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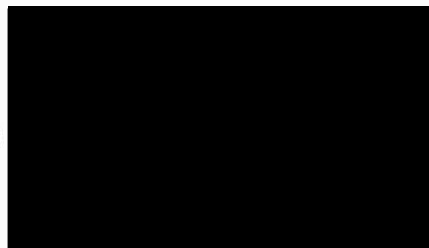
**THE FEASIBILITY OF DEVELOPING
A CAMP ADMINISTRATION CONCENTRATION
CURRICULUM**

**Project Presented in Fulfillment of the Requirements for the
Degree of Masters in Sports Administration**

By

**SUSAN R. MERRILL
Lynn University
1995**

Approved by:



Department of Sports Administration

DEDICATION

This study is dedicated to my daughter, Katie, who also endured these three years with me, while getting her own masters and working full time. She was an inspiration to me in times when the going got rough. With her help, determination and encouragement, this accomplishment became a reality. Congratulations, Katie. We "done did it."

ACKNOWLEDGEMENTS

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Dr. Richard A. Young, for his caring guidance, encouraging support and invaluable suggestions on research, form, and contacts.

Dr. Richard Thomas, for his expertise in the field of curriculum development and his understanding of this undertaking.

Dr. Donald Ross and his wife Helen, who have given me support and the opportunity of gaining experience in the field of camp administration which I love.

My parents, Virginia and John Reed, who have instilled in me the importance of education and the values of persistence, dedication, and hard work, which helped me complete this thesis.

My son, Johnny, who was completing his education at William and Mary, and as a mom who nagged on his study habits, I was forced to maintain a role model image as a diligent student.

My husband, Bob, for his patience and understanding, when I would wake up in the middle of night and start pecking on the computer, which would give him sleepless nights as well.

A very special thanks to these special people and all who contributed.

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**CHAPTER
I**

THE PROBLEM

CHAPTER

I

THE PROBLEM

INTRODUCTION

Does a curriculum for Camp Administration concentration exist in any institution of higher learning in the United States? Does one exist in part with Camp Administration courses offered in other programs and to what extent?. These are the questions that will be addressed in this research? The purpose of this research will be to determine if there is a need for a concentration in Camp Administration due to insufficient data on this type of curriculum. If one does not exist or exists only in related courses I will attempt to develop a Camp Administration curriculum that can be implemented under the recreation program.

With the growing enrollment in day camps and overnight camps it is important that camp administrators be trained effectively. Just as in other areas of education and recreation, a Camp Administration curriculum is crucial to producing knowledgeable and skilled managers in this particular field of recreation. Having been a Camp Administrator for many years without specific training, and having hired others who have not had formal education in this area, I see the need to have this type of curriculum in the field of Recreation. By having trained professionals in Camp

Administration it would upgrade the level of competency and effectiveness in this area. This program would also give new and creative ideas for more efficient methods of running a day or overnight camp. This is the thought process and idea in mind for doing this research.

OVERVIEW

Does such a curriculum of Camp Administration exist with a concentration in this field? If so how detailed is the curriculum and what needs to be supplemented to make it most effective? If a Camp Administration curriculum does exist or exists in part with a scattering of courses, I will attempt to embellish and improve upon it with my ideas from research and seventeen years of experience in this profession. If a satisfactory Camp Administration curriculum cannot be found, I will develop a curriculum that can be used under the Recreation program. It will consist of eight required, three credit concentration courses with a course description and for each course and a sample syllabus.

These courses will cover necessary elements for administering a day and overnight camp. A basic introductory course in Camp Administration will give an overview of what the student will be covering in future classes. This course will weed out those who are not really interested in pursuing a career in this field. How to market and who to target is important to know, so that there is a method of drawing people to the camp.

Programming of activities, special events and field trips will be taught and how to most effectively and efficiently schedule these happenings. Exposing the student to elementary Physical Education games, skits, musical and rhythmic activities should be a course requirement. Not only knowing about them, but knowing how to teach them to children is important. It is important because as an administrator you will be able to instruct the counselors on how to teach in a competent way. Risk management and legal aspects pertaining to camps is crucial knowledge to have in the operation of a camp. How to set up and work with a budget in order to run the camp efficiently is critical. A camp administrator must be knowledgeable concerning how to hire and train staff. The actual running of the camp operation takes a skill that can be learned and must be included as part of the curriculum. Finally, how to evaluate the total camp program should be part of the curriculum so that mistakes will not keep repeating themselves and campers will continue to return year after year.

APPROACH

The approach to this research will cover several avenues. A sample questionnaire will be sent to camp personnel in the field of camp administration and to institutions of higher learning selected at random from Senior Colleges out of the NCAA Athletic Directory book.. This questionnaire will be searching for an already existing Camp Administration curriculum at these

institutions. The camp personnel returning the questionnaire might know of other institutions where they took courses in this field, and here that information will be revealed.

The library with its journals and periodicals, its abstract journals or index will be used. Also the Education Research in Education, ERIC, will be a vital source of information as should be Research and Information Services for Education, RISE. Dissertation abstracts will reveal if any research has been done in this area and in what capacity.

Catalogs from colleges and universities will be sent for and reviewed. They will give curriculums that already exist and from these can be determined if there exists a Camp Administration curriculum in these particular schools.

Other sources of information will come from key people who have been in the field of camping, recreation, athletics and physical education. These people will be interviewed for any knowledge that could lead to the discovery of whether this type of curriculum already exists.

Course descriptions and articles on important topics will be used to develop or improve upon a Camp Administration curriculum. Last, but not least, my own wealth of knowledge in this area from years of experience in running camps will be most helpful.

