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## A Survey of Camping in the State of Washington and the Implications to Education

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**A SURVEY OF CAMPING IN THE STATE OF WASHINGTON  
AND THE IMPLICATIONS TO EDUCATION**

by

**Lloyd Gene Craig**

**A study submitted in partial fulfillment of the requirements for  
the degree of Master of Education, in the Graduate School  
of the  
Central Washington College of Education**

**August 1951**

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This study submitted in partial fulfillment of the requirements for the degree of Master of Education, in the Graduate School of the Central Washington College.

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Chapter I  
INTRODUCTION

The purposes of this study are to gather needed information concerning the status of camping as now practiced in the State of Washington, and to interpret these data as they apply to a school district interested in initiating a program in Outdoor Education. There has been a dearth of organized information concerning administration of camps, methods of financing, facilities, health and sanitation practices, rental or leasing policies, and program practices available to administrators who might be starting such a program.

The Research Sub-Committee of the Advisory Committee on Organized Camping concluded that because of the complexity of the problem, two research directors should be used to gather data and interpret the results. James Huntley, Camping Consultant for the Recreation Division of the Washington State Parks and Recreation Commission was selected as one research director. His background as a camper, counselor, program director and camping consultant qualified him for the task. His interest was increased by the fact that his position with the State Parks and Recreation Commission requires him to give a great deal of help to organizations contemplating entry into this field.

The writer was interested since he had recently taken part in the inaugurating of an Outdoor Education program, and was well aware of the scarcity of reliable information concerning camp practices. This lack of information made the organization and administration of a newly formed camp much more difficult than it would have been, had there been available current knowledge of administrative procedure and practices. The writer believes there are many values in camping education for children and the survey results might well assist school systems in establishing such a program.

#### Survey Background

The Washington State Parks and Recreation Commission has as part of its responsibility, the task of advancing and assisting organized camping. For this reason, the Recreation Division of the State Parks and Recreation Commission called a meeting during the summer of 1949 of the representatives of several organizations associated with the area of camping. The purpose of the meeting was to secure from this group, ideas and suggestions concerning its possible future activities in furthering camping.

The outcome of this meeting was the formation of a permanent advisory committee on camping. It was thought that such a committee could more effectively serve the camping organizations in determining and serving the needs of the camping groups. The Recreation Division agreed that such a committee would be of value to them and accordingly



were eager to cooperate and to support such a group. The official name of this group was the "Advisory Committee on Organized Camping."

Leaders in the field of camping throughout Washington were consulted and asked for their views concerning the activities of such an advisory group and its members. Thirty-six members make up the committee and the membership is drawn from representative areas such as the Puget Sound, Southwestern Washington and the Columbia Basin. Representative organizations such as the Boy Scouts, Church Camps, and School Camps were included in the selection. It was the desire of this group to have all types of camping represented and the greatest possible distribution over the entire state.

Several of the first acts of the Advisory Committee on Camping were to take inventory of the available facts which were known about the status of camping in the State of Washington, and to decide which facts this committee would need in order to make recommendations based upon current facts. There had been a survey completed of organized camping in 1938 by the Washington State Planning Council; this survey served as a basis for comparison with the new survey to be finished in 1950. Therefore, a sub-committee on research was formed for the purpose of making a survey of existing facilities, attendance, and administrative practices as related to camping. This groups surveyed the current conditions and practices and reported back to the Advisory Committee with the findings. The Advisory Committee then proceeded to make the necessary recommendations to camping groups.

## Survey Objectives

The 1950 Survey of Camping in Washington was taken with the following objectives in mind:

1. To secure comparative data which might be used as a guide to camp administrators and to community groups.
2. To secure data on:
  - a. Location and description of physical plants of camps.
  - b. Information on history, sponsorship and administration.
  - c. Financial practices of camps.
  - d. Objectives of camp program.
  - e. Number of campers serviced.
  - f. Personnel practices.
  - g. Program practices and scope.
  - h. Health, sanitation and safety.
  - i. Projection of future plans.
3. To secure data which might indicate weaknesses in practices by various types of camping institutions.
4. To serve as a guide and measuring stick to organizations contemplating entry into the field on such matters as budget, program, and leadership.
5. To compare the capacity of camping facilities with approximate needs and thereby facilitate planning for future needs by local and state authorities.
6. To aid in making possible more intensive use of existing facilities.
7. To show the needs for specialized training for camp leaders and administrators, which will aid institutions of higher learning.
8. To show approximate salary scales and qualifications for employed camp personnel.
9. To secure statistics which could be made available for educating the public and others on the values and need for more camping.

10. To serve as a measure of growth in camping when compared with studies of eleven years ago.

The findings of this survey should be of material assistance in the planning of an Outdoor Education program.

## Chapter II

### PHILOSOPHY OF CAMPING AND OUTDOOR EDUCATION

The recent entry by schools into camping education has caused many people to ask why should schools enter this particular area. What are the values which camping has to offer to children which cannot be offered through the regular school curriculum as now practiced by the schools? This question in the minds of school and lay citizens is a natural reaction to any addition to a curriculum which has made great extensions in the past several years. Many people have a wide variety of opinions as to the meaning and intent of Camping and Outdoor Education. This will vary according to the background of the individual inquiring about the program. This chapter purports to review some of the purposes and reasons for making this educational experience a regular part of the school program.

It would be difficult to express the position of those who advocate school camping any more thoroughly than has Sharp<sup>1</sup> in his statement:

The basic thesis of Outdoor and Camping Education is: That which can best be learned inside the classroom should be learned there; and that which can best be learned through direct experience outside the classroom in contact with native materials and life situations

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1. Sharp, L.B. "Camping and Outdoor Education," National Association of Secondary School Principal's Bulletin 31:43-47 (May 1947).

should there be learned.

Expressing this in greater detail, Weil<sup>2</sup> brings out the idea that modern civilization has caused concentration of people within the cities and this in turn has deprived the great majority of the youngsters living in these cities of the opportunity of gaining a true concept of our natural resources.

There are collected in our great cities, huge masses of people who have lost their roots in the earth beneath them and their knowledge of the fixed stars in the heaven above them....

...They are the people who eat, but no longer know their food is grown, who work and no longer see what they help to produce, who hear all the latest news and all the latest opinions but have no philosophy by which they can distinguish the true from the false, the credible from the incredible, the good from the bad.

...This feeling, which pervades the great urban centers, that all things are relative and impermanent and of no real importance, is merely the reflection of their own separation from the elementary experiences of humanity.<sup>3</sup>

What then is Camping and Outdoor Education? What are the concepts which must be understood to realize the values of this relatively new factor in education?

"Outdoor Education is all of that learning experience which can best go on through direct experience outside the classroom. The out-of-doors begins immediately outside the classroom and continues

2. Weil, Truda T. "Camping Has a Place in the Regular Curriculum." Nations Schools, (July 1949). pp. 27-29.
3. Lippman, W. "The Modern Malady" National Association of Secondary School Principals Bulletin 31: Frontispiece (May 1947).

in an ever-widening circle — the finest classroom ever devised."<sup>4</sup>

"Camping Education is that part of outdoor learning which can best go on in a favorable camp environment.... School camping brings to life a vast part of the curriculum and provides experiences in group living, cooperation and basic understandings."<sup>5</sup>

In a United States Office of Education Bulletin,<sup>6</sup> this definition is made of camping:

Considered as an educational experience, camping includes outdoor activities in a variety of forms. It may take place in the summer time for a period ranging from one week to several months. It may be more limited in length as in day camping, overnight and week-end camping. It may be a farm camp or farm experience carried on in close relationship to a school program. It may be a year round experience...where every boy and girl in the fifth and sixth grades has an opportunity to spend some two week period throughout the year at camp with his own group and teacher. As a year-round program, Camping and Outdoor Education opens up unexplored possibilities. It can give the traditional school program a rejuvenation by taking education into the open whenever and wherever the out-of-doors can make an experience more real and vital, especially in the fields of nature study, science and the social studies.

The values of group living are among the most promising of the features of school camping in the opinion of one leader in education.<sup>7</sup>

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4. Extending Education Through Camping (An abstract of the full report) New York: National Camp, Life Camps, Inc. (May 1947) p.1.
  5. Ibid.
  6. "What is Camping?", United States Office of Education Bulletin: 4:3 (1947).
  7. Stuebaker, John W. "Camping in Education and Education in Camping." School Life 30:2 (July 1949).

The living together twenty-four hours a day, for one or more weeks gives a seldom paralleled opportunity to the children of learning the necessity and the techniques of living together in a community type situation. The give and take of camp life, the adjusting to a new and real-life situation are learnings not readily obtained from books. These learnings, while not found in camp situations only, are more likely to be a result of the informal living and learning present in a well-planned camp program.

Foley agrees with this rating of group living as probably the most important single contribution which camp life can make in the adjustment of the individual. The very nature of the camp experiences gives the learning of the techniques of group living an application seldom found in the daily life of children.

Added to the above are the values of learning self-discipline in the out-of-doors through the necessity of taking care of oneself in a wilderness setting, the values of health and physical education through following the activities of a well-organized camp program which has a carefully planned system of work, play and rest, the development of hobbies, interest in crafts, nature study and the like.

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8. Foley, Louis, "What Makes Camping Worthwhile?"  
Nations Schools pp. 152-54 (Nov ., 1949).

Some of these values are attainable in the classroom, but the outdoor situation provides a far superior setting for them.<sup>9</sup>

Crawford and Mitchell<sup>10</sup> deal quite effectively with the intangibles of camp life. They express the belief that camping makes use of group living in an environment suited to the interests of children where each individual develops independence, self-control and self-reliance through the planning and acceptance of responsibility which is necessary to provide for the needs of his own daily living. Camps are approaching the matter of seeking to adapt their programs and activities to the known needs of children, instead of making the child change to fit into the way of the camp.

Camp...is a cooperative community where people react on each other and where the actions of one have an effect upon all the others. Each person is accepted as an individual with powers as well as responsibilities equal in importance to each other person's. The ideal in camp education is to give campers an approach to life which is individual and creative, yet also cooperative, and to make people independent and self-reliant, yet harmonious and disciplined.<sup>11</sup>

Closely related to the definitions of Camping and Outdoor Education are its objectives. In discussing the Long Beach Public School Camp, Pike<sup>12</sup> says: "The unique opportunity of the school camp to contribute to the education and development of children seems to lie in

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9. Studebaker, John W. op. cit. p. 2.
  10. Mitchell, Viola A., and Ida B. Crawford Camp Counseling, Philadelphia: W. B. Saunders Company 1950 p. 11.
  11. Ibid., p.24.
  12. Pike, K.V., "The Long Beach Public School Camp," National Elementary Principal 28:24-28, (Feb., 1949).



the general areas of healthful living, democratic social living, basic scientific understandings and appreciations, work experiences and developing worthy skills in recreation."

Dewitt<sup>13</sup> assumes first of all that the personnel in charge of the camp will be well-trained and educated in the principles and methods of the best type of elementary education and that education is the basic reason for the camping experience. With these factors provided, a sound aim of the camp life would be to provide the needed actual experiences which are not so readily provided in other learning environments. The interests and enjoyment of the campers serve to strengthen achievement in this field.

Opportunity to find out through first-hand knowledge many of the laws and relationships by which animals and plants exist is an experience which certainly should be a part of camping education. Learning of the dangers of out-door living and how to avoid them is a real contribution which camp life can make to a child's education.<sup>14</sup>

There is apparently much agreement with this statement in "What is Camping?": "Camping and outdoor experiences provide an ideal opportunity for practicing democratic living. Schools can and should provide such experiences in every possible way, but the outdoor environment demands such practices. Planning, sharing, discussing,

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13. Dewitt, R.T., "Camping Education - A Philosophy," The National Elementary Principal 28:3-5 (Feb., 1949).

14. Ibid.

and evaluating are essential parts of camp living as they are of good educational practice in the classroom."<sup>15</sup>

The relationship between education in the public school and education in the out-of-doors is made clear in this statement by Studebaker:<sup>16</sup>

...any careful analysis of the subject will disclose that the essential elements of a good camping situation and program are not foreign to those of a good educational program - the focusing of the camp program on things to do, on activities with a purpose: the spirit of friendliness and camaraderie between campers and camp counselors or leaders, to mention only two elements, are certainly very much to be desired in the more formal setting of the school's educational program. In other words, camping seems...to partake of the philosophy of and to be intimately related to the program of organized education and the program of organized recreation.

Both in education and in camping there may be noted a tendency to break away from adult imposed and regimented programs in favor of programs solidly based on the psychology of human beings in their individual development.

In the appraisal of Camping Education, it is interesting to evaluate it against certain needs of children as recognized by authorities on education of children. Caswell<sup>17</sup> expresses the opinion that in order to bring children into the development of desirable personal evaluations and understandings of relations with the environment, the children must be provided with experiences which will teach them the facts of reality as fully as possible. Elementary age pupils have few opportunities for first-hand experiences, as their environment is

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15. "What is Camping?", United States Office of Education Bulletin: 4:3 (1947).

16. Studebaker, John W. op. cit. p. 2

17. Caswell, H. L. Education in the Elementary Schools, New York: American Book Company, 1942. pp. 99-100.

often limited. Too often they have only a superficial understanding of the realities of life. "Understanding of their larger social relationships and the development of a realistic concept of themselves as persons and their relationship to others will be fostered through much first-hand experience involving broad relationships."<sup>18</sup>

Almost as though in answer to this need, Thurston states:<sup>19</sup>

The community school camp is a place and instrument through which children and youth can have educational experiences otherwise difficult to obtain. In the woods, in the field, along the lake or stream, youth can hear, see and feel. He can taste and smell. Reality is all about him. In the wide open spaces about the camp or on the silent and friendly trails deep in the forest, there are endless varieties of nature to be examined; an environment abundant in meaningful work experiences, the conditions eliciting robust health and a life that is simple and wholesome. Where can youth better learn about these important elements of successful living than in the natural environment of a school camp?

Another need of children is the feeling of security that comes with belonging to a group and being identified with it. The elementary age is one where this need is of increasing importance and must be given special consideration by leaders in working with this age level.<sup>20</sup>

A school camp experience gives each participating child an opportunity to really feel that he is a part of an actively working group and that he has an important part in the group. As the groups are formed

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18. Ibid.

19. Thurston, L.M. "Community School Camping" Superintendent of Public Instruction, Michigan. p. 5.

20. Caswell, H.L. op. cit. p. 100.

on a cabin basis and that group works together to clean and decorate their cabin area, he is a member of a unit which has its own goals to achieve. As the cabin unit selects a name, he becomes still further identified with the section.

There have been a number of attempts to appraise or evaluate the value of school camps. The methods used in the evaluations have varied from entirely subjective to partially objective. In all instances, the reported reactions have been enthusiastic.

