camp Fortune Lake	Crystal Falls	The Superior Conference of the Augustana Lutheran Church Rev. G. A. Herbert 435 Oak St., Manistique	Ch.	100 Boys & 100 Girls Ages 10-18	\$11 per week
		Assembly of God Rev. H. L. Moody Iron River	Ch.	100 Boys & 100 Girls Ages 8-18	\$7 per week
*Iron County Youth Camp Indian Lake	Crystal Falls	Iron County Board of Education Crystal Falls Kenneth W. Schulze	G.A.	55 Boys & 60 Girls Ages 9-14	Varies
Nesbit Lake Forest Camp	Sidnaw	Holy Redeemer Boys' Club Rev. Joseph A. Fischer 4717 N. 38th St., Milwaukee, Wisc.	P.O.	95 Boys Ages 6-16	No charge
		Houghton Co. 4-H Club Community Bldg., Houghton Wallace Keskitalo	4-H	48 Boys & 48 Girls Ages 10-18	\$5.50 for 4 days
		Independent Assemblies of God Rev. O. E. Bakken 1228 Presque Isle Ave., Marquette	Ch.	44 Boys & 45 Girls Ages 9-19	\$8 per week
		Michigan Conference Luther League of Suomi Synod Rev. Onni Koski 505 Reservation St., Hancock	Ch.	100 Boys & Girls Ages 9-20	\$11 per week
		Northland Gospel Missions of Upper Mich. Rev. O. C. Chapin 1125 River Avenue, Iron River	Ch.	96 Boys & Girls Ages 9-18	\$9.50 per week
		Upper Peninsula Circuit of the National Lutheran Church Rev. W. Arnold Ranta Wakefield	Ch.	40 Boys & 50 Girls Ages 8-14	\$10.50 per week
Camp Victory Lake Mitigwaki	Kenton	Bess Marie Elliott Kenton	P.	25 Boys & Girls Ages 6-18	Varies

COUNTY-NAME OF CAMP BODY OF WATER	CAMP ADDRESS	OPERATED BY	TYPE	CAPACITY SEX & AGE	RATE
ISABELLA					
Chippewa Ranch Chippewa River	Weidman	Elwin Fennington RFD#1, Weidman	P.	65 Boys & 54 Girls Ages 7-15	\$485 for 10 weeks
Coldwater Lake 4-H Club Camp Coldwater Lake	Weidman	Day-Isabella 4-H Assn. #20 S. Arnold Blvd., Mt. Pleasant Elroy Nusbaum	4-H	35 Boys & 35 Girls Ages 10-19	Varies
JACKSON					
Clark Lake Day Camp Clark Lake	Clark Lake	Consumers Power Employees' Club Room 329, Consumers Power Bldg., Jackson R. D. Hopkins	P.O.	40 Boys & Girls Ages 5-12	\$6 per week
Camp De Sales Vineyard Lake	Brooklyn	Oblate Fathers of St. Francis de Sales 1116 Iroquois Ave., Rev. William Stahl	Ch.	200 Boys Ages 7-14	\$40 per week
Camp Fa-Ho-Lo Timms Lake	Grass Lake	Michigan District Council of the Assemblies of God 202 N. Wallace Blvd., Ypsilanti D. G. Foote	Ch.	175 Boys or Girls Ages 10-14	\$12.50 per week
Camp Friendly Olcott Lake	RFD#7 Jackson	Friendly Center Community House 1336 Superior St., Toledo 11, Ohio Warner C. Silver	S.	60 Boys or Girls Ages 8-13	\$15 - \$20 for 2 weeks
Green Pastures Camp Little Pleasant Lake	Grass Lake	Detroit Urban League 208 Mack Avenue, Detroit 1 John C. Dancy	S.A.	60 Boys & 60 Girls Ages 10-14	\$10 Regis- tration fee
Jackson County 4-H Club Camp Crispell Lake	Clark Lake	Jackson County 4-H Clubs County Bldg., Jackson Ira E. Jump	4-H	20 Boys & 20 Girls Ages 10-21	\$6.50 per session
Jackson Memorial Camp for Children Crispell Lake	R#1 Clark Lake	Jackson Memorial Camp for Children, Inc. George M. Carter R#1, Clark Lake	P.O.	26 Boys & 24 Girls Ages 5-12	No charge
Camp Ki-Ro-Li-Ex Clear Lake	RFD#3 Grass Lake	Chief Okemos Council - Boy Scouts #271 601 N. Capitol Ave., Lansing C. A. Neitz	B.S.	150 Boys Ages 11-18	\$3.50 regis- tration fee plus food cost
Camp Lakewood Clear Lake	RFD#3 Grass Lake	W. D. Gailey 6400 Gates Mills Blvd. Wayfield Heights, Ohio	P.	84 Boys Ages 7-15	\$295 for 8 weeks
Camp Lanes End Farwell Lake	Hanover	Mrs. R. H. Alter 1805 Kibby Road Jackson	P.	8 Girls Ages 8-10	\$100 for 3 weeks
Camp O'The Hills Wampiers Lake	RFD#2 Brooklyn	Jackson Council of Girl Scouts 125 Courtland, Jackson Miss Dorothea Snyder	G.S.	122 Girls Ages 8-18	\$16.50 - \$22 per week
Polish Falcon Camp Round Lake	Michigan Center	Polish Falcons-District #13 Mr. Louis Zabinski 610 Lake St., Jackson	P.O.	20 Boys & 20 Girls Ages 8-18	\$15.50 per week
Camp Storer Stoney Lake	Napoleon	Toledo Y.M.C.A. 1110 Jefferson, Toledo, Ohio R. D. Miller	Y.M.	160 Boys Ages 8-18	\$17.50 per week
Sunset Day Camp Browns Lake	Jackson	Mrs. Joanne Fox 145 W. Mason Jackson	P.	12 Boys or Girls Ages 5-12	\$7 per week
Sweezy Lake Camp Sweezy Lake	Norvell	First Baptist Church 201 S. Jackson, Jackson Paul R. Vissing	Ch.	20 Boys or Girls Ages 7-12	Varies
Camp Takona Clear Lake	RFD#3 Grass Lake	Ann Arbor Y.W.C.A. 343 Fourth St., Ann Arbor Kathleen D. Simms	Y.W.	55 Girls Ages 9-14	\$20 per week
Camp Tee-Ton-Kah Wolf Lake	RFD#7 Jackson	Land O' Lakes Council - Boy Scouts 403 Security Building, Jackson Donald D. Hull	B.S.	200 Boys Ages 11-18	Varies
KALAMAZOO					
Allen Outpost Balch Creek	Kalamazoo	Board of Directors of Kalamazoo Y.W.C.A. and Y.M.C.A. Basil Mumma, Kalamazoo Y.M.C.A. Kalamazoo	Y.W. Y.M.	60 Boys or 60 Girls	Varies
Camp Ben Johnston Sherman Lake	RFD#1 Augusta	Battle Creek Area Council - Boy Scouts Box 213, Battle Creek Jess Foster	B.S.	100 Boys Ages 11-16	\$14 per week

COUNTY-NAME OF CAMP BODY OF WATER	CAMP ADDRESS	OPERATED BY	TYPE	CAPACITY SEX & AGE	RATE
KALAMAZOO (Cont'd.)					
Christian Youth Training Camp Gull Lake	Augusta	Rural Bible Mission, Inc. 326 W. Kalamazoo Ave., Kalamazoo 11 Rev. B. F. Hitchcock	Ch.	40 Boys & 40 Girls Ages 9-20	\$12.50 per week
Camp Nazarene Indian Lake	Vicksburg	Mich. District Church of the Nazarene Rev. H. T. Stanley 915 W. Genesee, Saginaw	Ch.	200 Boys or Girls Ages 9-16	\$12 per week
Pretty Lake Vacation Camp Pretty Lake	Mattawan	Kalamazoo Kiwanis and Service Clubs Anne Finlayson Central High School, Kalamazoo	S.C.	50 Boys & 50 Girls Ages 7-12	Varies
Camp Rota-Kiwan Mass Lake	RFD#7 Kalamazoo	Fruit Belt Council-Boy Scouts 610 S. Burdick, Kalamazoo John F. Ritter	B.S.	100 Boys Ages 11-18	\$15 per week
Camp Woodland Kalamazoo River	Comstock	Sisters of St. Joseph Villa St. Anthony, Comstock Sister M. Rosella	Sch.	75 Girls Ages 5-16	\$150 for 5 weeks
ALKASKA					
Bear Lake Scout Camp Bear Lake	Grayling	Summer Trails Council-Boy Scouts 920 N. Water St., Bay City George F. Landane	B.S.	100 Boys Ages 11-16	No charge
Flying Eagle Camp Crooked Lake	Kalkaska	Carl Erickson 1155 Audubon Grosse Pte. Park 30	P.	20 Boys Ages 7-15	\$175 - \$200 for 6 weeks
Camp Ta-Pi-Co Grass Lake	Kalkaska	Tall Pines Council-Boy Scouts 200 East Kearsley, Flint Colonel E. Gillespie	B.S.	90 Boys Ages 11-18	Varies
GRAND RAPIDS					
Alpha Chi Omega Day Camp For Cerebral Palsied Children	Grand Rapids	Lambda Lambda Chapter of Alpha Chi Omega Mrs. Craig D. Pitcher 1213 Mayfield, N.E., Grand Rapids	P.O.	25 Boys & Girls Ages 3-16	No charge
Jack and Jill Bible Club Camp Pine Lake	RFD#1 Cedar Springs	Jack and Jill Bible Club Camp, Inc. James VerLee 1847 Lafayette Ave., S.E., Grand Rapids	Ch.	30 Boys & 35 Girls Ages 7-14	\$10 per week
Kent Country Club Day Camp	Grand Rapids	Kent Country Club Mrs. Daniel Tinkham 954 Breton Rd., S.E., Grand Rapids	P.	60 Boys & Girls Ages 3-8	\$7 per week
Lincoln Lake Bible Camp Lincoln Lake	Gowen	Lincoln Lake Bible Conference Rev. Carl Weir Belmont, Michigan	Ch.	85 Boys or Girls Ages 9-14	\$10.50 - \$13.50 per week
Camp Lion Mill Creek	RFD#1 Comstock	Grand Valley Council-Boy Scouts 300 Assn. of Commerce Bldg. Grand Rapids 2 Herman Brandmiller	B.S.	75 Boys Ages 11 17	No charge
Michigan Synod Camp (Presbyterian Church) Woodbeck Lake	Gowen	Presbyterian Synod of Michigan 1105 Kales Bldg., Detroit R. M. Augustine, Camp Manager Gowen, Mich.	Ch.	105 Boys & Girls Ages 12-18	\$16 per week
Camp O'Malley Thornapple River	RFD#1 Caledonia	Grand Rapids Youth Commonwealth, Inc. Police Headquarters, Grand Rapids Inspector William J. Dangi	P.O.	96 Boys or Girls Ages 8-16	No charge
Pleasant Hill Lutheran Bible Camp Bass Lake	Gowen	Pleasant Hill Lutheran Camp, Inc. Rev. Leo Andersen 523 W. Cass, Greenville	Ch.	80 Boys or Girls Ages 9-17	\$17.50 per week
Camp Roger Little Bostwick Lake	Rockford	Christian Youth Camp Association Philip Lucasse 1240 Penn Ave., N.E., Grand Rapids	P.O.	36 Boys & 48 Girls Ages 10-15	\$17 per week
Salvation Army Camp Little Pine Island Lake	RFD#3 Sparta	Salvation Army 227 Pearl St., N.W., Grand Rapids Lt. Colonel and Mrs. Alex S. Thomas	Ch.	90 Boys or Girls Ages 6-17 Also mothers with children	No charge
Camp Spikehorn Buck Creek	Grand Rapids	Grand Rapids Y.M.C.A. 33 Library St., N.E., Grand Rapids 2 George Brening	Y.M.	Overnight- 15 Boys Day Camp- 50 Boys Ages 9-13	\$7 for 2 wks.
Camp Vining Bostwick Lake	Rockford	Bostwick Lake Camp Corporation 3rd floor, Courthouse, Grand Rapids Einer Olstrom	P.O.	32 Boys & 32 Girls Ages 10-20	\$4 for 3 days