**CHAPTER
II**

LITERATURE REVIEW

CHAPTER

II

LITERATURE REVIEW

OVERVIEW

The contemporary line of thinking about education in the camping field is not through education in colleges but through the American Camping Association and its conferences, workshops and seminars. These are excellent places to learn about the various topics relating to camp administration from people who have had experiences in specific areas. However, the draw back here is that only those people already involved in camps are aware and eligible to participate in these sessions. This occurs after someone has been in camp administration and learns by trial and error. If it were available to all recreation majors this would give them knowledge to apply when first starting out. In conjunction with the conferences and seminars the American Camping Association publishes much literature in the field of camping. This literature includes a camping magazine, manuals, books and handbooks on the various aspects involved in organized camp administration. Those items pertinent to this topic will be reviewed as they will be relevant in the development of the curriculum.

Attempting to determine whether there is a camp administration curriculum, the following books were used for information. The College Blue Book which gives majors for all four year colleges and the College Board Index of Majors and Graduate Degrees. These books

did not reveal any institution of higher learning that offered a degree in Camp Administration specifically. Even under the Recreation/ Leisure Services programs, a concentration in the field of Camp Administration was not offered. Many offered camp related courses and courses that would be useful in becoming knowledgeable about this field .

The available literature used to research this field will be discussed and a synopsis of what the books, journals and articles were about will be addressed.

SPECIFIC LITERATURE

Magazines and Journals

The Camping Magazine did not pertain to courses and curriculum but gave valuable information on materials that could be used in developing a curriculum. Such topics included articles on programming, organization and marketing in the article "The Traditional Camp".¹ It discusses how camps can survive by changing traditional approaches to meet the needs of the community.

The article on "Why Staff Return" surveyed 211 staff from 25 camps and interviewed 19 returning staff to study factors that influence a counselor's decision to return to camp.² It examined the different dimensions of motivation and hygiene factors related to: camp administrators travel and location, living conditions, job related experience, inspirational and personal factors.

"Dealing with Discipline" gives a positive approach to how discipline benefits all members of the camp community. It states

that staff should take a proactive approach to discipline by considering the basic needs of campers and should be handled by discussing the inappropriate behavior privately with the camper.³

The importance of evaluating camp programs was best described in the article "Camp was Great, but the Water Was Too Cold." It provides suggestions for evaluating staff, program, facilities and administration in terms of objectives, outcomes and standards. It stresses the significance in establishing program accountability and informed decision making.⁴

The journal Impact had a related article "Integrated Outdoor Education/Adventure" but this dealt more with outdoor programs that were not really camp related and of use in this particular area.⁵

Books and Manuals

The book that is the primary test for the Certified Camp Director Program and the Basic Camp Directors Course sponsored by the American Camping Association is called Basic Camp Management. An Introduction to Camp Administration. It provides an orientation for new and prospective camp directors and a quick reference for experience directors. It covers all the essential topics a director must know such as: administrative roles, purpose, goal and objectives of the camp, programming, staffing, marketing and promotion, site and facility preparation, business and finance, purchasing, supervision and operation.⁶ This is an excellent reference book for information on developing a Camp Administration curriculum.

The manuals that were reviewed were the Standards for Day and Resident Camps, and a camp directors handbook called Digging In. The latter handbook states that "the missions of a youth camp is value education."⁷ The handbook gave a variety of tools to work with in making this happen. It was geared to staff recruiting and orientation, camper values and family values to be incorporated in the camp process. The objective of this literature is to help staff work effectively with campers and provide them a structure for their growth in value decision making skills.⁸ In other words to make camp a more meaningful experience for learning about what is important in life.

The standards book is what is required for a camp to meet the standards of the American Camping Association to be an accredited camp.

An older book called Camp Administration was perused and although had good information was not as well written as the Basic Camp Management book which covered the same topics.⁹

The History of Organized Camping was interesting for background information and can be used in the curriculum for the course: Introduction to Camp Administration. This book gave the history from the beginnings in 1861 through the 1960's and how the American Camping association got its start.¹⁰

It's My Job gives job descriptions for over thirty camp positions, including the minimum qualifications, who they are responsible to, camp goals, and general and specific responsibility. It gives staff interviewing materials and forms

that can be used and covers staff training and CIT training materials. ¹¹

Two informative handbooks are "Ninety Games and Activities Just for Rainy Days" and "How to Be a Great Camp Counselor."

The first covers formats on creating a successful program when it rains, with a variety of all camp activities to do in the rain and inside. It includes games for small spaces as in the room in addition to non active room games. These games are also useful when it is not raining but for when the counselor wants to have an activity to bond the room together through an activity.¹²

The second handbook is set up to be a pocket guide to give quick and easy answers to a multitude of problems that probably will occur during camp. The answers and methods outlined work since they've been developed over twenty years of working with youth. It tells the counselor what a wonderful opportunity it is to be a camp counselor and why it is so important to be a good one. But most important it tells you HOW to succeed as a successful counselor.¹³

College Catalogs

Other literature reviewed were college catalogs from various institutions. The reasons why these particular institutions were looked at will be discussed in the next chapter. Following, will be a review of what each catalog contained pertaining to camp administration or courses that could be applicable in this field.