In describing the evaluations of a program of camping for seventh graders in the George Peabody Demonstration School, Dewitt<sup>21</sup> divided the evaluations into two parts: tangible and intangible results. These had been obtained from statements made by the parents, pupils and teachers. Under tangible results were listed: "knowledge of nature, how to prepare food, safety, camp crafts and how to plan programs." Listed under intangible results were: "cooperation, knowing each other better, knowing other people, independence, good time and better social adjustment."<sup>22</sup>

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Substantially the same benefits are given by Clarke in describing the San Diego County-City Schools Program for sixth graders. Although it is not divided into tangible and intangible areas, the results are approximately the same: happiness and adventures in democratic living,

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21. Dewitt, R. T. op. cit. pp. 3-5

22. Ibid.

23. Clarke, J. M. The Cuyamaca Story, San Diego City-County Camp Commission 1948. p. 32.

new understanding of the out-of-doors, new understanding of people and opportunity to apply their learnings in the classroom. There appears to be a gain in self-reliance and responsibility, self-confidence and cooperation and there is more interest in nature and the arts. The program enables the teachers to teach the children better for having spent the time at camp with the children, and it is helping the children to grow into useful and well-balanced citizens.

One of the most objective evaluations of the worth of a school camping program was made of the camp operated by the New York City Board of Education. This experiment is fully described in the book Extending Education Through Camping<sup>24</sup>

In this experiment, the children were carefully tested before and after the two-week camping experience and the results compared with those of a control group which did not attend the camp. In addition to objective tests over regular classroom subjects, interest and attitude inventories were given.<sup>25</sup>

The results of the evaluation were favorable to the group which had been to camp. In no instance was there a significant loss by the campers in relation to the children remaining in the classroom, and in many instances there was a significant gain by the campers. In those areas which could not be measured objectively, there must be reliance

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24. Extending Education Through Camping (An abstract of the full report) New York: National Camp, Life Camps, Inc. (May 1947). p.3.

25. Ibid.

upon the opinions and evaluations by competent observers. Without exception, these observers have felt that the aims of the camp were achieved to a large degree. There has been a convincing endorsement of the program by the pupils, parents and teachers as to the values of the program. The report states emphatically: "The gains are such that one is impatient for further development of school camping programs with continuing evaluation."<sup>26</sup>

In discussing the results of a camping experiment Weil<sup>27</sup> makes the statement:

At camp, children:

1. Gained in self discipline.
2. Gained in self confidence and poise and were able to work better with others under guidance.
3. Assumed new and more responsibilities willingly.
4. Developed habits of critical consideration of problems.
5. Cultivated creative talents in art, music, writing, dramatics and other forms of esthetic expression.
6. Practiced democratic living.
7. Found security in being outstanding in some field.
8. Responded to challenges of everyday living.
9. Utilized camp and surrounding community in terms of natural educational resources.
10. Developed resource skills and has a natural desire for knowledge about all that was going on around and about them.

The most common reaction from those who have studied and worked in this area of education is expressed by Seman.<sup>28</sup> He proposes that every

26. Ibid., p. 101.

27. Weil, Truda T. "Camping Has a Place in the Regular Curriculum." Nation's Schools, (July 1949). pp. 27-29.

28. Seman, P. L. "Camping - An Educational Experience" School Activities April 1948, pp. 253-5.

effort should be made to facilitate the extension of camps until every child in the land enjoys camping as a part of his education. "The thinking citizen of the world today realizes as never before that the most important factor for social progress, national stability and human happiness is individual character."<sup>29</sup>

Fewer than five percent of the children throughout the United States are enjoying the benefits of camping. There are neither private nor agency camps in a position to extend camping to more and more children. The public schools are the logical place from which to expect the extension of camping to a larger percentage of the children.<sup>30</sup>

The reasons for the heightened interest in school camping is well summarized by Smith:<sup>31</sup>

Camping is a logical development in American education. It returns to the educational realm because modern living has robbed children of many outdoor opportunities. It is not a fad nor a frill, but is the most simple form of learning -- real and direct. It is not a new force to be injected into the curriculum. It is logical, particularly in the elementary school, where the teacher deals directly with the whole child. Is it not reasonable that the teacher and the child should leave the classroom when something can be learned better outside? The camp thus becomes another part of the school separated only from the central campus by the distance to the camp site. There, out-of-doors, the children experience reality and learn by doing. It gives them roots in the land which will be expressed later in the best uses of our resources. It offers balance to an age of city dwellers. It may be the only safety valve to modern living.

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29. Ibid.

30. Studebaker, John W., op. cit.

31. Smith, J. M. "An Overview of School Camping in Michigan", National Elementary Principal 28:6-10 (Feb. 1949).

### Chapter III

#### PROCEDURE

Following the formation of the Advisory Committee and the setting up of the objectives for the survey, the research directors constructed the general outline of a questionnaire which would cover the objectives as set forth. This outline was then submitted to several leaders in camping for criticism as to content, coverage and value. These leaders were from different organizations and were able to offer help through their constructive criticism and suggestions. A copy of this questionnaire may be found in Appendix B.

After determining the content of the questionnaire in this manner, the questionnaire was then submitted to the University of Washington to examine the structure of the questions, elimination of unnecessary phrases, and to make the questionnaire easy to understand, convenient and easy to fill out. The questionnaire method was used in the study, as it required a small staff to administer and tabulate and it was relatively inexpensive to use. The questions asked were largely factual. A self-addressed stamped envelope was enclosed. The participants were directly concerned with the subject of the questionnaire in that each was the chief administrative officer of a camp or camping program. The appeal was made to help others and themselves through supplying the necessary information. Even though it has been shown that questionnaire length has little or no effect on percent of return, the



questionnaire was constructed to be as brief and concise as the subject permitted, thereby facilitating coding and tabulating. These are the principal points which one authority believes are necessary to insure reliable results in a mailed questionnaire.<sup>1</sup> Professor Lundberg assisted in the formulation of the questionnaire.

Questionnaires were sent to a total of 258 organizations and individuals who were requested to return them at their earliest convenience. The names of the recipients were determined through lists of camps and camping directors on file in the Recreation Division offices, through help of Community Chests, the United States Forestry Service, the Office of the State Superintendent of Public Instruction, the Inland Empire and Western Washington Sections of the American Camping Association, regional offices of youth agencies, County and State Departments of Health, County Superintendents of Schools and through individual help throughout the state.

Of the 258 questionnaires sent, 207 were returned. This was an 80 percent return. Of the fifty-one not returned, it has since been determined by the research directors that some of the camps are no longer operating. In the opinion of the research directors, the camps listed in Appendix A represent at least 90 percent of the organized camping that was done in Washington State in 1949.

Much of the credit for the high return of the questionnaires was

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1. Lundberg, George A. Social Research Second Edition, New York: Longmans, Green and Company, 1942. pp. 182-210.

due to James Huntley, Camping Consultant for the Recreation Division. Before the distribution of the questionnaire, post cards were sent to each participant, and each was asked to check the card and return it, indicating whether or not he would be willing to take part in the survey.

After a lapse of twenty days following the mailing of the questionnaire, post cards were sent to the people who had not yet returned it. In several cases, Huntley made personal calls upon individuals.

Another feature which facilitated the return was the method of distribution. For example, Boy Scout Councils received their questionnaires from their own regional councils, who in turn had received it from the State Headquarters of their organization. The same procedure was used for the Campfire Girls, Girl Scouts, and other groups. School camps received their questionnaires through the State Office of the Superintendent of Public Instruction. Provision for this type of distribution was made in every possible instance. There were some questionnaires which had to go directly to the individual director or camp, but these were in the minority.

Every person or camp receiving a questionnaire received with it a personal letter from the state or regional headquarters of his own organization, urging prompt attention to the completing of the questionnaire. This letter was in addition to the one from the Sub-Committee on Research.

After twenty days had elapsed, those individuals or organizations which had not yet returned the questionnaire were noted and a post card sent to them, reminding them of the need for the questionnaire being returned. If this did not result in the return of the information, the main office of that organization was notified and a personal letter was sent from there, urging prompt attention.

This was the pattern followed in securing return of the requested information. It is believed that camps of any considerable size would have been located through this procedure.

When the questionnaires were received by the research directors, the papers were given a code number which indicated the type of organization which had returned the questionnaire, the area in which the campsite was located, and the location of the headquarters of the sponsoring organization. For this purpose, the state had been divided into districts and each camp and sponsoring organization located according to this division. The plan for the type of organization was:

A. Agency Camps

1. Boy Scouts
2. Girl Scouts
3. 4-H Clubs
4. Campfire Girls
5. Y.M.C.A.
6. Y.W.C.A.
7. Boy's Clubs

B. Service Clubs

C. Churches

D. Municipal and County

- E. Public Schools
- F. Colleges
- G. Outing Clubs
- H. Private Camps
- I. Miscellaneous

For example, a questionnaire returned from the Snohomish County Schools with their camp located in Snohomish and its Headquarters also there, was coded E-1-1. The "E" indicated a public school. The "1" in the center indicated the camp was in Snohomish County and the final "1" indicated the headquarters was also there.

From this information, two maps were made, one showing the locations of the various headquarters of the sponsoring groups and another showing the actual locations of the camps. These maps are to be used by the State Parks and Recreation Commission in graphically showing the distribution of camps throughout the state.

The maps should prove to be valuable. If a school district in the Columbia Basin is interested in starting a camping program in its schools, it should contact the Washington State Parks and Recreation Commission for information about available campsites. A study of the campsite map will show that in 1949, there were few camps in that particular area. A further check into the coded cards may show that of these camps, perhaps only one is within the range of transportation and possesses the necessary facilities and equipment to allow operation during the off-seasons. In this manner, the task of locating a suitable

camp may be made easier and with more satisfactory results.

Following the assigning of the code number to each returned questionnaire, all information which could be coded was changed to a letter and this coded information was placed on three by five cards. These cards were then arranged according to the desired information. If someone wished to know the total number of campers served by the Girl Scouts, the cards beginning with the designation "A 2" would be assembled and the necessary information totaled. This is true for all the information with the exception of some questions asked concerning buildings and the location of camps.

When all of the information had been coded and placed on the cards, tabulation began. The tabulation was done by the research directors working as a team, with one giving the figures and the other tabulating. Then the other gave the figures, while the first checked the work.

When the tabulation was complete, the findings were placed in tables or graphs or they were compared to an already existing standard or criteria. An attempt was made to present the findings in the most effective manner.

For the purpose of the 1950 Survey of Organized Camping the following definitions were used in the making of the questionnaire and also in discussing the survey results:

Established camp. One operated at an improved permanent site, used for the specific purpose of group camping with a program of several days duration.

\*Day Camp. One which operates for several days, but without the campers staying overnight. This may be a public park or other site not especially developed for camping.

\*Trip Camping. Where the group moves from one campsite to another. The camps are usually undeveloped.

\*Overnight Camp. Where the group makes a two-day trip with one night away from home.

Camp Director. The person primarily responsible for the administration of the camp.

Counselor. A leader who exercises supervision over a certain group of campers during the major part of the day's activities, but most particularly is regularly responsible for this group during rest and sleeping hours.

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\* For this questionnaire, often designated as "short term" camps.

## Chapter IV

### ORGANIZATION AND INTERPRETATIONS OF DATA GATHERED

The data obtained from the survey was organized into tables and compared with similar tables from the survey taken eleven years previously. The interpretations include discussion on who provides the camping experiences, location and capacity of camps, use and availability of camps, off-season use, growth of camping, service to campers, investments in camps, their planning, camp attendance, school age campers, composition of campers, camp fees, financial administration, health practices, qualifications and salaries of camp directors, waterfront personnel and counselors, leadership costs and staff training practices.

#### Who Provides the Camping Experiences?

Almost two-thirds of the organized camping experiences for the youngsters of Washington were provided through the group work agencies, which included the Boy Scouts, Girl Scouts, Y.M.C.A., Y.W.C.A., Campfire Girls, 4-H Clubs and Boy's Clubs. Eighty-three different programs were offered by these agencies. Churches were responsible for thirty-seven different programs. Twenty-nine school districts and one county school district reported some type of school camping program. These varied in type and were nearly all day camping and of the overnight camping variety. Five schools offered organized camping programs

during the summer. Auburn School District was the only school to report a plan of regular school time camping, although several others have experimented in camping during the school year. Nearly all of the schools reported they received financial assistance through the Office of the State Superintendent of Public Instruction.

Other camping programs were offered through such agencies as the Washington State Patrol, universities and colleges, private welfare agencies, Kiwanis clubs and Lions clubs.

Private camping reported a total of fourteen camps in 1949. The research directors have learned that two or three camps of this type have begun since the survey was completed.

A summary of the camping offered to youth in the State of Washington show a total of 207 organizations offering some type of camping program. One hundred and forty-nine of these were established camp programs, sixty-seven were day camps and ninety-seven were of the overnight type. Sixty-two conducted short term camping for periods longer than two days, using temporary sites.

#### Location of Camps and Capacity

The survey found a total of 124 camps, with a total capacity of 13,006 campers. Of these, eighty-one were located in the Western Washington area, and forty-three were located in Eastern Washington and border areas of Idaho and Oregon.

The average camp had a capacity of approximately 104 campers with a variation in capacities ranging from a small camp capable of accommodating only twelve campers, to a church conference camp capable of



accommodating up to 700 people. Since 1938, there has been an increase in the average capacity of the camps.

#### Use and Availability of Camps

At present, in the groups answering the survey, about one-half of the organizations permit others to use their camps under certain rental or leasing arrangements. These groups include State Parks, National Forests, United States Army, some private individuals and some agency camps. Some of the organizations state they are willing to rent to others; others make definite restrictions.

During the summer months the total use of the camps was approximately sixty-five percent of the total capacity. This is figuring an average possible use of eleven weeks during the summer season. Off-season use is a considerably different problem.

#### Off-season Use of Camps

As would be supposed, there are some camps used a great deal in the camping off-seasons -- autumn, winter, and spring. Others are not used at all. There are a good many limiting factors which must be taken into consideration in the discussion of camp use during the off-seasons. These limitations are in a large part responsible for the amount of off-season use.

Forty-five camps reported their facilities were usable during all months of the year. They are in use during more than one-half of the available weekends. Western Washington camps do not receive as much off-season use as do the Eastern Washington camps.

Some of the limiting factors which control the use of camps during the off-seasons are:

1. Living quarters are not suitable for use during the winter months.
2. Camp is inaccessible during many of the off-season months due to poor weather conditions such as excessive rain, snow and poor roads.
3. Water supply is not satisfactory for winter use (freezing of water pipes and lavatories).
4. Program features are limited by weather conditions. (swimming, hiking, riding, etc.)
5. Insufficient funds provided for year-round care and maintenance.

All of the above factors control to a considerable degree the amount of off-season use which the camp may have. Many camps have only one of the mentioned limiting factors and often it is one which could be corrected with cooperative work on the part of several interested groups.

#### Growth of Camping

Figures reported for the State of Washington for the year 1938, when compared with the figures of 1950, show an increase of approximately 300 percent in the amount of participation. In 1938, there were 24,628 campers reported as enjoying some kind of camping experience. In 1949, this figure was 100,703. While participation was increasing threefold, total camp capacity increased from 8,425 in 1938 to 13,006 in 1950. This represents an increase of about 53 percent in total camper capacity.

Since camper participation was increasing approximately 300 percent while camp capacity was increasing only 53 percent, it appears obvious that camps are being put to much better use than formerly. Many organizations and owners are now sharing their camps through rental policies and this makes it possible for organizations to have a camp for their use without building one at considerable cost and risk.