COUNTY-NAME OF CAMP BODY OF WATER	CAMP ADDRESS	OPERATED BY	TYPE	CAPACITY SEX & AGE	RATE
KEWEENAW					
Gitchie Gumees Bible Camp	Eagle River	Lake Superior Bible Conference Assn. Rev. Charles B. Hart 1318 Rockland St., Calumet	Ch.	36 Boys & 36 Girls	\$10 per week
LAKE					
Camp Martin Johnson Big Bass Lake	Irons	Hyde Park Y.M.C.A. 1400 E. 53rd St., Chicago 15, Ill. Tom Curtin	Y.M.	116 Boys or 116 Girls Ages 9-16	\$125 for 4 weeks
Odd Fellow & Rebekah Camp Big Star Lake	Baldwin	Odd Fellow & Rebekah Camp Board Mrs. Myrtle Page 544 Baker St., Lansing	P.O.	150 Boys or Girls Ages 8-15	\$12.50 per week
LAPEER					
Detroit Area Council Boy Scout Camp Flint River	Metamora	Detroit Area Council Boy Scouts 51 West Warren, Detroit R.V. Holby, Jr.	B.S.	324 Boys Ages 11-18	\$1 per week
Detroit Baptist Camp Skinner Lake	Lapeer	Detroit Baptist Missionary Society 828 Farwell Bldg., Detroit 26 Rev. Wilbur W. Bloom	Ch.	120 Boys & Girls Ages 9-18	\$18.85 per week
Hamtramck-Tau Beta Camp Artificial Lake	Columbiaville	Tau Beta Community House 3056 Hanley Avenue, Hamtramck Charles Liddell	P.O.	70 Boys & Girls Ages 8-13	\$16 per week
Happy Time Bible Camp	Brown City	Michigan Conference of United Missionary Church Rev. George Murphy 131 Prospect St., Pontiac	Ch.	40 Boys & 40 Girls Ages 9-11	\$10 per week
Merrill-Palmer Farm Camp Brooks Lake	RFD#1 Dryden	Merrill Palmer School 71 E. Ferry Ave., Detroit 2 F. F. Boothby	Sch.	34 Boys & 32 Girls Ages 7-12	\$160 for 4 weeks
Camp Metamora Artificial Lake	Metamora	Detroit Girl Scouts 153 E. Elizabeth, Detroit 1 Frances Ash	G.S.	209 Girls Ages 10-18	\$40 for 2 weeks
Mott Boys' Camp Pero Lake	RFD#3 Lapeer	Mott Foundation Oak Grove Campus, Flint 3 Lester B. Ehrbright	F.	128 Boys Ages 10-15	No charge
Camp O'Fair Winds McKean Lake	Columbiaville	Genesee Co. Girl Scouts 200 E. Kearsley, Flint Margaret Stewart	G.S.	95 Girls Ages 9-16	\$16 per week
Riseman Farm Camp Artificial Private Lake	RFD#2 Dryden	Mrs. Meta Riseman RFD#2, Dryden	P.	38 Boys & 38 Girls Ages 5-12	\$350 for 8 weeks
Camp Sherwood Davis Lake	Lapeer	Northern Oakland Girl Scouts 310 National Bank Bldg., Pontiac Edith Labunde	G.S.	100 Girls Ages 7-17	\$16.50 per week
Camp Skae Flint River	Columbiaville	Boy Scout Troop #311 Davison Police Station, Detroit 12 Leon W. Earl	P.O.	60 Boys Ages 11-18	\$22.50 for 2 weeks
Camp Val-Cres Artificial Lake	Columbiaville	Valentine Community Center 19248 DeQuindre, Detroit 34 Charles Cacace	S.A.	60 Boys & Girls Ages 6-18	\$30 - \$37 for 2 weeks
LEELANAU					
Indian Beach Camp Grand Traverse Bay	Northport	Mr. and Mrs. Morris Shaw Lena, Ill.	P.	35 Girls Ages 7-17	\$195 - 4 wk \$385 - 8 wk
Camp Kohanna Lake Michigan	Maple City	Mrs. Maude Beals Turner Maple City	P.	140 Girls Ages 7-17	\$395 for 8 weeks
Camp Leelanau for Boys Lake Michigan	Glen Arbor	The Leelanau Schools Arthur S. Huey Glen Arbor	Sch.	121 Boys Ages 6-18	\$390 for 7 weeks
*Shady Trails Camp Grand Traverse Bay	Northport	University Speech Clinic University of Michigan, Ann Arbor J. N. Clancy	G.A.	90 Boys Ages 8-24	\$460 for 8 weeks
Vacation Valley Lake Michigan	Maple City	Harold E. Sweeney RFD#2 Maple City	P.	20 Boys Ages 6-16	\$325 for 6 weeks
LENAAWEE					
Judson Collins Memorial Camp Wampplers Lake	Onsted	Detroit Conference of the Methodist Church 1205 Kales Bldg., 76 W. Adams, Detroit Edwin L. LeButt, Manager Onsted	Ch.	170 Boys & Girls Ages 9-18	\$15 per week

COUNTY-NAME OF CAMP BODY OF WATER	CAMP ADDRESS	OPERATED BY	TYPE	CAPACITY SEX & AGE	RATE
MAWEE (Cont'd.)					
Camp Kanestake Washington Lake	Brooklyn	Wolverine Council-Boy Scouts 320 E. Front St., Monroe Alvin E. Jones	B.S.	100 Boys Ages 11-18	Varies
Local #12 Summer Camp Sand Lake	Onsted	Local #12, U.A.W.-C.I.O. 425 Winthrop St., Toledo, Ohio Earl Norman	P.O.	225 Boys or 225 Girls Ages 8-14	Varies
Camp Tawanka Washington Lake	Brooklyn	Monroe Council Camp Fire Girls 320 E. Front St., Monroe Mrs. Margaret Snell	C.F.	96 Girls Ages 9-15	\$15.50 per week
LIVINGSTON					
Charles Howell Boy Scout Reservation Brighton Lake	Brighton	Detroit Area Council-Boy Scouts 51 W. Warren, Detroit R. V. Molby, Jr.	B.S.	600 Boys Ages 11-18	\$41 for 13 days
Camp Davaja Hayner Lake	Brighton	Mr. and Mrs. Daniel Noeker Brighton	P.	80 Boys Ages 5-15	\$175 for 4 weeks
Detroit Recreation Camp Euler Lake	Brighton	Department of Parks & Recreation 1214 Griswold St., Detroit 26 Karl Lindgren	G.A.	150 Boys & 150 Girls Ages 7-14	\$35 for 2 weeks
Eastern Mich. Caravan Camp School Lake	Brighton	Eastern Mich. District Church School Board of the Nazarene Church K.A. Hutchinson 3042 Burdette Ave., Ferndale	Ch.	185 Boys or 185 Girls Ages 9-16	\$12 per week
Fresh Air Camp Blaine Lake	Brighton	Fresh Air Society 8904 Woodward Ave., Detroit Irwin Shaw	S.A.	160 Boys & 115 Girls Ages 7-15	\$75 for 3 weeks
Happy Day Camp	Pinckney	Happy Day Camp, Inc. Rev. W. C. Standridge Pinckney	P.	44 Boys & 44 Girls Ages 7-14	\$15 per week
House on the Hill Hayner Lake	Brighton	Miss Florence Noeker 8530 Hamburg Road Brighton	P.	50 Girls Ages 7-15	\$175 for 4 weeks
Island Lake Camp Huron River	Brighton	Eastern District Conservative Baptist Assoc. Rev. David Mortensen 78 W. Beverly, Pontiac	Ch.	100 Boys & Girls Ages 8-16	\$11 per week
Camp Lakeside Park School Lake	Brighton	Detroit District Camp Meeting Assn. of Evangelical United Brethren Churches 17200 Plainview Rd., Detroit 19 Rev. W. H. Watson	Ch.	175 Boys or Girls Ages 9-14	\$18 for 10 days
Southeastern Michigan 4-H Club Camp Huron River	Brighton	Inter-County 4-H Club Camp Committee 8th floor, County Bldg., Mt. Clemens William Rupp	4-H	110 Boys & Girls Ages 10-20	\$12.50 per week
Camp Telahi Lime Lake	Howell	Evangelical & Reformed Church Michigan-Indiana Synod and the Congregational Assn. of Detroit Rev. E. A. Britton 35122 Main St., Wayne	Ch.	50 Boys & 50 Girls Ages 9-20	\$19 per week
Camp Tyrone Lake Hoisington	Fenton	Flint Y.W.C.A. 201 E. First St., Flint 3 Marie Watters	Y.W.	72 Girls Ages 8-17	\$16.50 - \$18.50 per week
University of Michigan Fresh Air Camp Patterson Lake	Pinckney	University of Michigan Dr. William C. Morse 504D Elementary School University of Michigan Ann Arbor	G.A.	112 Boys Ages 7-14	\$50 for 4 weeks
Varsity Day Camp Cordley Lake	Pinckney	Irvin Wisniewski 197 Hillsdale St. Hillsdale	P.	26 Boys Ages 6-12	\$145 for 8 weeks
Waldenwoods Waldenlake	Hartland	Crouse Estate, Waldenwoods Box 66, Hartland Gerald Brian	P.O.	120 Boys or Girls Any age	\$6.11 per day
MACKINAC					
Mackinac Island Scout Service Camp	Mackinac Island	Detroit Area Council-Boy Scouts 51 West Warren Ave., Detroit R. V. Molby, Jr.	B.S.	33 Boys Ages 11-18	\$17.50 per unit
MACOMB					
St. Mary's Camp Belle River	Memphis	Polish Activities League 3314 Junction, Detroit Clara Swieczkowska	S.A.	60 Boys or 60 Girls Ages 6-12	\$25 for 2 weeks

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MANISTEE					
Little Eden Camp Portage Lake	Oneskama	Little Eden Camp Ground Assn. Inc. Harley Nofziger Archbold, Ohio	Ch.	100 Boys & Girls Ages 9-15	\$12 - \$18 per week
Camp Manikiwa Lake Eleanor	Brethren	Manistee Kiwanis Club 1018 Vine St., Manistee Howard Fiedelman	S.C.	150 Boys & Girls Any age	Varies
Portage Lake Covenant Bible Camp Portage Lake	Oneskama	American Sunday School Union Dick Winter 930 Hall St., S.E., Grand Rapids	Ch.	150 Boys & Girls Ages 9-24	\$7.25 - \$8 for 5 days
Camp Red Arrow Pine Creek	Wellston	Lower Michigan Covenant Youth Conference 2029 Houseman, N.E., Grand Rapids Daniel W. Anderson	Ch.	140 Boys or Girls Ages 9-18	\$13 - \$17 per week
Camp Tosebo Portage Lake	Manistee	Camp Red Arrow, Inc. June Miljevich 21441 Sloan Drive, Detroit 24	P.	32 Boys & Girls Ages 5-15	\$45 per week
		Todd School for Boys Woodstock, Ill. Mrs. Carol Hill Fawcett	Sch.	65 Boys Ages 7-14	\$325 for 7 weeks
MARQUETTE					
Bay Cliff Health Camp	Big Bay	Northern Michigan Children's Clinic Marquette Elba L. Morse	F.	165 Boys & Girls Ages 6-15	Subsidized
Diocese of Northern Mich. Conference Centre Little Lake	Forsyth	Diocese of Northern Michigan of the Protestant Episcopal Church 501 E. Arch St., Marquette Rt. Rev. Herman R. Page, Bishop	Ch.	20 Boys & 30 Girls Ages 15-24	\$16 per week
Nichiganme Methodist Institute Lake Michiganme	Michiganme	Marquette District of the Methodist Church Rev. John Meredith 300 E. Hewitt Ave., Marquette	Ch.	100 Boys & 200 Girls Ages 9-20	\$9.50-\$12.50 per week
Camp Minneyata Ross Lake	Ishpeming	Hiawathaland Council - Boy Scouts 303 Nestor Block, Marquette Donald Teisberg	B.S.	80 Boys Ages 11-16	\$12.50 per week
		Holy Family Home Marquette Rev. Wilbur Gibbs	C.C.	44 Boys & 26 Girls Ages 8-14	No charge
Northland Cooperative Federation Camp Farmers Lake	Forsyth	Northland Cooperative Federation, Inc. Rock, Mich. Eugene Peltonen	P.O.	24 Boys & 24 Girls Ages 8-18	Varies
Presbytery Point Camp Lake Michiganme	Nichiganme	Presbytery of Lake Superior Richard Nelson Michiganme	Ch.	85 Boys or Girls Ages 10-18	\$13.50 per week
Upper Peninsula Bible Camp Farmers Lake	Forsyth	Upper Peninsula Bible Camp, Inc. Cameron MacArthur Forsyth	Ch.	50 Boys or 50 Girls Ages 9-15	\$10 per week
MASON					
Camp Douglas Smith Upper Hamlin Lake	Ludington	Winnetka Community House 620 Lincoln Ave., Winnetka, Ill. George W. Miner	S.A.	72 Boys or 72 Girls Ages 9-15	\$47.25 per week
Mich. United Conservation Club Camp Hamlin Lake	Ludington	Michigan United Conservation Clubs 22 Sheldon Ave., N.E., Grand Rapids George Akerley	S.C.	50 Boys Ages 13-17	\$20 per week
MECOSTA					
Church of the Brethren Camp Jehnsen Lake	Rodney	Michigan District of the Church of the Brethren Mrs. Carl Welch Lake Odessa	Ch.	50 Boys & Girls Ages 12-15	\$13 per week
MEMORINEE					
Young People's Bible Camp Cedar River		American Sunday School Union Rev. Donald S. Summers P.O. Box 5, Cornell	Ch.	20 Boys & 35 Girls Ages 9-18	\$5 per week
MIDLAND					
Midland Home Town Day Camp	Midland	Midland Community Center Midland Jane Hatton	S.A.	60 Boys & 60 Girls Ages 6-14	\$1.50 for 2 weeks

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MISSAUKEE					
Camp Missaukee Lake Missaukee	Lake City	Michigan Branch of the International Order of King's Daughters and Sons Mrs. Clair Pershing 209 W. South St., Jackson	P.O.	58 Girls Ages 7-17	\$40 for 2 weeks
MONROE					
Camp Lady of the Lake Lake Erie	Erie	Toledo Catholic Charities 618 Michigan, Toledo, Ohio Rev. M. J. Doyle	C.C.	100 Boys & 100 Girls Ages 3-16	\$22.50 - \$25 per week
DETCALM					
Bo-Family Farm Camp County Dam Lake	Greenville	Mrs. Viggo Bovbjerg 2532 Asbury Ave. Evanston, Ill.	P.	37 Boys Ages 7-13	\$325 for 8 weeks
North Michigan United Brethren Camp.	Carson City	North Michigan United Brethren Camp Assn., North Star Rev. William T. Bryde	Ch.	70 Boys & Girls Ages 9-18	\$3.50 - Jrs. \$5.00 - Srs. per week
Rainbow Lake Bible Camp Rainbow Lake	Trufant	Evangelical Free Churches George Hedberg 7719 S. Wabash Ave., Chicago 19, Ill.	Ch.	125 Boys or Girls Ages 8-17	\$10 per week
Rock Lake Christian Assembly Rock Lake	Vestaburg	Rock Lake Christian Assembly Assn. Rev. O. A. Trinkle Vestaburg	Ch.	90 Boys & 90 Girls Ages 9-20	\$22.50 for 15 days
Townline Lake Camp Townline Lake	Lakeview	Free Methodist Church Box 166, Lakeview Rev. Lester Tice	Ch.	35 Boys & 35 Girls Ages 6-16	\$4 per week
Camp Wah-Wah-Tay'-See Baldwin Lake	Greenville	Greenville Girl Scout Council Mrs. Elmer Nielsen 311 Myrtle St., Greenville	G.S.	26 Girls Ages 7-14	\$15.50 - \$18 per week
MONTHORENCY					
Alpena Boys' Club Camp Long Lake	Hillman	Alpena Boys' Club, Inc. Memorial Hall, Alpena Fred C. Wixson	P.O.	120 Boys or 120 Girls Ages 6-14	\$10 - \$20 per week
MUSKEGON					
A.F.L. & C.I.O. Day Camp Lake Michigan	Muskegon	A.F.L. & C.I.O. Labor Organizations 490 W. Western Ave., Muskegon Milton Anderson	P.O.	125 Boys & 125 Girls Ages 8-12	No charge
Camp Barakel Lake Michigan	Muskegon	Central Michigan Christian Camping Association Rev. Holman Johnson Okemos, Mich.	Ch.	45 Boys & 45 Girls Ages 8-18	\$12.50 per week
Catholic Girls' Camp Lake Michigan	Muskegon	Grand Rapids Diocesan Council of Catholic Women Mrs. Raymond Flynn 229 Montgomery, S.E., Grand Rapids	Ch.	90 Girls Ages 7-18	\$15 per week
Camp Douglass West Lake	Twin Lake	Oak Park Y.M.C.A. 156 N. Oak Park Ave., Oak Park, Ill. Harold R. Ward	Y.M.	108 Boys Ages 8-16	\$22.50 per week
Fa-Ho-Lo Christian Life Camp Lake Michigan	Muskegon	Fa-Ho-Lo Christian Life Camp, Inc. Rev. Jack Wennell 201 Michigan Ave., Owosso	Ch.	80 Boys & Girls Ages 9-18	\$1.50 per day
4-H Club Camp Wolf Lake	Muskegon	Muskegon County 4-H Clubs Courthouse, Muskegon Eugene F. Dice	4-H	100 Boys & 100 Girls Ages 10-21	Under \$10 for 5 days
Gerber Scout Reservation Britton Lake	RFD Twin Lake	Timber Trail Council-Boy Scouts 893 First St., Muskegon O. A. Lindgren, Jr.	B.S.	100 Boys Ages 11-15	\$11 - \$15 per week
Camp Hardy Little Blue Lake	Twin Lake	Lawrence Hall, Inc. 4833 N. Francisco Ave., Chicago 25, Ill. Rev. D. J. Curzon	S.A.	100 Boys Ages 6-18	Varies
Camp Houghteling West Lake	Twin Lake	Grace Episcopal Church 924 Lake St., Oak Park, Ill. Fr. Dwaine W. Filkins	Ch.	65 Boys Ages 9-17	\$40 for 2 weeks
John G. Emery Jr., Camp Big Blue Lake	Holton	Muskegon Y.W.C.A. 322 W. Clay Ave., Muskegon Kittie Bunting	Y.W.	50 Girls Ages 7-17	\$27.50 for 10 days
Owasippe Scout Camps Big Blue and Owasippe Lakes	RFD #1 Holton	Chicago Council - Boy Scouts 9 W. Washington, Chicago 2, Ill. Jack F. Conley	B.S.	1100 Boys (in 6 camps) Ages 11-18	Varies