GEORGE WILLIAMS COLLEGE/AURORA UNIVESITY

Under the Recreation Administration program, an outdoor leadership track provides broad preparation for outdoor pursuits recreation and education program leadership in organized camping, outdoor recreation, outdoor education and adventure education. Career targets for this area are national or state park rangers, camp directors, outdoor adventure program leaders, outdoor education center program directors and private wilderness outfitters.¹⁴

The courses that are part of this curriculum are: Practicum in Outdoor Living Skills which includes a certification from the American Camping Assoc. in Outdoor Living Skills and camp programming. The Recreation Leadership course covers planning, implementing and evaluating leisure activity experiences. It also includes goal setting, writing objectives and evaluation tools. Administration of Sport in Leisure, gives methods of organization an administration of sports and games while Organization and Management of Performing and Visual Arts includes organizational elements involving art, dance, drama and music. The Outdoor Leisure Programming will involve students planning, directing and participating in outdoor leisure programming for children. Political, Economic and Legal Aspects of Recreation, covers the legislative and legal aspects of this field, governmental processes and economic factors which influence recreational planning and programming. Camp/ Resident Center Administration, teaches how to

develop operating philosophy and an organizational system and the application of staff organization, program supervisory processes and administrative structure. Growth and significance of the organized outdoor education movement is part of the course Programs in Outdoor Education . It covers program objectives, organization, philosophy and clientele.¹⁵

DEAN COLLEGE

Dean College has a Recreation Leadership program which provides comprehensive instruction in both the theoretical and practical aspects of recreation. It prepares the student for employment in private, public and community recreational programs such as recreation supervisor, community planner, recreation therapist and tour director-manager.¹⁶ It does not specifically state that it is for Camp Administration.

The courses offered in this program that could be applied to Camp Administration are the following: Camp Leadership provides practical experience in camping and outdoor living. It includes field trips, woodcraft, camp cooking, games, and nature lore which provide a broad foundation for summer camp work. It also encompasses the history and background of organized camping, methods, problems and organization of camp leadership. In the course New games and Field Games emphasis is on exposing students to a number of new and innovative games and an appreciation of non-traditional activities. Planning and Strategies for Teaching Physical Activities is designed to introduce students to the

various strategies and techniques which may be used in teaching physical activities. Emphasis is placed on organization and planning for effective instruction and practical experience is implemented. Organization and Administration of Programs includes planning areas and facilities, personnel management, financing and leadership. Techniques of leadership and supervision with emphasis on distinguishing features of leadership are taught in the course Leadership and Supervision. Students will work with youth in a supervised setting and develop guiding principles for their leadership from their philosophies of living. Introduction to Sports Management covers the role of the administrator in various sports settings, expected areas of responsibility and opportunities of placement in the field.¹⁷

INDIANA UNIVERSITY

Indiana offers an undergraduate curriculum leading to a Bachelor of Science in Recreation and Park Administration. It prepares students for careers in a variety of park, recreation and leisure services settings, such as public parks and recreation; youth agencies; recreational sports facilities; hospitals, extended care facilities and rehabilitation centers; private and commercial recreation; tourism; camping and outdoor education; and military recreation. The Outdoor Recreation Resources track is an option for students interested particularly in outdoor recreation management, resource management, camping administration or outdoor /environmental education.¹⁸

Under the Recreation and Park Administration curriculum, the courses most pertinent to camp administration are: Dynamics of Outdoor Recreation which is an orientation to the field of outdoor recreation; camping, outdoor/environmental education and natural resource management with emphasis on programs, trends, resources and values. The course, Recreation Activities and Leadership Methods consists of the analysis of recreation program activities, objectives and group dynamics involved in the leadership process. Assessment and evaluation of program and leadership techniques is also included in this course. Camp Leadership and Management covers the historical, sociological and psychological aspects of the organized camp movement as well as programming and administrative principles and practices. Legal Aspects of Recreation, Park, Tourism and Sports Management provides students with basic understanding of legal liability, the risk management process, negligence, attractive nuisance and other legal subjects. It gives an introduction to personnel and contract law and strategies for reducing the probability of litigation. Camping Administration involves the organization and administration of camps; program planning, selection and training of staff; camp site selection and development and health and safety. ¹⁹

SPRINGFIELD COLLEGE

Springfield College offers three majors under recreation and leisure Services: Recreation Management, Therapeutic Recreation

Services and Outdoor Recreation Management. Graduates of the program are employed professionally throughout the world. Leadership, management, and program skills are the focus of the curriculum which is accredited by the National Recreation and Parks Assoc. Students in the Outdoor Recreation Management Major prepare for professional employment following of on two specified areas of concentration: Recreation Leadership or Outdoor Recreation Resources Management. They may also elect to attend training sessions promoted by the National Outdoor Leadership School. This program is recognized by the department and limited college credit can be arranged to supplement the students academic program and professional development.²⁰

Some of the courses helpful in working as a camp administrator would included: Dynamics of Leadership, Recreational Activities, Program Planning, Public Relations, Outdoor Leadership, and Legal Aspects of Leisure Services.

Methods for effective leadership are explored in the course Dynamics of Leadership . Leadership theories, characteristics of various age groups, roles of the leader and motivation as functions of the program area and leadership are other topics included.

The course, Recreational Activities provides students with a wide range of social, recreation activities. Various games, music, drama and special events are included. Actual plans to produce situations are utilized.

Identification and classification of recreation program areas

are part of the course of Program Planning. Emphasis is on the fundamentals of planning and implementing leisure services. Philosophical foundations of programming are also explored.

Public Relations is designed to provide students with the basic knowledge of public relations through various concepts. These include communication, marketing, research, ethics and evaluation. Emphasis is placed on case study analysis, development and presentation of students campaigns and the examination of public relations practices in modern society.

Outdoor Leadership analyzes outdoor techniques with a concern for a variety of age groups. Emphasis is placed on the planning, organizing, conducting and evaluating of programs and activities in the outdoors.

Legal Aspects of Leisure Services offers an examination of general legal concepts, federal and state legislation, and legal liabilities as they impact on the recreation and leisure service profession. It is designed to assist administrators and supervisors to anticipate and cope with potential litigation.²¹

OKLAHOMA STATE

At Oklahoma State the Leisure Program includes some camp related courses. Specifically they are: Camp Leadership, Outdoor Recreation, and Administration of Leisure Services.

Camp Leadership deals with the philosophy of camping with emphasis on leadership training for organized camp settings.