#### Other Factors Concerning Camps

About one-sixth of the camps reporting said there were no swimming facilities at the camps. Others have few or no hiking trails and many had no central recreation hall or room, which in Western Washington might well be considered an absolute necessity.

There are six group camps operated by the Washington State Parks and Recreation Commission which are being used by various youth agencies under regulations adopted by the various groups working cooperatively.

#### Service To Campers

During 1949, established camps in Washington provided a total of 339,294 camper-days. The term camper-days refers to the number of campers in a camp, multiplied by the number of days the campers stay at the camp. For example, if fifty campers stayed at camp ten days, this would total 500 camper-days.

In 1938, there were 184,377 camper-days provided. The figures for 1949 show an increase of more than eighty percent.

TABLE 1. ATTENDANCE AT SHORT-TERM CAMPING ACTIVITIES IN THE STATE OF WASHINGTON - 1938 & 1949

	<u>Day Camps</u>		<u>Overnight Camps</u>		<u>Other Short-Term<sup>4</sup></u>		<u>Totals</u>	
	1938	1949	1938	1949	1938	1949	1938	1949
Boy Scouts	0	4,373 <sup>1</sup>	0	12,890	2,349	2,823	2,349	20,086
Girl Scouts	112	6,207 <sup>3</sup>	0	1,608	58	101	170	7,916
4-H Clubs	130	0	0	289	1,162	198	1,292	487
Camp Fire Girls	201	2,390 <sup>3</sup>	0	1,235	397	77	598	3,702
Y.M.C.A.	1,565	1,097	0	1,545	181	395	1,746	3,037
Y.W.C.A.	0	447	0	229	15	135	15	811
Boy's Clubs	—	570	—	51	—	10	—	631
<b>Sub-Total, Agencies</b>	<b>2,008</b>	<b>15,084</b>	<b>0</b>	<b>17,847</b>	<b>4,162</b>	<b>3,739</b>	<b>6,170</b>	<b>36,670</b>
Service Clubs	0	0	0	0	20	0	20	0
Churches	0	490	0	700	2,073	100	2,073	1,290
Municipal & County Welfare	—	14,554	—	4,646	—	127	—	19,327
Public Schools	—	60	—	0	—	0	—	60
Future Farmers	—	2,682	—	1,634	—	445	—	4,761
Collegès	—	0	—	110	—	128	—	238
Outing Clubs	—	0	—	250	—	150	—	400
Private Camps	—	30 <sup>1</sup>	—	436	—	392	—	858
Miscellaneous	0	12	0	648	115	43	115	703
	0	267 <sup>1</sup>	2,000	58	100	98	2,100	423
<b>Total Different Campers</b>	<b>2,008</b>	<b>33,179</b>	<b>2,000</b>	<b>26,329</b>	<b>6,470</b>	<b>5,222<sup>2</sup></b>	<b>10,478</b>	<b>64,730</b>

1. Day-length trips, not day camping in generally accepted sense of the term.
2. This total suggests a poor showing by comparison with 1938 figures, However, this is due largely to the fact that some experiences classified in 1938 survey as "short-term" are classified in the present survey as "established camping".
3. Probably some overlapping, as two or three joint Camp Fire-Girl Scout day camps were held.
4. Includes trip camps and others on temporary sites. Refer to definitions on page 24.

More than 142,000 camper-days were provided to girls in 1949, compared to 197,000 camper-days provided to boys. In 1938, the amount of camper service was twice as large for the boys.

The average camper in a private camp spent twenty-five days there, while the average 4-H camper spent only three and one-half days in camp. The average of time spent by all campers was 8.8 days at camp.

#### Values of Camps

Eighty-nine camps gave information as to their investments involved in land and buildings. Eighteen camps place their value at less than \$10,000 while four camps had an estimated value of more than \$150,000 each. One camp reported an estimated value of \$285,000 for land and developments.

The total value for all camps replying to this question was three and one-half million dollars.

Camps are continually improving their conditions and permanent developments. Thirty-nine percent have reported major capital improvement in 1947, fifty-one percent reported such action in 1948 and sixty-two percent reported major improvements in 1949. Only eight percent reported no major capital improvements during the three-year period, 1947 to 1949, inclusive.

#### Planning For Camps

Camps were asked if their building plans had been approved by local health authorities and if they were following a long-range building plan.

Sixty-nine camps indicated approval of their plan by local health authorities and eighty-five said they were following a long-range building plan. Twenty-eight had not had their plans approved by health authorities and fourteen had no long-range building plan. Twenty-seven failed to answer the question concerning approval by health authorities and twenty-five did not answer the questions concerning the long-range building plan.

#### Attendance At Camp

Day camping has made amazing growth in the past eleven years. It has increased from 2,008 reported in 1938 to 33,179 reported in 1949. This growth is indicative of the increasing value attached to day camping. The same trend is evident throughout the United States. Short-term camping has shown a slight decline in the past eleven years, but this is partly offset by the difficulty involved in getting an accurate estimate of the number of campers involved. The Boy Scouts are particularly affected in this respect, because by far the greatest amount of camping which they do is of the short-term type. Several reported in response to the question, "impossible to give an accurate estimate or count, but there has been a decided increase."

In 1938, there were 14,150 campers reported as attending an established camp. In 1949, this figure has increased to 35,974, an increase of 154 percent.

The majority of the campers were in the age-groups nine to fifteen years of age. The smallest age-group was in the sixteen to twenty

age-group. There was no breakdown for the 1938 survey on age-groups, but observation by the research directors and discussions with camping leaders throughout the State indicate that the sixteen to twenty age-groups are actually declining in attendance at camps. This problem of lessening attendance by the older youth is at present receiving considerable attention by agencies and groups serving this age in an attempt to present a program which will attract and hold the attention of the older youth.

Church groups attracted the greatest number of older youth and adults. Some family camping is indicated, most of it by the church camps. More than 1,800 families attended camp in 1949, but no breakdown of the average number in the family group is available.

#### Number of School-age Campers

Survey results indicate that 30,596 children attended an established group camp during the year 1949. At that time there were 399,654 children of camping age enrolled in the public schools of the state of Washington. Therefore the survey shows that 7.7 percent of the school-age children attended some organized camp. In addition there were many who took part in day camping and short term camping to raise the total of children who had taken part in some type of camping experience to 95,296 campers. This is 23.8 percent of the total school-age population.

In 1938, the number of children participating in some type of camping experience totaled approximately five percent of the school-age population.

TABLE 2. ATTENDANCE AT WASHINGTON ESTABLISHED CAMPS - 1949

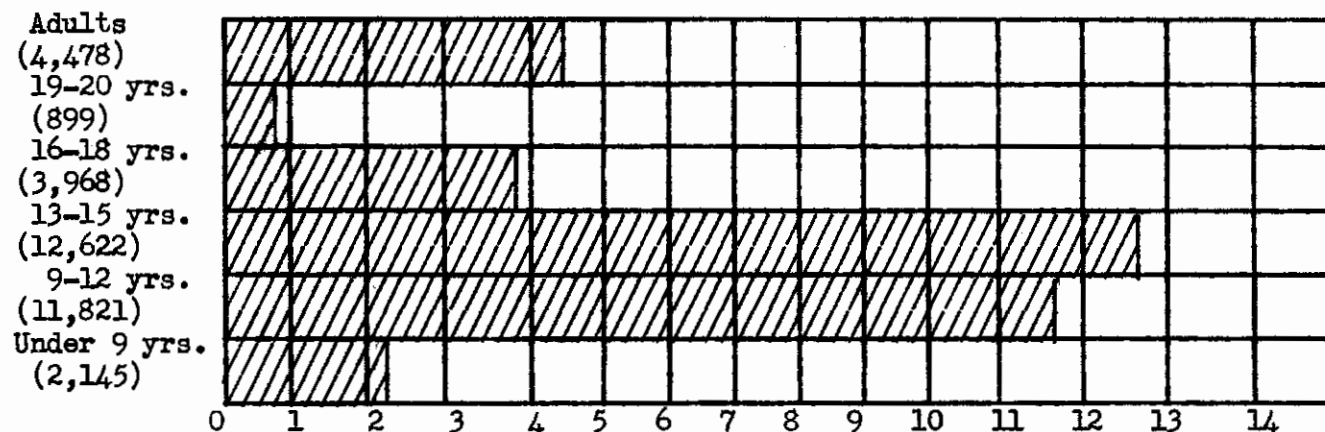
(Figures show Total Number of Campers, and Breakdown by Age-Groupings)

	No. under 9	9-12	13-15	16-18	19-20	Adult Campers	Total	% of Agencies	% of Total
<u>Group Work Agencies</u>									
Boy Scouts	0	80	4,544	421	0	73	5,118	26.7	14.2
Girl Scouts	400	1,770	441	34	0	30	2,675	13.4	7.2
4-H	67	1,335	1,123	388	36	246	3,195	17.2	8.6
Camp Fire Girls	787	1,651	677	193	0	72	3,380	18.1	9.4
YMCA	331	1,750	1,574	549	102	406	4,712	23.5	13.1
YWCA	13	26	33	33	8	21	134	.8	.4
Boy's Clubs	3	38	16	0	0	0	57	.3	.2
Sub Total (Group Work Agencies)	1,601	6,650	8,408	1,618	146	848	19,271	100.0	53.6
Service Organizations	0	0	0	0	0	0	0	XX	
Municipal and County Welfare	0	144	92	1	0	0	237	XX	.7
Public Schools	22	84	34	10	—	—	150	XX	.4
Schoolboy Patrol	130	1,155	418	12	0	25	1,740	XX	4.8
University and College	0	200	400	0	0	10	610	XX	1.7
Churches	2	1	0	0	0	879	882	XX	2.2
Private Camps	278	2,966	3,008	2,302	753	2,715	12,022	XX	33.5
Miscellaneous	99	545	297	25	0	1	967	XX	2.7
	13	76	5	0	0	0	94	XX	.3
Totals	2,145	11,821	12,662	3,968	899	4,478	35,973	XX	100.0
Percentages of Total	5.9	32.9	35.2	11.1	2.5	12.4	100.0	XX	100.0

Total No. School-Age Campers 30,596  
Total No. Age 19 or more 5,337  
Total No. Non-Adult Campers 31,495



TABLE 3. PARTICIPANTS IN ESTABLISHED CAMPING PROGRAMS - 1949  
BY AGE GROUPS



Total Attendance - 35,973 Different Campers

Each block represents 1,000 Campers.

TABLE 4

PARTICIPANTS IN ESTABLISHED CAMPS - 1938 and 1949  
IN RELATION TO SCHOOL POPULATION

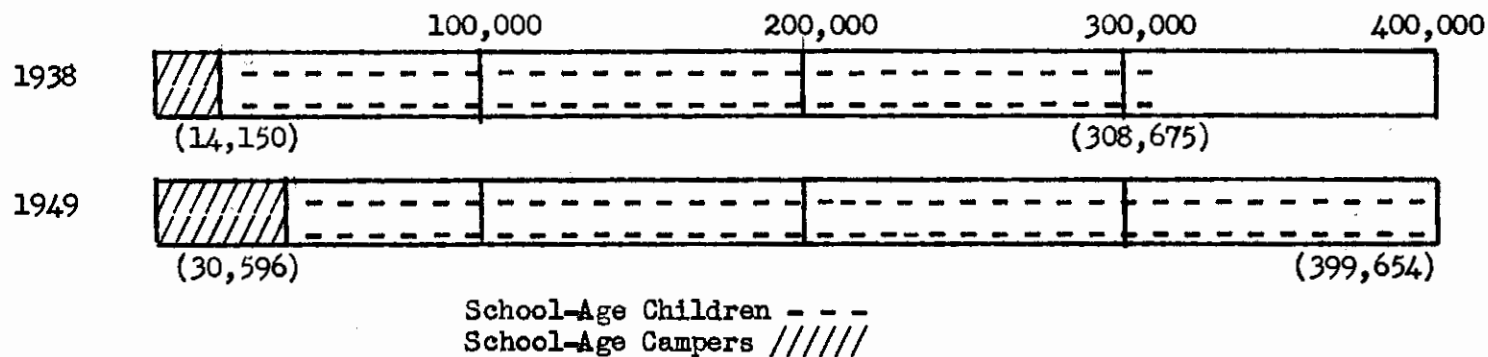
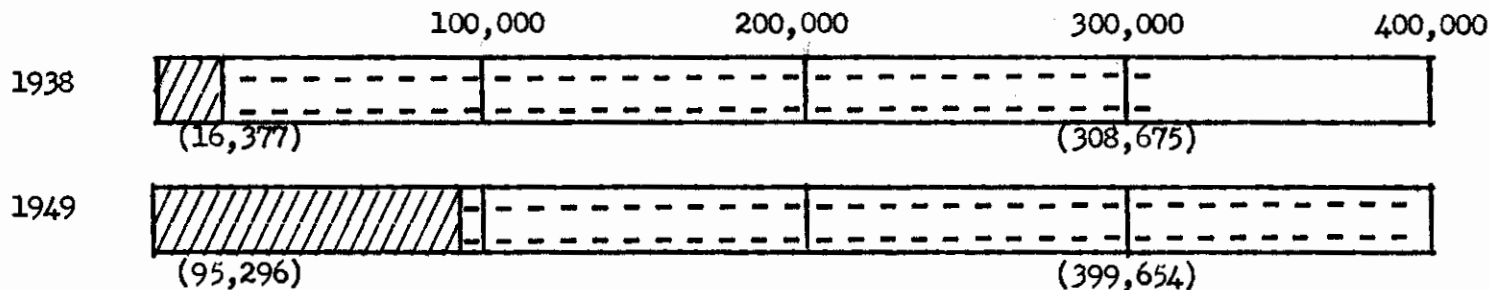


TABLE 5

PARTICIPANTS IN ALL TYPES OF CAMPING - 1938 and 1949  
IN RELATION TO SCHOOL-AGE POPULATION



In 1938, there were 308,675 school-age children, and of these, 16,377 were reported as taking part in some type of a camping program.

The survey results have shown that the interest and participation in camping has grown a great deal in the past eleven years. Still there is not the demand for camper service which might be expected to follow. Few of the agencies reporting stated that they could not accomodate all campers who applied for the 1949 season. One group reported a large number on the waiting list. Only eleven camps reported that they could not take care of everyone wishing to attend.

#### Who Were the Campers?

Non-Caucasian campers made up approximately one percent of the total number of campers. The non-Caucasians totaled 383. This group was composed of 183 Orientals, 112 Negroes and eighty-eight Indians. Only forty-eight of one hundred forty-nine camps answered the survey question. One camp reported "no such discriminatory records kept."

In 1940, nearly three percent of the state's population was composed of people of non-Caucasian background. The fact that only one percent of the campers were of non-Caucasian origin when compared to the three percent of the total population would indicate that the children of this background were being given only one-third the camping opportunity that the white children were.

In response to the question asking if the organization required that campers be members of their sponsoring organization, fifty-four stated that campers must belong to the group. There were seventy-nine

groups which did not make this requirement of membership.

Nearly one-third of the camps reporting stated that certain groups were not permitted to attend the camp. Among those ineligible to attend were "non-Caucasians", "Jewish and Negro", "Negroes and others who would not fit into our camp" and "Communists". Church camps sometimes mentioned that the campers must be of "good moral character".

