

A PROPOSED PLAN FOR EVALUATING
SEMI-PUBLIC CAMPS IN THE
STATE OF OREGON

by

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A PROPOSED PLAN FOR EVALUATING SEMI-PUBLIC CAMPS IN THE STATE OF OREGON

CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of this study is to devise a rating plan for evaluating semi-public camps in the State of Oregon that will embody accepted standards and practices in the organization and administration of camps.

The standards used in this study are based upon the judgment and appraisal of a selected group of specialists in the field of camping and by the Oregon Section of the American Camping Association.

The emphasis on the evaluating of camps in this study is due to the rapid development taking place in the camping movement. At the present time the organized summer-camp movement is in a significant stage of transition from infancy to a mature educational organism. This change is represented in the widespread efforts to develop and apply standards of desirable practice. This, therefore, seems an opportune time for such a study. The statement has been made (18, p. 11-14) "that a formulation of standards may be tested, revised and matured."

Out of this study grow the necessity and desirability of answering four pertinent questions:

- (1) What standards do experts agree should be used as a basis for evaluating semi-public camps?
- (2) To what extent do these standards include all of the best current practices in camping programs and activities as judged by authorities in the field of camping?
- (3) How can these standards be broken down into specific procedures, assigned relative values, and given a weighting in such a way that a satisfactory rating scale might be formulated?
- (4) In the light of this study what procedure might be suggested to assure constructive use of the proposed rating scale?

Purpose of the Study

The purpose is to present a rating scale that will meet with the approval of specialists in the field of camping and be accepted by the Oregon Section of the American Camping Association to be used for the purpose of raising standards in the evaluation of semi-public camps.

As a result of the realization of the growing need for raising camp standards, a re-emphasis is now taking place in the entire camping movement. Much work has been

done on the assembling, examining, and reformulating of the existing camp standards now in practice. The current efforts to develop and apply standards in camping promise to remake and advance camping more significantly in the next decade than during its history to date.

In the December issue of the Camping Magazine (15, p. 19) Miss Barbara Ellen Joy, past President of the American Camping Association, reported that a Camp Standards Committee has been appointed to seek information regarding our present standards, contained in the "Marks of Good Camping," and to further revision of these standards. The American Camping Association is a national organization of persons primarily interested in camping. Its purpose is to promote camping, to determine policies, to raise the standards of professional leadership, and to improve the practices as carried out in the programs of camps in the United States. To assist in the revision of standards, Mr. Wilbur A. Joseph of Pittsburg, chairman of the National Camp Standards Committee, has asked each section to draw up a set of standards and submit them to the committee. It is felt that the American Camping Association should be in a position to provide, upon request, a set of good standards for camping. The Oregon Section of the American Camping Association during the past two years has been directing their efforts toward

this end and adopted a Minimum Set of Standards for Oregon Camps on May 25, 1946.

To further the use of standards, the president of the Oregon Camping Association appointed a committee to devise some type of rating scale based upon the adopted set of standards, the idea being to use such a scale for evaluating camps to determine the degree to which such standards are in practice and to act as a general stimulant for all agencies to raise the camping standards throughout the state.

As a member of the Oregon Section the writer became interested and with the approval of the Camp Committee selected as a thesis problem the subject of devising such a rating scale for evaluating semi-public camps. The major steps of the proposed plan as followed in this study are: (1) adequate delimitation of the problem under consideration; (2) choice of the standards upon which a proposed rating scale is to be made; (3) construction of the scale with points allotted each item and weightings assigned each division to enable the scorer to arrive at a percentage rating; (4) testing of the practicability of the scale by evaluation of camps; (5) organization and interpretation of the results obtained; (6) final revision of the scale based upon the opinion of specialists in the field of camping and the trial testing of camps.

This study seeks to set up a proposed rating scale for evaluation of semi-public camps in Oregon that will be accepted by the Oregon Section of the American Camping Association.

Needs of the Study

The growing importance placed on standards and their evaluation in terms of the degree to which camps embody such standards in their practice emphasizes the need for this study. To date, the literature concerning camp evaluation has dealt in generalizations pertaining to the need of setting-up procedures and practices by which standards may be tested, revised, and matured. Many opinions have been stated concerning the problem, but no studies which present facts have been made. Studies that have been made deal primarily with the development of desirable camp standards and analysis of the organization and administration of camps according to accepted standards.

Today the need for further study of standards and their evaluation is being stressed by leaders in the field of camping and by the American Camping Association. It is felt that the time has come to narrow the gap between standards and practices, and there is no need to wait for perfection in the formulation of standards or for universal

acceptance of these formulations before camps seek to embody them more fully in their practices.

As far as the writer is able to determine, no study has yet attempted to devise a rating scale as is proposed in this problem.

The two major jobs that need to be done in the near future are to determine to what extent camp directors are endeavoring to embody proposed standards in the operation of their camps and to devise a scale by which standards may be tested, revised, and matured. Such an emphasis will further the development of camping in the decade ahead. In undertaking this study the writer seeks and proposes to answer the second of these major problems.

Limitations of the Study

The writer is limiting the scope of this study to those camps known as semi-public organized camps in the State of Oregon and is concerned only with those operating for a summer period with developed, well-balanced recreational-education and character-building programs. These agencies, which include Girl and Boy Scouts, Camp Fire Girls, Young Men's Christian Association, Young Women's Christian Association, 4-H Clubs, etc., are developing standards for camping in their programs and are affiliated with the Oregon Section Camping Association.

Because of the impossibility of including all factors necessary to rate within a single rating scale so many varied types of camps, no attempt is made to include in this study short-term camps without adequate camp facilities, leadership, and programs or those classified as private.

The problem then becomes limited to those classified as semi-public organized camps affiliated with the Oregon Section of the American Camping Association.

Significance of the Study

The selection of this problem is related to the study of existing standards now formulated in the field of camping and to the setting-up of procedures and processes by which these standards may be tested, revised, and matured. The first objective is to determine what standards specialists agree should be used as a basis for such an evaluation. The practical application of this information will be to embody these accepted standards in the proposed rating scale.

Because of emphasis on standards during the past ten years, the results of the study should meet with approval. Camp directors should be aided in embodying these best current practices in the administration of their camp programs and activities.

The results of this study will be presented to the Oregon Section of the American Camping Association for approval and adoption. The idea in mind is that such a scale can be used to evaluate camps to determine the degree to which such standards are now in practice. The Oregon section feels that the result of this procedure will be a general stimulation for all agencies to raise the standards of camping throughout the state.

The camp administrators will find that the chief value of this scale lies in its usefulness to camps as a self-rating device to determine to what extent their own programs and activities are in line with accepted standards and practices.

The study is worth while from the point of view of specialists in the field who feel that the next step to be taken in the study of standards is to devise means for evaluating camps to determine to what extent these accepted standards are being employed in present camp practice.

Summary

It has been felt by camp authorities that devices must be set up to test the proposed standards formulated and to narrow the gap between these standards and actual practices. Since standards represent every important

aspect of camping, their position in the advancement of the camping movement is one of great importance. Standards alone, however, have no value unless methods are devised to test these standards in light of their embodiment in the practices of camps.

The rating scale proposed in this study affords a measuring rod of camps to determine the extent to which they are meeting accepted standards through the offering of a well-rounded camping program. It also enables camps to check facilities, equipment, personnel, programs, and practices against a standard and thereby determine their weaknesses and deficiencies. The result of such a practice should be a general stimulation for all agencies to raise their standards and should act as a means for the securing of community understanding and support in efforts to improve all phases of the camp program.

CHAPTER II

HISTORICAL BACKGROUND

Growth of the Camping Movement

Camping has grown from the stage of being part of our national existence to the present point of view as a great American contribution to education. From its original state, camping has progressed to a recreational and educational movement, enriched with social significance.

The first campers in this country were the Indians. They were wholly dependent upon nature for their primary needs, food, clothing, and shelter. The Indian was a good camper. For better understanding and love of the out-of-doors, an essential part of our camping movement, we owe much to our first American campers.

The era of explorers, traders, and trappers marks the second period of camping. They knew the way of the woods for success in their expeditions and living and added a significant part to our present concept of adventurous camping.

The first thing a party from the Mayflower did when they went ashore was select a camp site. A study of their progress will show that shelter, food, self-occupation, spiritual influence, group living, and community effort were basic elements in the development of

our country. It might be said that in the United States camping and democracy started together.

It is believed that the early organized camping movement began about 1870. Organized camping was done originally for the fun, for the sake of camping. However, it soon became influenced by activities organized in the cities. An example of this influence was the "Fresh Air Work" movement in 1872, its purpose being to get children out of city conditions and into the country air and sunshine. Its benefits were judged largely by gain in weight. The organized games and sports movement, a product of the city and school life, influenced camping to become strongly athletic and body building. Even so, early in the camping movement its existence became purposeful recreation and its purpose the promotion of health, personality growth, and education. These objectives have stood the test of time and through the years have come to be taken for granted. Our methods of achieving them have changed, while the concept of health has been broadened to include mental as well as physical well-being.

The trend of population moving to the cities and the increase of leisure time brought about another significant influence on the camping movement, that of recreation facilities and programs. Other influences were

the change in the concept of health from a mere height-and-weight chart to the practice of healthful living, and the stressing of character as a chief goal in camping by the various agencies.

The next stage in the development of the camping movement was one of great significance to those in the field of camp work. Organized camping was analyzed in terms of good educational procedure and practice. The trend in education of considering the whole child, to bring about in each individual the greatest and most wholesome personality growth and development was the next major emphasis in the camping movement. In camps, programs were made flexible instead of rigid; campers were encouraged to make choices; programs were fitted to the campers rather than the campers to the programs.

Dr. Charles W. Eliot's description of camping is a symbol of the advancement in the camping movement, that of uniting education and camping by stressing the total education of the child. Dr. Eliot described camping as America's greatest contribution to education. "Opportunity for development of each individual camper by providing opportunities for intelligent participative citizenship, thereby fostering those attitudes of mind which make one willing to accept the responsibilities of citizenship as well as demanding its privileges - this is the

unique contribution of camping to education." (12, p. 4)

The camping movement has been fostered generally by private and organization effort. It is only in recent years that camping has been projected as a public function. Schools are just beginning to make camping an integral part of their programs.

Using our ancestors' experiences as a guide, we can go back to a rugged simpler life and recapture some of the more basic elements of living without losing sight of our goal, total education for life in a democratic state. No matter how advanced we make modern living, man's nature does not basically change; he is still a part of nature and needs to get back to it for much of his living.

Today with this shift of emphasis in camping to apply the best available educational procedures making an asset of the naturalness and simplicity of life in the woods in contrast with the complexity and artificiality of city life, camping can make a vital contribution to the building of better citizens and to the implementation of democratic ideals.