Principles and concepts of program planning, theory and practice of outdoor living skills are also covered. Its objectives are to develop program in the camp setting and the skills for evaluation of camp counselors and programs. Also camp counseling and campcraft skills are learned. The student becomes qualified for Advanced Campcraft Certification of the American Camping Association.

Principles and practical application of group leadership techniques are offered in the course, Theory of Recreation Leadership. Problem solving, supervision and evaluation of personnel are part of the syllabus for this course.

Outdoor Recreation includes theory and practical application of outdoor recreation concepts with emphasis on philosophies, principles, policies, economics, trends and problems. It is designed to help the student understand and apply methods of planning, resources, managing, organizing, marketing, implementing and monitoring outdoor recreation services.

The course Administration of Leisure Services teaches the student decision making processes, problem solving, personnel policies, legal issues, fiscal policies, and budget procedures related to the delivery of leisure services. ²²

LYNN UNIVERSITY

The School of Hotel, Restaurant and Tourism Administration offers four concentrations including Hotel and Resort Administration, Food Service Administration, Tourism and Travel

Administration and Recreation Administration. Each concentration leads to a Bachelor of Science in Hospitality Administration.²³

The three courses offered in Recreation Administration that could apply to Camp Administration would be: Recreation Supervision which enables the student to understand the foundations of recreation leadership coordinated with the application of contemporary principles and practices of supervision. Decision making and problem solving is also discussed in depth.

The Recreation Seminar covers the law and case studies pertaining to businesses in the recreation, sport management and fitness areas. It reviews the risk management guidelines for minimizing liability and informs directors and managers how to avoid the legal risks associated with injuries.

Methods of Teaching Sport Skills is a professional sports management intensive course covering the techniques and methods of teaching motor skills in various sports. It guides students in developing lesson plans and demonstrating the skill being taught.²⁴

The President of Lynn University, Dr. Donald Ross had asked Dr. Richard Thomas, head of the Recreation Department, to come up with list of courses for a Camp Administration concentration. The courses were listed but not defined with a syllabus. The courses were as follows: Introduction to Recreation, Camp Counseling, Recreation Activities, Outdoor Recreation, Camp Administration, Outdoor Education, Emergency Medical Training and Camp Facilities and Program PLanning.²⁵ They have not been implemented in the program as of this writing.

DIRECTORIES

These books were used to determine which institutes of higher learning already have a Camp Administration concentration in their curriculum or if only camp related courses were offered.

The College Blue Book, is a listing of degrees offered by Colleges. This was an excellent source of available subjects on all areas.²⁶

The book Index of Majors and Graduation Degrees was another source of literature reviewed to find if Camp Administration is offered as a separate concentration.²⁷

The National Directory of College Athletics gives a compiled list of senior, junior and Canadian colleges listing the following: Athletic Director, Sports Information Director, Senior Woman Administrator, Physical Education Director, coaches, address, phone, fax, enrollment, colors, mascot, affiliation, conference and sports each institution has. This resource was helpful in contacting sources for further information.²⁸

Dr. James Cox, education director for the American Camping Association, in a telephone interview, gave a list of other Universities that had strong camp related courses as part of a recreation and leisure services program. He knew of no school that offered a specific concentration in camp administration. The schools that he mentioned included: Aurora University, State University of New York-Cortland, University of Georgia, Western Illinois, and Indiana University.²⁹

Course catalogs and course descriptions were requested from these specific schools and other schools mentioned in the returned surveys. Most of the camp courses offered have already been mentioned or are similar in course content to the ones described above.

**CHAPTER
III**

METHODOLOGY

CHAPTER
III

METHODOLOGY

This chapter involves a plan for identification of data sources, data gathering, instrument selection, protecting or establishing the validity and reliability of the data, data analysis and any anticipated limitations. ³⁰

In order to best accomplish the purpose of this research, it was decided with advisory consultation that a survey and interviews of those people most closely related to camp administration would likely reveal the most valid answers as to what institutions of higher learning had concentrations or courses in Camp Administration. These specific individuals were taken from a list of camp administrators and key people in the field from the American Camping Association's Camping Magazine. Another source that was utilized were the senior colleges who were known for their physical education departments and recreation /leisure services programs. The heads of these departments were contacted for the survey.

A questionnaire was developed and introduced by a letter explaining the nature of the survey and requesting the respondents to reply to this instrument and any suggestions they might want to contribute.

Eighty-one surveys were mailed out and thirty of the forms were completed and returned. Many had informative and helpful

suggestions on what schools offered camp administration curriculums or courses and suggestions for specific courses that should be included. Interesting comments were included and incorporated into the finished survey form (see Appendix B.) This form, accompanied by an introductory letter (see Appendix A) was mailed to 47 camp administrator contacts of the American Camping Association and 34 Physical Education department heads of colleges participating in camp job fairs throughout the United States. This list was available in the 1994 annual report of Camping Magazine. The department heads of each college were found in the 1994-95 National Directory of College Athletics. Enclosed was a self addressed and stamped return envelope.

Two books were recommended that contained information on what colleges offered as majors. These were The College Blue Book and The College Board Index of Majors and Graduate Degrees. These were both examined for Camp Administration Majors.

Referrals were given to be contacted by phone or a personnel interview for their knowledge in the field. These people included the following:

Dr. Jim Cox. Director of Education. American Camping Association.

Dr. Richard Thomas. Recreation Director. Lynn University.

Dr. Richard Young. Athletic Director and Coordinator of the M.P.S. Sports Administration Management Concentration. Lynn University.

Dr. George Oberle. Chairperson/ Health, Physical Education and Recreation. Barry University.

Another source of referral was an ad in the camping magazine from an institution which offered camp related programs.

Upon receiving the surveys that were answered, and talking to key people for leads, a list was beginning to form of institutions that had camp related courses or curriculums. These colleges and Universities were contacted for a current catalog. From these catalogs, course descriptions pertaining to camp administration were perused and evaluated.