Eighty-four of the organizations which reported on this item were willing to accept all registrants.

Increased demand for camp services has caused some organizations to limit the length of stay of the campers. This was done only to make it possible for more youngsters to attend camp. Approximately twenty-five groups have such a policy.

Co-educational camping is practiced by almost half of the groups reporting. Of the 139 reporting camps, sixty-two practiced co-educational camping, twenty reported some co-educational camping and forty-one reported no co-educational camping. Private camps, church and 4-H camps were largely of this type, as were many of the school camps. Agency camps were largely non-co-educational although several camps of the YMCA were co-educational.

In the field of service to the mentally and physically handicapped, the church and YMCA camps were responsible for almost sixty percent of the total service to the handicapped. There was a total number of 248 handicapped (both with physical handicaps and mental handicaps) which is less than one percent of the total number of campers. The Office

of the Superintendent of Public Instruction served 6,322 handicapped children in 1949. It is estimated by the Society for Crippled Children that there are approximately 20,000 physically handicapped children in the State, representing about five percent of the school-age population. These comparative figures indicate that a great deal remains to be done in this field.

In 1950, Washington State College and the Washington State Society for Crippled Children sponsored a summer camp for thirty-eight crippled children. This is intended to become a permanent feature and should aid materially in the training of teachers in handling the necessary services to crippled children.

#### Camper Fees

Among all the camps answering the questionnaire, only one stated that it provided all its services free to the campers. Others charged fees ranging from fourteen cents a day (a situation where the campers bring their own food and the leadership is provided by local units) to \$9.52 per day charged at one private camp. There is a standard practice among camps of having the fee cover all camping costs. In the case of the private camps, this fee must also provide for the necessary profit.

Of the 132 reporting camps, the average fee was \$2.28 for one day. The voluntary agency camps, (Boys Scouts, Girls Scouts, Campfire Girls, etc.) averaged \$1.78, while private camps charged an average fee of \$6.00 per day. The public schools had an average fee of \$1.29 for the

TABLE 6. CAMP FEES AND PERIODS, WASHINGTON ESTABLISHED CAMPS - 1948 to 1950

	Average	Average	Average	Average Length (in days)		
	Daily Fee	Daily Fee	Daily Fee (Projected)	of Camping Periods Reported		
	1948	1949	1950	1948	1949	1950
Boy Scouts	1.69	1.54	1.54	8	8	8
Girl Scouts	1.84	1.82	2.25	8	8	9
4-H Clubs	1.46	1.50	1.53	4	4	4
Camp Fire Girls	1.80	1.89	1.99	7	8	8
Y.M.C.A.	1.96	2.02	2.10	12	12	10
Y.W.C.A.	1.90	2.20	2.50	7	5	5
Boys' Clubs	<u>1.33</u>	<u>1.50</u>	<u>---</u>	<u>8</u>	<u>9</u>	<u>10</u>
Average for Vol. Agencies	1.71	1.78	1.70	7.7	7.7	7.7
Service Organizations	<u>---</u>	<u>---</u>	<u>---</u>	14	0	7
Municipal Recreation	1.60	1.64	1.50	10	9	10
Private Welfare	1.13	1.13	<u>---</u>	75	80	0
Public Schools	1.16	1.29	1.33	4	4	6
Schoolboy Patrol	*	*	*	0	4	0
Universities & Colleges	<u>---</u>	<u>---</u>	<u>---</u>	<u>---</u>	<u>---</u>	<u>---</u>
Churches	1.61	1.62	1.61	8	7	7
Private Camps	6.05	6.00	6.29	37	37	38
Miscellaneous	<u>2.14</u>	<u>2.50</u>	<u>2.50</u>	<u>14</u>	<u>14</u>	<u>14</u>
Average for Total	2.20	2.28	2.18	10.8	9.9	10.4

\* Free to participants

year 1949 and an estimated fee of \$1.33 for 1950. Part of the reason for the schools being able to offer lower fees was through the recreational leadership money available through the State Office of the Superintendent of Public Instruction. Also, schools have access to many surplus foods and dietitian service through the school lunchroom program.

Many camps offer scholarships to deserving youngsters through various means. Some award the scholarship outright while others award one-half of the fee and allow the camper to work out the remaining one-half. Still others allow the youngster to earn the entire fee at camp. Some groups such as service clubs, Parent-Teacher groups, and civic organizations raise money to help campers make their way. Many churches give camperships as prizes for attendance at church Sunday School.

#### Financial Administration of Camps

Food costs varied between camps, with the range of cost per meal being from 10¢ to 69¢. Most of the camps reported their food costs ranging between 30¢ and 39¢ per individual meal.

Some agency camps, but chiefly the school camps were able to cut down food costs through the use of surplus foods, secured through the United States Department of Agriculture. Many others would probably have been eligible for surplus foods, but did not take advantage of the cost-saving government surplus foods.

Forty established camps lost money in the operation of their 1949

camp season. The listed reasons in the order of their frequency were:

1. High food costs.
2. High cost of new equipment and repair of old.
3. Low enrollments.
4. High cost of leadership.
5. Polio scare.
6. High cost of transportation.
7. High cost of cooks.
8. Giving too many free camperships.

Some of these factors, of course, will vary from year to year.

However, they do represent the areas from which financial difficulties often arise:

#### Health Practices of Reporting Camps

The 1950 American Camping Association Camp Standards requires that each camper and staff member should have a physical examination and health history by a physician within one month of the time they are to go to camp and that they shall have another examination by a physician upon arrival at camp.

Of the 149 camps answering this question, the results were as follows:

Sixty-five reported they required a health history.

Sixty-five reported they required physical examination before camp.

Forty-four reported they required physical examinations for staff as a condition of employment.

Thirty-eight reported physical examinations given at camp.

Fifty-three reported none of these required practices.

American Camping Association Camp Standards require that a physician or nurse be on the camp staff, and that if only a nurse is present,



then the services of a nearby doctor should be secured. The results from the survey were as follows:

Twenty-nine camps complied with the standards.

One hundred and twenty did not comply with this standard. Forty-three of these had a nurse on the staff, but no doctor on call.

Seventy-seven reported another type of arrangement.

Ten did not answer the question.

The revised regulations of the State Board of Health governing sanitation in organized camps were adopted about six months after this survey. However, for the purpose of comparison, the following facts reveal some of the discrepancies between minimum standards and practices:

#### SANITATION CONDITIONS IN WASHINGTON'S ESTABLISHED CAMPS - 1949

<u>Sanitation regulation</u>	<u>Existing condition or practices</u>
1. Number of toilets required:  One for each ten girls. One for each twenty boys.	Twenty per cent of camps reporting are sub-standard for boys; sixty percent sub-standard for girls.
2. Handwashing facilities shall be located conveniently to toilets.	Twenty-five percent (28) of camps reporting have no handwashing facilities in or near toilet buildings.
3. Three compartment sinks are essential to comply with prescribed dishwashing practices.	Sixty-eight percent (84) reported they did not have a three compartment sink for dishwashing.
4. Food-handling regulations require refrigeration for keeping food at 50° Fahrenheit or below.	Thirty-two percent (40) reported they do not have the prescribed type of refrigeration.

5. All cabin or dormitory type sleeping rooms shall contain a minimum floor space of forty square feet per occupant. Thirty-six percent (45) reported their living quarters did not comply with this standard.

#### Staff Qualifications and Salary

Camp Directors The camp directors during the year 1949 at the camps reporting, were composed of ninety-five men and forty women. Two had not completed high school, while one hundred were college graduates. Twenty-four had received advanced degrees. Seventy-three of the directors had one or more years experience as camp directors, while twelve had no previous experience as directors.

Twenty-nine of the camp directors served voluntarily, with the majority of these being in the church camps. Sixty-nine were employed by their organization throughout the year, while five worked on a part-time basis. Fifteen directors served during the summer season only.

Fifteen of the reporting directors owned their own camps. These were nearly all private camps, with two exceptions being church camps.

Waterfront personnel The standard qualification for waterfront directors is an instructor's rating issued by the American Red Cross or its equivalent in the YMCA rating. The card must be current. About one-half of the waterfront directors in 1949, were qualified under this standard. Only five camps operated with apparently untrained waterfront personnel.

Counselors The widest variation in camp personnel existed in the practices of employment of counselors. In the majority of the camps,

adult counselors were used, but a great number of younger counselors (ages 16 to 20) were used. Seven camps reported their staff was composed largely of persons under sixteen years of age. Twenty-two reported several counselors under sixteen. This would indicate that too much responsibility is being given to under-age counselors, especially in camps where counselors under sixteen predominate.

Cost of leadership Camp directors reported salaries ranging from \$40.00 to \$100.00 a week. The median salary for camp directors was \$65.00. Adult counselors were paid a median salary of \$16.00 per week. This figure varied a great deal, depending upon the camp. Private and school camps paid a median salary of more than \$30.00 per week, while agency camps had a median salary of \$15.00 per week. Camp cooks were paid a median of slightly over \$50.00 per week.

Many camps made use of voluntary leadership. This is particularly true in the church camps. Some leadership in agency camps is usually voluntary, but there does not seem to be any regular pattern in this respect.

#### Staff Training

The American Camping Association Camp Standards call for at least three days training for the staff on the camp site before the campers arrive.

Sixty-one organizations reported a training session. The length of the periods for training average about three and one-half days. They vary in length from one to ten days. Eight-eight camps did not

report this type of training.

Eighty camps hold staff training sessions while the camp is in session for the purpose of training their staff. Other camps hold training sessions away from camp in the months preceding camp. Others have a camp manual which is sent to staff members. Some encourage staff members to attend conferences sponsored by the American Camping Association for the purpose of helping train staff members. In a few instances, the camps pay the registration fees of their staff members at such a conference.

## Chapter V

### SUMMARY AND CONCLUSIONS

The purposes of this study were to gather needed information concerning the status of camping as now practiced in the State of Washington and to interpret the data as it might apply to a school district interested in undertaking a program in Outdoor Education.

The research was done under the auspices of the Advisory Committee on Camping which had been formed to study the problems related to camping in Washington. The Washington State Parks and Recreation Commission cooperated in the clerical work throughout the survey.

It was a concensus of opinion among members of the Advisory Committee that the available facts concerning the administration, facilities and programs as practiced in Washington were insufficient upon which to base recommendations. It was for the purpose of securing the current facts that the survey was suggested.

#### Philosophy of Camping and Outdoor Education

The recent increase in the amount of school camping has brought with it the question "What is School Camping and Outdoor Education?" What is the role of Camping Education as related to the entire educational program?

Sharp expresses in his article "Camping and Outdoor Education", the philosophy that the basic thesis of Camping and Outdoor Education is the use of the classroom for the learning of those things which can best be learned there, and the use of the out-of-doors for the learning of those things which can best be taught and learned there. Many others have expressed substantially the same thought in speaking of the aims of Camping and Outdoor Education.

There appears to be general agreement that the most promising field in camping education is in the area of social learnings which result from group living. Many worthwhile outcomes are claimed for Camping and Outdoor Education. These may be briefly summarized as:

1. Development of self discipline, self confidence, poise, and the ability to work with others.
2. Acceptance of responsibilities more readily.
3. Appreciation of nature's role in relation to the activities of man.
4. Development of creative interests.
5. Development of the democratic attitude through living democratically.
6. Security through their group and through accomplishment.
7. Use of natural resources in a common sense way.
8. Development of a thirst for knowledge.
9. Development of recreation skills and interests.
10. Appreciation for the role of work in the life of the community.

The guidance of the camp activities must be in accordance with the best known psychological principles and based upon a sound knowledge of child growth and development. Evaluation in the fields of social growth, personality, and character development are difficult to secure. For this reason, most of the evaluations are of the subjective type.

### Procedure

A questionnaire was constructed by the research directors covering the areas about which information was desired. Camping leaders from various organizations assisted in determining content. Assistance was secured from the University of Washington in structuring the questionnaire to insure clearness, conciseness, and ease of completion.

A list of all camps and camp directors was compiled through the cooperation of interested organizations and individuals.

Prior to the distribution of the questionnaire, each camp director or chief administrative officer received a post card asking if they would cooperate in the project. If they were not in a position to answer the questionnaire, they were requested to send the correct name and address to the research directors.

Two hundred and fifty-eight questionnaires were mailed to organizations and individuals. Two hundred and seven of these were returned for an 80 percent reply.

When the questionnaires were not returned by the stated deadline, follow-up postcards were sent, and in a few instances personal visits

were used.

The returned questionnaires were coded on three by five cards. The tabulations were made from these cards.

### Conclusions

1. There were 30,596 school-age children in attendance at organized camps during 1949. This was 7.7 percent of the school-age children in Washington.

2. Two-thirds of the camping was provided by the voluntary group work agencies. The Boy Scouts served the largest number, closely followed by the church camps. The public schools served a total of 1740 campers which was 4.8 percent of the total.

3. Twenty-nine schools offered some type of camping program. Five of these were established summer programs. One school offered camping as a regular part of the curriculum for sixth grade classes. Several schools have held experimental camps during the school year.

4. A total of 207 organizations offered some type of camping. One hundred and forty-seven of these were established camps, sixty-seven were day camps and ninety-seven were of the overnight type.

5. The survey reported 124 camps with a total capacity of 13,006. Eighty-one were in Western Washington and forty-three in Eastern Washington.

6. The average camp capacity was 104 campers. The range in size was from twelve campers to 700 campers.



7. About one-half of the owners permit others to use their camps under rental or lease contracts.

8. Camps were in use about 65 percent of the summer season. Off-season use was much less, due in part to the unsuitability of many camps for use during winter.

9. Forty-five camps reported their facilities usable throughout the year.

10. Camping has increased more than 300 percent in eleven years. The increase is from 24,628 in 1938 to 100,703 in 1949.

11. Total camp capacity has increased from 8,425 in 1938 to 13,006 in 1949.

12. Service to the campers has increased 83 percent in the past eleven years.

13. One-sixth of the camps reported no swimming facilities and several reported few or no hiking trails.

14. The average stay at camp was 8.8 days per camper.

15. Eighty-nine camps reported their evaluation. This totaled \$3,500,000 or an average investment per camp of \$39,000.

16. Ninety-two percent of the camps reporting have made some major capital improvement in the three-year span, 1947 to 1949.

17. About one-half of the camps reported their building plans were approved by health authorities and about two-thirds of the camps were following a long-range building program.

18. Day camp attendance increased from 2,008 in 1938 to 33,179 in 1949.

19. In 1938, 14,150 campers attended an established camp. The reported figure for 1949 was 35,974.

20. Interest in camping still had not translated itself into effective demand. Few camps had waiting lists in 1949.

21. Approximately 1 percent of the campers were non-Caucasians. The total population of Washington was approximately 5 percent non-Caucasian.

22. About one-half of the organizations practice co-educational camping. These are primarily the private and church camps.

23. Physically or mentally handicapped children composed about 1 percent of the total campers. It is estimated that 5 percent of the school-age population are handicapped.

24. Camper fees ranged from 14¢ to \$9.52 per day. The average fee per day was \$2.28. Agency camps averaged \$1.78, private camps \$6.00 and school camps \$1.29.