COUNTY-NAME OF CAMP BODY OF WATER	CAMP ADDRESS	OPERATED BY	TYPE	CAPACITY SEX & AGE	RATE
MUSKEGON (Cont'd)					
Camp Pendalouan Big Blue Lake	RFD#1 Holton	Muskegon Y.M.C.A. Muskegon C. L. Horsley	Y.M.	75 Boys Ages 8-16	\$27 for 10 days
Pinebrook Day Camp	Montague	Mrs. Lafeton Whitney Montague	P.	35 Boys & Girls Ages 6-16 15 Boys & Girls Ages 3-5	\$30 per mo.
Camp Pinewood McDonald Lake	Twin Lake	111th St., Y.M.C.A. 4 E. 111th St., Chicago 28, Ill. Mel Johnson	Y.M.	146 Boys or 146 Girls Ages 8-15	\$57.50 for 2 weeks
Camp Shawondossee Duck Lake	Michillinda	Grand Valley Council - Boy Scouts 300 Assn. of Commerce Bldg. Grand Rapids 2 Herman Brandmiller	B.S.	250 Boys Ages 11-17	\$15 per week
Camp Wabaningo Duck Lake	Michillinda	Evanston Council - Boy Scouts 614 Davis St., Evanston, Ill. D. M. Boulton	B.S.	200 Boys Ages 11-16	\$50 per period
Youth Haven Camp Wolf Lake	Muskegon	Greater Muskegon Youth for Christ Maurice A. Carlson P.O. Box 175, Muskegon	Ch.	160 Boys & Girls Ages 9-18	\$17.50 per week
NEWAYGO					
Camp Echo Long Lake	Fremont	Evanston Y.M.C.A. 1000 Grove St., Evanston, Ill. Clifford Maxwell	Y.M.	100 Boys or 100 Girls Ages 9-15	\$22.50 - \$24 per week
Camp Henry Kimball Lake	Newaygo	Westminster Presbyterian Church 56 LaGrave Ave., S.E., Grand Rapids Reed Waterman	Ch.	54 Boys or 54 Girls Ages 8-15	\$26 per week
Camp Kee-Nee-Wau Hess Lake	Newaygo	Newaygo County Youth Camp Committee Fremont Clare Musgrove	P.O.	70 Boys or Girls Ages 10-20	Varies
Camp Kiwanis Sand Lake	Grant	Volunteers of America 232 Bond Ave., N.W., Grand Rapids Lt. Col. Belle Hubbell	S.A.	40 Boys & Girls Also mothers with children	No charge
Camp Newaygo Pickerel Lake	Newaygo	Grand Rapids Y.W.C.A. 25 Sheldon Ave., S.E., Grand Rapids Ruth Van Graafriland	Y.W.	90 Girls Ages 10-18	\$18 - \$25 per week
Camp Ottawa Lake Pettit	Newaygo	Grand Valley Council - Boy Scouts 300 Assn. of Commerce Bldg., Grand Rapids Herman Brandmiller	B.S.	125 Boys Ages 11-17	\$15 per week
		Grand Haven & Newaygo Co. Girl Scouts Mrs. Peter S. Ferguson Newaygo	G.S.	80 Girls Ages 7-14	\$13 per week
Camp Trotter Bills Lake	Newaygo	Department of Michigan Veterans of Foreign Wars 924 N. Washington Ave., Lansing J. F. Atwood	P.O.	40 Boys or 40 Girls Ages 9-13	\$13 per week
OAKLAND					
Camp Agawam Tommys Lake	Lake Orion	Clinton Valley Council - Boy Scouts 319 National Bldg., Pontiac L. D. McMillin	B.S.	110 Boys Ages 11-17	\$15.50 per week
Bay Court Camp Green Lake	Waterford	District Nursing Society of Detroit Mrs. Katherine P. Wiles 5071 W. Outer Drive, Detroit	S.A.	54 Boys & 42 Girls Ages 5-13	\$7.50 - \$12 per week
Bird's Nest Holiday House Pine Lake	RFD#3 Pontiac	Girls' Friendly Society 63 E. Hancock, Detroit Myrtle Armstrong	Ch.	40 Girls 42 Girls Ages 6-17	\$18 - \$22 per week
Clear Lake Camp Clear Lake	Oxford	Fort St. Presbyterian Church 631 W. Fort St., Detroit 26 Charles S. Daggett	Ch.	65 Boys or 65 Girls Ages 8-18	\$16 per week
Country Day Camp Walled Lake	Wixom	Country Day Camp, Inc. 18629 Pinehurst, Detroit 21 George Weiswasser	P.	50 Boys & Girls Ages 3-13	\$61 for 3 weeks
*Camp Dearborn Huron River	Milford	City of Dearborn Department of Recreation Municipal Bldg., Dearborn Henry D. Schubert	G.A.	100 Boys & Girls Ages 7-14 (day camp) 40 Boys or 40 Girls (overnight)	\$7 per week

COUNTY - NAME OF CAMP BODY OF WATER	CAMP ADDRESS	OPERATED BY	TYPE	CAPACITY SEX & AGE	RATE
OAKLAND (Cont'd)					
Dearborn Boys' Club Camp Walters Lake	Clarkston	Dearborn Boys' Club Roule and Dix Ave., Dearborn Mrs. Beaulah C. Lutz	P.O.	60 Boys Ages 7-16	Varies
Mr. Goldberg's Day Camp	Farmington	W.A. Goldberg, Ph.D. 1484 Glynn Court Detroit 6	P.	70 Boys & 70 Girls Ages 3-14 (day camp) 40 Boys Ages 8-14 (overnight)	\$100 - 4 1/2 wks. \$180 - 9 wks.
Echo Grove Camp Lakeville Lake	Leonard	The Salvation Army 601 Bagley Ave., Detroit 26 Lt. Col. and Mrs. T. M. Larsen	Ch.	200 Mothers & Children to 12 years	No charge
Camp Faith Wing Pontiac Lake	Drayton Plains	Cass Community Church Cass and Selden Sts., Detroit Rev. P. Ray Norton	Ch.	24 Boys & Girls Ages 10-18	\$5 per week
Franklin Settlement Camp Long Lake	Lake Orion	Franklin Settlement 3360 Charlevoix, Detroit 7 Joseph A. Beattie	S.	35 Boys & 35 Girls Ages 7-14	Varies
Free Press Fresh Air Camp Sylvan Lake	Pontiac	Detroit Free Press 321 W. Lafayette, Detroit 31 Gertrude Bombenek	P.O.	125 Boys & 100 Girls Ages 8-12	No charge
Guardian Angel Summer Home Lake Elliott	Holly	Guardian Angel Home 4232 St. Aubin, Detroit Sister Mary Cantius	C.C.	130 Girls Ages 2-16	No charge
Camp Hillindale Kelly Lake	Holly	Mr. and Mrs. Cleve Bradshaw Box 23 Holly	P.	16 Boys & 16 Girls Ages 5-16 6 Children under 5 yrs.	\$50 per week
Camp Holly Ratalee Lake	Holly	Detroit Girl Scouts, Inc. 153 East Elizabeth, Detroit 1 Frances Ash	G.S.	140 Girls Ages 10-18 (summer) 70 Girls Ages 10-18 (winter)	\$6 per night per troop
Camp Jeanette Lester Lake	Waterford	Good Samaritans of Michigan 1321 Twelfth St., Detroit 16	P.O.	98 Boys Ages 8-14	No charge
Camp Nahelu Lake Perry	Ortonville	Mr. and Mrs. Stanley Michaels 17765 Manderson Rd., Detroit 3	P.	90 Boys & 85 Girls Ages 6-16 & 25 Children under 6 yrs.	\$485 for 8 weeks
Camp Narrin Narrin Lake	Ortonville	Southern Oakland Girl Scouts, Inc. 500 S. Washington Bldg., Royal Oak Jeanette Deaver	G.S.	86 Girls Ages 7-17	\$18 per week
Camp Ohiyesa Fish Lake	Holly	Detroit Y.M.C.A. 2020 Witherell, Detroit 26 Walter Van Hine	Y.M.	207 Boys Ages 9-15	\$45 for 2 weeks
Camp Owaisa Clear Lake	Oxford	Owosso Y.W.C.A. Owosso Minnie McCormick	Y.W.	72 Girls Ages 8-17	\$27 for 8 days
Camp Palmach Pickerel Lake	Highland	Hechalutz Hatzair Organization 2716 Burlingame Detroit 6 Jack Brightman	P.O.	10 Boys & 10 Girls Ages 12-16	Varies
Ukrainian Catholic Camp Oakland Lake	Pontiac	Ukrainian Catholic Church Rev. Joseph Schmondiuk 2311 Grayling Ave., Hamtramck	Ch.	30 Boys or 30 Girls Ages 8-16	\$10 per week
Camp Wathana Lake Wildmere	Holly	Detroit Council Camp Fire Girls 51 West Warren Ave., Detroit 1 Elma L. Stuckman	C.F.	134 Girls Ages 7-18	\$33 per period
Youth Island Camp White Lake	Milford	Youth Island Camp Committee Detroit Presbytery 1105 Kales Bldg., Detroit Rev. Robert R. von Oeyen	Ch.	50 Boys & Girls Ages 10-18	Varies
OSCEOLA					
Camp Aharah Paw-Baw-Ma Lake	Walkerville	Kalamazoo Y.M.C.A. 341 W. Michigan, Kalamazoo Frank Ingham	Y.M.	63 Boys Ages 8-18	\$35 for 2 weeks

COUNTY-NAME OF CAMP BODY OF WATER	CAMP ADDRESS	OPERATED BY	TYPE	CAPACITY SEX & AGE	RATE
OCEANA (Cont'd)					
Camp Manistee White River	RFD 2 Montague	Girl Scouts of South Cook County 15408 Center Avenue, Harvey, Ill. Florence Ann Schlott	G.S.	92 Girls Ages 7-17	\$32 - \$36 for 2 weeks
Camp Miniwanca Lake Michigan & Stony Lake	RFD #2 Shelby	American Youth Foundation 3930 Lindell Blvd., St. Louis, Mo. P.G. Orwig	F.	160 Boys & 245 Girls Ages 11-16	\$185 for 5 weeks
Muskegon Girl Scout Camp School Section Lake	Walkerville	Muskegon County Girl Scouts 411 Lyman Bldg., Muskegon Esther Bogert	G.S.	20 Girls Ages 10-17	\$7.50 a day per troop plus food
Camp O-Ta-Nne'-To Campbell Lake	RFD 2 Walkerville	Mr. and Mrs. E. O. Thorpe 11401 Loraine Ave., Cleveland 11, Ohio	P.	50 Boys Ages 7-17	\$300 for 8 weeks
Stonycroft Camp Campbell Lake	RFD 2 Shelby	Stonycroft Camps, Inc. RFD 2, Shelby	P.	60 Boys & 60 Girls Ages 7-16	\$40 per week
Stony Lake Lutheran Bible Camp Stony Lake	New Era	Stony Lake Lutheran Bible Camp Corp. Rev. David Lovass New Era	Ch.	42 Boys & 60 Girls Ages 13-18	\$12.50 per week
OGEMAW					
Camp Lu-Lay-Lea Henderson Lake	Selkirk	Saginaw Valley Zone of Lutheran Laymen's League Paul Schroeder 204 N. Chilson, Bay City	P.O.	60 Boys or 60 Girls Ages 8-13	\$19 - \$24 per week
Camp Michigama Peach Lake	RFD #1 West Branch	Milton & Herman Fishman 18679 Roselawn Detroit 21	P.	104 Boys Ages 6-16	\$475 for 8 weeks
Camp Michigama Hill Peach Lake	West Branch	Milton & Herman Fishman 18679 Roselawn Detroit 21	P.	64 Girls Ages 6-16	\$500 for 8 weeks
Ogemaw 4-H Club Camp Hardwood Lake	West Branch	Ogemaw 4-H Club Camp Committee R. B. Coulter Court House, West Branch	4-H	45 Boys & 45 Girls Ages 10-20	\$4 - \$5 per session
OSCEOLA					
Camp Albright Hersey River	Hersey	Albright Park Camp Meeting Assn. Rev. H. A. Brannan Hersey	Ch.	108 Boys & Girls Ages 9-14	\$14 for 11 days
Camp Rose Lake Rose Lake	LeRoy	Osceola County Girl Scout Committee Mrs. Emory L. Fuller Marion, Mich.	G.S.	30 Girls Ages 7-16	\$7.50 per week-scouts \$11.50 - non-scouts
OSCODA					
Greek Orthodox Summer Camp Bullhead Lake	Mio	St. Nicholas Hellenic Orthodox Church 17400 Second Blvd., Detroit Rev. Nicholas G. Harbatis	Ch.	60 Boys & Girls Ages 8-15	\$25 per week
Camp Hiawatha Island Lake	Comins	Camp Hiawatha, Inc. Dr. Louis Harley 17325 Fairfield, Detroit 21	P.	110 Boys Ages 5-15	\$450 for 8 weeks
Camp In The Woods Bullhead Lake	Mio	Saginaw Y.W.C.A. 215 S. Jefferson, Saginaw Mrs. Naomi Myers	Y.W.	60 Girls Ages 8-16	\$28 for 10 days
Loon Lake Camp Loon Lake	Mio	Detroit Area Council Boy Scouts 51 West Warren, Detroit R. V. Molby, Jr.	B.S.	50 Boys Ages 11-18	\$15 per week per unit
Camp Natsihi Mack Lake	Mio	Saginaw Council Camp Fire Girls 118 N. Washington, Saginaw Elizabeth Bennett	C.F.	70 Girls Ages 6-18	\$33 - \$35 for 2 weeks
Camp O-Ge-Maw-Ke Wagner Lake	Mio	Saginaw Y.M.C.A. 220 N. Michigan, Saginaw John R. Fisher	Y.M.	85 Boys Ages 9-15	\$36 - \$38.50 for 2 weeks
OTSEGO					
Allen Park Boy Scout Camp Ell Lake	Johannesburg	Allen Park Boy Scouts Robert A. Larabell 14814 Champaign, Allen Park	B.S.	30 Boys Ages 11-16	Varies
Camp Sancta Maria Martin Lake	Gaylord	Thomas Chawke 1724 Ford Bldg., Detroit Thomas Bean, Camp Director 316 West Lincoln, Royal Oak	P.	100 Boys Ages 9-17	\$30 per week