The courses that were currently being offered were used as a supplement in devising a camp administration concentration under the field of recreation. The respondents to the questionnaire gave many suggestions for appropriate camp related courses that would be relevant in developing a concentration in this field. Camp Administration related books and articles were used as reference material in developing the curriculum. The remaining ideas came from my experience in the field of Camp Administration, and what I thought would be applicable material for courses needed in a strong program. These would then be developed into a syllabus with a course description, objectives, topics of study, required text and methods of instruction to be used as a Camp Administration track.

The study is limited by the magnitude of the project and the expense it would incur to contact every institution. Surveys were limited to a small segment of the camping population and to a

random sample of institutions that were having camp job fairs. However, when it became known, either by the results of the surveys or by interviews, that a particular institution focused on the camp administration area, each referral was further researched for more information.

Department heads were contacted and brochures and catalogs requested from specific institutions. From this data collected and evaluated, the final Camp Administration curriculum was devised.

**CHAPTER
IV**

RESULTS

CHAPTER
IV

THE RESULTS

Analysis and disclosure of the findings from the completed and returned questionnaires will be undertaken in this chapter. In addition a Camp Administration Concentration curriculum will be developed using all the pertinent information collected or initiated. A syllabus to be used for implementation of the program will also be included.

Data from the returned questionnaires will be arranged in a series of tables in order to present an accurate and concise account of the responses. A short comment will be included after each table in an effort to clarify and emphasize significant results.

TABLE I
QUESTIONNAIRE RETURNS

RESPONDENTS NUMBER MAILED NUMBER RETURNED % RETURNED

ACA CONTACTS	47	13	26%
UNIVERSITY PE DEPT HEADS	34	17	45%

Table 1 reveals the specific type of respondents to whom the questionnaire was mailed, how many were sent and how many were returned with the percentage rate of returnees listed. Of the eighty-one surveys mailed 30 were completed and returned.

Most all of the American Camping Association contacts listed institutions that offered camp related courses. The Department heads were not as knowledgeable about as many institutions that existed offering camp administration. Both groups responded equally with a list of course suggestions to be used in this field.

TABLE II

RESPONSES	INTEREST IN CA	VIABLE FOR PROGRAM
NO RESPONSE	3	2
YES	11	19
NO	7	3
UNCERTAIN	9	6

This table represents the responses to the questions "Do you think there is a growing interest in this field of camp administration?" and "Do you think this is a viable area to develop a concentration curriculum in?" The positive responses outweighed the negative for developing a camp administration curriculum. As for the interest in this field the responses were more positive

but not as overwhelming.

A further breakdown of the various responses of camp administrators versus University heads is shown in Table III and IV.

TABLE III
UNIVERSITY DEPARTMENT HEADS RESPONSES

RESPONSES	YES	NO	UNCERTAIN	NO RESP
VIABLE PROGRAM	8	3	4	2
GROWING INTEREST	3	6	6	2

TABLE IV
CAMP ADMINISTRATORS RESPONSES

RESPONSES	YES	NO	UNCERTAIN	NO RESP
VIABLE PROGRAM	11	0	2	
GROWING INTEREST	8	1	3	1

It was interesting to note that the correlation between whether there was growing interest in this field and whether it is viable to develop a camp administration program should be closely related. If there is not an interest, why develop a program. However, the responses of the University department heads responded with more no and uncertain answers that did not correlate with their greater number of yes answers to developing a program. The camp administrators were more closely aligned with their answers.

Several comments were given with regard to these questions. Robert Hanson, Professor Emeritus of San Diego State University, who at one time taught Camp Administration says "It would be one of a kind and might pull people from all over the country because so little is offered elsewhere." ³¹

"There is not enough push on young people going into camping." is the remark made by Mary Ellen Ross, the Director of Camping for the Easter Seal Society of New Jersey. ³²

Julie Lengfelder the chair of the Recreation and Tourism Division of Bowling Green State University says what is a consensus of opinion. "Most institutions these days offer an area of specialization in Outdoor/Recreation Education with a few electives in camp administration. ³³

Dr. Charles Chase the head of the Department of Health, Physical Education and Recreation at West Texas A & M University, has tried unsuccessfully to get the teachers education program to develop a course in Outdoor Education. Interest was always strong but by a limited number. ³⁴

"The American Camping Association has a certification program" was stated by Bob Brower, owner/director of Circle M Day Camp and others already involved in camping. ³⁵

Curt Rowland the Executive Director of Camp Eder, Fairfield, Pennsylvania, says that "camping is now being considered an acceptable career - "a real Job." It becomes increasingly specialized and a camp director needs to be an expert in so many fields."³⁶

On the lighter side from Russ Kid, Director of Physical Education at University of Massachusetts, was the attached note saying "Have a cold one or two for me at "Bostons" in Delray and good luck." ³⁷

The following table V includes the variety of courses suggested by the respondents that should be included in a camp administration curriculum. They are broken down into main headings:

As can be seen from the following table, suggestions for courses in a camp administration curriculum fell under eight sub headings in various forms. Programming, education, legal aspects, financial, personnel, support services, administration and evaluation.

TABLE V

PROGRAM	EDUCATION	LEGAL ASPECTS	FINANCIAL
Adventure Programming	Child Psychology	Risk Management	Small Business Management
Recreation	Communications	Legal Issues	Budgets
Elementary PE skills & games	Outdoor Education	Ethics and Values	Fund raising
Aquatics	Environmental & Nat. Science	ADA Compliance	Financial Management
Wellness Program	General Education	NCAA Rules	Business

Table V continued

General Programming	Philosophy of Camping	Safety Procedures	Marketing
			Grant Writing
			Accounting

PERSONNEL SUPPORT SERV ADMINISTRATION EVALUATION

Human Develop/ Interaction	Food Services	Basic Camp Administration	Program Evaluation
Personnel Administration	Maintenance	Management	Staff Evaluation
Staff Recruiting	Office Services	Administration & Organization	
Staff Training and Counseling	Health Safety	Public Relations	
Role of Camp Director		Facilities Management	
Group Dynamics			
Staff Supervision			
Leadership			

These are all courses that could pertain to any topic but in this context they relate to camp administration specifically.