25. Most of the camps reported an average meal cost between 30¢ and 39¢ per meal.

26. Health and sanitation in well over one-half of the camps was below the standards of the American Camping Association and Department of Health Standards.

27. Men camp directors out-numbered the women, ninety-five to forty. Two-thirds of the directors were college graduates. The salary

ranges were from \$40.00 to \$100.00 per week. Twenty-nine directors served voluntarily, primarily in the church camps.

28. Approximately one-half of the Waterfront Directors were qualified under Red Cross Standards. Five camps apparently operated with untrained personnel.

29. Wide variations were reported in selection of counselors. The range was from "all adults over twenty years of age" to "predominantly under age sixteen". Most of the camps reported more counselors over age twenty than under twenty. Median salary was \$16.00 per week for all camps. Private and school camps had a median of \$30.00 and agency camps a median of \$15.00.

30. Camps average three and one-half days pre-camp staff training. Many hold staff meetings while camp is in session for the primary purpose of training.

#### Limitations

1. The questionnaire and list of camps from the 1938 survey were not available. Only the statistics from the survey could be located.

2. Between 10 and 20 percent of the camps did not reply to the questionnaire. This would affect some of the totals. Nevertheless, 80 percent of the questionnaires were returned. It is believed that any camp of considerable size would have been located.

3. There may have been misinterpretation of some of the questions.

4. Camping in the border areas near Idaho and Oregon might have affected the results.

5. No way was discovered to ascertain the completeness of the 1938 survey of camping.

### Educational Implications

There has been an increased interest in Washington in school camping in the past several years. For this reason, the educational implications of the survey findings are discussed at some length. There are three types of camping available for school use. Briefly they are:

#### Established Camps

Established camps are operated at an improved and permanent camp-site and used for the specific purpose of group camping with a program of several days duration. In the established camp, the entire classroom leaves the school with their teacher and goes to camp to spend one or two weeks under the direct guidance of the classroom teacher.

#### Day Camps

Day camps are operated for several days, but without the campers staying overnight. It may be a public park or other site not especially developed for camping.

Day camping offers some of the learnings of the established camp and is much simpler and less expensive to operate. In this situation, the pupils leave the school each morning and are transported to the area selected where they spend the day, returning to the school in the late afternoon.

### Trip Camping

In trip camping the group moves from one site to another, spending only one night in each location. Trip camping would have limited use during the school year, but does offer an excellent starting place for the beginning of interest in camping and in the training of leaders for use in established camps.

### What Are the Marks of a Well-organized Camp?

There appears to be general agreement that any well-organized camping program has the following characteristics:

1. As much time as possible is spent in the out-of-doors.
2. Group activities make up most of the program.
3. Supervision is handled by trained staff members.
4. The program is of a recreational and educational nature, with fun for the camper as a means to these ends.

### Where Could Schools Camp?

Camps have been built at a good rate. There have been at least thirty-one camps built in the last eleven years in Washington and more are in the planning stages. This would indicate there should be camps available for use by interested school districts on either a rental, lease, or co-ownership basis. Camp capacities have increased also, with the average camp capable of accomodating up to 100 or more campers. This would allow up to three average-sized school classes to attend at one time if it were most economical and providing there was adequate space for the necessary program features.

Camp usage is increasing but in many instances usage during the

off-seasons is limited by a number of factors which will be discussed later.

There are more camps in Western Washington than in Eastern Washington and the indication might be that a school district in Western Washington would have a better chance of finding a suitable site for the operation of a school camp. However, this fact is offset to some extent by the fact that a larger percentage of the camps in Eastern Washington are equipped and located for use throughout the year.

Some districts will find they are a considerable distance from a suitable site and then other problems present themselves, including transportation and delivery of supplies. It has been suggested by one authority on camping in the State of Washington, that it would be preferable for several districts to combine and build a campsite for their common use. It is a possibility that should be given careful consideration.

When a district decides to investigate camp site possibilities, they should first visit the office of the State Parks and Recreation Commission and there make use of the prepared reference map to find the general location of camps in their area. The map is kept up to date and should make the finding of a suitable campsite a considerably easier task.

Several areas have few camps at present. These areas are:

1. Northwestern counties of the state.
2. Columbia Basin area.
3. Olympic Peninsula
4. Southwestern Washington

There are some camps in these areas and there are undoubtedly possibilities for development of camps in each of the areas.

More than one-half of the camps are owned either by individuals or organizations. Several groups lease their campsite from the federal government and many rent or lease their camps from private or agency owners. In several instances camps are owned by organizations who make it a practice of maintaining the camp and leasing it to organizations needing a camp.

There are a number of State Parks, nearly all of which are available for use during autumn, winter and spring, the off-seasons for camping.

Summer use of camps is more difficult to secure, as many camps are in use throughout the summer season. The survey indicated only a sixty-four percent usage of the camps during the summer months, and there is a likelihood that time could be secured during the early summer months. This has certain advantages for schools, as the time fits in closely with the end of school and allows better use of the school staff members.

#### Factors Which Limit Use Of Camps

As discussed in Chapter IV, there are many factors which prevent or affect off-season use of camps. These are:

1. Living quarters are not suitable for use during the winter months.
2. Camp is inaccessible during many of the off-season months due to poor weather conditions and poor roads.

3. Water supply is not satisfactory for winter use (freezing of water pipes and lavatories).
4. Program features are limited by weather conditions. This would apply especially to swimming, hiking, and riding.
5. Insufficient funds to provide for year-round care and maintenance.

Not only must a school district check to be sure a camp site is usable during the off-seasons, but they must check existing health and sanitation conditions carefully during all seasons. The responsibility is theirs to see that any site used is up to the necessary standards. Standards for camps may be secured from the American Camping Association, Washington State Parks and Recreation Commission or from the local or state health department.

The distance the school may wish to transport the youngsters is another limiting factor. Some excellent camps may be too far from the school to make transportation economically feasible.

Several camps lack desirable features. Fifteen percent of those reporting had no swimming facilities. It would not affect off-season camping as much as summer camping. Hiking trails are few, if any, in some camps and it is difficult to understand how an adequate out-door education program could be carried on with this essential feature lacking.

In Western Washington, a camp without a covered recreation room or at least a dining hall which could be converted into a recreation room if needed, would seem to be undesirable. The writer has had



enough camping experience in Western Washington to make this an essential item.

Other camps are not far enough away from the influences of city life, resorts and other commercial buildings. These factors tend to deprive the camp of the desirable feature of "being away from civilization". This can hamper a program considerably.

Camps are being continually improved and a camp which was not suitable for use in 1949 may be entirely satisfactory for use in a few years. The majority of camp owners are proceeding under long-range building plans and are seeking to make their camps meet the American Camping Association Camp Standards and local and state health standards.

#### Benefits To Be Gained Through School Camping

Camping has both recreational and educational benefits. This may be noticed by the extent of the public schools which are initiating school camping, and by the assistance the State Department of Public Instruction is offering school districts. The colleges and universities in Washington are helping by offering courses in camping education and leadership, and through placing student teachers in camps to give them experience in outdoor leadership. Camping offers an opportunity for student teachers to learn a great deal about youngsters through living with them twenty-four hours a day in the out-of-doors. It is believed by those participating in this work that improved instruction will be one of the by-products of practice teaching which these student teachers are encountering.

Camps are steadily working toward improved leadership and are stressing the fundamental concepts of child psychology and learning. Camping provides outlets for the basic needs of children which include: the need to belong, the need to have status in the group, the need to feel secure within his cabin, and the need to feel pride in excelling in some phase of the camp activities.

#### Who Attends Camp?

The survey results, which indicate that less than eight percent of the school-age population took part in a camping experience in 1949, appears to be proof of the need for an extension of camping. If there is agreement that camping is educationally worthwhile, then the public schools are the logical places for such an extension. School camping is a means of reaching all the youngsters with a program which so nearly parallels the aims of public schools.

In 1949, there were twenty-nine school districts in Washington operating some type of camping program. While the majority of these were of the short-term variety, at least five schools were operating established camp programs.

One of these, Auburn, was operating both a summer camping program and a school year program. The summer program was of the recreational type while the school year camp was a regular part of the curriculum for sixth graders in the Auburn Schools. The sixth graders spent one week at the camp as a class unit, with their regular classroom teacher in charge of the program activities.

Other schools with experience in camping include: Union Gap, Highline, Snohomish County Schools, Sunnyside and Seattle. Union Gap has operated a three-day camp for seventh graders, with the emphasis on conservation and the use of natural resources. Highline has operated a summer camp for many years and in 1950 held an experimental camp for high school juniors under the guidance of the Office of the Superintendent of Public Instruction. Snohomish County Schools have operated camps both on the elementary level in the summer and the secondary level during the school year.

The interest in secondary school work-type experiences is a healthy indication, for the attendance of this age group has shown a noticeable decline in the past few years.

The greatest interest in camping is shown by children between the ages of nine to fifteen. This accounts to some extent for the fine response by the pupils invited to attend. Auburn has averaged about ninety two percent attendance over the last two years with sixth graders. Highline had an excellent response with juniors in the high school in their work-type camp experiment. Snohomish County likewise has had excellent attendance.

### Factors to be Considered in School Camping

#### Financial Aspects

Costs to the campers vary among the various schools. Referring only to camping during the school year, Auburn and Highline charged \$4.00 for a five-day period. Union Gap planned a three-day camp for a

\$2.00 fee. Seattle charged \$15.00 for five days. Part of the variance in fees is due to the philosophy of the camping program. There are also a number of variables which affect the fee to be charged. These include food costs and services, leadership, rental of site and facilities, transportation and materials. Smith reported that camps in Michigan in 1949 charged from \$6.00 to \$10.00 per week. San Diego charged \$10.00 for six days in 1949, but a considerable part of the fee went for transportation.

With some schools, the philosophy of financing a camping program is that the school district will furnish the classroom, (in this case the camp site), instruction and instructional supplies (teachers, counselors and the needed materials), and transportation. The student fee must cover the food costs, health and accident insurance, if carried, and personal needs. Under this philosophy camps may be provided for a student fee of less than six or eight dollars. Where pupil fees must cover all costs, the fee has been near fifteen dollars.

The survey results indicate the average investment in buildings and equipment for a camp is approximately \$40,000. An investment this large requires careful planning and thought on the part of an organization entering the field. For this reason, careful consideration should be given to the possibility of leasing or renting the campsite, at least while the organization is initiating the program.

## Leadership

Leadership to aid in developing such a program can often be found among the school personnel. Many of the school staff members may have rich and varied backgrounds in camping.

The American Camping Association has formulated standards for counselors and staff members. The standards may be used as a guide in securing personnel. If the survey results are an indication, then more camps should make use of the standards in selecting their leaders.

Valuable leadership is being trained through the colleges and universities. One program of teacher training is being conducted in the Crippled Children's Camp, sponsored jointly by the Washington Society for Crippled Children and Adults and by Washington State College. Teachers trained in the program should make worthwhile contributions to a new program.

Other leaders in this field are being trained by taking part in school camping programs as counselors. The people, usually juniors and seniors in college, spend from three to five weeks with groups of youngsters as a part of their student teaching training. Usually the work is under the supervision of college staff members. The student teachers should benefit in learning to be leaders in the out-of-doors and may be able to assist their school systems organize a similar project.

### Transportation

The buses and trucks required are usually provided by the school district.

### Public Reaction to Camping Programs

The lay public has shown a favorable response to the school camping programs. It is quite likely that the public is ahead of the schools in recognizing the potentialities of the Outdoor Education movement. The public should be informed and encouraged to take an active interest in the camping programs. Parent-Teacher groups, service clubs and civic organizations offer excellent opportunities for creating interest in such a program. A camp committee is a recommended group through which to expand interest in the community camp and also to draw upon for suggestions and ideas.

### Health of Campers and Staff

This area must be given the closest attention and study. Medical examinations before camp are important in discovering those with health conditions which need close supervision. Health inspections at camp are needed to control the possible outbreak of communicable diseases.

Facts about health are often taken for granted, yet the survey results indicate a wide variance with recommended procedures.

Sound practices in sanitation in food handling and dishwashing are required if the schools are to "practice what they preach".

### Camp Personnel Needs

In addition to the regular classroom teacher, the camp will require enough counselors to make possible a well-conducted program. The recommended ratio of one leader for each eight campers may be more than a school will be able to secure. There are some reasons for believing that the ratio of one leader to twelve or fifteen children will be a more likely pattern for the schools to follow.

One reason for the suggested higher ratio is that the pupils will be under the direction of people with several years of college training and probably several years experience in guiding the learning of children. Financial considerations might also limit the number of leaders.

Julian Smith, Director of Health, Physical Education, Recreation and Outdoor Education for the Office of Public Instruction in Michigan is one who has suggested that a ratio of one to fifteen is more feasible so far as the schools are concerned. In a conversation with the writer, Smith made the statement that he believed the ratio of one teacher for fifteen students would be the trend in school camping and he gave substantially the same reasons as those already discussed: superior training on the teacher's part and the need for economical administration of the leadership at camp.

There is another factor which must be considered, especially where the rental of an agency or private camp is concerned. The camps are often built to accommodate eight or nine people in each cabin or unit. This arrangement would increase the difficulty of leadership, as it is

generally agreed there should be one leader present in each cabin, especially where the campers are of the elementary age level.

### Camp Staff Training

Any school district interested in beginning a program of Outdoor Education should make definite plans to provide adequate pre-camp training for staff members. While it is desirable to secure trained staff members, the survey indicates that each new camp session opens with a considerable number of untrained or insufficiently trained leaders. These people need careful training by competent resource people. The training session should be at least three days in length, according to American Camping Association Standards.

### Miscellaneous Problems

More and more interest in camping and a realization of the values of camping has resulted in increased participation by youngsters throughout the State. But it does not appear likely that any sizable gains will be made in the number of children provided this worthwhile experience until the public schools make it a part of the regular curriculum.

Racial discrimination, while not a general practice in the camps of the State, does show itself in the refusal of some camps to accept non-Caucasians. The schools record as an outstanding champion of equal opportunity for all students should provide more equality for the non-Caucasians, who are at present apparently at a considerable disadvantage in camping opportunity.



Some provision will need to be made to service the handicapped in a more satisfactory way. This will require leaders trained to take care of the physically and mentally handicapped.

### Summary of Problems

Weil summarizes the difficulties as:

1. The greatly increased cost of such education.
2. The adaptability of teachers in educational programs such as this.
3. The training of teachers for such a program.
4. The education of parents for intelligent cooperation.
5. Answerability to parents for safety and welfare.
6. The variation in race, religion, food habits, and social background of the children.

### Beginning a Program in Outdoor Education

A simple beginning in Outdoor Education is recommended. A careful plan will use the immediate environment as the starting place. This will become an ever-widening circle. Many of the activities can be carried on at little or no additional cost. Carefully trained leadership is the most important single factor in carrying through such a program.

Pumala advises groups to start thorough discussions of the advantages and benefits of camping with lay leaders. After sufficient interest has been aroused, the superintendent should provide the leadership. A camp committee should handle the actual details of camp operation. Areas should be carefully explored for camps and campsites. Old

C.C.C. camps, agency and church camps are logical starting places in such a quest. Financing should be a community project with many agencies cooperating to provide this educational experience for the children.