Types of Organized Camps

The rise and growth of the camping movement has been accompanied by the appearance of many agencies which

have concerned themselves with its promotion. In its history camping has been backed by many organizations, and, as a result, camps may be classified as follows: (1) private camps, (2) semi-public camps, (3) industrial camps, (4) municipal camps, and (5) work camps.

(1) PRIVATE CAMPS

Today, camping at its best is doubtless to be found in the private-camp field. Private camps hold an important place in camping. They are operated by individuals or corporations at a fee covering all expenses, and usually make a profit. However, their programs and activities are planned in accordance with educational and recreational objectives and demonstrate some of the finest camping today in view of accepted standards and practices.

Private camps have some distinct advantages over other types of organized camping. Some of these are: Sufficient funds; varied, complete, and comprehensive programs; better counselor-camper ratio; larger percentage of superior counselors trained in leadership with more experts in skills; long-term camping, giving opportunity for constructive work in health, social adjustment, and education.

Popular conception has the private camps catering only to the children of the very well-to-do. Although

this might be said of the past, private camps today are often operated at a fee acceptable to families of average means and are patronized by such families even at a sacrifice because of their superior advantages.

There are many variations among private camps. Some specialize in particular activities; for example, Sports and Swimming Camps, Canoeing Camps, Horseback Riding Camps, Mountain Climbing Camps, Health Camps, Fine Arts Camps, and Camp Craft Camps. Other camps avoid such specialization and present a complete and varied program, wide enough in scope to meet the need of the individual camper.

(2) SEMI-PUBLIC CAMPS

Organizational camps sponsored by character-building agencies, such as the Boy and Girl Scouts, Young Men's Christian Association, Young Women's Christian Association, Camp Fire Girls, Four-H Clubs, Pioneer Youth, American Legion, and Social Service Agencies, are classed as semi-public camps. Because of low operating cost at a nominal fee, barely sufficient to care for routine operation, they are rendering a service in the advancement of camping by making it available at low cost to anyone regardless of his economic status.

Some of these camps are self-sustaining; most of them, however, operate from the budget of the organization,

financed by their local Community Chests. They are usually located within easy access of the cities they serve, and so keep travel cost at a minimum.

These camps usually operate in sessions of one and two weeks, with new campers arriving each period. Such short-period camping hinders development of constructive work in health, social adjustment, and education, which the long-term camps are better able to accomplish. These camps continue their year-round programs and as a result accomplish some educational ends in their camping activities.

Some large city organizations operate more than one camp. They include different types of camping such as overnight camps, week-end camps, day camps, gypsy trips, and established camps which resemble the private ones and cater to long-term campers.

There are many variations among semi-public camps; an example or two may be cited here. The 4-H clubs serve farm youths, affording outstanding boys and girls with leadership ability an opportunity for a week or two of camp training. Social settlements operate camps for the neighborhoods in which they work. Their program is primarily concerned with health building. Children of all ages and often parents too attend these camps.

(3) MUNICIPAL CAMPS

Municipal camps have been slow in development because of other immediate needs confronting city recreation departments. In the past few years, there has been a growing emphasis on camping in the recreation programs, and as a result many cities are now operating summer camps.

There are two types of camps sponsored by recreation departments: one type is similar to the semi-public camps operating for one-or-two-week sessions at a low cost; the other type provides permanent leadership on the playgrounds, and certain days are reserved for camping activities. The playground leaders cooperate with the camp leaders in administration of their programs.

(4) INDUSTRIAL CAMPS

Industrial camps are operated by large industries or stores to give employees a vacation at low cost. The development of this type of camping is in the experimental period and cannot be said at present to be on the increase. These camps have neither an organized program nor adequate leadership. For the most part they consist of equipped campsites where week ends and vacations may be spent.

(5) WORK CAMPS

A different type of camping is represented in

the work camps sponsored by the Friends Society. The campers are usually college sociology students interested in gaining practical experience in the study of sociological problems. No permanent campsite is set up for this type of camping. A community in need of some social service adaptable to the understanding, ability, and interests of the group is selected. They move into the community, organize their camp, acquaint themselves with their new environment, and gradually organize and develop the project selected. Such a project may be the planning, organizing, and directing of a summer playground.

Such service to the communities is done entirely on a volunteer basis. This type of camping is new and still in its developmental stage. However, it is rendering a real service and offering a unique contribution to the camping movement.

Trends in Camping

Undergoing a transitional period in its history, the camping movement has many problems to face today. It is significant that camping people are aware of and alert to the changing conditions taking place in our country. They are now studying trends for a more understanding interpretation by camps, sections, and the American Camping Association that they may better meet

the challenge and improve general camp practices.

Many factors taking place in society, such as increased earning power of the family, increased employment, mass population movement, poor housing conditions, and other social and economic problems, are placing an increased demand for more extensive and better camping.

To best interpret the methods employed by camps to meet these demands necessitates a presentation of present trends in the camping movement. Changing from the recreational to an educational concept of camping has caused a general transformation of program methods and leadership personnel. Camps are now accepting or recognizing the educational trend of considering the whole child in respect to his personality growth. As a result, programs have been made flexible instead of rigid, campers are encouraged to make their own choices, and programs are fitted to the campers rather than the campers to the programs.

A more thorough analysis, understanding, and treatment of the social adjustment needs of the individual are being accomplished by a re-organization of camp objectives in terms of the development of wholesome social attitudes and behavior. There is a more direct application to the summer camp of findings of other fields, such as sociology, education, psychology, and mental hygiene.

Shifting from an adult-made program to a co-operatively developed series of experiences in which all members share indicates camps are seeking to express democratic participation and government in their organization of activities.

Techniques of various sorts are being employed in the effort to appraise more accurately the results of the summer camp in developing in campers the desirable skills, attitudes, appreciations, and habits necessary for social adjustment needs of the individual. Methods and standards in the selection, equipment, and supervision of leadership are more in accord with those operating in other educational institutions and indicate the general application and embodiment of better standards in general camp practices.

This picture is representative of some of the trends taking place in camping and shows how vitally needed is good camp leadership, organization, administration, and practice to enable organized camping to assume its place and continue to make its contribution to the American way of life.

In view of future trends one thought is foremost in the minds of camping people. A closer cooperation between camping and schools is evidenced by institutions of higher learning including in their curricular more

courses for camp directors and counselors. A few are organizing and controlling experimental camps to serve as training centers for teachers, camp directors, and counselors. Camping should take its rightful place in the year-long scheme of education. There are some indications that schools may in the near future expand their programs to include camping experience.

Development of Camp Standards

Camp standards have progressed a long way from the era of an annual inspection of camp drinking water by the Department of Public Health and a satisfactory record of "ethics" on the part of the camp director as evidenced in the payment of camp bills. In the early days of its organization these two standards were set as requirements for membership to the American Camping Association.

The development of camp standards was first given impetus by individual camps operated by national agencies. Individual agencies, such as Boy Scouts of America, the Girl Scouts, Inc., the Camp Fire Girls, Inc., the Young Men's Christian Association, and others, through their contributions are still playing a very important role in the formulation of our existing camp standards.

As the camping movement grew, cooperative efforts on a narrow geographical basis were evidenced.

Interested persons began to share their experiences in the hope of improving camp standards and practices. This was done largely on a local or regional basis. An example of this type of procedure was the Institute conducted by the Chicago Camping Association held at George Williams College in 1935. Three-hundred thirty-three persons attended this conference and formulated standards later published as "Setting Standards in the Summer Camp." Camping groups in other parts of the country undertook similar enterprises.

Other significant agencies contributing to the formulation of standards during this period were community agencies such as the Council of Social Agencies and Community Welfare Councils. Government agencies also emphasized standards by the embodiment in legislation of regulations relating to health and sanitation. The American Red Cross, the United States Public Health Service, and other State Departments of Health have also contributed to the development of standards in camping.

The government, national agencies conducting camps, camp directors, community agencies, and scores of other groups engaged individually in formulating statements of desirable camp practices as a possible means of improving camping in America felt that the time had come to take unified action in formulating acceptable camp

standards. They felt individual standards should be assembled, examined, and worked into a new formulation that might represent, to the greatest extent possible, a consensus of the camping movement. Through co-operation of the W. K. Kellogg Foundation, a Workshop on Camp Standards was conducted by the American Camping Association at the Clear Lake Camp, November 28 through December 1, 1930. This group included representative persons from all phases of the camping field as well as health and sanitation specialists. The result of their efforts was the publishing of "Marks of Good Camping," a set of standards for the American Camping Association to be used in advancing the cause of good camping.

Bringing the history up to the present, Miss Barbara Ellen Joy, past president of the American Camping Association, has recently reported the appointment of a Camp Standards Committee to seek information regarding the status of present standards contained in the "Marks of Good Camping," and to further a revision of these standards. To assist in this revision, Mr. Wilbur A. Joseph of Pittsburg, chairman of this committee, has asked each Section of the American Camping Association to draw up a set of standards and submit them to the committee. It is felt that the American Camping Association should be in a position to provide, upon request, an

up-to-date set of good standards for camping. Oregon has already met this request with the formulation and adoption of a Minimum Set of Standards on May 25, 1946.

Organized Camping Movement in Oregon

Camping activities in Oregon date from the early '90s, their beginning being credited to the Portland Young Men's Christian Association. In 1903, this organization conducted the first summer camp for boys. The first experiment in girls' camping followed closely in 1914 when the Portland Camp Fire Girls conducted a camp on a temporary site now known as Riverdale.

From this beginning Oregon now has a total of fifty-two camps offering boys and girls in the state a well-organized camping experience. These camps are located throughout the state on sites selected primarily for their natural advantages and attractions along mountain streams, rivers, and lakes. At present the character-building organizations are the leaders in the promotion of camping. Church camps are awakening to the opportunities provided and are coming into the camping picture. Private camps are still few in number.

In 1938, a study of camping in Oregon was made possible by allocation of funds authorized by congress to assist states in the study of their recreational problems.

Seventy-seven different groups reported camping in 1938, with approximately 16,300 different persons attending camps. Of this number an estimate of eight per cent were of the States' Youth population. (25, p. 1-4)

Six national organizations are represented in Oregon's organized camping activities: Boy Scouts, Camp Fire Girls, Girl Scouts, Y.M.C.A., Y.W.C.A., and the 4-H Clubs. Eleven protestant church denominations conducted summer camps; the Salvation Army and B'nai B'rith, a Jewish organization, each conducted a large camp. In addition, six private camps were operated.

Most camps in Oregon are financed by camper fees supplemented by the year-round budgets of the organizations under the sponsorship of the community chest. Campships are made possible by individual contributions which give children who cannot afford to pay for it summer camping in various camps operating throughout the state.

It is felt by state leaders of camping that the camp movement is just beginning to grow and to receive the attention it merits. We need more adequate sites, funds for equipment, improvement, and for subsidizing attendance of underprivileged and problem children. We need more trained camp personnel, education of the public to the educational and character-building values of

organized camping, and additional money to improve existing camps and provide new ones. These are necessary factors for satisfactory development of organized camping in Oregon.