The final question that was asked that received numerous responses was: List any institutions that offer a concentration in camp administration or related camp courses under another field. Compiling the answers from the camp administrators, two people responded with Aurora University in Illinois and one University department head gave Aurora as a response. According to the responses, another institution, besides Aurora University, offering a concentration in this area does not exist. This piece of information was followed by a request for the brochure and course descriptions from Aurora University.

After receiving the information, a follow up call to Dr. Rita Yerkes was made. She clarified that George Williams College, a 150 acre conference and educational center along Lake Geneva, Wisconsin, provides an additional learning resource for recreation administration students at Aurora University. The program of recreation administration is comprised of the following tracts:

Commercial Recreation Management

Outdoor Leadership

Program Management

Therapeutic Recreation

The core courses required in this program consist of: Practicum in Outdoor Living Skills, Introduction to Recreation and Leisure

Services, Introduction to Therapeutic Recreation, Philosophy of Leisure, Play and Recreation, Recreation Leadership, Recreation Programming and Supervision, Professional Preparation Seminar, Recreation Administration Internship, Legal Aspects of Recreation, Administration of Recreation and Leisure Services and Recreation Program Evaluation and Needs Assessment. The required support core courses included Organizational Communication, Instructional Materials and Adult Development and Aging.

The Outdoor Leadership track provides broad preparation for outdoor pursuits, recreation, and educational program leadership in organized camping, outdoor recreation, outdoor education and adventure education. Career targets for this area are park rangers, CAMP DIRECTORS, adventure program leaders, education center program directors and private wilderness outfitters. ³⁸

This program is the only one that trains students to become qualified camp administration personnel, even though they do not call it a camp administration track.

In response to the question of what institutions offered camp related courses the following schools were named:

TABLE VI

Western Il.	Aurora Univ	Indiana Univ	Suny/Cortland
Univ. Georgia	Southern Il	Towson State	Univ. Minn
Univ. Wisconsin	Univ. Fl	SW Texas St	Calvin College
Northern Il	Ohio State	Reformed Bible	Murray St.

Several of these institutions were contacted and requested to send a catalog with course descriptions that were relevant to camp administration. Most of these courses came under the Recreation and Leisure Studies curriculum. Some were classified under Outdoor Education. Three colleges, other than Aurora University that had strong Recreation Majors with courses pertinent to camp administration were referred by Dr. James Cox, Education Director of the American Camping Administration. These institutions included Southern Illinois University at Carbondale, University of Georgia and SUNY at Cortland.³⁹ SIU offers a specialization in program services aligned with camp administration, Cortland offers a recreation and park administration program while University of Georgia offers a bachelor, masters and doctoral program in recreation and leisure studies. In the bachelor program an area with emphasis on administration of leisure studies is offered, which is applicable, to a degree, to camp administration. Courses were identified that were relevant to camp administration and considered for implementing in a camp administration curriculum either in part or used as ideas to supplement other courses.

**CHAPTER
V**

CONCLUSION

CHAPTER
V

CONCLUSION

After the gathering of data and research was completed it became obvious that a Camp Administration concentration does not exist for the sole purpose of training personnel in this field. Several schools offered a recreation major with camp related courses and administration courses that could be applied to camp administration. These schools were identified and courses were examined in the Literature Review chapter.

From this conclusion it was decided to embark upon developing a strictly Camp Administration curriculum to be used as a concentration track under a Recreation major.

From my experience in this field and considering courses already available that have been used, I evaluated what specific areas would be most beneficial to aid in educating those interested in camp administration. The main areas of concentration I feel most vital to be an effective administrator in this tract are listed as follows:

1. INTRODUCTION TO CAMP ADMINISTRATION
2. CAMP MARKETING AND EVALUATION PROCEDURES
3. BUDGET AND FINANCES OF CAMPING
4. CAMP STAFF RECRUITING AND TRAINING
5. PROGRAMMING IN CAMP ADMINISTRATION
6. FACETS OF CAMP OPERATIONS

7. CAMP RISK MANAGEMENT
8. METHODS OF TEACHING CAMP CURRICULUM
9. CAMP ADMINISTRATION INTERNSHIP

Using these as required courses for a camp administration concentration, a sample syllabus will be developed for the course Introduction to Camp Administration. The syllabus for this course will include the following:

COURSE DESCRIPTION: Description of what the course is about and what it will cover in the broad sense.

COURSE OBJECTIVES: The course is designed to help the student achieve defined objectives which will be listed.

COURSE TEXT: The book or books used for the course and supplemental readings. Title and author.

COURSE CONTENT: Outline of what topics will be covered at each meeting and assignments.

COURSE REQUIREMENTS: What will be expected of the student to meet course requirements.

COURSE EVALUATION: How the student will be graded, with a percentage breakdown for each area.

The information included in the syllabus has been obtained through readings of articles, journals and related camp books.

Other sources include information from personnel in the camp administration field, and criteria used in other institutions as well as knowledge from personal experience.

Following the sample syllabus of Introduction to Camp Administration, a course description of each required course will be presented to describe the course contents.

SYLLABUS FOR

INTRODUCTION TO CAMP ADMINISTRATION

INTRODUCTION TO CAMP ADMINISTRATION

COURSE DESCRIPTION:

This course offers an overview and introduction into what camp administration entails. Subjects covered will be the camp directors job, marketing and evaluation procedures, business and finance in camping, staff recruitment, training and supervision, programming and scheduling, operation and implementation of activities and programs, and risk management and safety issues.