If Camping and Outdoor Education is to become the force in Education which many people believe it should, the planning must be carefully and thoroughly done. Administrators with vision and courage will be required to inaugurate such a program. The community will support such a program if it is shown that the needs of children are the primary purpose of the program.

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APPENDIX A  
 DIRECTORY OF ORGANIZED CAMPING  
 STATE OF WASHINGTON  
 1949

Owners and Primary Users of Established Camps\*\*

Name of Camp	Sponsoring Organization and Address	County in which Camp is Located
*Camp Baldy	B.S.A., 205 Savings & Loan Building, Aberdeen	Grays Harbor
*Summit Lake	B.S.A., Tumwater Council 220 E. 5th, Olympia	Thurston
*Camp Paul Sevenich	B.S.A., Evergreen Area Dorchester Bldg., Everett	Snohomish
*Camp Mathews	B.S.A., Evergreen Council Dorchester Bldg., Everett	Snohomish
*Black Mountain Camp	B.S.A., 224 Mason Bldg. Bellingham	Whatcom
*Camp Fife	B.S.A., 343 Liberty Bldg. Yakima	Yakima
*Swauk Creek Camp	B.S.A., 343 Liberty Bldg. Yakima	Kittitas
*Camp Sekani	B.S.A., 614 Mohawk Bldg. Spokane	Spokane
*Camp Cowles	B.S.A., 614 Mohawk Bldg. Spokane	Fend Oreille
*Camp Hahobas	B.S.A., Mt. Rainier Council 1109½ A St., Tacoma 2	Mason
*Camp Wallowa	B.S.A., City Hall, Walla Walla	(Oregon)

\* Also operate day, overnight, or trip camping program

\*\* Includes all those reporting in survey who owned, leased, or were the sole reporting users of facilities suitable for established camping. Organizations whose headquarters are in Washington are included, regardless of whether or not their camps are in Washington, Oregon, or Idaho.

Directory of Organized Camping  
State of Washington  
1949

Name of Camp	Sponsoring Organization and Address	County in which Camp is Located
*Scout-A-Vista	B.S.A., County Annex Bldg. Wenatchee	Chelan
*Camp Parsons	B.S.A., Seattle Area Council 5118 Arcade Bldg., Seattle 1	Jefferson
*Camp Julianna	G.S., 1310 Main, Vancouver	Clark
*Camp Four Echoes	G.S., 502 Norfolk Bldg. Spokane 8	(Idaho)
*Lake Bennetsen	G.S., 1109 Warren, Bremerton	Mason
*Camp Tarywood	G.S., Seattle-King Co. 503 Med. Arts Bldg., Seattle 1	King
*Camp Robbinswold	G.S., Seattle-King Co. 503 Med. Arts Bldg., Seattle 1	King
*Camp Beavalo	G.S., Evergreen Area 223 Myklebust Bldg., Longview	Wahkiakum
*Camp Kenneydell	G.S., Capitol Area 1102 Wash. Ave., Olympia	Thurston
*St. Albans	G.S. Council, 402 Pacific Tacoma	Mason
*Star Point Camp Lake Aberdeen	G.S., 215 Savings & Loan Bldg. Aberdeen	Grays Harbor
Camp Ghormley	G.S., 109 So. Elm St. Toppenish	Yakima
Camp Moorehead	Pacific County Ext. Service (4-H) South Bend	Pacific
4-H Club Panhandle Camp	Mason Co. Ext. Service, Federal Bldg., Shelton & Grays Harbor Co. Ext. Serv., Montesano	Mason
Benbow Lakes	Pierce County 4-H Camp Courthouse, Tacoma	Pierce
Camp Bonneville	Ag. Ext. Service, Courthouse Vancouver	Clark
*4-H Camp	Stevens Co. 4-H, P.O. Bldg. Colville	Stevens
Smoky Creek Camp	Courthouse, Goldendale	Skamania
*Pend Oreille Co. 4-H	Pend Oreille Co. Ext. Serv. Newport	Pend Oreille
Camp Weyerhauser	Courthouse Annex, Kelso	Cowlitz
Chatcolet Camp	Chatcolet Camp Assoc., Univ. of Idaho, Ext. Serv., Moscow	(Idaho)

\* See footnote on page 71

Directory of Organized Camping  
State of Washington  
1949

Name of Camp	Sponsoring Organization and Address	County in which Camp is Located
*Illahee	CampFire Girls, 813 E. 7th Ellensburg	Kittitas
*Camp Kiwanis	C.F.G., 13½ E. Main, Walla Walla	Walla Walla
*Camp Killoqua	C.F.G., 1615½ Dorchester Bldg. Everett	Snohomish
*Camp Sealth	C.F.G., 5142 Arcade Bldg. Seattle 1	Pierce
*Swevolakan	C.F.G., 507 Hyde Bldg., Spokane	(Idaho)
*Roganunda	C.F.G., 118½ E. 'A' St., Yakima	Yakima
*Melaroma	C.F.G., 1310 Main St. Vancouver	Cowlitz
*Camp Nisaki	C.F.G., #4 Bowers Bldg. Longview	Cowlitz
*Camp Kirby	C.F.G., 311 Sunset Bldg. Bellingham	Skagit
Camp Zanika-Lache	C.F.G., Co., Annex Bldg. Wenatchee	Chelan
Camp Sacajawea	Lewiston-Clarkston C.F.G., Lewiston, Idaho	Asotin
*Camp Dudley	YMCA, Yakima	Yakima
Lake Wenatchee	YMCA, Wenatchee	Chelan
*Camp Orkila	YMCA, 909 4th Ave., Seattle	San Juan
*Camp Seymour	YMCA, 714 Market, Tacoma 2	Pierce
*Pierce Co. YMCA Camp	Pierce Co. YMCA, 312 So. Meridian Puyallup	Pierce
*Camp Kiwanis	YMCA, 6th & J Sts. Hoquiam	Grays Harbor
*Spirit Lake	YMCA, Longview, Wash.	Skamania
*"Y" Camp Road	YMCA, 1st & Lincoln, Spokane	Pend Oreille
*Camp Meehan (Pioneers)	YMCA, 831 S.W. 6th, Portland, Oregon	Skamania
Camp Meehan (Woodcraft)	YMCA, 831 S.W. 6th, Portland, Oregon	Skamania
*"YW" Heartie Griggs Wagner Memorial	YMCA, 401 Broadway, Tacoma	Pierce
*Rimrock	YMCA, 15 N. Naches, Yakima	Yakima

\* See footnote on page 71

Directory of Organized Camping  
State of Washington  
1949

Name of Camp	Sponsoring Organization and Address	County in which Camp is Located
Camp Starloft	YWCA, 5th & Seneca, Seattle	Kitsap
*Colman Camp	Rotary Boys Club, 1217 6th Ave Seattle	King
Camp Waskowitz	Assoc. Boys Club, Empire Bldg Seattle	King
Kiwanis Health Cntr.	611 Mohawk Bldg., Spokane	Spokane
*Camp David Jr.	Lake Crescent, Wash. Seattle Park Board,	Clallam King
*Camp Long	34th S.W. & W. Dawson, Seattle Seattle Park Board	King
*Camp O. O. Denny	100 Dexter Ave., Seattle	King
*Camp Honor	Clark's Children's Project, Rt. 1, Arlington	Snohomish
Silverton Waldheim	Snohomish Co. Schools, Courthouse, Everett	Snohomish
*Camp Burch	Cle Elum School Dist., Ex 171 Everett Pub. Schools	Kittitas
*School Patrol Camp	25th & Colby, Everett Seattle Univ., 900 Broadway	Snohomish King
Camp Hiyu	Seattle 22	King
*Spokane Mountaineer Ski Cabin	Spokane Mountaineers Box 1013, Spokane 4	Spokane
Camp Gifford	Salvation Army, W. 245 Main Ave. Spokane	Stevens
Lake Boren	Salvation Army, 1412 6th Ave. Seattle	King
Epworth Heights Camp Grounds	Epworth Heights Methodist Institute Redondo	King
*Ocean Park Institute	Ocean Park Methodist Inst. Ocean Park	Pacific
*Twinlow Park	Twinlow Inst. Comm. Inc. 1420 Baker Road, Greenacres	(Idaho)
Mt. Air Institute	Methodist Church, Maches at A. St. Yakima	Yakima
Baptist Assembly Grounds	Wash. Baptist Convention 509 Ranke Bldg., Seattle 1	King
Ross Point Baptist Camp	Wash. Baptist Convention 509 Ranke Bldg., Seattle 1	(Idaho)

\* See footnote on page 71



Directory of Organized Camping  
State of Washington  
1949

Name of Camp	Sponsoring Organization and Address	County in which Camp is Located
Lutherland	Puget Sound Lutherland Inc., Rt. 2 Box 306, Tacoma	Pierce
Lutherhaven	Inland Empire Lutheran Men's Assoc. Camp, Lutherhaven, Box 288 Coeur d'Alene, Idaho	(Idaho)
Lutheran Bible Camp	Presbyterian Church, Friday Harbor	Whatcom
Silver Lake Bible Camp	N.W. Dist. Assembly of God, Inc. 435 E. 72nd St., Seattle 5	Snohomish
Fruitland Camp	Assemblies of God, Fruitland	Stevens
Mazama Bible Camp	Mazama Hall, Winthrop	Okanogan
Free Methodist Camp Meeting Ground	Free Methodist Church, Rt. 1 Burlington	Skagit
Camp Huston	Diocese of Olympia, 1551 10th Ave. North, Seattle 2	Snohomish
Camp McDonald	Episcopal Missionary Dist., 1125 South Grand, Spokane	(Idaho)
*Goat Rocks Camp	First Church of Nazarene, N. 2nd St. at B., Yakima	Yakima
*Pinelov Park Halls Lake Nazarene Camp	Nazarene Church, Loon Lake Nazarene Camps, Rt., 1 Bx 1187 Edmonds	Stevens Snohomish
Church of God Camp Ground	Youth Fellowship, 317 Spruce Montesano	Snohomish
Echo Park	Echo Park Bible Camp, Rt. 1 Woodland	Cowlitz
*Zephyr Christian Conference Grounds	Dept. of R.E. Christian Churches RFD 5, Coleman Rd., Spokane 15	(Idaho)
Gwinwood Christian Conference Grounds	RFD 5, Coleman Rd., Spokane 15	(Idaho)
*Christian Church Camp	First Christian Church, 1st & B St., Yakima	Yakima
Nooksack Camp Ground	Western Wash. & British Columbia Advent Christian Conference Nooksack	Whatcom
Seabeck	Seabeck Christian Conference Rt. 2 Box 926C, Bremerton	Kitsap

\* See footnote on page 71

Directory of Organized Camping  
State of Washington  
1949

Name of Camp	Sponsoring Organization and Address	County in which Camp is Located
San Juan Inter- national Camp	F. C. Henderson, 2930 Harvard N Seattle 2	San Juan
San Juan Ski Lodge	F. C. Henderson, 2930 Harvard N Seattle 2	San Juan
V. B. Ranch	W. M. Wainwright Box 411, Issaquah	King
Hidden Valley Boy's Camp	Harry Truman, 5315 Seward Ave. Seattle	Snohomish
Ta-Ha-Do-Wa and Kingslea Ranch	Dr. A. L. Schultz 1226 Med-Arts Bldg., Tacoma	Pierce
Circle K-D Ranch	Circle K-D Ranch, Green Valley, Newman Lake	Spokane
Gwinn's Boy's Camp	S. D. Gwinn, Rt. 2, Box 258A Walla Walla	Walla Walla
Willapa Camps	Miss Dorothy A. Elliott Camp Willapa, Nahcotta	Pacific
Camp Tapawingo	Mrs. James R. Gates, Sequim, Wash.	Clallam
Trail's End Ranch	Mrs. Helen Shank Trail's End Ranch, Belfair	Mason
*Bar 41 Ranch	Rt. 4, Cle Elum, Wash.	Kittitas
Four Winds for Girls	Miss Ruth Brown, Bellevue	San Juan
Mad River Boys Camp	A. H. Constans, Entiat, Wash.	Chelan
Camp Longfellow	Mrs. Alice K. Evans, Rt. 1 Box 1444, Bremerton	Kitsap
Denny Creek Organization Camp	U. S. Forest Service, 415 Fed. Off. Bldg., Seattle	King
Lost Lake Organization Camp	U. S. Forest Service, P. O. Bldg, Okanogan	Okanogan
Salmon Meadows Ski Hut	U. S. Forest Service, P. O. Bldg., Okanogan	Okanogan
Sauk Ranger Station	U. S. Forest Service 415 Fed. Off. Bldg., Seattle	Skagit
Camp Snoquerra	U. S. Forest Service 415 Fed. Office Bldg., Seattle	Pierce
Camp Brown	U. S. Forest Service 415 Fed. Off. Bldg., Seattle	King
Camp Ranger Creek	U. S. Forest Service 415 Fed. Off. Bldg., Seattle	Pierce

\* See footnote on page 71

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Name of Camp	Sponsoring Organization and Address	County in which Camp is Located
Govt. Mineral Springs	U. S. Forest Service 801 W. 8th St., Vancouver	Skamania
Beacon Rock	State Parks & Rec. Comm. 100 Dexter, Seattle	Skamania
Camp Moran	State Parks & Rec. Comm. 100 Dexter, Seattle	Island
Cornet Bay Camp	State Parks & Rec. Comm. 100 Dexter, Seattle	Island
Millersylvania	State Parks & Rec. Comm. 100 Dexter, Seattle	Thurston
Twin Harbors	State Parks & Rec. Comm. 100 Dexter, Seattle	Grays Harbor
Camp Wooten	State Parks & Rec. Comm. 100 Dexter, Seattle	Columbia

## APPENDIX I

## PART II

Organizations Renting Camps or Conducting  
Camping Programs

Name of Sponsoring Organization	Address
**Boy Scouts of America	614 Mohawk Bldg., Spokane
*Boy Scouts of America Lewis-Clark Council	405 Main St., Lewiston, Idaho
**Mt. Rainier Council B.S.A.	1109 1/2 A St., Tacoma
*Portland Area Coun. B.S.A.	1009 S.W., Portland, Oregon
*Boy Scouts of America	Co. Annex Bldg., Wenatchee
**Girl Scouts	Ritzville, Wash.
**Girl Scouts	Box 227, Wilbur, Wash.
**Chehalis, G. S. Council	1216 Adams, Chehalis
**Centralia G. S. Council	203 South Pearl, Centralia
**Montesano Girl Scouts	327 South 3rd St., Montesano
**St. Johns G. S.	Box 187, St. John
*Richland G. S. Council	108 Falley, Richland
**Girl Scouts	Odessa, Wash.
**Girl Scouts	825 Van Buran, Port Townsend
*Girl Scouts	c/o Y.M.C.A., Ellensburg, Wash.
*Lewis Co. 4-H Club	Federal Bldg., Chehalis
*Thurston Co. Ext. Service	Court House, Olympia, Wash.
*Jefferson Co. 4-H	Court House, Port Townsend
*Skagit Co. 4-H	County Ext. Service, Mt. Vernon
*Whatcom Co. 4-H Clubs	Federal Bldg., Bellingham
*Snohomish Co. 4-H	202 Federal Bldg., Everett
*4-H Clubs Garfield Co.	Pomeroy
**Douglas Co., 4-H	Waterville
*Clallam Co. 4-H	Box 987, Port Angeles
*Yakima Co., 4-H Club Camp	202 Old Court House, Yakima
*Ferry Co., 4-H	Box 585, Republic
*Chelan Company, Extension	Court House, Wenatchee
*Lincoln Company, 4-H	Davenport
*Spokane Company, 4-H	Court House, Spokane

\* Established camp programs

\*\* Organized non-established camp programs including: trip, day, overnight, etc. Also includes those reporting in survey who served Washington Campers, as well as some organizations with headquarters in Idaho and Oregon.