Realizing that the state as a whole is just beginning to take advantage of its opportunities in the field of camping, it is predicted that this movement will grow rapidly in the next few years. With continued efforts on the part of youth camping agencies and local camping groups, and with more and better support of the movement by communities and service groups, camping will continue to grow and render to boys and girls in the state social, educational, and recreational service.

History of the Oregon Section of the American Camping Association

An important step was taken in influencing the camping movement in Oregon when a group of interested camp directors decided to meet twice a year to exchange ideas and practices regarding the organization and administration of their camps. These directors represented Portland Youth Agency Camps and became known as the Camp Director's Group.

In 1938, the first year of its existence, this group held a conference at the Nortonia Hotel in Portland to afford an opportunity for state directors to meet and

discuss pertinent camp problems. It was felt that a sharing of ideas would result in unifying and raising camp practices.

In successive years conferences were held at Oregon State College, Camp Wildwood, and Silver Creek Falls to promote camp-leadership training of counselors and to aid camps in development of their health and safety programs. These conferences are now under the direction of the Oregon Camping Association.

As camping grew in the state, some of the directors felt that Oregon should become a part of the American Camping Association. Taking the initial step toward this goal, Miss Elaine Gorham, Executive Secretary of the Portland Camp Fire Girls, called a meeting of the Camp Director's Group to discuss plans for organizing the new section. Following this meeting a charter was sent for, and the Oregon Section of the American Camping Association was organized in the spring of 1942.

Under the capable direction of Miss Helen Leonard, Executive Director of Portland Girl Scouts and President of the Oregon Section, the organization sponsored many activities, outstanding among them being the counselor's conference held at Silver Creek Falls in the spring of 1943. Promotion of better standards for leadership training and interpretation of good leadership to

counselors were the main topics for discussion. The outcome was a feeling on the part of camp directors of better leadership in camps the following summer.

In 1945, the section adopted a constitution and became an influencing factor in promoting better camp practices in the state. The membership has grown from a beginning of twelve to a total of seventy-five active members representing all organizations promoting camping in the state.

In the fall of 1945, a committee was appointed by the President to study and develop a set of minimum standards for Oregon camps. The regular monthly meetings of the Association were planned on a workshop basis, and the members formulated a completed set of standards which were adopted on May 25, 1946. To further the use of these standards it was proposed that a ratio scale be devised for the purpose of evaluating camps to determine the degree to which the adopted standards are in practice. This project on the part of the Oregon Section of the American Camping Association is in line with the proposed study of camp standards as outlined by the National Organization, the American Camping Association.

From its beginning, the Oregon Section has developed to the point of being a progressive organization interested in promoting a better understanding of camping

and camp practices throughout the state.

Summary

Organized camping has grown from merely a part of our national existence to its present position of an integral part of our educational movement. The movement has been fostered primarily by private and organizational effort, with schools just beginning to make camping an integral part of their programs.

In terms of future direction of the camping movement, we can hope for closer cooperation between camping and schools with the application of the best available educational procedures to the administration of camps. We can go back to the naturalness and simplicity of life in the woods in contrast with the complexity of city living, and we can encourage the promotion and practice of good camp standards to further aid camping in making its vital contribution to the building of better citizens and the implementation of our ideals of democracy.

Today camping is an educational workshop which provides for the total integrated development of each individual camper, with consideration for a desirable balance of the social, physical, emotional, mental, and moral factors involved in this development.

CHAPTER III

THE PROCEDURE EMPLOYED IN THE STUDY

Problem of the Study

The current emphasis placed on the study of standards and their evaluation by leaders in the field of camping indicated the need for the development of a device by which standards may be tested, revised, and matured. It is felt that standards alone are of little value unless camp directors embody them in the operation of their camps. The problem of this study, then, is to devise a rating scale for the evaluation of Oregon camps that will embody accepted standards and practices.

To further the use of standards by devising a rating scale based upon accepted standards has been outlined by our American Camping Association as a major task for the near future. The scale proposed in this study is to be used to evaluate camps in order to determine the degree to which accepted standards are now in practice. In the development of this scale accepted standards and practices are employed as the basis for the formulation of the divisions and the respective items listed. It was realized that a rating scale of this nature would have to employ standards and practices accepted in the organization and administration of camps throughout the United

States.

Source Material

The selection of standards upon which this proposed rating scale was based was made from a study of the following sources: "Marks of Good Camping," Association Press; "A Camping Manual," Alice R. Drought; "Camps and Their Modern Administration," Hazel K. Allen; "Camping Aims and Guides," The Children's Welfare Federation of New York City, Inc.; "Touchstones for Good Camping," The Columbus Camp Council; Standards published by Girl and Boy Scout and Camp Fire Girls' Youth Agencies, and from the Minimum Set of Standards for Oregon Camps.

In the further development of this scale some of the standards were based upon the judgment and appraisal of specialists in the field of camping, by general camp conferences, some were worked out in meetings of the Oregon Camp Directors, but the majority were those adopted by the Oregon Camping Association. There was found to be considerable agreement as to standards in the case of a number of the major camping items used in this rating scale.

Development of a Scoring Sheet

After determination of what standards experts

agreed should be used as a basis for evaluating camps, the rating-scale was formulated. It has nine general divisions representing the following major items which contribute directly or indirectly to the adequacy of a good camp program.

<u>Division</u>	<u>Weighting</u>
I. First Impressions.....	2
II. Campsite.....	3
III. Camp Equipment.....	3
IV. Camp Relationship.....	8
V. Program.....	7
VI. Selection, Supervision, and Training of Staff.....	6
VII. Health, Sanitation, and Safety..	7
VIII. Records.....	3
IX. Evaluation.....	<u>5</u>
Total	44

A scoring plan was worked out on the basis of a percentage rating. To facilitate scoring, one-hundred points were allotted to each of the major divisions, but since they were not all of equal importance, a suggested value was indicated for each to enable any camp to arrive at a percentage rating on the basis of the whole schedule. The weightings given to the major divisions and to the sub-divisions of each were originally set on a more or less arbitrary basis and later decided

upon after the rating of a number of camps according to the plan and suggestions offered by directors, by other expert opinions, and by members of the Oregon Camping Association. In general, the weightings represent what are believed to be the relative importance of the respective items.

How to Use the Scale

Instructions for rating each division are given in the schedule to assist the appraiser in arriving at a correct percentage rating for the camp on the basis of the basis of the whole schedule. The number of points which should be credited to a camp meeting the standard suggested is indicated. Many of the items included in the scale are self-explanatory. Unless otherwise specifically indicated, a camp that does not fully meet the standard indicated for a given item should be credited with a lesser number of points than the full score, the number being proportional to the extent to which the camp meets the standard provision. For example, if twenty points are given for meeting the standard, a camp that qualifies only half-way should be given ten points. To determine a general percentage for a camp based on the whole scale, multiply the number of points scored under each of the nine major items by the weighting suggested

for each and divide the total number of points by 44.

The highest possible total score is 4,400 = 100% rating.

Example: Suppose a camp scores 82 points under First Impressions, 53 points under Camp Site, 76 points under Camp Equipment, 66 under Camp Relationships, 93 under Camp Program, 81 under Selection, Supervision, and Training of Staff, 79 under Health, Sanitation, and Safety, 58 under Records, and 62 under Evaluation, the score is determined as follows:

	<u>Points</u>	<u>x Wt.</u>	<u>Total Score</u>
First Impressions.....	82	x 2	164
Camp Site.....	53	x 3	159
Camp Equipment.....	76	x 3	228
Camp Relationships.....	66	x 8	528
Program.....	93	x 7	651
Selection, Supervision, and Training of Staff.....	81	x 6	486
Health, Sanitation, and Safety.....	79	x 7	553
Records.....	58	x 3	174
Evaluation.....	62	x 5	<u>310</u>
Total			3,253

Dividing by 44 we have 74% as the percentage score.

It may be difficult to rate some items accurately because of standards being stated in general terms, such as "adequate" and "reasonable," and in differences in

definition and interpretation. It will be necessary for the appraisers according to their own judgment to rate these items in light of the conditions present in the camp.

The schedule is not all-inclusive, but it is believed to afford a reasonable basis for appraising a camp and as a guide for local agencies in the improvement of their camp standards and practices.

Further revisions will need to be made in the scale from time to time to keep pace with changing concepts of desirable standards for good camping.

SUMMARY OF RATING SCALE

RATING SCALE FOR THE APPRAISAL OF CAMPS

Summary:

	<u>Division</u>	<u>Points</u>	<u>Weight</u>
I	FIRST IMPRESSIONS	100	2
II	CAMP SITE	100	3
III	CAMP EQUIPMENT	100	3
IV	CAMP RELATIONSHIPS	100	8
V	PROGRAM	100	7
	A. Objectives	40	
	B. Activities	60	
VI	SELECTION, SUPERVISION, AND TRAINING OF STAFF	100	6
	A. Selection of staff	10	
	B. Training and Qualifications	50	
	C. In-Service Training Methods	25	
	D. Personnel Practices	15	
VII	HEALTH, SANITATION, AND SAFETY	100	7
	A. Health	50	
	B. Sanitation	25	
	C. Safety	25	
VIII	RECORDS	100	3
IX	EVALUATION	100	5
TOTAL			44 pts.