OBJECTIVES: This course is designed to help a student:

- A. To develop an awareness and understanding of the philosophy of camp administration.
- B. To understand what is involved in the day to day operations of running a camp.
- C. To have a general knowledge of the planning that goes into the administration aspect of a camp.
- D. To be exposed to skills and qualifications to determine if this is what they are interested in pursuing.

COURSE TEXT:

Basic Camp Management: An Introduction to Camp Administration.
Ball, Armand & Beverly. 3rd Edition. American Camping Association.

SUPPLEMENTAL READING: Camping Magazine Articles

Perspectives on Camp Administration.
Farley, Elizabeth. (Martinsville, In.: American Camping Assoc. 1981.)

Is Camp Administration a Profession?
Duncan, William B. (Martinsville, In: Amercian Camping Assoc. 1981.)

COURSE OUTLINE:

1. A. Introduction to Organized Camping
 - a. Tradition
 - b. Historical Overview
 - c. Types of camps
 - d. Purpose and values
- B. Topics to be covered
- C. Requirements discussed
- D. Assignment: Chap. 1 & 3
Article on Camping - 2 pages.

2.
 - A. Camp Directors Job
 - a. Job descriptions
 - b. Administrative roles
 - c. Ultimate responsibilities
 - B. Marketing
 - a. Analysis of current marketing
 - b. Developing a marketing plan
 - c. Prospecting and promotions
 - C. Share interesting articles
 - D. Assignment: Chap 2 & 6
Develop a basic marketing plan

3.
 - A. Business and Finance
 - a. Projecting income and expenses
 - b. Budget development
 - c. Purchasing
 - d. Office accounting and records/computers
 - B. Review marketing plans - group discussion
 - C. Assignment: Chap. 15
Group- design a camp budget
Quiz on Chapters 1,2,3,6,15

4.
 - A. Quiz
 - B. Staffing
 - a. Job descriptions
 - b. Specialists
 - c. Application form
 - d. References
 - e. Interviews
 - f. Contracts & policies
 - C. Group work on budget
 - D. Assignment: Chap. 5
Presentation of Budget

5.
 - A. Presentation of Budgets
 - B. Skits on Interviewing Job Candidates.
 - C. Staff Orientation, Training and Supervision
 - a. Pre camp training
 - c. Situation scenarios
 - d. Guidelines in supervision
 - e. Stress and camp staff
 - D. Assignment: Chap. 10 & 11
Article related to staffing

6.
 - A. Guest Speaker on Camp Administration
 - B. Sharing of Staff Articles
 - C. Review for Mid-term
 - D. Study Time for Mid-term

7. Mid Term Exam

8. A. Principles of Program Development
 - a. Activities/brainstorming
 - b. Factors in scheduling
 - c. Developing a daily schedule
 B. Begin a three week general schedule
 C. Assignment: Chap.4 & 12
 Present one week general schedule

9. A. Implementation of Activities
 - a. Demonstration & participation of large group activities
 Scavenger hunt, Name game, Sport game
 B. Assignment: Annotated bibliography of a game or activity book.
 To bring an activity to teach to class - arts n' crafts, recreational games, musical games, dance, relays, or obstacle course.

10. A. Risk Management, Safety Procedures & Facilities
 - a. Identification of risks and prevention
 - b. Management of risks
 - c. Handling incidents
 - d. Record keeping
 B. Student Teaching of Activities
 C. Assignment: Chap. 9
 Bring list of 10 camp field trips or special events

11. A. Field Trips
 - a. Planning, scheduling, cost, numbers, time
 - b. Transportation
 B. Brainstorm Lists of Ideas of Students
 C. Continuation of Student Teaching of Activities
 D. Assignment: Chap. 13 & 14

12. A. Support Services
 - a. Health
 - b. Food
 - c. Sanitation
 B. Review for Final
 C. Continuation of Student Teaching of Activities
 D. Assignment: Study for final

13. A. Evaluation
 - a. program
 - b. staff
 B. Discussion
 C. Final

COURSE REQUIREMENTS:

COMPLETE ASSIGNMENTS

- A. Read designated chapters
- B. Prepare group budget
- C. Articles
- D. Individual basic market plan
- E. Teaching of group activity
- F. List of field trips and special events
- G. One week daily schedule
- H. Annotated bibliography
- I. Quiz
- J. Mid-Term/Final

CLASS PARTICIPATION

CLASS ATTENDANCE

COURSE EVALUATION:

- 1. Participation/Attendance - 10 %
- 2. Articles & Bibliography - 10 %
- 3. Projects/Market Plan, - 40 %
Budget, Schedule, Field Trips
- 4. Group Activity - 20 %
- 5. Exams - 20 %

GRADING SCALE:

- A = 93-100
- B = 84-92
- C = 72-83
- D = 60-71
- F = Below 60

The course descriptions that follow will be taught by individual instructors who will develop an appropriate syllabus for the course they will instruct.

CAMP MARKETING AND EVALUATION PROCEDURES:

This course will teach the various methods and resources that are available in marketing a camp program. It will also cover evaluation techniques to determine if the camp was successful in terms of camper satisfaction, staff performance and program design.

BUDGET AND FINANCES OF CAMPING:

This course is designed to help the student understand fiscal policies and budget procedures in camp administration. It will cover aspects of what is included in and how to set up a budget as well as how to project revenue. Record keeping, billing and financial procedures will be included on a computer format.

CAMP STAFF RECRUITING AND TRAINING:

Methods and procedures to follow in hiring camp personnel, drawing up contracts and adhering to legal policies will be covered in this course. Emphasis on leadership skills will include problem solving, supervision and safety, and the "do's and don'ts" of being a good counselor.