COUNTY-NAME OF CAMP BODY OF WATER	CAMP ADDRESS	OPERATED BY	TYPE	CAPACITY SEX & AGE	RATE
OTTAWA					
Camp Anna Behrens Lake Michigan	RFD #4 Holland	Kent County Girl Scout Council 559 Houseman Bldg., Grand Rapids Mary Jane Nelson	G.S.	75 Girls Ages 7-17	\$18 per week
Camp Blodgett Lake Michigan	West Olive	Board of Directors of D.A. Blodgett Home for Children Grand Rapids Raymond Boozer 243 Diamond Ave., S.E., Grand Rapids	C.C.	100 Boys or Girls Ages 9-13	No charge
Camp Geneva Lake Michigan	Holland	Camp Geneva of the Reformed Church in America 231 Jefferson, S.E., Grand Rapids A. Wierenga	Ch.	220 Boys or Girls Ages 10-18	\$17.50 per week
Camp Keewano Wopelo Lake Michigan	Ottawa Beach	Grand Rapids Camp Fire Girls 302 Assn. of Commerce Bldg. Grand Rapids Mrs. Ruth D. deWindt	C.F.	160 Girls Ages 7-16	\$22 - \$26 per week
Camp Kirk Lake Michigan	Holland	Grand Valley Council - Boy Scouts 300 Assn. of Commerce Bldg., Grand Rapids Herman Brandmiller	B.S.	20 Boys Ages 11-17	No charge
Camp Pottawatomie Lake Pottawatomie	Grand Haven	Pottawatomie Camp Committee RFD #2, Grand Haven Clarence Reenders	P.O.	20 Boys & 20 Girls Ages 10-20	Varies
PRESQUE ISLE					
Camp Barakel Ocqueoc Lake	Ocqueoc	Central Mich. Christian Camping Assn. Box 107, Okemos Rev. Holman Johnson	Ch.	55 Boys & 55 Girls Ages 8-18	\$12.50 per week
Camp Chickagami Lake Esau	Presque Isle	Episcopal Diocese of Michigan 63 E. Hancock, Detroit David B. Williams	Ch.	54 Boys Ages 9-14	\$21 per week
Forest Haven Bible Camp Ocqueoc Lake	Ocqueoc	Au Sable Bible Camp Assn. Rev. Perry Deyarmond Kingsley	Ch.	55 Boys & 55 Girls Ages 9-18	\$6.50 - Jrs. \$9.50 - Srs.
SAGINAW					
Hartley Nature Camp	St. Charles	Hartley Nature Camp Corporation Howard Conford County School Commissioner, Saginaw	P.O.	48 Boys or Girls Ages 10-12	\$12 per week
St. Vincent's Villa Lake Cavanaugh	Saginaw, W.S.	Sisters of Charity of St. Vincent de Paul 800 Howard St., Saginaw Sister Irmina	C.C.	60 Boys & 50 Girls Ages 5-16 (from this agency)	Varies
ST. CLAIR					
FDR-CIO Camp Lake Huron	Port Huron	U.A.W.-C.I.O. Recreation Dept. and Michigan C.I.O. Council 8000 E. Jefferson, Detroit Olga Madar	P.O.	80 Boys & 80 Girls Ages 8-14	\$17.50 per week
Camp Grace Bentley Lake Huron	Jeddo	Michigan League for Crippled Children Mrs. Walter Kramer 5759 Yorkshire, Detroit 24	P.O.	110 Boys & Girls Ages 6-16	\$15 for 2 weeks
Lake Huron Methodist Camp Lake Huron	Jeddo	Detroit Conference of the Methodist Church, 1205 Kales Bldg., 76 W. Adams, Detroit James Ragland	Ch.	65 Boys & 65 Girls Ages 9-18	\$20 per week
Camp Silver Trails Black River	Jeddo	Blue Water Council-Boy Scouts 930 Sixth St., Port Huron Clifford J. Richards	B.S.	100 Boys Ages 8-18	Varies
ST. JOSEPH					
Baumann Farm Camp St. Joseph River	RFD #1 Leonidas	Stephen S. Baumann 1157 E. 54th St. Chicago 15, Ill.	P.	60 Boys Ages 7-16	\$450 for 8 weeks
Cindy Sue Camp	Three Rivers	Kathleen Fern Link RFD #1, Three Rivers	P.	6 Boys & 6 Girls Ages 6-15	No fee
Camp Eberhart Corey Lake	Three Rivers	South Bend Y.M.C.A. 228 S. Main St., South Bend, Ind. G. A. Cooper	Y.M.	162 Boys or Girls Ages 8-17	\$18.50 - \$26 per week

COUNTY-NAME OF CAMP BODY OF WATER	CAMP ADDRESS	OPERATED BY	TYPE	CAPACITY SEX & AGE	RATE
ST. JOSEPH					
Camp Fort Hill Middle Lake	Sturgis	Tri-County Area Girl Scouts Mrs. W. V. Boaz RFD #1, White Pigeon	G. S.	72 Girls Ages 7-18	\$15 per week
Lone Tree Camp Long Lake	Three Rivers	Lone Tree Area Council-Girl Scouts 115 N. Marion, Oak Park, Ill. Esther H. Schmahl	G. S.	150 Girls Ages 10-18	\$38. for 2 weeks
Camp Wakeshma Corey Lake	Three Rivers	St. Joseph County Y.M.C.A. Three Rivers Edmund W. Blank	Y.M.	75 Boys or Girls Ages 8-18	\$14 - \$16 per week
SANILAC					
Blue Water Camp Lake Huron	Lexington	Reorganized Church of Jesus Christ of Latter Day Saints Rev. L. Wayne Updike 359 Louise Ave., Highland Park	Ch.	50 Boys & 50 Girls Ages 15-18	\$16 per week
Camp Cavell Lake Huron	Croswell	Detroit Y.W.C.A. 2230 Withereil, Detroit 1 Annetta B. Eldridge	Y.W.	168 Girls Ages 9-16	\$46 for 2 weeks
Camp Chick-A-Gami Black River	Croswell	Blue Water Council - Boy Scouts 930 Sixth St., Port Huron Clifford J. Richards	B.S.	64 Boys Ages 11-18	No charge
Claire R. Black County Camp Lake Huron	Port Huron	Port Huron Y.M.C.A. 933 Sixth St., Port Huron William Ullenbruch	Y.M.	56 Boys or 56 Girls Ages 8-14	\$20 for 10 days
CYO Camp for Boys Lake Huron	Carsonville	Catholic Youth Organization 305 Michigan Ave., Detroit 26 Edward V. Crowe	Ch.	128 Boys Ages 10-14	\$40 for 2 weeks
CYO Camp for Girls Lake Huron	Carsonville	Catholic Youth Organization 305 Michigan Ave., Detroit 26 Edward V. Crowe	Ch.	128 Girls Ages 8-14	\$40 for 2 weeks
Free Methodist Church Camp	Sandusky	Port Huron District Free Methodist Church Rev. E. W. McDonald Yale, Mich.	Ch.	30 Boys & 30 Girls Ages 11-14	\$6 regis- tration fee
Camp O'Mara Lake Huron	Port Sanilac	Mrs. Julia Johnson 15701 St. Mary's Ave. Detroit 27	P.	12 Boys & 20 Girls Ages 6-12	\$27 per week
Camp Ozanam Lake Huron	Carsonville	Society of St. Vincent de Paul of Detroit 611 McDougall, Detroit 7 W. C. Rohrkemper	C.C.	225 Boys Ages 12-16	No charge
Camp Playfair Lake Huron	Croswell	Port Huron-Marysville Girl Scout Council, Inc. 957 Sixth St., Port Huron Elizabeth Shafer	G. S.	48 Girls Ages 8-14	\$14 - \$16 per week
Camp Rankin Lake Huron	RFD 1 Croswell	Highland Park Community Center 45 LaBelle Ave., Highland Park 3 Dwyer C. Sump	S.	56 Boys & 32 Girls Ages 6-12	\$20 per week
Camp Stapleton Lake Huron	Croswell	Society of St. Vincent de Paul of Detroit 611 McDougall Ave., Detroit 7 W. C. Rohrkemper	C.C.	144 Girls Ages 9-14	No charge
SCHOOLCRAFT					
Camp Northstar Lake Bosworth	Steuben	Mrs. David Aptekar 18610 Wisconsin, Detroit 21 Philip Nichamin 18630 Mendota, Detroit	P.	50 Boys & 50 Girls Ages 6-16	\$485 for 8 weeks
Camp Wikweia Clear Lake	Shingleton	Sault Ste. Marie Camp Fire Girls 401 Central Savings Bank Bldg. Sault Ste. Marie Mildred N. Lehmann	C. F.	56 Girls Ages 10-15	\$12 per week
SHIAWASSEE					
Ridge Road Youth Camp	Elsie	Ridge Road Bible Assembly Rev. George Somers Elsie, Mich.	Ch.	25 Boys Ages 9-14	\$12 per week

COUNTY-NAME OF CAMP BODY OF WATER	CAMP ADDRESS	OPERATED BY	TYPE	CAPACITY SEX & AGE	RATE
VAN BUREN					
Camp Lake of the Woods Greenwoods Camp Lake of the Woods	Decatur	Mrs. Florence P. Greenberg 1350 Lake Shore Dr. Chicago, Ill.	P.	115 Girls & 75 Boys Ages 6-16	\$450 for 8 weeks
Camp Notre Dame Banks Lake	Lawton	Brothers of Holy Cross Notre Dame, Ind. Brother Pedro, C.S.C.	Ch.	137 Boys Ages 9-15	\$30 per week
Pilgrim Haven Lake Michigan	South Haven	Mich. Congregational Christian Conference 415 W. Grand River, East Lansing Rev. William T. Matters	Ch.	205 Boys & Girls Ages 12-19	\$18 - \$21 per week
Camp Shomria	R #2 Bangor	Hashomer Hatzair Zionist Youth Organization Arthur J. Schwartz 4045 Sturtevant, Detroit 4	P.O.	30 Boys & 30 Girls Ages 11-16	\$80 for 3 weeks
Van Buren Co. Youth Camp Big Bear Lake	Bloomington	Van Buren Co. Youth Camp Committee Kermit Washburn, Asst. Co. Agr'l. Agent Post Office Bldg., Paw Paw	P.O.	96 Boys or Girls Ages 8-18	\$11 - \$16 per week
WASHTENAW					
Camp Big Silver Big Silver Lake	Pinckney	Boys Club of Toledo 618 Superior St., Toledo 4, Ohio Homer Hanham	P.O.	76 Boys Ages 9-16	\$5 for 10 days
Camp Birkett Big Silver Lake	Pinckney	Ann Arbor Y.M.C.A. 110 N. Fourth Ave., Ann Arbor W. R. Lyons	Y.M.	75 Boys Ages 7-15	\$39 for 2 weeks
Bruin Lake Camp Bruin Lake	Gregory	Portage Trails Council - Boy Scouts 206 S. Main St., Ann Arbor Paul Yambert	B.S.	65 Boys Ages 11-18	\$13 - \$15 per week
Cedar Lake Lodge Cedar Lake	Chelsea	Cedar Lake Area Girl Scout Camp Committee Fern Brown 330 S. State St., Ann Arbor	G.S.	78 Girls Ages 9-16	Varies
Christian Life Camp Mill Lake	Chelsea	Christian Life Camp Committee Rev. O. H. Williams 95 E. Great Lakes, River Rouge	Ch.	55 Boys & 55 Girls Ages 9-17	\$9 per week
Christmas Seal Camp North Lake	Gregory	Detroit Tuberculosis Sanatorium 1800 Tuxedo, Detroit 6 Delmar Pardonnet	S.A.	225 Boys or Girls Ages 10-14	No charge
Cottonwood Farm Camp	Dexter	Mrs. Walter Mast RFD 2 Dexter	P.	10 Boys or 10 Girls Ages 7-16	\$25 per week
Camp Crile	Gregory	Michigan Society for Epileptic Children Mrs. George Henderson 3283 Fullerton Ave., Detroit	P.O.	18 Boys or 18 Girls Ages 6-16	\$15 per week
Farband Camp Long Lake	Chelsea	Jewish National Workers Alliance 18971 Littlefield, Detroit 35 Norman Drachler	P.O.	75 Boys & 75 Girls Ages 5-14	\$344 - \$364 for 8 weeks
Great Lakes Youth Camp Mill Lake	Chelsea	Wolverine Assn. of Free Will Baptists 242 Victor, Highland Park Rev. Raymond Riggs	Ch.	56 Boys & 56 Girls Ages 7-18	\$10 per week
Camp Grindley Joslin Lake	Gregory	Detroit Presbytery 1105 Kales Bldg., Detroit 26 Rev. Lester Nickless	Ch.	32 Boys & 32 Girls Ages 6-14	\$18 for 10 days
Huron Day Camp Huron River	Ann Arbor	Edward J. Aamodt 929 S. Division, Ann Arbor David H. Seibold 505 N. Division, Ann Arbor	P.	25 Boys Ages 6-12	\$8 per week
Camp Kinneret Long Lake	Chelsea	Habonim Labor Zionist Youth 7727 Mack Ave., Detroit Jerry Katz	P.O.	40 Boys & 40 Girls Ages 13-18	\$30 per week
Methodist Intermediate Camp Mill Lake	Chelsea	Board of Christian Education Detroit Conference of the Methodist Church, 1205 Kales Bldg., 76 W. Adams, Detroit 26 Harold E. Bremer	Ch.	112 Boys & Girls Ages 12-15	\$20 per week
Mill Lake Camp Mill Lake	Chelsea	Hazel Park Girl Scouts Mrs. Guy Holloway 413 E. Meyers, Hazel Park	G.S.	112 Girls Ages 10-16	\$8 per week
Newkirk Boy Scout Camp Huron River	Dexter	Portage Trails Council-Boy Scouts 206 S. Main, Ann Arbor Paul Yambert	B.S.	60 Boys Ages 8-17	25¢ per night