SCORING SHEET FOR CAMP RATING PLAN

Points				
	Highest Possible	Earned	Total	Grand Total
I. FIRST IMPRESSIONS (100)				
1. Is there a friendly atmosphere?	20	—		
2. Is it leisurely, or is there evidence of hurry and tension?	20	—		
3. Is appearance of camp that of being well cared for, tidy, and in good repair?	10	—		
4. Is there evidence of good organization and a sense of direction?	25	—		
5. Do campers seem happy and contented?	25	—		
			— —	x2 —
II. CAMP SITE (100)				
1. Is there possibility for improvement?	8	—		
2. Is there possibility for expansion?	8	—		
3. Is there sufficient free space for wandering about?	8	—		
4. Is the site laid out on the unit plan?	10	—		
5. Is there a plan for future development?	10	—		
6. Is the camp site accessible?	10	—		
7. Are medical services within reasonable distance?	10	—		

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
8. Are soil conditions suitable for good drainage? If not, have artificial methods been installed?	10	—			
9. Is the camp at a sufficient distance from state roads _____, resorts _____, towns _____ to insure privacy?	6	—			
10. Are there some distinctive features of natural beauty?	10	—			
11. Does the site have access to an ample supply of water for utilitarian purposes?	10	—			
			==	x3	—
III. CAMP EQUIPMENT (100)					
1. Do the kitchen equipment and arrangement make for efficiency in preparing and serving meals?	10	—			
2. Is there sufficient equipment to provide for a desirable program in the following activities? (10)					
a. Arts and Crafts	2	—			
b. Camp Craft	2	—			
c. Water Front	2	—			
d. Sports	2	—			
e. Recreational Games	2	—			

Points				
	Highest Possible	Earned	Total	Grand Total
3. Is there adequate shelter for rainy-day activities?	10	—		
4. Are there library facilities?	10	—		
5. Are the housing facilities for campers and staff adequate for the climatic condition of the locality?	10	—		
6. Are there adequate facilities for baths?	10	—		
7. Is the equipment kept in good repair?	10	—		
8. Is there fire-fighting equipment provided for year-round use?	10	—		
9. Is there adequate space for winter storage of equipment and supplies?	10	—		
10. Are the buildings and equipment maintained in usable condition at all times?	10	—	— —	x3 —
IV. CAMP RELATIONSHIPS (100)				
1. Is the camp based on the unit plan?	10	—		
2. Are there opportunities provided for the new camper to orient himself to camp soon after arrival?	5	—		

Points				
	Highest Possible	Earned	Total	Grand Total
3. Do campers and staff share the problems that arise in connection with community living?	5	—		
4. Do all members of the camp staff share with the director in the formulation of camp policies and procedures?	10	—		
5. Does the camp staff exemplify cooperative attitudes in all relationships with campers?	10	—		
6. Is there a feeling of unity as campers, counselors, and staff alike regardless of color, creed, economic status, or race?	5	—		
7. Are the units divided according to school level groups?	10	—		
8. Are the units divided into small living groups?	10	—		
9. Are groups composed of congenial companions, and is there opportunity to change campers from one group to another to meet their needs more adequately?	5	—		

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
10. Do campers have the opportunity to participate in groups other than the one in which they are living?	5	—			
11. Is the attitude between director and service staff friendly and understanding?	5	—			
12. Is the camper-counselor ratio between the figures 6-10, varying with age group?	10	—			
13. Are numbers of persons accommodated in each separate living unit kept to a small number 4 __, 6 __, 8 __?	10	—	—	x8	—
V. PROGRAM (100)					
A. Objectives (40)					
1. Are there evidences that specific objectives have been formulated?	6	—			
2. Does the camp staff understand and agree with the general objectives as formulated?	4	—			
3. Does the staff participate actively in the development of the camp's general objectives?	4	—			

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
4. Do the members of the camp staff have an opportunity to formulate specific objectives for their groups and for each individual based on the campers' needs and the purpose and resources of the camp?	4	—			
5. Does the program reflect the objectives?	4	—			
6. Is the equipment for program the type that offers opportunity for challenging campers' imagination and ingenuity?	2	—			
7. Do campers have an opportunity to share in planning the program?	4	—			
8. Does the program stimulate the social growth and maturing of the campers?	6	—			
9. Are the following provisions made to periodically appraise the extent to which the objectives of the camp are achieved? (6):					
a. written reports	2	—			
b. <u>staff conferences</u>	2	—			
c. <u>interviews</u>	2	—			

Points				
	Highest Possible	Earned	Total	Grand Total
B. Activities (60)				
1. Are the activities appropriate to the camp setting?	6	—		
2. Does the program of activities contribute to the health and safety of the campers?	4	—		
3. Are provisions made for individual differences, needs, and interests and abilities of the campers?	7	—		
4. Is the program of activities balanced?	5	—		
5. Does the schedule of activities allow for flexibility?	5	—		
6. Do campers have an opportunity to broaden their interests, increase their knowledge, and develop skills?	3	—		
7. Does the camp staff study program planning, observe at first hand the program in operation, analyze and revise the program periodically?	3	—		
8. Do campers have an opportunity to select activities in which they desire to take part?	5	—		

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
9. Do campers have an opportunity to unite in spiritual fellowship?	4	—			
10. Do all campers have opportunity for some type of out-of-camp trips?	4	—			
11. Are some activities designed to develop an understanding and appreciation of outdoor living?	4	—			
12. Are there opportunities for utilizing talents of staff and campers?	4	—			
13. Are the natural facilities of the site used for program activities?	6	—	—	x7	—
VI. SELECTION, SUPERVISION, AND TRAINING OF CAMP STAFF (100)					
A. Selection of staff (10)					
1. Are staff members selected on a basis of a wholesome interest in youth and a desire to help youth?	5	—			
2. Were the following procedures used in the selection of the staff? (Check) (5)					
a. Application blank _____	1	—			

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
b. References	1	—			
c. Follow up of references	1	—			
d. Personal interview	1	—			
e. Review of previous record	1	—			
B. Training and Qualifications (50)					
1. Do all staff members possess the health and vitality needed for their camp responsibilities?	5	—			
2. Do the staff members possess the educational experience and interest necessary for the responsibilities of leadership?	6	—			
3. Does the staff as a whole accept responsibility?	5	—			
4. Have the counselors sufficient maturity to serve as leaders?	5	—			
5. Is the director friendly, courteous, approachable, willing to accept suggestions?	6	—			
6. Is the director 25 years of age?	4	—			

Points				
Highest Possible	Earned	Total	Wt.	Grand Total
7. Does the director engender confidence from staff and camper?	6	—		
8. Are the unit directors and head counselors 20 years of age?	4	—		
9. Are group counselors 18 years of age?	4	—		
10. Are the counselors fair, good sports, and respected?	5	—		
C. In-Service Training Methods (25)				
1. Has each staff member a job analysis?	6	—		
2. Does the camp provide for a pre-camp training conference in camp for all the staff.	6	—		
3. Are three staff meetings provided for in the weekly schedule?	3	—		
4. Is there a continued counselor-training program in practice during the camping season?	6	—		
5. Are leaders prepared and encouraged to follow a program in camp education prior to camping season?	4	—		

Points

D. Personnel Practices
(15)

1. Are there evidences that the counselors direct rather than dictate?
2. Is there a general attitude of cooperation____, friendliness____, courtesy____, fairness____, or is there jealousy____, favoritism____, friction____, and discontentment____?
3. Do staff members have one day a week or its equivalent free from responsibility?
4. Are adequate facilities and opportunities for recreation of counselors provided in camp?
5. Is there a substantial continuity in staff personnel during the camp season?

Highest Possible	Earned	Total	Wt.	Grand Total
2	—			
3	—			
5	—			
2	—			
3	—	—	x6	—
		—		
VII. HEALTH, SANITATION, SAFETY (100)				
A. Health (50)				
1. Is a health examination within six weeks prior to camp required of each camper?	2	—		

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
2. Is a health history required of each camper upon arrival at camp?	2	—			
3. Is there a staff registered nurse, interne, or M.D.?	4	—			
4. Does the camp have an infirmary, located to insure privacy, quiet and adequate facilities to meet the camp needs?	2	—			
5. Is adequate first-aid equipment located at strategic points about the camp and in charge of persons competent to supervise its use, both in camp and on out-of-camp trips?	1	—			
6. Is emergency transportation available at all times?	2	—			
7. Does the camp have a telephone or access to a nearby one both day and night?	2	—			
8. Is there a system for keeping reports ___, records ___, daily treatment sheets ___, and seasonal resumes on individual campers?	3	—			

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
9. Are good health practices included in the daily camping program?	1	—			
10. Are there facilities for one hot shower per week for each camper?	1	—			
11. Are there facilities for one spigot per 8 campers for handwashing?	1	—			
12. Do all buildings and tents used for sleeping and living quarters have windows or openings for admission of light and air?	1	—			
13. Are all screen doors self-closing?	1	—			
14. Are wooden floors raised above the ground?	1	—			
15. Is the drinking and swimming water tested every two weeks during the camping season?	2	—			
16. Are provisions made for purification as needed?	2	—			
17. Are adequate precautions taken to have available safe drinking water on out-of-camp trips?	2	—			

Points				
	Highest Possible	Earned	Total	Grand Total
18. Is the refrigeration equipment sufficient to preserve properly all perishable foods, and does said equipment register at all times a temperature not higher than 50°F?	2	—		
19. Are the dishes washed in the following manner: (9)				
a. Scraped	1	—		
b. Washed	1	—		
c. Sterilized (180° for 2 min.)	1	—		
d. Disinfected	1	—		
e. Water changed each period	1	—		
f. State and county regulations observed	1	—		
g. Glasses and cups stacked, upside down	1	—		
h. Dried by rack- ing	1	—		
i. Tea towels boiled after each meal	1	—		
20. Are all health, sanitation, and safety arrange- ments regularly checked and ap- proved by health officials?	2	—		

Points				
	Highest Possible	Earned	Total	Grand Total
21. Are all milk products and fluids pasteurized and purchased from an authorized milk dealer?	2	—		
22. Are the food handlers and cooks required to comply with local and state food handlers requirements?	2	—		
23. Is drinking water distributed over camp by an approved sanitary system?	2	—		
24. Are laundry facilities available?	1	—		
B. Sanitation (25)				
1. Are latrine wastes disposed of by a method approved by the County Health Authorities?	2	—		
2. Are latrine pits fly-tight?	2	—		
3. Are latrines located away from kitchen and water supply?	2	—		
4. Is there a ratio of one latrine seat to every ten campers?	2	—		
5. Are hand-washing facilities with soap supplied close to each latrine?	1	—		

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
6. Do kitchen sink drains and dish-washing drains have adequate grease traps?	1	—			
7. Are garbage containers of adequate size, water tight, and kept in good repair?	1	—			
8. Are garbage containers kept clean and covered?	1	—			
9. Is garbage disposed of daily, burned___, buried___, or taken away___?	2	—			
10. Are rubbish and refuse waste removed from camp at frequent intervals?	2	—			
11. Are tin cans flattened and inoffensively disposed of?	1	—			
12. Are domesticated animals on camp property permanently quartered within 500 feet of kitchen___, dining hall___, and living quarters___?	2	—			
13. Is there control of poisonous plants___, insects___, and rodents___?	2	—			

Points				
	Highest Possible	Earned	Total	Grand Total
14. Are the kitchens screened?	2	—		
15. Are the dining halls screened?	2	—		
C. Safety (25)				
1. Is a standard accident-report form used in the camp?	1	—		
2. Is the swimming program under the supervision of a Red Cross Water Safety Instructor?	3	—		
3. Is there, in addition, one life saver for each ten swimmers?	2	—		
4. Are the swimming periods not over 30 minutes in length?	1	—		
5. Are satisfactory precautions made for separate swimming areas?	1	—		
6. Is a satisfactory system used for checking swimmers in and out of the water?	2	—		
7. Are swimming and boating prohibited after dark?	1	—		
8. Are boating and canoeing in charge of a trained person?	2	—		
9. Are all persons who use boats and canoes required to have passed the intermediate A.R.C. Swimming test?	2	—		

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
10. Are the buildings and equipment kept in order and in a good state of repair and upkeep?	1	—			
11. Are hazards such as loose stones, dead trees, branches, and loose boards removed from the camp area?	1	—			
12. Are toilets and infirmary lighted at night?	1	—			
13. Does the camp have adequate fire protection?	2	—			
14. Are there fire extinguishers placed in convenient and accessible places?	2	—			
15. Is fire fighting equipment inspected regularly?	1	—			
16. Are all health, sanitation, and safety arrangements regularly checked and approved by local Health Officials?	2	—	—	x7	—
VIII. RECORDS(100)					
1. Are records used for counseling purposes?	20	—			
2. Are records available to the camp staff?	15	—			

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
3. Does the camp staff receive training in keeping, using, and interpreting records?	15	—			
4. Are records of the camp supplies kept?	10	—			
5. Are records kept of food purchased and costs?	10	—			
6. Are records maintained regarding program and the general reaction to the program to facilitate evaluation?	15	—			
7. Is there an annual inventory appraisal of all camp facilities and equipment?	15	—	—	x3	—
IX. EVALUATION (100)					
1. Is there an annual appraisal of the camp on the basis of a set of standards and the camp's own stated objectives?	30	—			
2. Do the counselors appraise the development of each camper during their camp experience in the form of a written report?	25	—			

Points

3. Is there a yearly evaluation made by the director, camp committee, and counselors on the camp program?
4. Is there a periodic staff appraisal in practice to facilitate individual growth of all personnel?