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1949

Organizations Renting Camps or Conducting  
Camping Programs

Name of Sponsoring Organization	Address
*Island Company, 4-H	Coupeville
*Columbia Company, 4-H	Dayton
*King Company, 4-H	301 County-City Bldg., Seattle
*4-H Leaders Council	County Extension, Cathlamet
*Kitsap Company, 4-H Leaders	Box 336, Port Orchard
**Grant Co. Ext. Service	Box 186, Ephrata
*Okanogan Co. 4-H	Courthouse, Okanogan
*Skamania Co., 4-H	Stevenson
*Camp Fire Girls, Benton Co.	108 Falley, Richland
*YMCA	320 W. Market, Aberdeen
**Bellingham YMCA	State & Holly, Bellingham
*Fauntleroy YMCA	9260 Calif. Ave., Seattle 6
**YMCA	6th & Fulton, Mt. Vernon
*YMCA	508 Franklin, Olympia
**YWCA	921 W. Main, Spokane
**YWCA	1118 Fife Ave., Seattle
**Tacoma Boys Club	711 S. 25th St., Tacoma
**Organized Youth Comm.	Wilbur
*YMCA- Schools-City	Ellensburg
**King Co. Park Dept.	608 A. Co., City Bldg., Seattle
**Metropolitan Park Dist. and Yakima Police Dept.	Box 171, Yakima
**Renton Rec. Council	P. O. Box 354, Renton
**Park & Rec. Dept.	1100 - 15th St., Bremerton
*Auburn Public Schools	201 - 1st N.W., Auburn
*Highline School & Community	253 S.W. 152nd St., Seattle
**Port Townsend Schools	825 Van Buren, Port Townsend
**Recreation Commission	Toppenish
**Issaquah Schools	Issaquah
**Lake Wash. School Dist.	Kirkland
**Monroe Public Schools	210 N. Kelsey, Monroe
**Burlington-Edison School District	Burlington
**Bellevue Overlake Rec. Council	Overlake High School, Bellevue
**Jr. High School Hiking and Camping	Jr. High School, Snohomish

\* See footnote on page 78

\*\* See footnote on page 78

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1949

Organizations Renting Camps or Conducting  
Camping Programs

Name of Sponsoring Organization	Address
**Bremerton Schools	Bremerton Public Schools, Bremerton
**Lake Stevens School	Lake Stevens
**Clover Park Schools	5214 Steilacoom Blvd., Tacoma 9
**Snoqualmie Valley Schools	Snoqualmie
**Bellingham Summer Playground	Whatcom Jr. High School, Bellingham
**City Schools	Union High School #1, Mt. Vernon
**Peninsula Schools	Star Rt., Gig Harbor
**South Kitsap Dist. #402	P. O. Box 127, Port Orchard
**Milton Schools	Milton, Wash.
**Shoreline Schools	N. 137 & Roosevelt, Seattle
**Fife Grade School	Rt. 2, Box 99, Tacoma
**Recreation Council	RFD #1, Vashon
**Yelm High School	Yelm
**Ellensburg Public Schools	Ellensburg
**School Dist. #302	Chehalis
**Union Gap School Dist. #2	3200 S. 2nd St., Union Gap
**Public Schools	Oakesdale
**Future Farmers of America	Battleground
**Future Farmers of America	Palouse
**Future Farmers of America	Marysville High School, Marysville
**Future Farmers of America	Box 211, Ridgefield
**Future Farmers of America	Greenacres
**Future Farmers of America	Jerkins High School, Chewelah
**Future Farmers of America	Box 308, Edmonds
*School Safety Patrol	114 N. 7th., Mt. Vernon
**Western Wash. College	Bellingham
**Mountaineers	520 Pilchuck Path, Everett
**Mountaineers Club	521 Pike St., Seattle
**Klahhane Club	Box 494, Port Angeles
**Cascadians	Box 851, Yakima
*Camp Comm. of Puget Sound Dist. (Methodist Church)	Rt. 1 Bow
*Hidden Valley Commission (Methodist Church)	Pomeroy

\* See footnote on page 78

\*\* See footnote on page 78

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State of Washington  
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Organizations Renting Camps or Conducting  
Camping Programs

Name of Sponsoring Organization	Address
*First Lutheran Church	P. O. Box 115, Poulsbo
*Oceanside Lutheran Bible Camp	102 E. 2nd St., Aberdeen
*Wenatchee First Presbyterian Church	First Presbyterian Church Westminster Fellowship, Wenatchee
*Free Methodist Youth	Arlington
*Reorganized Church of Jesus Christ of Latter Day Saints N.W. Section Youth Camps	3819 N. 25th St., Tacoma 7
*Ocean Beach Bible Camp	608 W. Marion St., Aberdeen
*Church of Christ	1514 - 12th St., Anacortes
**Caravan Camps, Inc.	4726 Roberts Way, Seattle 99
*Am. Friends Service Council	3959 15th Avenue, N.E., Seattle 5
**Pacific N.W. Cycling Assoc.	2301 - 43rd No., Seattle 2
**Wash. State Grange	3104 Western, Seattle

\* See footnote on page 78

\*\* See footnote on page 78

APPENDIX B

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WASHINGTON STATE ADVISORY COMMITTEE ON ORGANIZED CAMPING  
 CAMPING RESEARCH SUB-COMMITTEE  
 220 E. 5th  
 OLYMPIA, WASHINGTON

Dear Camping Leader:

We need your help! We are conducting a Survey of organized camping in the State of Washington. Here are the facts:

Who is conducting the Survey?

The Washington State Advisory Committee on Organized Camping, a voluntary group of 33 competent lay and professional persons well-versed in the field of camping, assisted by the Recreation Division, State Parks and Recreation Commission.

What is the purpose of the survey?

The Committee has been requested by the State Parks and Recreation Commission, the State Health Department and other private and public agencies to make recommendations for public policy regarding camping. In order to do this intelligently, we must know as much as possible about the present status of camping in our State. SUCH INFORMATION IS OF VITAL IMPORTANCE TO YOU AND ALL OTHER CAMP EXECUTIVES.

Will my answers be kept confidential?

All information you offer will be kept in strictest confidence. You will be sent a summary of Survey results.

How may I help?

(1) Check and return the enclosed postcard immediately to indicate your desire to help.  
 (2) Make every effort to return your completed questionnaire by January 30, 1950, using the addressed envelope enclosed for your convenience. The extra questionnaire is for your files.

Your help is important. The future progress of camping in our State will be enhanced by your cooperation.

Sincerely yours,

Rev. Elwin F. Scheyer Chairman, Washington State Advisory Committee on Organized Camping	Ralph Childs Chairman, Camp- ing Research Sub-Committee	Mrs. Ruth E. Peeler Recreation Commissioner State Parks and Recre- ation Commission
---	--	--

Copy of Post Card Used in Survey

Please check and return IMMEDIATELY:

1. I will be glad to help with the Camping Survey and will return the completed questionnaire by

2. I am not the proper party to complete the questionnaire and have passed it to:

Name \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_

3. I do not wish to participate in this Survey.

4. Please send me \_\_\_\_extra copies of Questionnaire.

Remarks \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SIGNED \_\_\_\_\_

CAMPING SURVEY CODE CARD

A.4. \_\_\_\_\_ 5.(a) \_\_\_\_\_ (b) \_\_\_\_\_ (c) \_\_\_\_\_ 6.(a) \_\_\_\_\_ (b) \_\_\_\_\_ (c) \_\_\_\_\_ 7. \_\_\_\_\_

B.3.(a) \_\_\_\_\_ (b) \_\_\_\_\_ 4. \_\_\_\_\_ 5. X 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. X 9. \_\_\_\_\_

10. \_\_\_\_\_ (c) \_\_\_\_\_ (d) \_\_\_\_\_ 11. \_\_\_\_\_ 12. \_\_\_\_\_ 13. \_\_\_\_\_ 14. X 15. \_\_\_\_\_

16. \_\_\_\_\_ 17. \_\_\_\_\_ 18. \_\_\_\_\_ 19. \_\_\_\_\_ 20.(a) \_\_\_\_\_ (b) \_\_\_\_\_ 21. \_\_\_\_\_

22.(a) \_\_\_\_\_ (b) \_\_\_\_\_ (c) \_\_\_\_\_ (d) \_\_\_\_\_ 23. \_\_\_\_\_ 24. \_\_\_\_\_ 25. \_\_\_\_\_

26. \_\_\_\_\_ (c) \_\_\_\_\_ (d) \_\_\_\_\_; \_\_\_\_\_ 27. X 28. \_\_\_\_\_ 29. \_\_\_\_\_

30.(a) \_\_\_\_\_ (b) \_\_\_\_\_ (c) \_\_\_\_\_ (d) \_\_\_\_\_ 31. \_\_\_\_\_ 32. \_\_\_\_\_ 33. \_\_\_\_\_ 34. X

35. \_\_\_\_\_ 36. \_\_\_\_\_ 37.(a) \_\_\_\_\_ (b) \_\_\_\_\_ (c) \_\_\_\_\_ (d) \_\_\_\_\_ 38. \_\_\_\_\_

D.1. \_\_\_\_\_ 2. \_\_\_\_\_; \_\_\_\_\_ 3.\$ \_\_\_\_\_ 4.(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

H.1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

E.1.(a) \_\_\_\_\_ (b) \_\_\_\_\_ (c) \_\_\_\_\_ 2.(a) \_\_\_\_\_ (b) \_\_\_\_\_ (c) \_\_\_\_\_

3.(a) \_\_\_\_\_ (b) \_\_\_\_\_ (c) \_\_\_\_\_ (d) \_\_\_\_\_ (e) \_\_\_\_\_ (f) \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6.(a) \_\_\_\_\_ (b) \_\_\_\_\_ (c) \_\_\_\_\_ (d) \_\_\_\_\_ (e) \_\_\_\_\_ (f) \_\_\_\_\_ (g) \_\_\_\_\_

(h) \_\_\_\_\_ 7.(a) \_\_\_\_\_ (b) \_\_\_\_\_ (c) \_\_\_\_\_ (d) \_\_\_\_\_ 8.(a) \_\_\_\_\_ (b) \_\_\_\_\_ (c) \_\_\_\_\_ (d) \_\_\_\_\_ (e) \_\_\_\_\_

9. \_\_\_\_\_ 10. \_\_\_\_\_ 11. \_\_\_\_\_ 12. \_\_\_\_\_ 13.(a)\$ \_\_\_\_\_; \_\_\_\_\_ (c)\$ \_\_\_\_\_; \_\_\_\_\_

14. \_\_\_\_\_ 15 \_\_\_\_\_; \_\_\_\_\_ 16. \_\_\_\_\_ 17. \_\_\_\_\_

F.2. \_\_\_\_\_ 3. \_\_\_\_\_ 4.X

5. \_\_\_\_\_ 6.(a) \_\_\_\_\_; \_\_\_\_\_

CODED BY \_\_\_\_\_

Instructions

Answer questions as indicated in each individual case. In many instances, a check (✓) is the only answer necessary. Where write-in answers are requested, please answer as frankly and accurately as possible. Unless otherwise indicated, answer all questions in terms of the immediate situation or of your most recent camp season. REMEMBER, YOUR RESPONSES WILL BE KEPT IN STRICTEST CONFIDENCE BY THE RESEARCH DIRECTORS.

If you operate more than one established campsite, use a separate questionnaire for each site (but not for temporary sites). Write us if you need additional copies. Regardless of whether your campsite is in another state, or whether your campers come from another state, please answer the questionnaire.

A. BASIC DATA

- 1. Your name \_\_\_\_\_ Address \_\_\_\_\_ City \_\_\_\_\_
- 2. Organization \_\_\_\_\_ Local address \_\_\_\_\_ City \_\_\_\_\_
- 3. Your position in organization \_\_\_\_\_ Organization's phone no. \_\_\_\_\_
- 4. Check the years in which you operated or plan to operate a camping program: 1948( ); 1949( ); 1950( )

5. For purposes of this questionnaire, an "established camp" is one which operates a camping program of several days' duration, at an improved campsite, regularly used for the specific purpose of group camping. Many organizations conduct other types of camping programs, such as day camps, overnight camping trips, and camping experiences of longer duration, on temporary sites. If your organizations conducted any programs of these latter types, please answer the following questions:

How many weeks of day camp did you operate in 1949? . . . . . \_\_\_\_\_

How many different group overnight camping trips were conducted under your agency's supervision in 1949? . . . . . \_\_\_\_\_

How many different camping trips of more than 2 days' duration by groups using temporary campsites were conducted under your agency's supervision in 1949? . . . . . \_\_\_\_\_

Please indicate the numbers of different campers you served in 1949 in the following programs:

Day camps . . . . . \_\_\_\_\_

Overnight camping trips . . . . . \_\_\_\_\_

Group trips of more than 2 days' duration, using temporary sites . . . . . \_\_\_\_\_

Please describe below any other group camping you have not covered by the above categories, or not conducted as an established camp:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you do not operate an established camp, STOP HERE and return questionnaire immediately. If you operate an established camp, complete the remainder.