COUNTY-NAME OF CAMP BODY OF WATER	CAMP ADDRESS	OPERATED BY	TYPE	CAPACITY SEX & AGE	RATE
WASHTENAW					
Rood's Day Camp	Ann Arbor	Mrs. William Rood 2433 Whitmore Lake Rd. Ann Arbor	P.	20 Girls Ages 6-9	\$15 for 5 days
St. Joseph Glenbrook Iron Mill Creek	Clinton	St. Francis Home for Boys 2701 Fenkell, Detroit 21 Sister M. Celestine	C.C.	40 Boys Ages 6-14	No charge
VFW Children's Camp Lake Nordham	Dexter	Mich. Dept. of Veterans of Foreign Wars 924 N. Washington Ave., Lansing Raymond E. Harms	P.O.	48 Boys or 48 Girls Ages 9-13	\$13 per week
WAYNE					
*Joe Prance Day Camp	Rouge Park Detroit	City of Detroit Department of Parks and Recreation 1942 Grand River Ave., Detroit James P. Schultheis	G.A.	500 Boys & Girls Ages 9-12	25¢ trans- portation
Patterson Camp Lake Erie	RFD #1 Rockwood	Irene K. Patterson RFD #1 Rockwood	P.	60 Boys & Girls Ages 4-11	\$25 per week
Real Life Day Camp	Dearborn	James Fraser 26300 Ford Rd. Dearborn	P.	40 Boys & 40 Girls Ages 6-14	\$15 per week
WEXFORD					
*Cadillac School Camp Lake Mitchell	Cadillac	Board of Education of Cadillac B. C. Shankland Cadillac	G.A.	49 Boys or 49 Girls Ages 9-16	\$7 - \$10 per week
Manton Camp Manton Lake	Manton	North Mich. Conference of the Free Methodist Church Rev. Seth Davey 313 E. Ann St., Belding	Ch.	200 Boys & Girls Ages 8-13	\$3.50 per week

* * * * *

LOCATION OF COUNTIES ON MAP
AND
NUMBER OF CAMPS IN EACH COUNTY

COUNTY	LOCA- TION	NO. OF CAMPS	COUNTY	LOCA- TION	NO. OF CAMPS
Alcona	D-5	1	Lake	E-4	2
Alger	B-3	2	Lapeer	F-6	12
Allegan	F-3	8	Leelanau	D-4	5
Alpena	D-5	0	Lenawee	G-5	4
Antrim	D-4	4	Livingston	F-5	15
Arenac	E-5	0	Luce	B-4	0
Baraga	B-2	1	Mackinac	B-4	1
Barry	F-4	13	Macomb	F-6	1
Bay	E-5	4	Manistee	D-3	6
Benzie	D-3	5	Marquette	B-2	8
Berrien	G-3	20	Mason	E-3	2
Branch	G-4	1	Mecosta	E-4	1
Calhoun	G-4	0	Menominee	C-2	1
Cass	G-3	8	Midland	E-5	1
Charlevoix	C-4	10	Missaukee	D-4	1
Cheboygan	C-5	7	Monroe	G-6	1
Chippewa	B-4	3	Montcalm	E-4	6
Clare	E-4	8	Montmorency	D-5	2
Clinton	F-5	1	Muskegon	E-3	17
Crawford	D-5	2	Newaygo	E-4	8
Delta	B-3	0	Oakland	F-6	24
Dickinson	B-2	0	Oceana	E-3	7
Eaton	F-4	0	Ogemaw	D-5	4
Emmet	C-4	1	Ontonagon	B-1	0
Genesee	F-5	3	Osceola	E-4	2
Gladwin	E-5	0	Oscoda	D-5	6
Gogebic	B-1	3	Otsego	D-5	2
Grand Traverse	D-4	5	Ottawa	F-3	6
Gratiot	E-5	1	Presque Isle	C-5	3
Hillsdale	G-5	6	Roscommon	D-5	0
Houghton	A-1	0	Saginaw	E-5	2
Huron	E-6	6	St. Clair	F-6	4
Ingham	F-5	1	St. Joseph	G-4	6
Ionia	F-4	1	Sanilac	E-6	12
Iosco	D-5	4	Schoolcraft	B-3	2
Iron	B-1	11	Shiawassee	F-5	1
Isabella	E-4	2	Tuscola	E-6	0
Jackson	G-5	17	Van Buren	G-3	5
Kalamazoo	G-4	7	Washtenaw	G-5	19
Kalkaska	D-4	3	Wayne	G-6	3
Kent	F-4	12	Wexford	D-4	2
Keweenaw	A-2	1			

NOTE: The above code refers to map on inside of back cover.

Section 2

NAMES AND ADDRESSES OF CAMP AUTHORITIES PARTICIPATING
IN STUDYAuthorities Representing Private Camps

Mr. Jack Cheley, (Cheley Camps)
601 Steele Street
Denver 6, Colorado

Mary V. Farnum, (Holiday Camps)
1508 Oak Avenue
Evanston, Illinois

Mrs. Carol Hulbert, (Aloha, Vermont)
497 Boylston Street
Brookline, Massachusetts

Barbara Joy, (Joy Camp)
109 Sturgeon Eddy Road
Wausau, Wisconsin

Joseph Kupcinet (Interlakes of the Pines)
3150 Ainslie Street
Chicago 25, Illinois

Max J. Lorber, (Camp Nebagmon)
91 Arundel
St. Louis 5, Missouri

Stanley Michaels (Camp Nahalu)
7765 Manderson Road
Detroit 3, Michigan

Authorities Representing Church Camps

Rev. Maurice Bone
Division of Education in the Churches, Youth Work
Board of Christian Education
Presbyterian Church in the United States of America
1100 Witherspoon Building
Philadelphia 7, Pennsylvania

Rev. William T. Matters
Michigan Congregational Christian Conference
415 West Grand River
East Lansing, Michigan

Rev. Glen D. Moerdyk
 Division of Camping
 Michigan Synod, United Lutheran Church
 1238 Portland N. E.
 Grand Rapids, Michigan

Edward L. Schlingman, Director
 Department of Camps and Conferences
 Board of Christian Education and Publication
 Evangelical and Reformed Church
 1505 Race Street
 Philadelphia 2, Pennsylvania

Paul M. Weaver, Jr. Hi and Camping Director
 Christian Education Commission
 General Brotherhood Board
 Church of the Brethern
 22 South State Street
 Elgin, Illinois

Authorities Representing Organizational Camps

T. R. Alexander
 YMCA
 304 Wood Street
 Pittsburgh, Pennsylvania

Mrs. Richard Beckhard
 Director Camping Department Girl Scouts
 155 - East 44th Street
 New York, New York

Norman Cook
 Chicago Boys' Club, Inc.
 123 West Madison Street
 Chicago 3, Illinois

Miss Marjorie Cooper, (Camp Teyalake)
 Chicago Area Council of Camp Fire Girls
 203 North Wabash Avenue
 Chicago, Illinois

Eddie Edwards, (Camp Carson)
 Evansville YMCA
 Evansville, Indiana



Henry B. Ollendorff
Neighborhood Settlement Association
3754 Woodland Avenue
Cleveland 15, Ohio

Mr. Jack Perz
Indianapolis Council Boy Scouts of America
English Building
Indianapolis, Indiana

Marvin Rife, Director Camping
New York Herald Tribune, Fresh Air Fund
230 West 41st Street
New York, New York

APPENDIX B: STUDY MATERIALS

- Section 1: Copy of Cover Letter Accompanying Survey Questionnaire Sent to Camps
- Section 2: Copy of Note Enclosed by the President of the Michigan Camping Association
- Section 3: Copy of the Survey Questionnaire
- Section 4: Copy of First Follow-up Request
- Section 5: Copy of Second Follow-up Request
- Section 6: Copy of Cover Letter Sent Authorities
- Section 7: Copy of Survey Questionnaire Sent Authorities
- Section 8: Copy of Follow-up Request to Authorities
- Section 9: Copy of Cover Letter Accompanying Report of Survey
- Section 10: Copy of Report of Results of Survey Sent to all Cooperating Camps and Authorities

MICHIGAN STATE COLLEGE
EAST LANSING

DEPARTMENT OF PHYSICAL EDUCATION
HEALTH AND RECREATION FOR MEN
JENISON GYMNASIUM AND FIELD HOUSE

August 1, 1953

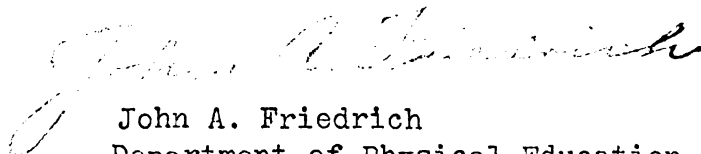
You can help considerably to improve camping in the state of Michigan by cooperating in a study being made of "Guidance Practices in Michigan Summer Camps for Children". This study is being sponsored by the Michigan State College Departments of Guidance and Physical Education, Health & Recreation in the interest of the Michigan Camping Association.

We are sure you will agree that helping the camper is the primary function of the camp, and that the guidance of campers is one of the most important phases of Camping. We think of Guidance as that process which helps each camper to understand his personality, interests, and abilities, to develop them and enhance their growth as much as possible, and to relate them to life goals.

In order to determine how Guidance Practices in Camps may best be improved, we are asking for some information from you concerning the guidance of your campers. All information obtained will be confidential. Your name and the name of your camp will not be associated with the evaluation and summarization of this study, therefore you may feel free to respond frankly. A summary of the results of this study will be sent to you if you so desire.

We realize full well how busy you are at this time of the season, however we would appreciate very much your kind cooperation in returning this form as soon as possible. It is urgent that we receive these returns by Friday, August 21.

Very truly yours,



John A. Friedrich
Department of Physical Education
Health & Recreation
Michigan State College
East Lansing, Michigan

Section 2

COPY OF NOTE ENCLOSED BY THE PRESIDENT OF
THE MICHIGAN CAMPING ASSOCIATION

Dear Camp Director:

I should like to encourage you to give your wholehearted support to the development of this study of "Guidance Practices in Michigan Summer Camps for Children".

Very truly yours,

Kenneth W. Smith, President
Michigan Camping Association

Name of Camp _____ Report made by _____

Sponsored by _____ Position _____

(Your name and the name of your camp and sponsor will be clipped off before evaluating and summarizing this study)

____ Check here if you would like a copy of the results of this study.

A STUDY OF GUIDANCE PRACTICES IN MICHIGAN SUMMER CAMPS FOR CHILDREN

Sponsored by the Michigan State College
Departments of Guidance and Physical Education, Health & Recreation
in the interest of the Michigan Camping Association

I. DATA ON CAMP

In the following, please circle the number of the item of information which most nearly corresponds to the status of your camp.

1. AGE RANGE: (1) 7 years or less (2) 8 years (3) 9 years (4) 10 years (5) 11 years
(circle lowest and highest ages) (6) 12 years (7) 13 years (8) 14 years (9) 15 years or more
2. APPROXIMATE ENROLLMENT PER PERIOD: (1) 25 or less (2) 26-50 (3) 51-75 (4) 76-100 (5) 101-125
(6) 126-150 (7) 151-175 (8) 176-200 (9) over 200
3. CAMPER-COUNSELOR RATIO: (1) 4-1 (2) 5-1 (3) 6-1 (4) 7-1 (5) 8-1 (6) 9-1 (7) 10-1
(8) 11-1 (9) 12-1
4. NUMBER OF CAMP PERIODS: 1 2 3 4 5 6 7 8 9
5. LENGTH OF PERIODS: (1) Short term (1 - 3 week periods) (2) Long Term (4 weeks or more)
(3) _____ Check here if yours is a day camp
6. CLASS OF CAMP: (1) Boys (2) Girls (3) Boys and Girls (Coed) (4) Boys and girls at different periods
7. TYPE OF CAMP: (1) Private (2) Religious (3) Organizational
(4) _____ Check here if your camp is specifically for the handicapped
(5) _____ Check here if your camp is specifically for the underprivileged
(6) _____ Check here if you serve primarily any other special group. Specify which _____
8. ORGANIZATIONAL CAMPS: _____ If your camp is neither a private or a church camp circle which of the following organizations it represents:
(1) Boy Scouts (2) Girl Scouts (3) Camp Fire Girls (4) YMCA
(5) YWCA (6) Government Agency (7) Other Organizations (4-H, CIO, etc.)

NOTE: Types of information on campers, and types of guidance practices used, vary considerably from camp to camp. Those listed in this questionnaire do not necessarily constitute accepted procedures, but rather are designed to help us determine just what is or is not being done.

II. INFORMATION CONCERNING CAMPERS

Behind the items of information below, please make a check in the column which best indicates the extent of information concerning the majority of your campers, that you actually have available at camp.