Highest Possible	Earned	Total	Wt.	Grand Total
25	—			
20	—	— —	x5	—

Grand Total -----

Divide by 44
Percentage Rating

Testing the Practicability of the Scale

Upon completion of the rating-scale, a copy was sent to all camp directors in Oregon with the request that they rate their own camps as an experiment. This procedure was followed to determine the extent to which the plan was usable as a practical device for the evaluation of camps. The directors were requested to return the rating-scale with their reactions, comments, criticisms, and suggestions for its improvement.

To further test the practicability of the scale the writer visited several camps during the summer and rated them according to the proposed scale. This proved valuable from the standpoint of critically testing the scale in light of proper use and thorough understanding of the study. The camp directors were very cooperative, and opportunity was made possible for discussion of the scale as a usable device for evaluation of the camps visited.

The Scoring plan was revised as a result of the camp director's experiment and the rating of camps by the author during the summer. The president of the Oregon Camping Association requested a presentation of the scale to the Camp Director's Group at their fall meeting held in Salem, Oregon, on October 26, 1946. This meeting was held to obtain further reactions by the camp directors to

the evaluation scale after they had the experience of rating their own camps. The meeting was attended by directors throughout the state and represented a professional body of persons interested in the promotion of better camp standards and practices. The comments and suggestions offered as a result of this meeting were considered carefully and the scale revised accordingly. The group recommended further study of the proposed scale and voted an official rating committee be appointed by the president to make final preparations for presentation of the study to the Oregon Camping Section of the American Camping Association for its adoption.

Miss Helen Leonard, Executive Director of the Portland Girl Scouts, was appointed chairman of the Official Rating Committee and called a meeting of this group on November 21, 1946, for further examination of the proposed rating-scale. This group made a critical analysis of each division included in the scale and in the case of a few of the items listed made suggestions for further revision. The committee unanimously voted to present the scale to the Oregon Camping Association with recommendation for adoption at their regular November meeting to be held in Portland on November 25, 1946. It was felt by the group that careful and effective use of such a device was necessary to accomplish the purpose for which the

rating-scale was formulated, that of raising general camp standards in the State of Oregon. The committee suggested further meetings be held to study the best plan for proper use of the scale by the Oregon Camping Association.

Revision of the Scale

Upon completion of the survey, rating of camps, presentation of the Camp Director's Group, and analysis by the official rating committee, the scale was revised accordingly. After testing the practicability of the scale by the above procedures and after making a study of the comments offered by camping persons actively engaged in the direction of summer-camp programs, very few changes were made in the original rating-scale. This indicated to the author that the scale was complete and could be a successful device for evaluating camps according to accepted standards.

Summary

Realizing the need for developing some device by which standards may be tested, revised, and matured, the formulation of this rating scale was undertaken. The idea in mind was to use such a scale for evaluating camps in Oregon to determine the degree to which accepted standards are in practice.

The selection of standards included in the proposed rating scale was based on a study made of accepted standards and practices in the organization and administration of camps throughout the United States. There was found to be considerable agreement as to standards used as a basis for the formulation of this rating scale.

After the rating scale was set up, the following procedures were used to test the practicability of the study: a trial test was made by sending copies to all camp directors in the state with the request that they rate their camps as an experiment; the personal rating of camps by the author of the scale; presentation of the scale to Camp Director's Group for their reactions, comments, criticisms, and suggestions for improvement of the scale; and by further analysis of the proposed scale by an official rating committee appointed by the President of the Oregon Camping Association.

Recognizing the need for careful and effective use of such a device, a committee was appointed to study the best plan for accomplishing the purpose for which the rating-scale was formulated, that of raising general camp standards in the State of Oregon.

CHAPTER IV

TREATMENT OF THE STUDY

Study of Results

The rating scale developed was experimentally tried on a selected number of camps, including eighteen semi-public agency camps, two church camps, one municipal camp, and one private camp. The camp directors were asked to rate their own camps. This was done to provide certain information which it was thought would aid in determining the practicability of using such a device for the rating of camps.

For an understanding of the findings of this preliminary testing of the scale, the point of view with which the experiment was undertaken must be considered. This was not a study to develop a means of comparing camp scores or as a means of preventing any camp from continuing with its present program. This was a means of checking the rating scale in order to assist the author in better formulating an acceptable rating device for evaluating camps. The value of such a scale lies in its usefulness to camps as a self-rating device. It should afford a measuring rod to determine the extent to which camps are meeting accepted standards and enable them to check facilities, equipment, personnel, program, and

practices against standards and thereby determine their weaknesses and deficiencies. The result should be the securing of community understanding and support in efforts to improve all phases of the camp program.

The camps selected for this experiment represent different types sponsored by various agency groups located throughout Oregon. The camps varied from the simplest type to the very highly organized camp. The capacity of these varied from a camp with an enrollment of twenty-four campers, the lowest represented, to a camp conducted on a unit basis enrolling three-hundred and sixty campers per session.

It seemed desirable to consider in the experiment camps conducted for different age groups. These represented boys' and girls' camps open to the ages of seven to eighteen years, co-educational camps open to the ages of four to twenty-four years, and one camp conducted for families representing all ages.

Although the groups represented in this experiment varied in many different respects, the scale proved to be a practical means for rating the camps. It was felt by a number of the directors to be a step forward in the field of camping and one sorely needed to further improve camp standards and practices.

Certain incidental but rather important problems

arose in connection with findings of the experiment. In the first place, there were questions on the wording of some items which caused different interpretations and made evaluation difficult. In the original formulation of the scale it was necessary to state some items in general terms such as "adequate" and "reasonable" because no set standard had been adopted. It is felt by the author that certain differences in definition and interpretation of some items cannot be avoided and it will be necessary for the appraisers according to their own judgment to rate these in light of their own experience and of the conditions present in the camps.

Some of the camp directors felt that it was difficult to decide on the number of points to allot the camp for the degree to which they meet the standard. In their comments they were afraid different people would vary considerably as to the value to be placed on a certain item. In other words, the thought expressed by the directors was a fear of too wide a variation in the rating of the camps by an appraiser. The solution to this problem can be solved by having the camps appraised individually by three or more qualified persons and an average decided upon for each item in a group discussion to be held after the rating of the camp. This recommendation has been suggested to the official rating committee and

has been adopted as a general procedure in the rating of camps for next summer.

In the letter that accompanied the original scale used in the experiment, the official rating committee specifically asked the directors for their reaction to the suggestion that a minimum standard percentage rating be at least sixty per cent in the first year's rating with an increase to seventy-five per cent the following year for each individual camp. The comments offered by the directors varied considerably. The majority, however, felt this was a fair plan and a goal possible to reach by most camps throughout the state. At the camp director's meeting this was discussed by the group present, and their decision was to recommend further study of the problem by the official rating committee before a final plan was decided upon for adoption by the section.

The second procedure used in testing the practicability of the scale was the rating of camps by the author and her thesis adviser, who is well versed in camping. Some significant changes were made as a result of this rating of camps to make the scale a more acceptable device for the camp evaluation. When the findings were thoroughly analyzed, it was necessary to make some changes in the scale. In the discussion that follows, the nine divisions will be clarified by making reference

to the changes made in the original scoring blank.

In the first six divisions of the scale there were no significant changes made except in the rewording of some of the items for clarification and understanding. We then turn to the next division; namely, Division VII, Health, Sanitation, and Safety. The following items were added to this division to meet some standards overlooked in the original formulation of the scale:

Item 4, Section A, "Is the service of a doctor available at all times?"

Item 11, Section A, "Does the daily program include a rest period of at least 60 minutes?"

Item 15, Section A, "Are the bedding and mattresses aired at least once a week?"

Item 21, Section A, "Is the flow of usable water sufficient to provide a supply of 50 gal. per person per day?"

Item 3, Section B, "Is an approved and effective method of disinfectant used daily in the care of latrines?"

Item 4, Section B, "Are the outlets for the latrines far enough away from the source of water supply to avoid contamination?"

A glance at the revised scoring sheet included in this chapter will show the placement of the above items in their respective positions in the division on health, sanitation, and safety. As a result of the addition of

more items it was necessary to change the numbering of the items and the values given each so as to comply with the one-hundred points allotted to each division of the scale.

Division VII, Records, was given much serious thought and attention because of the difference between standards and actual practices carried on by camp directors in the operation of their camps. Although standards have been set up and adopted for maintaining camper behavior records, there is still a feeling by some directors that this is not a practical or workable camp procedure. In spite of the directors' comments it was felt by the author desirable to include this standard in the scoring sheet, with a slight change in the wording of the item. The standard was reworded to apply for the camp season only and not as a year-round practice, which was more desirable from the standpoint of the directors operating camps. As nearly as possible the author attempted to formulate the entire scale based on what are believed to be best current standards in camping. In the case of the standards referring to camper behavior records, they are accepted standards adopted by most organizations interested in improving standards and practices in the field of camping.

The changes made in Division VIII read as follows:

Item 1, "Are records of individual camper behavior maintained during the camp season for seasonal use only?"

Item 2, "Are these records used for counseling purposes during the camp season?"

The values given to the items in this division were studied more thoroughly in light of the suggestions offered by the camp directors. In actual camp practice, program records seem to be of most value to those conducting camps. In view of this comment the following changes were made in the values given to the items of this division:

Item 1, "Are records of individual camper behavior maintained during the camp season for seasonal use only?" The value of 15 was decided upon for this standard.

Item 2, "Are these records used for counseling purposes during the camp season?" The value of 15 was decided upon for this standard.