FACETS OF CAMP OPERATIONS:

This course will teach methods of organization and administration of implementing the daily camp program. It will cover what is needed to be the support areas that go into running a camp operation such as food service, maintenance, transportation, supplies, facilities and security.

CAMP RISK MANAGEMENT:

This course, which introduces legal aspects and terms, covers the understanding of those circumstances in which accidents are most likely to occur and the precautions that must be taken to prevent them from happening. It will cover the legal risks that are involved and potential financial loss that can occur. Students will learn the art of anticipating potential dangers and methods of deterring them.

METHODS OF TEACHING CAMP CURRICULUM:

This course is designed to introduce students to the various strategies and techniques which may be used in teaching a variety of camp activities. Emphasis will be placed on planning for effective instruction. Peer teaching will be used to gain practical experience.

CAMP ADMINISTRATION INTERNSHIP:

Student gains practical experience working at a selected organized camp site for a summer in the administrative area.

The purpose of this research as previously stated was twofold: to determine if a concentration in Camp Administration does exist in any institute of higher learning. Second, if one did not exist or existed in part, then a Camp Administration curriculum would be developed from the research and the experience of the researcher.

This curriculum has been developed with the hopes that it could possibly be used here at Lynn University or at other institutions which offer a recreation degree. It could be implemented as a concentration under the Recreation Department or as a separate track in itself.

With the operation of Pine Tree Camps and Kampus Kampers on the Lynn University campus, it provides an ideal situation for hands on experience. The expertise of the administrative staff is an added resource for this curriculum as well as the overall facilities.

As Robert F. Hanson, professor emeritus at San Diego State University, with thirty years of experience in recreation, so aptly put it, "It would probably be one of a kind and such a concentration might pull people from all over the country because so little is offered elsewhere." ⁴⁰

ENDNOTES

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2. Connie Magnuson, "Why Do Staff Return" Camping Magazine, May-Jun 1992. pp. 38-42.
3. Nancy Halliday, "Dealing with Discipline" Camping Magazine, Jul-Aug 1993, pp. 16-20.
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32. Response from survey questionnaire. Mary Ellen Ross, Director of Camping, Easter Seal Society, April 17, 1995.
33. Response from survey questionnaire. Dr. Julie Lengfelder, Chair of Recreation and Tourism, Bowling Green State University, Bowling Green, Oh.: April 19, 1995
34. Response from survey questionnaire. Dr. Charles M. Chase, Department Head Health, Physical Education and Recreation, West Texas A & M University. April 12, 1995.
35. Response from survey questionnaire. Bob Brower, Owner and Director of Circle M Day Camp. April 20, 1995.
36. Response from survey questionnaire. Curt Rowland, Executive Director Camp Elder, Fairfield, Pa.: April 16, 1995.

37. Response from survey questionnaire. Russ Kidd, Director of Physical Education, University of Massachusetts, Amherst, Ma.: April 22, 1995.
38. Telephone interview with Dr. Rita Yerkes, Associate Dean of George Williams College, Aurora University, Lake Geneva, Wi.: April 17, 1995.
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Personal interview with Dr. Richard Thomas, Associate Professor and
Curriculum Developer, Sports and Athletics Administration,
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Telephone interview with Dr. Rita Yerkes, Associate Dean of George
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April, 17, 1995.

Personal interview with Dr. Richard Young, Director of
Intercollegiate Athletics; Coordinator of the M.P.S. Sports
and Athletics Administration Concentration. Lynn University,
Boca Raton, Fl., March 27, 1995.

APPENDIX A

Kampus Kampers
Lynn University
3601 Military Trail
Boca Raton, Fl. 33431

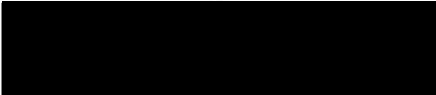
Dear *Colleague*

I am endeavoring to complete a Masters project on the topic of Curriculum in Camp Administration. As a camp administrator or someone with experience in the field of camp administration I would appreciate any input that you might be able to contribute in the following questionnaire. If you are part of a University system and perhaps might have knowledge in this field about your University I would welcome any information you could supply.

Please reply at your earliest convenience but before April 20th if possible. An envelope is enclosed for your convenience in returning the questionnaire. In the event that the envelope is misplaced, please return the questionnaire to me at the above address.

Your time and assistance is truly appreciated. THANK YOU.

Sincerely,



Sue Merrill

APPENDIX B

QUESTIONNAIRE FOR RESEARCH ON CAMP ADMINISTRATION CURRICULUM

NAME _____
POSITION OR TITLE _____
EMPLOYER _____
YEARS OF EXPERIENCE IN THIS FIELD _____
MAJOR FIELD YOUR DEGREE IS IN _____

QUESTIONS

1. Are you aware of any institution that offers strictly a Camp Administration degree? _____
2. Give the name of that institution. _____
3. Give the location of that institution. _____
4. Are you aware of Camp Administration being a concentration (36 credit hours) under another field ie: Recreation? _____
5. Give the name and state of those institutions

NAME OF INSTITUTION

STATE

_____	_____
_____	_____
_____	_____

List any others on back.

6. Are you aware of any institutions that offer Camp Administration or related Camp courses as part of their curriculum in another field? _____
7. List any institution that you feel have strong emphasis in this area?

8. Have you ever taken camp courses for credit? _____

9. List any you felt were most helpful.

10. Do you think this is a viable area to develop a concentration curriculum in? _____

11. What topics do you feel need to be included in a strong camp administration program? _____

12. Do you think there is a growing interest in this field? _____

If you are associated with an institution that has any Camp Administration or Camp related courses, if you could enclose a copy of the course descriptions I would greatly appreciate it.