Much _____ means that you have much or a great deal of information. (As much as it would be possible to obtain)

Some _____ means that you have some or an average amount

Little or None _____ means that you have little or none of this information

A. Information on Campers Home Background.

	EXTENT OF INFORMATION		
	Much	Some	Little or None
9. Marital status of campers parents.....	_____	_____	_____
10. Number and ages of brothers and sisters.....	_____	_____	_____
11. Occupation of parents.....	_____	_____	_____
12. Unusual experiences of camper.....	_____	_____	_____
13. Group contacts of camper around home (Clubs, Organizations, etc.).....	_____	_____	_____

B. Information on Campers Personal Qualities and Characteristics.

14. Record of special fears and weaknesses of campers.....	_____	_____	_____
15. Record of problems and frustrations of campers.....	_____	_____	_____
16. Record of campers personal ambitions, and plans for the future.....	_____	_____	_____

	EXTENT OF INFORMATION		
	Much	Some	Little or None
17. Information on campers skills, abilities and talents.....	_____	_____	_____
18. Information on campers hobbies, interests, likes and dislikes.....	_____	_____	_____
19. Information on campers social adjustment and social history.....	_____	_____	_____
20. Information on campers Intelligence (I Q Score).....	_____	_____	_____
21. Record of campers school grades.....	_____	_____	_____
C. Information on Campers Health & Physical Status.			
22. Report of current medical exam.....	_____	_____	_____
23. Report of Doctor or nurses health inspection on arrival at camp.....	_____	_____	_____
24. Daily health report on campers.....	_____	_____	_____
D. Sources of Information on Campers. Do you receive any information on campers directly from the following?			
25. From the school he attended?.....	_____	_____	_____
26. From agencies or organizations which sponsor or are closely concerned with your camp, who have contact with him outside of camp period.....	_____	_____	_____
27. From other camps, child has attended.....	_____	_____	_____
28. From camp files on campers who have been at your camp before.....	_____	_____	_____

III. GUIDANCE TOOLS TECHNIQUES AND PRACTICES.

Please make a check behind the various guidance tools, techniques and practices listed below, which best indicates the extent to which each is used or followed in your camp.

Much—means that you always or to the greatest extent possible follow this practice.

Some—means that you follow this practice part of the time or an average amount.

Little or None—means that it is very little or never used.

	EXTENT OF PRACTICE		
	Much	Some	Little or None
A. Techniques and Practices to Help Camper Directly.			
29. Providing special camp courses, or activity groups dealing specifically with personal adjustment, or occupational and educational information etc.....	_____	_____	_____
30. Providing a special library of information for campers concerning "knowing about yourself", "adjusting to other," occupations, etc.....	_____	_____	_____
31. Using audio-visual aids (Movies, Posters, Film Strips) dealing with campers problems and adjustments.....	_____	_____	_____
32. Providing a special work program to give campers training in a vocational field....	_____	_____	_____
B. Practices Directly Concerned with Helping Counselors in Guidance of Campers.			
33. Providing pre-camp training in guidance practices and use of guidance tools and techniques.....	_____	_____	_____
34. Providing in-service training in guidance during camp season. (Teaching counselors during staff meetings or individually).....	_____	_____	_____
35. Providing for counselors a special library of reference materials on guidance of campers (handling problems, group work, etc.).....	_____	_____	_____
36. Providing special guidance services for counselors who have problems.....	_____	_____	_____
37. Locating records and information on campers so they are available for efficient use by counselors and staff members.....	_____	_____	_____
C. Counseling Practices Used.			
38. Use of directive counseling methods by counselors (Telling campers just what to do)	_____	_____	_____
39. Use of non-direct counseling methods by counselors (Helping campers to solve their own problems).....	_____	_____	_____
40. Counseling each camper individually (counselor and camper alone).....	_____	_____	_____
41. Providing a special place where individual counseling can be done.....	_____	_____	_____
42. Using camp activity program as a tool of guidance (Determining which activities would help individual campers most and directing campers to those).....	_____	_____	_____
43. Confering with parents concerning campers problems.....	_____	_____	_____
44. Counselors carrying on spontaneous or informal counseling with individual campers	_____	_____	_____
45. Using religion as a motivating force in guidance of campers.....	_____	_____	_____
46. Using group counseling or group work techniques (Where counselor attempts to have campers, through group discussions, help each other).....	_____	_____	_____

	EXTENT OF PRACTICE		
	Much	Some	Little or None
D. Administrative Practices.			
47. Maintaining a special cumulative record file on each camper in which all important information (from current and past years) is kept.....	_____	_____	_____
48. Making use of a "master" cumulative record card on which all information is recorded	_____	_____	_____
49. Maintaining a formal guidance program, under the supervision of one designated person, during the camp season.....	_____	_____	_____
50. Sending information on campers behavior, achievements and experiences to school from which he comes in order to help the school in their guidance work.....	_____	_____	_____
51. Sending this information to campers parents to help parents in better understanding the child. (in form of a letter or report).....	_____	_____	_____
52. Emphasizing group experience and social adjustment through the camp program....	_____	_____	_____
53. Having counselors and campers help plan the program.....	_____	_____	_____
54. Maintaining contact with campers during the year. (Birthday cards, Christmas cards, Personal letters, etc.).....	_____	_____	_____
55. Maintaining a camp atmosphere and program free from undue tension and anxiety	_____	_____	_____
56. Having staff meetings at least three times per week to discuss campers guidance problems.....	_____	_____	_____
E. Personnel Selection Practices.			
57. Providing for the services of a psychologist, psychiatrist or guidance worker for handling special camper problems.....	_____	_____	_____
If you have one of the above in residence, check here.....	_____	_____	_____
If camp nurse serves this function, check here.....	_____	_____	_____
58. Investigating references in choosing staff members.....	_____	_____	_____
59. Selecting counselors with college training.....	_____	_____	_____
60. Selecting counselors with previous camp counseling experience.....	_____	_____	_____
61. Maintaining a counselor in-training program to develop future counselors.....	_____	_____	_____
62. Attempting to select counselors who are trained in guidance, group work, or psychology	_____	_____	_____
F. Record & Report Forms Used (Dealing with Guidance)			
63. Use of Personal Data questionnaire form (sent to parents before camper arrives to determine such things as campers fears, habits, etc.).....	_____	_____	_____
64. Use of forms for counselor rating of and observation of camper behavior.....	_____	_____	_____
65. Use of form for the rating of counselors by director.....	_____	_____	_____
66. Use of parent reaction forms (sent to parents after camper returns home in order to determine response of parents concerning campers experience).....	_____	_____	_____
67. Use of forms for counselors to evaluate camp program and guidance practices.....	_____	_____	_____
68. Use of forms for campers to evaluate camp program and guidance practices.....	_____	_____	_____
69. Use of forms in selecting counselors to determine potential counselors attitudes, prejudices, and counseling knowledge.....	_____	_____	_____
G. Techniques used in Camp for Obtaining Information Directly from Campers. (Tests, Inventories, etc.)			
70. Use of Intelligence tests.....	_____	_____	_____
71. Use of other tests (Aptitude, Personality, etc.) If used, specify which are used.....	_____	_____	_____
72. Use of adjustment inventories or problem check lists.....	_____	_____	_____
73. Use of sociograms—(Devices for finding out which campers are liked or disliked)	_____	_____	_____
H. Special Techniques and Practices.			
74. Use of Case Studies and Case Histories (making a complete study of an individual camper's background and behavior).....	_____	_____	_____
75. Use of Case Conferences (Special meetings of camp staff and guidance specialists to discuss problems of individual campers).....	_____	_____	_____
76. Referring serious camper problems to guidance specialists (Psychologists or psychiatrists)	_____	_____	_____
77. Use of sociodramas (Setting up guidance problem situation skits in which campers play certain roles and thus attempt to better understand problems).....	_____	_____	_____

IV. GENERAL

PLEASE ANSWER THE FOLLOWING AS INDICATED:

To what extent do you feel there is room for improvement of guidance practices at your camp?

Very Much	Some	Little
-----------	------	--------

What percentage of your campers come to camp with definite problems (home adjustment, personality, etc.)

5 or Less%	5 - 10%	10 - 15%
------------	---------	----------

15 - 20%	Over 20%
----------	----------

In any camp, there are always some unhappy campers. Please list briefly below what you consider to be the three main causes for this.

(a)

(b)

(c)

What are the 3 main handicaps to promoting effective guidance in your camp?

(a)

(b)

(c)

What are the 3 best features of your camp relative to guidance and counseling situations?

(a)

(b)

(c)

In what ways can the Michigan Camping Association and Michigan Colleges and Universities be of help to you in improving guidance practices at your camp?

Additional Comments (Practices you use, not covered above):

- Please send any unique forms, inventories, etc. which you find helpful in the guidance and counseling of your campers so that other camps may benefit by your program.

Return To:
Michigan State College
Department of Physical Education
East Lansing, Michigan

MICHIGAN STATE COLLEGE
EAST LANSING

DEPARTMENT OF PHYSICAL EDUCATION
HEALTH AND RECREATION FOR MEN
JENISON GYMNASIUM AND FIELD HOUSE

Friday, August 14, 1953

Dear Camp Director:

Recently you were sent a questionnaire from the Michigan State College Department of Guidance and Physical Education, Health and Recreation dealing with "Guidance Practices in Camping".

We would appreciate it very much if you could fill out and return this questionnaire to us by Friday, Aug. 21, 1953.

If yours has already been returned, please disregard this notice.

Very truly yours,



John A. Friedrich
Michigan State College
Department of Physical Education,
Health & Recreation for Men
E. Lansing, Michigan

Section 5
MICHIGAN STATE COLLEGE
EAST LANSING

DEPARTMENT OF PHYSICAL EDUCATION
HEALTH AND RECREATION FOR MEN
JENISON GYMNASIUM AND FIELD HOUSE

August 31, 1953

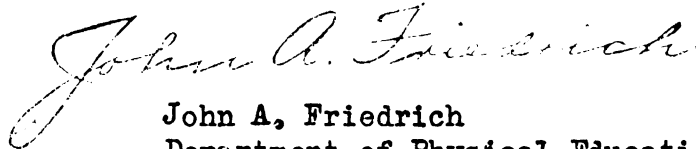
Dear Camp Director:

Some time ago you were sent a questionnaire from the Michigan State College Departments of Guidance and Physical Education Health and Recreation, dealing with "Guidance Practices in Michigan Summer Camps for Children".

The purpose of this study is to determine just what is being done in Michigan Summer Camps relative to the guidance of campers. All information obtained will be confidential. No names of persons or camps will be associated with the evaluation and summarization of this study.

Since you may perhaps have misplaced the original questionnaire sent you, we are sending another copy along with a self-addressed, stamped envelope. We would appreciate it very much if you could take the few minutes necessary to fill out and return this form to us by Friday Sept. 18, 1953.

Very truly yours,



John A. Friedrich
Department of Physical Education
Health and Recreation
Michigan State College

Enclosure
JAF/vm

...the ... of ...

...the ... of ...

...the ... of ...

...

...

...

Section 6

April 10, 1954

Mr. Edward V. Crowe, Dir.
C.Y.O. Camps
305 Michigan Avenue
Detroit 26, Michigan

Dear Mr. Crowe:

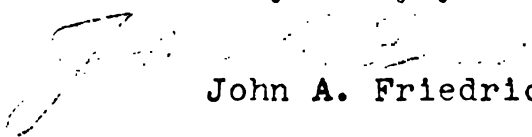
The Michigan State College Departments of Guidance and Physical Education, Health and Recreation are sponsoring a study of "Guidance Practices in Michigan Summer Camps for Children."

As one of the leading authorities on church camping in the country today, we are asking your cooperation in certain phases of this study. A sample copy of a questionnaire previously sent out to all Michigan Summer Camps is enclosed for you to look over and keep if you so desire. This form was devised in an attempt to determine just what is being done in Michigan Camps relative to the guidance of campers. The other form is one we would like you to fill out and return to us in the enclosed self-addressed stamped envelope. It has been designed primarily to determine the desirability of these practices as indicated by authorities in three primary areas of camping, namely private camps, church camps, and organizational camps. When responding to the various items would you please do so from the point of view of the church camp.

Although we would naturally expect to list your name as one of the authorities contributing to this study, your name will not be in any way associated with the analysis and summation of results, therefore you may feel free to respond frankly.

We realize how busy you undoubtedly are at this time of the year, nevertheless we know that it is because of the help and assistance of busy people such as you that camping has been able to grow and flourish in America today. It would be greatly appreciated if you could return the enclosed form by Friday, April 29.

Very truly yours,



John A. Friedrich

Name _____
Camp Type _____

Section 7

DESIRABLE GUIDANCE PRACTICES IN SUMMER CAMPS

Check here if you
would like a copy of
the results of this
study.

331

In responding to this questionnaire, please answer in terms of how desirable you feel the various types of information and practices are in _____ camps in general.

Although an item might be desirable or undesirable for _____ camps in general, in a few cases this might not be true when considered in relation to such aspects as sex of campers, age of campers and size of camps. If you think such a variance in desirability is in evidence, please indicate by placing in front of the numbered item a VD (for very desirable), AD (for average desirability), or ND (for not desirable) followed by one of the following words.

- Young (less than 12) - if item varies in desirability for young campers.
- Older (12 or more) - if item varies in desirability for older campers.
- Boys - if item varies in desirability for boys camp.
- Girls - if item varies in desirability for girls camp.
- Coed - if item varies in desirability for coed camp.
- Large (over 50) - if item varies in desirability for large camps.
- Small (50 or less) - if item varies in desirability for small camps.

SAMPLE

Desirability of Practice

A.D. Older 1. Providing vocational training for campers.

			x
	V.D.	A.D.	N.D.

(The response to the above item as given would indicate that it would be considered as not desirable for camps, in general, but would be of average desirability for older campers).

Note: If, in the following, you feel there are some items which can be answered in more than one way, please treat them as shown in the sample above.

INFORMATION CONCERNING CAMPER

In order to effectively and adequately meet the needs and interests of campers, it is necessary for camp leaders to have and use certain information about them. Please consider _____ camps in general when checking in one of the three columns.

Very Desirable - means you feel such information on campers would be very helpful and valuable to camps.

Average Desirability - means you feel information would be of average help and value to camps.

Not Desirable - means you feel information is not necessary or desirable.

	Very Desirable	Av. Desir.	Not Desirable
9. Marital status of campers parents.....	_____	_____	_____
10. Number and ages of brothers and sisters.....	_____	_____	_____
11. Occupation of parents.....	_____	_____	_____
12. Unusual experiences of camper.....	_____	_____	_____
13. Group contacts of camper around home (Clubs, Organizations, etc.).....	_____	_____	_____
B. Information on Campers Personal Qualities and Characteristics.			
14. Record of special fears and weaknesses of campers.....	_____	_____	_____
15. Record of problems and frustrations of campers.....	_____	_____	_____
16. Record of campers personal ambitions, and plans for the future.....	_____	_____	_____

	<u>Desirability of Information</u>		
	Very Desirable	Av. Desir.	Not Desirable
17. Information on campers skills, abilities and talents.....	_____	_____	_____
18. Information on campers hobbies, interests, likes and dislikes.....	_____	_____	_____
19. Information on campers social adjustment and social history.....	_____	_____	_____
20. Information on campers Intelligence (I Q Score).....	_____	_____	_____
21. Record of campers school grades.....	_____	_____	_____

C. Information on Campers Health & Physical Status.

22. Report of current medical exam.....	_____	_____	_____
23. Report of Doctor or nurses health inspection on arrival at camp.....	_____	_____	_____
24. Daily health report on campers.....	_____	_____	_____

D. Sources of Information on Campers. Do you receive any information on campers directly from the following?

25. From the school he attended?.....	_____	_____	_____
26. From agencies or organizations which sponsor or are closely concerned with your camp, who have contact with him outside of camp period.....	_____	_____	_____
27. From other camps, child has attended.....	_____	_____	_____
28. From camp files on campers who have been at your camp before.....	_____	_____	_____

III. GUIDANCE TOOLS TECHNIQUES AND PRACTICES.

Please consider _____ camps in general when checking one of the three columns as to desirability of the practice mentioned.