Item 3, "Does the camp staff receive training in keeping, using, and interpreting records?" The value was changed from 15 to 10 for this standard.

Item 4, "Are records of the camp supplies kept?" The value remained the same for this standard.

Item 5, "Are records kept of food purchased and costs?" The value remained the same for this standard.

Item 6, "Are records maintained regarding program and general reaction to the program to facilitate evaluation?" The value was changed from 15 to 25 for this standard.

Item 7, "Is there an annual inventory appraisal of all camp facilities and equipment?" The value remained the same for this standard.

The last division of the scale on evaluation was changed by giving an equal value of twenty-five points to each of the four items listed. The camping people felt that these items were of equal importance and value.

The above changes in the scoring sheet have been made to better comply with accepted standards in the field of camping. They have been agreed upon by the camp directors' group as a more effective basis for the formulation of a rating scale adaptable for the evaluation of camps in the State of Oregon.

Further reactions and suggestions were received as a result of the presentation of the scale to the camp director's group. An effort was made to thoroughly analyze each division of the scale by the professional group of camp directors present at this meeting. However, few changes were recommended by the group.

The changes made as a result of the director's meeting were minor and were concerned with rewording of the items included in the scale. In Division VII, Health, Sanitation, and Safety, the following items were changed to read:

Item 1, Section A, "Is a health examination required of each person within one week prior to camp opening?" This was changed to include counselors as well as campers.

Item 2, Section A, "Is a health history required of each camper and counselor upon arrival at camp?" This was changed to include counselors as well as campers.

(The directors felt that counselors as well as campers should be required to present a health history and examination upon arrival at camp.)

Item 12, Section B, "Are tin cans flattened and disposed of in a sanitary manner?" This change merely stated more specifically how the tin cans should be disposed of in camp.

Item 13, Section C, "Does the camp have adequate fire protection during the camp season?" Until such time arrives that all camps can hire a full-time caretaker, the directors felt it impossible to maintain year-round fire protection.

The camp directors felt that the rating scale was sufficiently complete and adequate to meet the needs of the Oregon Camping Association. However, the group recommended further study of the proposed scale by a selected group representing an official rating committee. This was done to make final preparations of the scale before presentation to the Oregon Camping Association for adoption by the group at large.

A further analysis of the scale was made by the official rating committee appointed by the President of the Oregon Section. This group accepted the scale as presented and unanimously voted to submit the scale to the Oregon Camping Association with recommendation for its adoption at their regular November meeting.

Revision of the Original Scoring Sheet

A PROPOSED RATING PLAN FOR EVALUATING SEMI-PUBLIC CAMPS IN THE STATE OF OREGON

Standards

There is considerable agreement as to standards in the case of a number of major camping items in this rating plan. Some of the standards used for appraisal have been based on the opinion of groups of individuals experienced in the field of camping. The majority of standards used as a basis for this plan have been adopted by the Oregon Camping Association and have been accepted by its members.

The Rating Plan

The schedule has nine general divisions representing major items which contribute directly or indirectly to the adequacy of a good camp program. To facilitate scoring, 100 points have been allotted to each of these items, but since they are not all of equal importance, a suggested value is indicated for each to enable any camp to arrive at a percentage rating on the basis of the whole schedule. The weighting given not only to the major items but also to the subdivisions of each are more or less arbitrary. In general, they represent what are believed to be the relative importance of the respective items.

The following are the nine major divisions in the rating plan and the weighting suggested for each:

I.	First Impressions.....	2
II.	Camp Site.....	3
III.	Camp Equipment.....	3
IV.	Camp Relationship.....	8
V.	Program.....	7
VI.	Selection, Supervision, Training of Staff.....	6
VII.	Health, Sanitation, and Safety.....	7
VIII.	Records.....	3
IX.	Evaluation.....	5
Total		44

How to Use the Schedule

Instructions for rating each division are given in the following pages, and in each instance, the number of points is indicated which should be credited to a camp, meeting the standard suggested. Unless otherwise specifically indicated, a camp that does not fully meet the standard indicated for a given item should be credited with a lesser number of points than the full score, the number being proportional to the extent to which the camp meets the standard provision. In order to determine a general percentage for a camp based upon the entire schedule, multiply the number of points scored under each of the nine major items by the weighting suggested for each and divide the total number of points by 44.

Example: Suppose a camp scores 82 points under First Impressions, 53 points under Camp Site, 76 points under Camp Equipment, 66 under Camp Relationships, 93 under Camp Program, 81 under Selection, Supervision, and Training of Staff, 79 under Health, Sanitation, and Safety, 58 under Records, and 62 under Evaluation, the score is determine as follows:

	Points	x Wt.	Total Score
First Impressions	82	x 2	164
Camp Site	53	x 3	159
Camp Equipment	76	x 3	228
Camp Relationships	66	x 8	528
Program	93	x 7	651
Selection, Super- vision, and Training of Staff	81	x 6	486
Health, Sanitation, and Safety	79	x 7	553
Records	58	x 3	174
Evaluation	62	x 5	<u>310</u>
Total			3,253

Dividing by 44 we have 74% as the camp's score

RATING PLAN FOR THE APPRAISAL OF CAMPS

WeightSummary

I. <u>First Impressions</u> (100 points)	2
II. <u>Camp Site</u> (100 points)	3
III. <u>Camp Equipment</u> (100 points)	3
IV. <u>Camp Relationships</u> (100 points)	8
V. <u>Program</u> (100 points)	7
A. Objectives (40)	
B. Activities (60)	
VI. <u>Selection, Supervision, and Training of Staff</u>	6
A. Selection of staff (10 points)	
B. Training and Qualifications (50 points)	
C. In-service training methods (25 points)	
D. Personnel practices (15 points)	
VII. <u>Health, Sanitation, and Safety</u> (100 points)	7
A. Health (50 points)	
B. Sanitation (25 points)	
C. Safety (25 points)	
VIII. <u>Records</u> (100 points)	3
IX. <u>Evaluation</u> (100 points)	5
	<hr/>
Points	44

SCORING SHEET FOR EVALUATING ESTABLISHED
SEMI-PUBLIC CAMPS

Points				
	Highest Possible	Earned	Total	Grand Total
I. FIRST IMPRESSIONS (100)				
1. Is there a friendly atmosphere?	20	—		
2. Is it leisurely, or is there evidence of hurry and tension?	20	—		
3. Is appearance of camp that of being well cared for, tidy, and in good repair?	10	—		
4. Is there evidence of good organization and a sense of direction?	25	—		
5. Do campers seem happy and contented?	25	—	—	x2 —
II. CAMP SITE (100)				
1. Is there possibility for improvement?	8	—		
2. Is there possibility for expansion?	8	—		
3. Is there sufficient free space for wandering about?	8	—		
4. Is the site laid out on the unit plan?	10	—		
5. Is there a plan for future development?	10	—		
6. Is the camp site accessible?	10	—		

Points				
	Highest Possible	Earned	Total	Grand Total
7. Are medical services within reasonable distance?	10	—		
8. Are soil conditions suitable for good drainage? If not, have artificial methods been installed?	10	—		
9. Is the camp at a sufficient distance from state roads, resorts, towns, to insure privacy?	6	—		
10. Are there some distinctive features of natural beauty?	10	—		
11. Does the site have access to an ample supply of water for utilitarian purposes?	10	—	—	x3 —
III. CAMP EQUIPMENT (100)				
1. Do the kitchen equipment and arrangement make for efficiency in preparing and serving meals?	10	—		
2. Is there sufficient equipment to provide for a desirable program in the following camp activities? (10)				
a. Arts and Crafts	2	—		
b. Camp Craft	2	—		
c. Water Front	2	—		
d. Sports	2	—		
e. Recreational Games	2	—		

Points				
	Highest Possible	Earned	Total	Grand Total
3. Is there adequate shelter for rainy-day activities?	10	—		
4. Are there library facilities?	10	—		
5. Are housing facilities for campers and staff adequate for the climatic conditions of the locality?	10	—		
6. Are there facilities for bathing?	10	—		
7. Is the equipment kept in good repair?	10	—		
8. Is there adequate fire-fighting equipment for use during the camping season?	10	—		
9. Is there adequate space for winter storage of equipment and supplies?	10	—		
10. Are buildings and equipment maintained in usable condition at all times?	10	—	—	x3 —
IV. CAMP RELATIONSHIPS (100)				
1. Is the camp organized on the unit plan?	10	—		
2. Are opportunities provided for the new camper to orient himself to camp soon after arrival?	5	—		

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
3. Do campers and staff share the problems that arise in connection with community living?	5	—			
4. Do members of the camp staff share with the director in the formulation of camp policies and procedures?	10	—			
5. Do members of camp staff exemplify cooperative attitudes in all relationships with campers?	10	—			
6. Is there a feeling of unity among campers, counselors, and staff alike regardless of color, creed, economic status, or race?	5	—			
7. Are the units divided according to school-level groups?	10	—			
8. Are the units divided into small living groups?	10	—			
9. Are groups composed of congenial companions, and is there opportunity to change a camper from one group to another to meet his needs more adequately?	5	—			
10. Does a camper have the opportunity to participate in groups other than the one in which he is living?	5	—			

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
11. Is the attitude between director and maintenance staff friendly and understanding?	5	—			
12. Is the camper-counselor ratio between the figures 6-10, varying with age group?	10	—			
13. Are campers accommodated in each separate living cabin or tent kept to a small number 4 __, 6 __, 8 __?	10	—	—	x8	—
V. PROGRAM (100)					
A. Objectives (40)					
1. Are there evidences that specific objectives have been formulated?	6	—			
2. Does the staff understand and agree with the general objectives as formulated?	4	—			
3. Does the staff participate actively in the development of the camp's general objectives?	4	—			
4. Does the staff have an opportunity to formulate specific objectives for their groups and for each individual based on the camper's needs		—			

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
and the purpose and resources of the camp?	4	—			
5. Does the program reflect the general camp objectives?	4	—			
6. Is the equipment for program the type that offers opportunity for challenging camper's imagination and ingenuity?	2	—			
7. Do campers have an opportunity to share in planning the program?	4	—			
8. Does the program stimulate the social growth and maturing of the campers?	6	—			
9. Are the following provisions made to periodically appraise the extent to which the objectives of the camp are achieved (6)?					
a. Written reports	2	—			
b. Staff conferences	2	—			
c. Interviews	2	—			
B. Activities (60)					
1. Are the activities appropriate to the camp setting?	6	—			

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
2. Does the program of activities contribute to the health and safety of the campers?	4	—			
3. Are provisions made for individual differences, needs, interests, and abilities of the campers?	7	—			
4. Is the program of activities balanced?	5	—			
5. Does the schedule of activities allow for flexibility?	5	—			
6. Do campers have an opportunity to broaden their interests, increase their knowledge, and develop skills?	3	—			
7. Does the camp staff study program planning, observe at first hand the program in operation, analyze and revise the program periodically?	3	—			
8. Do campers have an opportunity to select activities in which they desire to take part?	5	—			