B. LOCATION AND DESCRIPTION OF PHYSICAL PLANT

- 1. Name of Camp you use \_\_\_\_\_
- 2. Camp open to campers from (approximate date) \_\_\_\_\_ to \_\_\_\_\_ each year.
- 3. What is the normal capacity of your camp? . . . . . Camper capacity . . . . . \_\_\_\_\_  
Staff capacity . . . . . \_\_\_\_\_
- 4. Indicate the arrangement under which you use your campsite: (a) We are owners of our own camp . . . . . ( )  
(b) We lease our campsite . . . . . ( )  
(c) We rent our campsite from: \_\_\_\_\_ ( )  
\_\_\_\_\_ ( )

(d) Other arrangement (describe) \_\_\_\_\_ ( )  
(over)

5. Describe location as accurately as possible (e.g., distance from nearby town, or legal description):

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

6. Total number of acres on campsite \_\_\_\_\_

7. Specify number of miles campsite is from a hard-surfaced highway: \_\_\_\_\_

8. Designation of nearest hard-surfaced highway (e.g., "State Highway 9-C"): \_\_\_\_\_

- 9. Check the statement which most accurately describes the land around your campsite: Mountainous ( ), Rolling hills ( ), Level Plain ( ), River valley ( )

Other (describe): \_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

10. Are there hiking trails available near your camp? Yes ( ), No ( )

Number of trails \_\_\_\_\_

Approximate total length (in miles) of trails \_\_\_\_\_

11. How often is your water supply tested by county or state health authorities in summer? Weekly ( ), Monthly ( ), Once each summer ( ), Don't know ( )

12. Can your water system be used year-round? Yes ( ), No ( )

13. Indicate the electric power situation in your camp: Generate own power ( ), No electricity ( ), Public utility power ( )

- 15. Check the type of water supply development at your camp: Spring box ( ), Driven Well ( ), Dug well ( ), Drilled well ( ), Creek or River ( ), City water ( )

Other (describe): \_\_\_\_\_ ( )

16. Check the statement(s) which best describes your water treatment system:

- Our water supply is chlorinated ( )
Part of our water supply is chlorinated ( )
Our water supply is filtered ( )
Our water supply does not require treatment ( )
Other (specify): \_\_\_\_\_ ( )

17. Check the type of sewage disposal system in your camp: Chemical toilets ( ), Septic tanks ( )

- Cesspools ( )
City sewage ( )
Pit latrines ( )

Other (specify): \_\_\_\_\_ ( )

18. Are there any handwashing facilities in, or immediately adjacent to, each toilet building? Yes ( ), No ( )

19. Check types of hand-washing facilities in your camp: Sink ( ), Trough ( ), Natural Stream ( ), Wash basin ( )

Other (specify): \_\_\_\_\_ ( )

20. Number of hot shower heads \_\_\_\_\_ cold shower heads \_\_\_\_\_

21. Does your camp have living quarters for a year-round caretaker? Yes ( ), No ( )

14. Indicate the important bodies of water near the campsite (list):

Table with 6 columns: Names of Lakes, Distance From Camp, Names of Rivers and Streams, Distance From Camp, Names of salt water bodies, Distance From Camp

22. Indicate the type of heating arrangement in various buildings of your camp:

Building	Type of Heating Arrangement			
	Furnace	Stove	Fireplace	Other(Specify)
Dining hall	( )	( )	( )	_____
Sleeping qtrs.	( )	( )	( )	_____
Rec. Hall	( )	( )	( )	_____
Other (specify):	( )	( )	( )	_____
_____	( )	( )	( )	_____
_____	( )	( )	( )	_____

23. Specify number of seats in your flush toilet system \_\_\_\_\_

24. Specify number of seats in your pit (or chemical latrine system) . . . . . \_\_\_\_\_

25. Check the statement which most accurately describes the toilet facilities in your camp:

- All toilet facilities are in separate, special bldgs ( )
- There are toilet facilities in some sleeping bldgs. ( )
- There are toilet facilities in all sleeping bldgs. ( )

26. Check the statements which most accurately describe the dining facilities in your camp:

- We have no dining hall . . . . . ( )
- We have a central dining hall . . . . . ( )
- Specify size, in sq. ft. \_\_\_\_\_ Seating capacity \_\_\_\_\_
- Our campers usually eat in their own living areas. . ( )
- We use our dining hall for purposes other than dining( )
- We have a recreational lodge separate from dining hall( )

27. Please list the various kinds of sleeping quarters in your camp, indicating the number, size, and bed capacity of each:

Type of quarters	Number	Approx. size of each in sq. ft.	Bed Capacity
Tents			
Dormitories			
Cabins			

28. Check the statement(s) which best describes your camp's swimming facilities:

- Fresh water lake ( )
- River or creek ( )
- Salt water ( )
- We have no swimming facilities ( )
- Artificially-constructed pool ( )

29. Check your camp's recreational facilities:
- Badminton Courts ( )
  - Softball Diamond ( )
  - General games field ( )
  - Horseback riding trails and stables ( )
  - Tennis Courts ( )
  - Volleyball courts ( )
  - Rifle range ( )
  - Archery range ( )
  - Ski run ( )
  - Library ( )
  - Hobby or craft shop ( )
  - Nature museum ( )
  - Hike shack ( )
  - Fishing pool or stream ( )
  - A special site for council and camp fires ( )

Other (specify): \_\_\_\_\_

30. Specify the number of weeks, during each of the 13-week periods at right, your campsite is in use:

- Dec., Jan., Feb. ( )
- Mar., Apr., May ( )
- June, July, Aug. ( )
- Sept., Oct., Nov. ( )

31. Check facilities in your camp which are suitable for winter use:

- Dining hall & kitchen . . ( )
- Recreation lodge . . . . ( )
- Toilets . . . . . ( )
- Some sleeping quarters. . ( )
- All sleeping quarters . . ( )
- Other (specify): \_\_\_\_\_ ( )

32. Specify number of months snow normally covers your campsite . . . . . \_\_\_\_\_

33. During snow season, are roads maintained snow-free so camp can be reached by motor vehicle? Yes ( ) No ( )

34. Please name some of the organizations, other than your own, which have used your campsite in summer:

\_\_\_\_\_

\_\_\_\_\_

During other seasons: \_\_\_\_\_

\_\_\_\_\_

35. If you are the owner of the camp, is it your policy to rent or lease it for use by other groups? Yes ( )  
 No ( )  
 By some groups only (specify) \_\_\_\_\_ ( )

36. Do you have your building plans approved by county or state health officials? Yes ( )  
 No ( )

D. FINANCIAL OPERATIONS

1. Did your camp obtain any government surplus food for use in your 1949 camp operation? Yes ( )  
 No ( )  
 2. Did you complete the 1949 season with a deficit in your camp financial operation? Yes ( )  
 No ( )

If answer is "yes", check the statement which most accurately describes the chief factor to which you attribute this deficit:

- Low enrollments( )
- High food costs( )
- New equipment & repairs( )
- High cost of leadership( )

Other (describe) \_\_\_\_\_ ( )

37. What is your estimate, in dollars, of the present values of:  
 (a) the unimproved land in your campsite . . . . \$ \_\_\_\_\_  
 (b) the improvements and buildings . . . . . \$ \_\_\_\_\_  
 (c) Total valuation (a) plus (b) . . \$ \_\_\_\_\_

No information available . . . . . ( )

38. Are you following a plan for the long-range development of your campsite? Yes ( )  
 No ( )

3. What was the average cost per individual meal for your 1949 camp season? (Compute by dividing total food costs (food purchases, cooks' wages, and refrigeration costs) by the total number of individual meals served):  
 \$ \_\_\_\_\_  
 Don't know ( )

4. Did you make any major capital improvements in your physical plant in 1949? Yes ( )  
 No ( )  
 In 1948? . . . . . Yes ( )  
 No ( )  
 In 1947? . . . . . Yes ( )  
 No ( )

H. HEALTH, SAFETY, AND SANITATION

1. Check statements which describe your camp's food handling and dishwashing practices:  
 All persons handling food (including campers) are given medical examination before attending camp . . ( )  
 All kitchen personnel must have a medical examination before attending camp . . . . . ( )  
 We have a paid dishwashing crew . . . . . ( )  
 Campers assist in washing dishes. . . . . ( )  
 Campers assist in the preparation of food . . . . . ( )  
 Dishes are sterilized after washing, with scalding water or with chemical disinfectant . . . . . ( )  
 We have a 3-compartment dishwashing sink . . . . . ( )  
 We have refrigeration for keeping food at a temperature of less than 50° F. . . . . ( )

2. Check to indicate the person(s) who is chiefly responsible for health in the camp:  
 Registered nurse . . . . . ( )  
 Practical nurse . . . . . ( )  
 Resident medical student . ( )  
 Resident, licensed physician . ( )  
 Physician on call . . . . . ( )  
 Certified Red Cross First Aider . . ( )  
 Other (specify) \_\_\_\_\_ ( )

3. Indicate the measure(s) taken by your camp to investigate the health of campers before camp opens:  
 Campers must present a health history filled out by their parents . . . . . ( )  
 We require medical examination for campers by a physician prior to coming to camp . . . . . ( )  
 We require medical examination for staff by a physician as a condition of employment . . . . . ( )  
 Campers are given a physical examination by a physician or registered nurse upon arrival at camp. . . . . ( )  
 Other (specify) \_\_\_\_\_ ( )

4. Check statements which describe health practices in your camp:  
 We have a daily rest period . . . . . ( )  
 We make a daily check of campers' health . . . . . ( )  
 We have a room, tent, or building used exclusively for the isolation of sick persons . . . . . ( )  
 Other practices (describe) \_\_\_\_\_ ( )

E. SERVICE TO CAMPER

1. Length of your total summer camp season in days in: 1948 \_\_\_\_\_  
 1949 \_\_\_\_\_  
 Projected for 1950 \_\_\_\_\_

2. Length of normal camping periods in days in: 1948 \_\_\_\_\_  
 1949 \_\_\_\_\_  
 Projected for 1950 \_\_\_\_\_

3. What was the total number of days' care given by the camp to each of the following ("days' care" is computed by adding the number of persons in each category, each day, for the entire season. Example: 100 persons in camp for 6 days = 600 days' care.):

(a) Total days' care to male campers \_\_\_\_\_  
 (b) Total days' care to female campers \_\_\_\_\_  
 (c) Total days' care to campers (a plus b) \_\_\_\_\_  
 (d) Total days' care to staff . . . . . \_\_\_\_\_  
 (e) Total days' care to special campers and visitors . . . . . \_\_\_\_\_  
 (f) Grand total (total (c), (d), and (e)). \_\_\_\_\_

4. Could you accommodate all campers who applied for your 1949 summer season? Yes ( )  
 No ( )

5. If answer to 4. is "No", indicate the number who were on your waiting list: Between 1 & 10 . . . . ( )  
 " 10 & 25 . . . . ( )  
 " 25 & 50 . . . . ( )  
 " 50 & 100 . . . . ( )  
 Over 100 . . . . ( )

6. Indicate the approximate numbers of different campers, (not staff), you served in the age categories at right during the 1949 season:

Under 9 \_\_\_\_\_  
 9 thru 12 \_\_\_\_\_  
 13 thru 15 \_\_\_\_\_  
 16 thru 18 \_\_\_\_\_  
 19 thru 20 \_\_\_\_\_  
 Total no. different Campers in 1949: \_\_\_\_\_  
 Adult Campers \_\_\_\_\_  
 Don't know ( )

7. Indicate the approximate percentages of your campers who live within the indicated distances from your organization's headquarters:

Within radius of:  
 20 miles . . . . %  
 20 to 50 miles \_\_\_\_\_ %  
 50 to 100 miles \_\_\_\_\_ %  
 Over 100 miles \_\_\_\_\_ %  
 Total: 100 %

8. Indicate the numbers of different non-Caucasian campers (not staff) you served during the 1949 season: (a) No. Negro \_\_\_\_\_  
 (b) No. Indian \_\_\_\_\_  
 (c) No. Oriental \_\_\_\_\_

Total number non-Caucasian campers . . . . . \_\_\_\_\_  
 No such records kept . . . . . ( )

9. Do you require that all campers be members of the sponsoring organization? Yes ( )  
 No ( )

10. Are any groups of people ineligible for registration at your camp? . . . . . Yes ( )  
 No ( )

If answer is "yes", specify which \_\_\_\_\_

11. Indicate the way in which your camp provides camp fees for needy youngsters:

We provide such youngsters with an opportunity to earn all of their camp fee . . . . . ( )  
 We provide such youngsters with an opportunity to earn part of their camp fee, which the camp matches. . ( )  
 We award "camperships" outright . . . . . ( )  
 Other (specify) \_\_\_\_\_ ( )

12. Check the statement which applies to your camp:

All our camping periods are coeducational . . . . . ( )  
 Some of our camping periods are coeducational . . . . . ( )  
 None of our camping periods are coeducational . . . . . ( )

13. Indicate the camp fee per camper charged in the years at right: 1948: \$ \_\_\_\_\_ for \_\_\_\_\_ days  
 1949: \$ \_\_\_\_\_ for \_\_\_\_\_ days  
 Projected for 1950: \$ \_\_\_\_\_ for \_\_\_\_\_ days

14. Did your 1949 camper fee include the items at right? Transportation to camp ( )  
 (Check if "yes") Accident and Health Insurance ( )

15. Does your organization sponsor camping by family groups? Yes ( )  
 No ( )

If answer is "yes", how many families participated in your 1949 program? . . . . . \_\_\_\_\_

16. Indicate the estimated total number of physically handicapped campers served in 1949 . . . . . \_\_\_\_\_

17. Do you limit the number of periods for which any one camper may attend summer camp? Yes ( )  
 No ( )



F. STAFF PERSONNEL

Note: In the following section, certain terms are used to refer to your camp personnel. These terms are defined as follows:

Camp Staff: All personnel who are employed or engaged to assist in the administration or operation of the camp, or the supervision of the campers.

Camp Director: The Camp's Chief administrative officer.

Counselor: Any leader who exercises supervision over a certain group of campers during the major part of the days' activities, but most particularly is regularly responsible for this group during rest and sleeping hours.

1. If you have selected your camp director for the 1950 season, what is his name:

Address \_\_\_\_\_ City \_\_\_\_\_

2. Check the statements below which apply in describing your 1949 camp director and his job:

Male ( )

Female ( )

Was not a highschool graduate . . . . . ( )

Was a highschool graduate . . . . . ( )

Had attended college . . . . . ( )

Was a college graduate . . . . . ( )

Advanced degrees (specify) \_\_\_\_\_ ( )

Directed our camp for \_\_\_\_\_ years previously . . . . . ( )

Had no previous adult experience as a camp leader. . ( )

Camp director is employed by our organization for the entire year . . . . . ( )

The camp director is employed for summer season only ( )

We employ the camp director part-time during off-season . . . . . ( )

The camp director is volunteer officer, without pay ( )

The camp director is also owner of the camp . . . . ( )

The camp provides professional training for the director, at the camp's expense . . . . . ( )

3. Check below to indicate the professional organizations related to camping to which either the camp or members of its staff belong:

American Camping Association ( )

American Recreation Society ( )

Washington Ass'n for Health, Phys. Ed., & Recreation ( )

American Association of Group Workers . . . . . ( )

Other (list) ( )

4. Indicate the staff personnel engaged or employed by your camp for the 1949 season and supply the information requested:

Table with 4 columns: Staff Position, Number such Personnel, Approx. salary range, per week, Check if not paid. Rows include Camp Director, Ass't. Camp Director(s), Health Director, Resident Business Mgr., Dietitian, Counselors over age 20, Counselors age 16-20, Counselors under 16, Waterfront director, Program specialist or instructors, Year-round caretaker, Cooks & Kitchen help.

5. Check the statements which apply in describing the qualifications of your 1949 waterfront director:

Holds American Red Cross Senior Lifesaving certificate . ( )

Holds A.R.C. Waterfront Safety Instructor certificate . . ( )

Is certified Y.M.C.A. Leader - Examiner . . . . . ( )

Is graduate of a Boy Scout Aquatic School . . . . . ( )

Holds none of these, but has the following qualifications: ( )

6. Check the methods your camp employs to train its staff:

We hold a pre-camp training session for \_\_\_\_\_ days ( ) immediately prior to the opening of camp.

We hold training meetings during the months before camp ( )

We hold some staff meetings during camp for the primary purpose of training our staff . . . . . ( )

We have a staff library . . . . . ( )

Other (specify) \_\_\_\_\_ ( )

END

We would appreciate it, if you wish, if you would add any comments you have concerning your camp, this survey, or camping in your community, on a separate piece of paper. Thanks for your cooperation!