Very Desirable - means you feel such practices would be very valuable

Average Desirability - means you feel such practices would be of average value

Not Desirable - means you feel practices are not necessary or valuable

A. Techniques and Practices to Help Camper Directly.

	Very Desirable	Av. Desir.	Not Desirable
29. Providing special camp courses, or activity groups dealing specifically with personal adjustment, or occupational and educational information etc.....	_____	_____	_____
30. Providing a special library of information for campers concerning "knowing about yourself", "adjusting to other," occupations, etc.....	_____	_____	_____
31. Using audio-visual aids (Movies, Posters, Film Strips) dealing with campers problems and adjustments.....	_____	_____	_____
32. Providing a special work program to give campers training in a vocational field....	_____	_____	_____

B. Practices Directly Concerned with Helping Counselors in Guidance of Campers.

33. Providing pre-camp training in guidance practices and use of guidance tools and techniques.....	_____	_____	_____
34. Providing in-service training in guidance during camp season. (Teaching counselors during staff meetings or individually).....	_____	_____	_____
35. Providing for counselors a special library of reference materials on guidance of campers (handling problems, group work, etc.).....	_____	_____	_____
36. Providing special guidance services for counselors who have problems.....	_____	_____	_____
37. Locating records and information on campers so they are available for efficient use by counselors and staff members.....	_____	_____	_____

C. Counseling Practices Used.

38. Use of directive counseling methods by counselors (Telling campers just what to do)	_____	_____	_____
39. Use of non-direct counseling methods by counselors (Helping campers to solve their own problems).....	_____	_____	_____
40. Counseling each camper individually (counselor and camper alone).....	_____	_____	_____
41. Providing a special place where individual counseling can be done.....	_____	_____	_____
42. Using camp activity program as a tool of guidance (Determining which activities would help individual campers most and directing campers to those).....	_____	_____	_____
43. Confering with parents concerning campers problems.....	_____	_____	_____
44. Counselors carrying on spontaneous or informal counseling with individual campers	_____	_____	_____
45. Using religion as a motivating force in guidance of campers.....	_____	_____	_____
46. Using group counseling or group work techniques (Where counselor attempts to have campers, through group discussions, help each other).....	_____	_____	_____

Very Desirable	Av. Desirable	Not Desirable
-------------------	------------------	------------------

D. Administrative Practices.

- | | | | |
|---|-------|-------|-------|
| 47. Maintaining a special cumulative record file on each camper in which all important information (from current and past years) is kept..... | _____ | _____ | _____ |
| 48. Making use of a "master" cumulative record card on which all information is recorded | _____ | _____ | _____ |
| 49. Maintaining a formal guidance program, under the supervision of one designated person, during the camp season..... | _____ | _____ | _____ |
| 50. Sending information on campers behavior, achievements and experiences to school from which he comes in order to help the school in their guidance work..... | _____ | _____ | _____ |
| 51. Sending this information to campers parents to help parents in better understanding the child. (in form of a letter or report)..... | _____ | _____ | _____ |
| 52. Emphasizing group experience and social adjustment through the camp program.... | _____ | _____ | _____ |
| 53. Having counselors and campers help plan the program..... | _____ | _____ | _____ |
| 54. Maintaining contact with campers during the year. (Birthday cards, Christmas cards, Personal letters, etc.)..... | _____ | _____ | _____ |
| 55. Maintaining a camp atmosphere and program free from undue tension and anxiety | _____ | _____ | _____ |
| 56. Having staff meetings at least three times per week to discuss campers guidance problems..... | _____ | _____ | _____ |

E. Personnel Selection Practices.

- | | | | |
|---|-------|-------|-------|
| 57. Providing for the services of a psychologist, psychiatrist or guidance worker for handling special camper problems..... | _____ | _____ | _____ |
| If you have one of the above in residence, check here..... | | | |
| If camp nurse serves this function, check here..... | | | |
| 58. Investigating references in choosing staff members..... | _____ | _____ | _____ |
| 59. Selecting counselors with college training..... | _____ | _____ | _____ |
| 60. Selecting counselors with previous camp counseling experience..... | _____ | _____ | _____ |
| 61. Maintaining a counselor in-training program to develop future counselors..... | _____ | _____ | _____ |
| 62. Attempting to select counselors who are trained in guidance, group work, or psychology | _____ | _____ | _____ |

F. Record & Report Forms Used (Dealing with Guidance)

- | | | | |
|---|-------|-------|-------|
| 63. Use of Personal Data questionnaire form (sent to parents before camper arrives to determine such things as campers fears, habits, etc.)..... | _____ | _____ | _____ |
| 64. Use of forms for counselor rating of and observation of camper behavior..... | _____ | _____ | _____ |
| 65. Use of form for the rating of counselors by director..... | _____ | _____ | _____ |
| 66. Use of parent reaction forms (sent to parents after camper returns home in order to determine response of parents concerning campers experience)..... | _____ | _____ | _____ |
| 67. Use of forms for counselors to evaluate camp program and guidance practices..... | _____ | _____ | _____ |
| 68. Use of forms for campers to evaluate camp program and guidance practices..... | _____ | _____ | _____ |
| 69. Use of forms in selecting counselors to determine potential counselors attitudes, prejudices, and counseling knowledge..... | _____ | _____ | _____ |

G. Techniques used in Camp for Obtaining Information Directly from Campers. (Tests, Inventories, etc.)

- | | | | |
|---|-------|-------|-------|
| 70. Use of Intelligence tests..... | _____ | _____ | _____ |
| 71. Use of other tests (Aptitude, Personality, etc.) If used, specify which are used..... | _____ | _____ | _____ |
| 72. Use of adjustment inventories or problem check lists..... | _____ | _____ | _____ |
| 73. Use of sociograms____(Devices for finding out which campers are liked or disliked) | _____ | _____ | _____ |

H. Special Techniques and Practices.

- | | | | |
|--|-------|-------|-------|
| 74. Use of Case Studies and Case Histories (making a complete study of an individual camper's background and behavior)..... | _____ | _____ | _____ |
| 75. Use of Case Conferences (Special meetings of camp staff and guidance specialists to discuss problems of individual campers)..... | _____ | _____ | _____ |
| 76. Referring serious camper problems to guidance specialists (Psychologists or psychiatrists) | _____ | _____ | _____ |
| 77. Use of sociodramas (Setting up guidance problem situation skits in which campers play certain roles and thus attempt to better understand problems)..... | _____ | _____ | _____ |

PLEASE ANSWER THE FOLLOWING AS INDICATED:

1. Do you feel there are other items of information concerning campers in a _____ camp that would be desirable, but have not been mentioned in the foregoing? (If so, please list).
2. Do you feel there are other guidance practices that would be desirable in a _____ camp that have not been mentioned? (If so, please list).
3. In any camp there are always some unhappy campers. Please list briefly what you consider to be the three main causes for this.
(a)
(b)
(c)
4. To what extent do you feel there is room for improvement of guidance practices in _____ camps. Very much _____ Some _____ Little _____
5. What do you consider to be the three most important things a _____ camp can do to promote and foster more effective guidance of campers?
(a)
(b)
(c)
6. Do you feel there is a need for more effective guidance practices and procedures in _____ camps.
Very much _____ Somewhat _____ Little _____

Other Comments:

Return to:

John A. Friedrich
Dept. of Physical Education,
Health & Recreation for Men
Michigan State College
E. Lansing, Michigan

Section 8

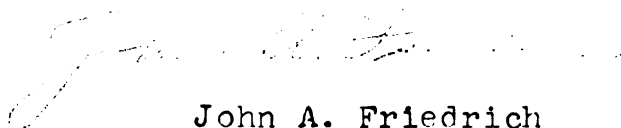
May 22, 1954

Dear

Recently you were sent a questionnaire dealing with
"Desirable Guidance Practices in Camping."

We realize full well what a busy time of the year this
is for you and understand your delay in responding, never-
theless it would be greatly appreciated if you could take
the few minutes necessary to fill out and return this ques-
tionnaire as soon as possible.

Very truly yours,



John A. Friedrich
Department of Physical
Education, Health and
Recreation, Michigan
State College
East Lansing, Michigan

Section 9

July 26, 1954

TO: All Camp Directors and Camping Authorities
Participating in this Study.

Subject: Summary Report of Guidance Practices in
Michigan Summer Camps for Children

Attached you will find a summary of the findings revealed by the results of a Study of Guidance Practices in Michigan Summer Camps made in August, 1953 through the Departments of Guidance and Physical Education, Health and Recreation of Michigan State College in the interest of the Michigan Camping Association.

Your cooperation, time, and effort in the development of this project has been deeply appreciated. It is hoped that this summary will be of value to you in improving the functions of guidance within your camp. A complete report of this study is available in the Michigan State College library.

Again many thanks for your assistance without which this study would not have been possible. May you and your camp have continued success now and in the years ahead.

Sincerely yours,



John A. Friedrich
Department of Physical
Education, Health, and Recreation
Michigan State College
East Lansing, Michigan

JF:bc

Attach.

SUMMARY OF STUDY OF GUIDANCE PRACTICES IN MICHIGAN CAMPS

Introduction

The purpose of this study was: (1) To secure a comprehensive picture of the extent of guidance information, practices and procedures in Michigan summer camps; (2) To determine the desirability of these practices as expressed by various camping authorities; and (3) To determine other general information concerning guidance in Michigan summer camps.

Data were obtained from 265 (70%) of the licensed summer camps in Michigan and twenty authorities in the field of camping, through questionnaire forms. Information received was transferred to IBM cards, tabulated, and analyzed.

General Camp Data

Some of the pertinent information concerning the nature and type of Michigan summer camps is presented in Table I.

TABLE I

SUMMARY OF GENERAL DATA CONCERNING CAMPS IN STUDY

Data Item	Camp Type							
	Private		Church		Org.		All	
	Total	41	75	149	265			
	No.	%	No.	%	No.	%	No.	%
<u>Enrollment per period</u>								
Small (50 or less)	19	46.4	11	14.5	25	16.7	55	20.7
Medium (51 to 100)	11	26.8	40	53.4	80	53.7	31	48.4
Large (101 plus)	11	26.8	24	32.0	44	29.7	79	29.8
<u>Camper-Counselor Ratio</u>								
5-1 or less	24	58.6	13	17.1	44	29.7	81	30.6
6-7 or 8-1	14	34.2	30	30.0	70	47.0	114	43.0
9-1 or more	4	9.7	31	41.3	35	23.4	70	26.4
<u>Number of Camp Periods</u>								
1 - 3	32	78.2	39	51.9	44	29.7	115	43.5
4 - 6	2	4.9	22	30.7	78	52.4	102	38.5
7 - 9	7	17.1	14	18.4	27	18.0	48	48.0
<u>Length of Camp Periods</u>								
Short Term (3 wks or less)	9	14.6	74	98.6	135	90.7	218	82.3
Long term (4 wks or more)	32	78.2	1	1.3	14	9.4	47	17.7
<u>Class of Camp</u>								
Boys	15	36.6	3	4.0	49	33.0	67	25.3
Girls	7	17.1	1	1.3	40	26.9	48	18.1
Coed	19	46.4	62	41.6	39	26.2	120	45.3
Boys & Girls at Diff. Periods	0	0	13	17.1	22	14.8	35	13.2

Extent and Desirability of Information

The extent to which information concerning campers was in the possession of the various camps as well as the extent to which certain sources of information are used is shown in Table II. The desirability of the various items as judged by camp authorities is indicated in the left hand margin. The only item of information considered to be undesirable by 50% or more of the authorities was that concerning school grades. The only undesirable source of information was schools. (In both items authorities were split 10-10 in their opinions.) These items will not be listed in the table although they were indicated by a number of camps.

TABLE II

SUMMARY OF EXTENT AND DESIRABILITY OF VARIOUS TYPES AND SOURCES OF GUIDANCE INFORMATION

Type of Information		Camp type No. in group	Extent of Information (Percent)			
			Private 41	Church 75	Organ. 149	All 265
HOME BACKGROUND INFORMATION			%	%	%	%
*VD	Marital status of campers' parents	#M	61	13	23	26
		S	34	42	37	38
		L or N	5	45	40	36
VD	Number and ages of brothers and sisters	M	54	12	28	29
		S	29	28	24	26
		L or N	17	60	48	45
AD	Occupation of parents	M	61	15	35	33
		S	32	33	25	29
		L or N	7	52	40	38
VD	Unusual experiences of campers	M	51	7	19	20
		S	37	44	44	43
		L or N	12	49	37	37
AD	Group contacts of camper around home	M	29	7	24	20
		S	51	36	38	40
		L or N	20	57	38	40
PERSONAL QUALITIES INFORMATION						
VD	Record of special fears and weaknesses of campers	M	71	9	32	31
		S	24	51	43	43
		L or N	5	40	25	26

* VD - Very Desirable, AV - Average Desirability
M - Much, S - Some, L or N - Little or None

TABLE II (continued)
SUMMARY OF EXTENT AND DESIRABILITY OF VARIOUS TYPES AND SOURCES
OF GUIDANCE INFORMATION

Type of Information		Extent of Information (Percent)			
		Camp type - Private No. in group - 41	Church 75	Organ. 149	All 265
PERSONAL QUALITIES INFORMATION (cont.)		%	%	%	%
VD Record of problems and frustrations of campers	M	59	9	23	25
	S	39	40	42	41
	L or N	2	51	35	34
AD Record of campers' personal ambition and plans for the future	M	34	5	13	14
	S	42	38	31	34
	L or N	24	57	56	52
VD Information on campers' skills, abilities and talents	M	49	8	23	23
	S	46	57	57	55
	L or N	5	35	20	22
VD Information on campers' hobbies, interests, likes and dislikes	M	51	11	23	25
	S	39	51	54	50
	L or N	10	38	23	25
VD Information on campers' social adjustment and social history	M	44	7	14	17
	S	46	35	39	39
	L or N	10	58	47	44
AD Information on campers' Intelligence (I.Q. Score)	M	17	0	4	5
	S	32	12	15	17
	L or N	51	88	81	78
HEALTH INFORMATION					
VD Report of Current Medical Exam	M	86	47	79	71
	S	7	33	14	19
	L or N	7	20	7	10
VD Report of doctor or nurse's health inspection on arrival	M	65	37	79	65
	S	9	28	11	16
	L or N	26	35	10	19
VD Daily health report on campers	M	47	14	48	38
	S	24	36	33	32
	L or N	29	50	19	30
SOURCES OF INFORMATION					
AD From agencies of organizations sponsoring camp	M	15	13	27	22
	S	27	38	43	39
	L or N	58	49	30	39
VD From camp files on campers who have been at camp before	M	57	15	30	30
	S	16	44	39	37
	L or N	27	41	31	33
AD From other camps child has attended	M	7	0	2	2
	S	10	7	6	7
	L or N	83	93	92	91

Extent and Desirability of Guidance Practices

The extent to which the various guidance practices were followed by Michigan camps is presented in Table III. The desirability of these practices is again indicated in the left hand margin.