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
9. Do campers have an opportunity to unite in spiritual fellowship?	4	—			
10. Do campers have opportunity for some type of out-of-camp trips?	4	—			
11. Are some activities designed to develop an understanding and appreciation of outdoor living?	4	—			
12. Are opportunities provided for utilizing talents of staff and campers?	4	—			
13. Are the natural facilities of the site used for program activities?	6	—	—	x7	—
VI. SELECTION, SUPERVISION, AND TRAINING OF CAMP STAFF (100)					
A. Selection of staff (10)					
1. Are staff members selected on a basis of a wholesome interest in youth and a desire to help youth?	5	—			
2. Were the following procedures used in the selection of the staff?		—			

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
a. Application blank	1	—			
b. Reference forms	1	—			
c. Follow-up references	1	—			
d. Personal interview	1	—			
e. Review of previous record	1	—			
B. Training and Qualifications (50)					
1. Do all staff members possess the health and vitality needed for their camp responsibilities?	5	—			
2. Do staff members possess the educational experience and interest necessary for the responsibilities of leadership?	6	—			
3. Do staff members as a whole accept responsibility?	5	—			
4. Do staff members have sufficient maturity to serve as leaders?	5	—			
5. Is the director friendly, courteous, approachable, willing to accept suggestions?	6	—			
6. Is the director 25 years of age?	4	—			

Points				
	Highest Possible	Earned	Total	Grand Total
7. Does the director engender confidence from staff and campers?	6	—		
8. Are unit directors and head counselors 20 years of age?	4	—		
9. Are counselors 18 years of age?	4	—		
10. Are the counselors fair, good sports, and respected?	5	—		
C. In-Service Training Methods (25)				
1. Has each staff member a written job analysis?	6	—		
2. Is there provided a pre-camp training conference in camp for all staff members?	6	—		
3. Are staff meetings provided for in the weekly schedule?	3	—		
4. Is there a continued training program during the camp season?	6	—		
5. Are leaders prepared and encouraged to follow a program in camp education prior to the camp season?	4	—		

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
D. Personnel Practices (15)					
1. Are there evidences that the counselors direct rather than dictate?	2	—			
2. Is there a general attitude of cooperation, friendliness, courtesy, fairness, or are there jealousy, favoritism, friction, and discontent?	3	—			
3. Do staff members have 24 hours weekly free from responsibility?	5	—			
4. Is there provided a tent or cabin for counselor recreational purposes?	2	—			
5. Is there a substantial continuity in staff personnel during the camp season?	3	—	—	x6	—
VII. HEALTH, SANITATION, SAFETY (100)					
A. Health (50)					
1. Is a health examination required of each person within one week prior to camp opening?	2	—			

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
2. Is a health history required of each camper and counselor upon arrival at camp?	2	—			
3. Is there a resident registered nurse, interne, or M.D. in camp?	2	—			
4. Is the service of a doctor available at all times?	1	—			
5. Does the camp have an infirmary located to insure privacy, quiet, and adequate facilities to meet the camp needs?	2	—			
6. Is adequate first-aid equipment located at strategic points about the camp and in charge of persons competent to supervise its use both in camp and on out-of-camp trips?	1	—			
7. Is emergency transportation available at all times?	2	—			
8. Does the camp have a telephone or access to a nearby phone day and night?	2	—			

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
9. Is there a system for keeping reports, records, daily treatment sheets, and seasonal reports on individual campers?	2	—			
10. Are good health practices included in the daily camping program?	1	—			
11. Does the daily program include a rest period of at least 60 minutes?	1	—			
12. Are there facilities for one hot shower per week for each camper?	1	—			
13. Are there facilities for one spigot per 8 campers for handwashing?	1	—			
14. Do all buildings and tents used for sleeping and living quarters have windows or openings for admission of light and air?	1	—			
15. Are the bedding and mattresses aired at least once a week?	1	—			
16. Are all screen doors self-closing?	1	—			
17. Are wooden floors raised above the ground?	1	—			

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
18. Is the drinking and swimming water tested every two weeks during the camping season?	2	—			
19. Are provisions made for purification as needed?	2	—			
20. Are adequate precautions taken to have available safe drinking water on out-of-camp trips?	2	—			
21. Is the flow of usable water sufficient to provide a supply of 50 gal. per person per day?	1	—			
22. Is the refrigeration equipment sufficient to preserve properly all perishable foods, and does said equipment register at all times a temperature not higher than 50°F?	2	—			
23. Are the dishes washed in the following manner: (9)					
a. Scraped	1	—			
b. Washed	1	—			
c. Sterilized (180° for 2 minutes)	1	—			
d. Disinfected	1	—			
e. Water changed frequently	1	—			

Points				
	Highest Possible	Earned	Total	Grand Total
f. State and County regulation observed	1	—		
g. Glasses and cups stacked upside down on a sterilized surface	1	—		
h. Dried by racking	1	—		
i. Tea towels, if used, boiled after each meal	1	—		
24. Are all health, sanitation, and safety arrangements regularly checked and approved by health officials?	2	—		
25. Are all milk products and fluids pasteurized and purchased from an authorized milk dealer?	2	—		
26. Are the food handlers and cooks required to comply with local and state food handlers' requirements?	2	—		
27. Is drinking water distributed over camp by an approved sanitary system?	1	—		
28. Are laundry facilities available?	1	—		

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
B. Sanitation (25)					
1. Are latrine wastes disposed of by a method approved by the County Health Authorities?	2	—			
2. Are latrine pits fly-tight?	2	—			
3. Is an approved and effective method of disinfectant used daily in the care of latrines?	2	—			
4. Are the outlets for the latrines far enough away from the source of water supply to avoid contamination?	2	—			
5. Is there a ratio of one latrine seat to every ten campers?	2	—			
6. Are handwashing facilities with soap supplied close to each latrine?	1	—			
7. Do kitchen sink and dishwashing drains have adequate grease traps?	1	—			
8. Are garbage containers of adequate size, water tight, and kept in good repair?	1	—			
9. Are garbage containers kept clean and covered?	1	—			

Points				
	Highest Possible	Earned	Total	Grand Total
10. Is garbage disposed of daily, burned, buried, or taken away?	2	—		
11. Are rubbish and waste removed from camp at frequent intervals?	2	—		
12. Are tin cans flattened and disposed of in a sanitary manner?	1	—		
13. Are domesticated animals on camp property permanently quartered 50 feet away from kitchen, dining hall, and living quarters?	2	—		
14. Is there control of poisonous plants, insects, and rodents?	2	—		
15. Are the kitchens screened?	1	—		
16. Are the dining halls screened?	1	—		
C. Safety (25)				
1. Is a standard accident-report form used in camp?	1	—		
2. Is the swimming program under the supervision of a Red Cross Water Safety Instructor?	3	—		

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
3. Is there, in addition, one life saver for each ten swimmers?	2	—			
4. Are the swimming periods not over 30 minutes in length?	1	—			
5. Are satisfactory precautions made for separate swimming areas?	1	—			
6. Is a satisfactory system used for checking swimmers in and out of the water?	2	—			
7. Are swimming and boating prohibited after dark?	1	—			
8. Are boating and canoeing in charge of a trained person?	2	—			
9. Are all persons who use boats and canoes required to have passed the Intermediate A.R.C. Swimming test?	2	—			
10. Are the buildings and equipment kept in a good state of repair and upkeep?	1	—			
11. Are hazards such as loose stones, dead trees, branches, and loose boards removed from the camp area?	1	—			

Points

	Highest Possible	Earned	Total	Wt.	Grand Total
12. Are toilets and infirmary lighted at night?	1	—			
13. Does the camp have adequate fire protection during the camp season?	2	—			
14. Are there fire extinguishers placed in convenient and accessible places?	2	—			
15. Is fire-fighting equipment inspected regularly?	1	—			
16. Are all health, sanitation, and safety arrangements regularly checked and approved by local Health Officials?	2	—	—	x7	—
VIII. RECORDS (100)					
1. Are records of individual camper's behavior maintained during the camp season for seasonal use?	15	—			
2. Are these records used for counseling purposes during the camp season?	15	—			
3. Does the camp staff receive training in keeping, using, and interpreting records?	10	—			

Points				
Highest Possible	Earned	Total	Wt.	Grand Total
4. Are records of camp supplies kept?	10	—		
5. Are records kept of food purchased and cost?	10	—		
6. Are records maintained regarding program and general reaction to program to facilitate evaluation?	25	—		
7. Is there an annual inventory appraisal of all camp facilities and equipment?	15	—	x3	—
IX. EVALUATION (100)				
1. Is there an annual appraisal of the camp on the basis of a set of standards and the camp's own stated objectives?	25	—		
2. Do the counselors appraise the development of each camper during camp experience in the form of a written report?	25	—		
3. Is there a yearly evaluation made by the director, camp committee, and counselors on the camp program?	25	—		
4. Is there a periodic staff appraisal in practice to facilitate individual growth of all personnel?	25	—	x5	—

Grand Total-----

Divide by 44 - Percentage Rating--

Submitting Rating-Scale to Oregon Camping Association

The problem as outlined in this study was to devise a rating scale for the evaluation of semi-public camps in the State of Oregon that would embody accepted standards and practices in camping, would meet with the approval of experts recognized in the field of camping, and would be accepted by the Oregon Section of the American Camping Association.

The purpose for which the study was undertaken became a reality when the scoring sheet was voted on and adopted as the official rating scale for the evaluation of camps by the Oregon Section of the American Camping Association on November 25, 1946.

Summary

The rating scale developed was experimentally tried on a selected number of camps. A copy was sent to all camp directors in the state with the request that they rate their camps. This procedure was followed in order to determine the extent to which the plan was usable as a practical device for the evaluation of camps. The directors were requested to return the rating-scale with their reactions, comments, criticisms, and suggestions for improvement of the scale.

The second procedure used in testing the practicability of the scale was the rating of camps by the author and her thesis adviser. The findings of the experiment and testing of the scale by the author were thoroughly analyzed, and the scale revised accordingly.

Further reactions and suggestions were received as a result of the presentation of the scale to the camp director's group and to the official rating committee appointed by the President of the Oregon Camping Association.

The changes made in the original scoring sheet were made to better comply with accepted standards in the field of camping and to be a more effective basis for the formulation of a rating scale adaptable for the evaluation of camps in Oregon.

The official rating committee accepted the scale as presented by the author and submitted it to the Oregon Camping Association with recommendation for its adoption. The purpose for which the study was undertaken became a reality when the scoring sheet was voted on and adopted as the official rating scale for the evaluation of camps by the Oregon Section of the American Camping Association on November 25, 1946.

CHAPTER V

RECOMMENDATIONS FOR USE OF THE SCALE

Recognition of Careful and Effective Use of the Study

Any adequate appraisal of the accomplishments of the summer-camp demands the employment of the most reliable and effective measures of evaluation that can be developed. The proposed rating scale presented in this thesis is offered as a device for this purpose. The scale is based on accepted standards and practices in camping and is believed to be an adequately accurate measurement for determining the degree to which camps are embodying accepted standards and practices in this program operation.

It is important in the careful and effective use of such a device to remember the purpose for which the rating scale was formulated, that of raising general camp standards in Oregon. The chief value of this scale lies in its usefulness to camps as a self-rating device, not as a means of comparing one camp score with others or as a means of preventing any camp from continuing with its present camping program. In a real sense, it affords a measuring rod of camp enterprises. It enables camp authorities to check their facilities, personnel, program,

and practices against a standard, and thereby determine the weaknesses and deficiencies that call for consideration and action. It also furnishes a means whereby the work of camp authorities may be fairly appraised by others. Camp directors will find it helpful to discuss with their boards, camp committees, and staff the evaluation of their camp practices. Such procedure should increase community understanding and support in efforts to improve all phases of the camp program.

Recognizing the need for complete understanding of the purpose for which the rating scale was devised, a committee was appointed by the president of the Oregon Camping Association to work with the author in evolving an acceptable plan of procedure. The committee, with the author, also worked out a feasible plan for interpreting and explaining use of the scale to members of the Oregon Camping Association and other interested persons.

Committee Study of Problems Involved

The committee appointed to develop an evaluation procedure recognized the need for careful and effective use of such a rating scale and, with the author's assistance, gave further study to the problem.

Mrs. Helen Leonard, Executive Director of the Portland Girl Scouts, chairman of the official rating

group, and her committee composed of Miss Blanche Hutchins, Portland Camp Fire Girls; Mrs. Louise Jones Sears, Portland private camp; Mr. Alfred J. Sanders, Salvation Army; and Mr. William G. Holford, Young Men's Christian Association, met with the author on January 28, 1947, in Portland to discuss the problems involved.

The first question raised by the group concerned the advisability of setting a minimum rating for camps to meet. They decided recommending to the association the use of the scale the first year as a trial experiment, to be followed by establishment of ratings for camps to achieve.

The selection and number of personnel to rate the camps was believed to be one of the most important problems. It was proposed that each camp be visited by four persons, a professional and a lay person from each agency and two individuals not connected with the respective organization. These appraisers must stay a minimum of forty-eight hours in the camp they are evaluating. It was felt by the group present that a good job of appraising could not be done in less time. The appraisers will be instructed to rate the camp individually and then through consultation agree on values for the items listed under each division that the group may arrive at a fair average score for the camp being evaluated.

It is proposed that each agency keep in mind the following qualification requirements for persons selected to serve as appraisers in the evaluation of camps: previous camping experience as a camp director, camp counselor, or member of a camp committee; adult emotional maturity coupled with judgment which will engender confidence from the camp personnels; a sense of value of good sound camping philosophy, objectives, aims, and goals; and a sincere interest in promotion of better camp standards and practices throughout the State of Oregon.

The committee instructed the chairman to send a notice to each agency operating camps throughout the state, informing it of the suggested plan and requesting its cooperation in making the evaluation of camps a successful undertaking. Each agency was instructed to return the following information to the committee before further steps could be taken:

- (1) Provide names of individuals qualified to make evaluations
- (2) Submit schedule of camps and operating dates
- (3) Provide overnight quarters and toilet facilities for a mixed group
- (4) Assemble exhibits of program bulletins, photographs of the camp, menus, etc. for the use of evaluators

- (5) Furnish the names of the professional and lay members who will represent its camp

When the appraisers have been secured, it is the intention to call the group together for a training course on the proper use of the scale. The group will discuss the standards, their common interpretation, the use of the rating scale proposed in this thesis, and the making of assignments for each camp.

At the present time the requested information has been received by the official rating committee, and the visitation appraisers have been selected. The chairman of the committee has set May 6, 1947, as the date for the training course for camp appraisers to be conducted by the author of the scale. The group will meet in Portland for a one-day session. The committee hopes to better prepare them for the job they have been selected to undertake during the summer months.

After the camps have been rated, the evaluation reports will be prepared in duplicate, one copy to be for the use of the agency operating the camp and one for the files of the Oregon Section of the American Camping Association.

A Proposed Plan for the Use of the Study

At their regular monthly meeting, held in Salem in

March, the official rating committee recommended the following proposed plan for use of the scale:

To members of the Oregon Section of the American Camping Association:

It is proposed that each camp be visited annually by four persons, a professional and a lay person from the agency and two individuals not connected with their organization, the visitation to cover a period of not less than forty-eight hours.

To be eligible to officially rate the camps the persons selected as appraisers must meet the qualifications set up as standards by the section.

The volunteers selected will meet for an evaluation training course to be held previous to the rating of camps. It is the intention of the committee to call the group together for discussion of the standards, common interpretation of the items listed, and correct use of the scale. The volunteer appraisers will receive assignments for each camp during this training period.

The final evaluation report for each camp will be made by the professional and lay members appointed by the agency, plus two members appointed by the evaluation committee.

The evaluation report submitted by the appraisers will be prepared in duplicate, one copy for use of the

agency operating the camp and one for the files of the Oregon Section of the American Camping Association. If the Council of Social Agencies in the respective communities wants to use the evaluation report, they must request permission to do so from the specific agency involved.

The Oregon Section members approved the proposed plan as submitted by the official rating committee.

Summary

Realizing the need for careful and effective use of the proposed rating scale as presented in this thesis, the president of the Oregon Section of the American Camping Association appointed an official rating committee to work with the author in evolving an acceptable plan for accomplishing the purpose for which the scale was formulated, that of raising general camp standards in the State of Oregon.

The chief value of the scale lies in its usefulness to camps as a self-rating device for the improvement of facilities, personnel, program, and practices.

The committee appointed to work with the author in developing an evaluation procedure studied the problems involved and proposed to members of the Oregon Camping Association and other interested persons a plan for the

use of the scale and its interpretation. The plan was adopted by the Oregon Section of the American Camping Association in March, 1947.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

Camp authorities have felt that devices must be set up to test the proposed standards formulated in camping and to narrow the gap between these standards and actual practices. Since standards represent every important aspect of camping, their position in the advancement of the camping movement is of great importance. Standards alone, however, have no value unless methods are devised to test them in light of their embodiment in the practices of camp operation.

Realizing the need for developing some device by which standards may be tested, revised, and matured as outlined by authorities in the field of camping, the formulation of a rating scale was undertaken. The idea was to use such a scale for evaluating camps in Oregon to determine the degree to which accepted standards are in practice.

The selection of standards included in the proposed rating scale was based on a study of accepted standards and practices in the organization and administration of camps throughout the United States. There was

found to be considerable agreement as to standards used as a basis for the formulation of this scale.

The rating scale proposed in this study affords a measuring rod to determine the extent to which camps are meeting accepted standards through the offering of a well-rounded camping program. It also enables camps to check facilities, equipment, personnel, program, and practices against a standard and thereby determine their weaknesses and deficiencies. Such a practice should act as a general stimulation for all agencies to raise their standards and as a means for securing community understanding and support in efforts to improve all phases of the camp program.

After the rating scale was set up, the following procedures were used to test the practicability of the study: a trial test was made by sending copies to all camp directors in the state with the request that they rate their camps as an experiment; personal rating of camps by the author of the scale; presentation of the scale to camp directors' group for their reactions, comments, criticisms, and suggestions for its improvement; further analysis of the proposed scale by an official rating committee appointed by the President of the Oregon Camping Association.

The findings of the above procedures used in the

testing of the scale were thoroughly analyzed, and the scale revised accordingly. The changes in the original scoring sheet were made to better comply with accepted standards in the field of camping and to provide a more effective and adaptable basis for evaluation of camps in Oregon.

The official rating committee accepted the scale as presented by the author and submitted it to the Oregon Camping Association for its adoption on November 25, 1946.

Realizing the need for careful and effective use of the proposed rating scale, the President of the Oregon Camping Association asked the official rating committee to work with the author in evolving an acceptable plan for accomplishing the purpose for which the scale was formulated, raising general camp standards in Oregon. The group felt that the chief value of such a scale lies in its usefulness to camps as a self-rating device for the improvement of their facilities, personnel, program, and practices. It is not a means devised for comparing one camp with another or as a means of preventing any camp from continuing with its present camping program.

The committee appointed to work with the author in developing an evaluation procedure studied the problems involved and proposed a plan for the use of the

scale and its interpretation to members of the Oregon Camping Association and other interested persons. The plan was adopted by the Oregon Section of the American Camping Association in March, 1947.

Nature of the Contribution

Specialists in the field of camping have felt that devices must be set up to test the standards formulated and to narrow the gap between these standards and actual practices. A re-emphasis is now taking place in the camping movement regarding the need for raising camp standards. Much work has been done on the assembling, examining, and reformulating of standards now in practice. Standards alone, however, have no value unless we take the next step, which is to devise means for evaluating camps to determine to what extent these standards are being employed in present camp practice.

The rating scale proposed in this study is a device set up to test accepted standards in light of their embodiment in the practices of camps. It affords a measuring rod of camps to determine the extent to which they are meeting accepted standards through the offering of a well-rounded camping program. The result of using such a device should act as a general stimulation for all agencies to raise their standards and as a means for

securing community understanding and support for improving all phases of the camp program.

Educational Significance of the Plan

Organized camping has grown from merely a part of our national existence to its present position of an integral part of our educational movement. The movement has been fostered primarily by private and organizational effort, with schools just beginning to make camping a part of their programs.

In terms of future direction of the camping movement, we can hope for closer cooperation between camping and schools with the application of the best available educational procedures to the administration of camps. We can go back to the naturalness and simplicity of life in the woods in contrast with the complexity of city living, and we can encourage the promotion and practice of good camp standards to further aid camping make its vital contribution to the building of better citizens and the implementation of democratic ideals.

Today camping is an educational workshop which provides for the total integrated development of each individual camper, with consideration for a desirable balance of the social, physical, emotional, mental, and moral factors involved in this development.

Suggestions and Recommendations for Future Study

As a result of this study the following suggestions and recommendations are made for future study in the field of camping:

1. To what extent are camp directors endeavoring to embody best current practices of the proposed standards in the operation of their camps?
2. What is best current camping as judged by the programs and activities after evaluation of camps using the rating scale presented in this study?
3. To what extent does best current practice measure up to the proposed accepted standards?
4. In the light of best opinion and best practice what are the specific functions of the camp director and the administrative staff of the camp?
5. Upon the basis of sound practice what principles are desirable as a recommended guide for those now engaged in camp administration?
6. After further study what revision of the rating scale presented in this thesis would increase its practicability for the evaluation of camps?

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