Guidance practices considered generally undesirable by a majority of authorities were: (1) Providing special guidance courses; (2) Providing a guidance library for campers; (3) Using guidance visual aids; (4) Providing a work program; (5) Using directive counseling; (6) Providing a special place for counseling; (7) Providing for services of a psychologist or guidance worker; (8) Use of intelligence and other tests and (9) Use of adjustment inventories and sociograms. These practices will not be listed in Table III although they were mentioned by a number of camps.

TABLE III

SUMMARY OF EXTENT AND DESIRABILITY OF GUIDANCE PRACTICES

Type of Practice	Camp Type - No. in group	Extent of Practice (Percent)			
		Private 41	Church 75	Organ. 149	All 265
PRACTICES TO HELP COUNSELOR		%	%	%	%
VD Providing pre-camp training in guidance practices and use of guidance tools.	M	41	10	33	28
	S	49	43	47	46
	L or N	10	47	20	26
VD Providing in-service training in guidance during camp season	M	54	16	36	33
	S	36	60	38	51
	L or N	10	24	16	16
VD Providing (for counselors) a special library of reference material on guidance of campers	M	51	13	34	31
	S	37	35	44	40
	L or N	12	52	21	29
VD Providing special guidance services for counselors who have problems	M	24	7	27	20
	S	47	36	40	40
	L or N	29	57	33	40
VD Locating records and information on campers so they are available for efficient use	M	63	10	30	29
	S	27	33	36	34
	L or N	10	57	34	37

TABLE III

SUMMARY OF EXTENT AND DESIRABILITY OF
GUIDANCE PRACTICES (continued)

Type of Practice		Extent of Practice (Percent)			
		Camp Type - Private No. in group - 41	Church 75	Organ. 149	All 265
COUNSELING PRACTICES		%	%	%	%
VD Use of non-direct counseling methods by counselors	M	54	29	37	37
	S	29	52	54	50
	L or N	17	19	9	13
VD Counseling each camper individually (counselor and camper along)	M	46	24	20	25
	S	51	58	57	56
	L or N	3	18	23	19
VD Using camp activity program as a tool of guidance	M	73	18	44	42
	S	24	39	41	37
	L or N	3	43	15	21
VD Conferring with parents concerning campers' problems	M	71	9	24	27
	S	27	48	48	45
	L or N	2	43	28	28
VD Counselors carrying on spontaneous or informal counseling with individual	M	51	25	36	35
	S	39	63	51	53
	L or N	10	12	13	12
AD Using religion as a motivating force in guidance of campers	M	20	76	15	33
	S	34	20	42	34
	L or N	46	4	43	33
VD Using group counseling or group work techniques	M	44	26	25	28
	S	36	52	45	46
	L or N	20	21	30	26
ADMINISTRATIVE PRACTICES					
AD Maintaining a special cumulative record file on each camper in which all important information (from current and past years) is kept	M	51	7	20	21
	S	34	33	28	30
	L or N	15	59	52	49
AD Making use of a "master" cumulative record card on which all information is recorded	M	17	5	10	9
	S	32	15	15	18
	L or N	51	80	75	73
AD Maintaining a formal guidance program, under the supervision of one designated person	M	23	12	13	15
	S	22	18	16	18
	L or N	54	68	70	67

SUMMARY OF EXTENT AND DESIRABILITY OF
GUIDANCE PRACTICES (continued)

Type of Practice		Extent of Practice (Percent)			
		Camp type - Private No. in group - 41	Church 75	Organ. 149	All 265
ADMINISTRATIVE PRACTICES (cont.)		%	%	%	%
AD Sending information on campers' behavior, achievements and experiences to schools	M	5	2	3	3
	S	15	1	13	10
	L or N	80	97	84	87
VD Sending this information to campers' parents	M	39	6	9	12
	S	32	22	23	24
	L or N	29	72	68	64
VD Emphasizing group experience and social adjustment through the camp program	M	81	33	60	55
	S	19	44	35	35
	L or N	0	23	5	10
VD Having counselors and campers help plan the program	M	71	24	70	58
	S	27	53	25	33
	L or N	2	21	5	9
VD Maintaining contact with campers during the year	M	61	11	23	26
	S	34	32	24	28
	L or N	5	56	53	46
VD Maintaining a camp atmosphere and program free from undue tension and anxiety	M	93	60	76	74
	S	5	29	23	22
	L or N	2	11	1	4
AD Having staff meetings at least three times per week to discuss campers' guidance problems	M	39	49	37	41
	S	41	28	36	35
	L or N	20	23	27	24
STAFF SELECTION PRACTICES					
VD Investigating references in choosing staff members	M	60	34	60	53
	S	27	32	22	25
	L or N	13	34	16	22
VD Selecting counselors with college training	M	86	26	48	48
	S	10	48	40	37
	L or N	4	26	12	15
VD Selecting counselors with previous camp counseling experience	M	66	44	52	52
	S	29	44	43	41
	L or N	5	12	5	7
VD Maintaining a counselor in-training program to develop future counselors	M	49	13	41	34
	S	31	29	34	32
	L or N	20	58	25	34

TABLE III

SUMMARY OF EXTENT AND DESIRABILITY OF
GUIDANCE PRACTICES (continued)

Type Of Practice		Extent of Practice (Percent)				
		Camp type - No. in group -	Private 41	Church 75	Organ. 149	All 265
STAFF SELECTION PRACTICES (con.)			%	%	%	%
VD Attempting to select counselors who are trained in guidance, group work, or psychology	M		49	22	32	32
	S		34	46	46	44
	L or N		17	32	22	25
RECORD AND REPORT FORMS						
VD Use of Personal Data questionnaire form (sent to parents and returned before camper arrives at camp)	M		44	17	39	34
	S		22	16	23	21
	L or N		34	67	38	45
VD Use of forms for counselor rating of and observation of camper behavior	M		37	12	20	20
	S		17	15	21	18
	L or N		46	73	59	60
VD Use of form for the rating of counselors by director	M		15	6	13	11
	S		30	6	22	17
	L or N		65	88	65	72
AD Use of parent reaction forms (sent to parents after camper returns home)	M		11	0	5	4
	S		8	8	7	7
	L or N		81	92	88	89
VD Use of forms for counselors to evaluate camp program and guidance practices	M		15	4	14	11
	S		10	22	28	24
	L or N		75	74	58	65
AD Use of forms for campers to evaluate camp program and guidance practices	M		5	2	6	5
	S		12	11	18	15
	L or N		83	87	76	80
VD Use of forms in selecting coun- selors to determine potential counselor's attitudes, etc.	M		22	9	20	17
	S		20	10	16	15
	L or N		58	81	4	68
SPECIAL TECHNIQUES						
AD Use of Case Studies and Case Histories	M		17	0	7	6
	S		20	4	12	11
	L or N		63	96	81	83
AD Use of Case Conferences (Special meetings of camp staff and guidance specialists to discuss problems	M		24	5	7	9
	S		27	31	26	27
	L or N		29	64	67	64

TABLE III
SUMMARY OF EXTENT AND DESIRABILITY OF
GUIDANCE PRACTICES (continued)

Type of Practice	Camp type - No. in group	Extent of Practice (Percent)			
		Private	Church	Organ.	All
		41	75	149	265
SPECIAL TECHNIQUES (cont.)		%	%	%	%
AD Referring serious camper problems to guidance specialists (Psychologists or psychiatrists)	M S L or N	24 15 61	0 13 87	10 16 74	9 15 76
AD Use of sociodramas (Setting up guidance problem situation skits)	M S L or N	2 12 86	0 12 88	2 9 89	1 11 88

From the foregoing tables it can readily be seen that Michigan summer camps are lacking in the extent of information they possess concerning campers, and in the extent of guidance practices they employ. Private camps indicated having more information and following various practices more extensively than organizational camps, and the latter indicated more than church camps.

Besides the information presented in the foregoing tables, the following data as indicated by responses from camps, were revealed concerning guidance information and practices:

1. Small camps had more guidance information than medium sized camps, and medium-sized camps had more than large camps. Size of camps, however, was not too significant relative to the extent of camp practices.

2. Private camps, camps with smaller camper-counselor ratios, camps with fewer periods (3 or less), and camps with longer lasting periods (4 weeks or more) all tended to have more extensive guidance information and followed guidance practices to a greater degree. Boys' camps indicated slightly more than girls' camps and girls' camps more than coed camps in most areas of information and practices.

3. Camp authorities representing different camp types were in agreement relative to the desirability of most all guidance information and practices.

4. Among the undesirable items, none of the information or guidance practices were rated as undesirable by all authorities, indicating that some controversy exists relative to the desirability of certain guidance information and practices. (It should be pointed out that some types of things are desirable for some camps and not for others. Information of this nature, however, was not determined through this study.)

General Guidance Information. Considerable information concerning guidance in camping was made available through the responses to numerous fill-in items in the questionnaires. The more important items are presented in the following:

1. The main reasons given by camp directors and camp authorities for unhappiness among campers were: (a) Failure to adjust to the group; (b) Homesickness; (c) Home maladjustment and broken homes; (d) Lack of discipline and training; (e) Fear of new experience and personal insecurity; and (f) Inadequate program and staff. (Rank order)

2. In one-third of all camps, 10% or more of the campers came to camp with definite problems (personality, home, etc.). Private and small camps have indicated slightly more problems among their campers.

3. The main handicaps to the promotion of fostering of effective guidance as indicated by camp directors are: (a) Lack of trained staff; (b) Insufficient time; (c) Too short camp periods; (d) Lack of finances, (e) Lack of information and records on campers; and (f) Unqualified and incompetent staff members. (Rank order)

4. The best features of guidance in Michigan summer camps as indicated by camp directors were found to be: (a) Cooperative, experienced, well-trained staff members; (b) Individual counseling and attention given campers (low camper-counselor ratio); (c) Permissive democratic atmosphere; (d) Small camps; (e) Follow-up of campers; (f) Flexible program directed towards guidance; and (g) Extensive information and knowledge concerning campers. (Rank order)

5. Most all camps and authorities were of the opinion that there was much room for improvement of guidance practices in camps.

6. Camp directors indicated that the most important ways in which the Michigan Camping Association and Michigan Colleges and Universities could help them would be to: (a) Provide more camp guidance literature and materials; (b) Provide guidance forms; (c) Give college students credit for camp counseling; (d) Provide guidance seminars and workshops; (e) Assist more in the selection and placement of camp staff; and (f) Provide information concerning other camps and research in the area. (Rank order)

7. Camp authorities felt that the main ways in which guidance could be improved are: (a) Training and providing better staff; (b) Providing more pre-camp information and orientation for campers and staff; and (c) Providing for more supervision of guidance.

Some Concepts of Guidance in Camping. Certain concepts concerning guidance in camping have emerged through this study. Some of the most important of these are listed in the following:

1. Guidance in the summer camp should tend to improve the camper's relations with others and also his acceptance of himself. Leaders should not think in terms of "problem campers", but rather in terms of "campers with problems". Guidance should be for all campers, not just those with problems.

2. Guidance in the summer camp should deal with the whole child. Every camp situation has possibilities for growth and is therefore in the field of guidance. The activities in the camp program which give rise to these situations should be considered merely as tools which aid in the total guidance process.

3. In the camp program, guidance is not something done to the campers, but rather a process of focusing the potentialities of camp life upon the particular needs of individual campers so that each child develops to his maximum.

Guidance to help campers solve their own problems is the most effective. Guidance of the type which allows campers to know and understand themselves is the most effective. Campers should not be treated as "cases", "problems", or "guinea pigs", but rather as normal growing, developing children who are in need of adult guidance.

5. There is no definite established pattern of guidance in summer camps today. What works in one camp may not work in another. There is still a great deal of uncertainty relative to the role and function of guidance in camping, and much more research and investigation is necessary.

6. The degree to which effective and adequate guidance can be maintained is primarily dependent upon the camp staff. To attempt some types of guidance with an unqualified staff can often do more harm than good. The average camp counselor is ordinarily younger, less mature, less experienced and less trained than the average school teacher. Many have had no college training, much less guidance training, and are thus not qualified to do extensive guidance work.

Guidance Recommendations for Michigan Summer Camps. In order to improve guidance in Michigan summer camps, the following are recommended:

1. Leadership should be improved: Adequate, mature, trained, self-disciplined, guidance-oriented, adult staff members are needed, as well as better recruitment, selection, and placement of camp counselors.

2. Parents should be educated: Parents must be helped to understand and accept the guidance approach and must be encouraged to mutually exchange information with camps.

3. Guidance must be accepted: Camp administration, camp staff, and campers must accept the guidance approach. Camp directors should attempt to develop a "guidance consciousness."

4. Programs should be improved: Camp programs should be more individualized, and more oriented and adapted to guidance.

5. Camper information should be increased: More and better guidance information concerning campers should be obtained and used. More effective forms and devices for obtaining such guidance information should be employed.

6. Counseling should be improved: More individual counseling and personal attention should be given campers.

7. More follow-up and coordination is needed: More cooperation between camp, home, school, and community should be maintained. A more effective, mutual exchange of information should be developed.

8. Guidance should be supervised: Some type of supervision and coordination of camp guidance should be maintained.

9. More guidance materials and literature are needed: Materials dealing with guidance should be provided for camps and more of an attempt should be made on the part of camps to procure and use this information.

10. Guidance practices should be improved: More effective guidance tools, techniques and practices should be intelligently employed by summer camps.

11. Concept of the "whole child" should be emphasized: Individual differences should be recognized and objectives should be set for each camper. Programs should be evaluated in terms of what they do to campers instead of what they offer campers.

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