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ABSTRACT

A research study on the future of organized camping investigated future factors which may affect leadership of camping programs in Wisconsin and throughout the country. Objectives were to: identify 50 experts on organized camping who would participate in a 3-round Delphi study on the future of camping; generate consensus among the experts concerning future challenges/trends in camping, educational needs of camp administrators, future role of professional organizations; report and publish information on challenges/trends affecting organized camping for the next 5 to 10 years; develop a model curriculum to train camping professionals at the University of Wisconsin-Madison and possibly elsewhere; and develop scenarios on the future of organized camping and obtain feedback from professionals, staff, educators, students, business affiliates, camp boards, volunteers and participants. Findings included: major challenges to organized camping will be management effectiveness, costs, camp operations, program services, changing needs/values of youths and adults; and future camping administrators should be trained in college and on the job, in human relations, business management, leadership, problem solving, program development and social sciences. Questionnaires, results, the model curriculum for educating camp administrators, scenarios on the future of organized camping, and recommendations for continuing education and professional organizations are presented. (MH)

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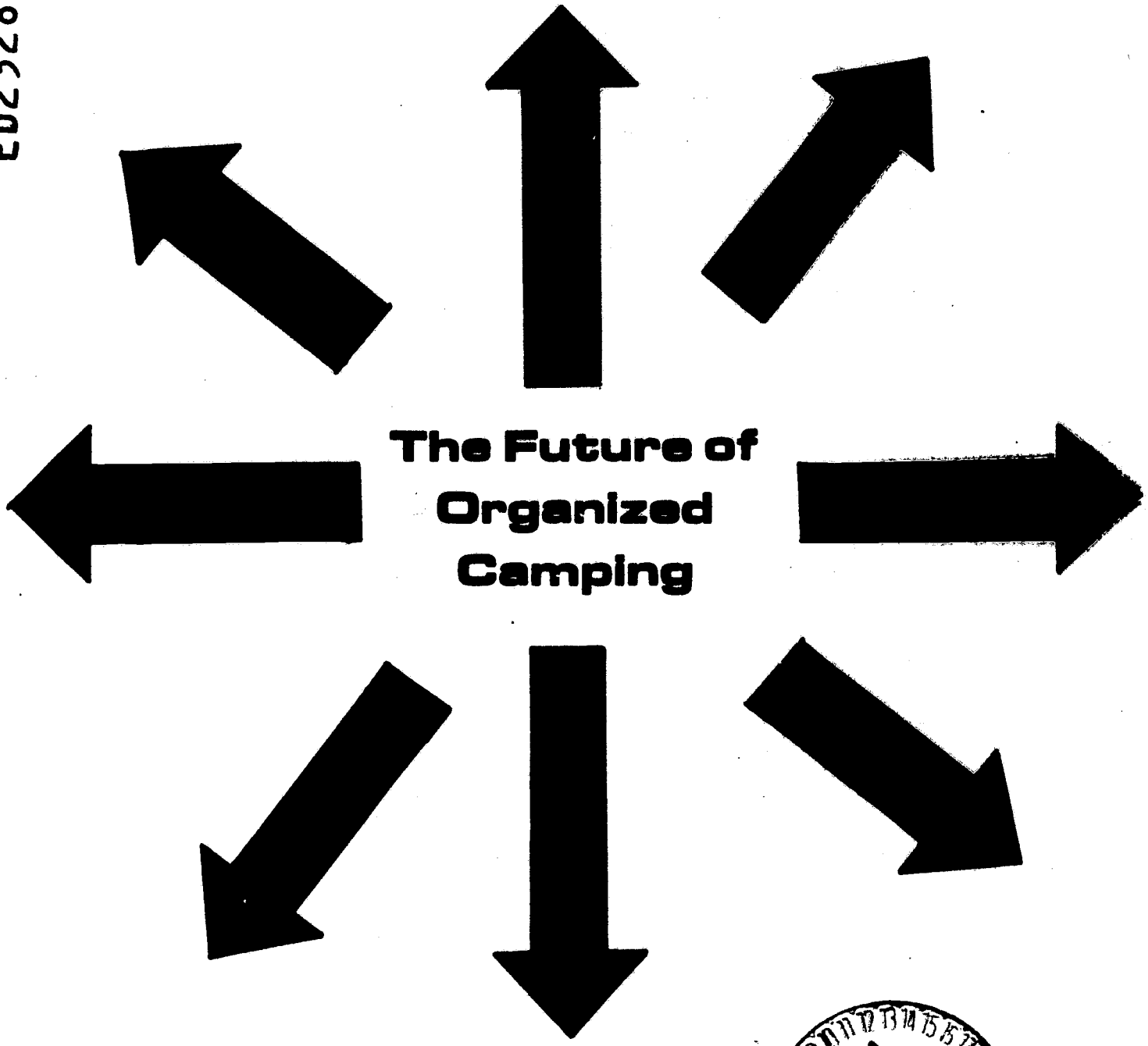

The Future of Organized Camping

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THE FUTURE OF ORGANIZED CAMPING

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THE FUTURE OF ORGANIZED CAMPING

Introduction

Camping and the Future

Camping does not exist in a vacuum. Even though at times it would be nice to be isolated in the woods, it is not possible for camping to exist as a "movement", or as an "industry", or as a "professional field" without being influenced by the rest of the world and without, hopefully, impacting on society too. The changes which are rapidly occurring in the society (Toffler refers to it as "future shock") are greatly affecting organized camping, and the ways in which the camping movement responds to these changes will in turn, affect society. Thus, a systems pattern of change is evident.

Organized camping has been prominent in the United States for over 100 years. During that time, thousands and thousands of people (primarily children) have had the opportunity to participate in this movement which has provided "sustained experiences which provide a creative, recreational, and educational opportunity in group living in the out-of-doors using trained leadership to contribute to each camper's mental, physical, social, and spiritual growth" (American Camping Association). In addition, Economist Frank Levine has projected that the economic impact of organized camping in the United States may be equivalent to four billion dollars. To further highlight the value of camping as an "industry", a study found the local benefit of organized camping was calculated to be about $164,000 on a single Wisconsin community (Henderson and Bialeschki 1980). Over 10,000 organized camps for children and youth exist in the United States and each one of these generally has at least one full-time staff member. Since over 5600 people are professional members of the American Camping Association and thousands of seasonal staff are employed each year in camps, organized camping is large enough to be called a professional or job field. Thus, the saliency of the phenomena of organized camping as a movement, industry and field cannot be denied on a national, state, or local level.

The future of organized camping is an area which requires further study. It is very evident that the occurrances in the society at large affect the camping situation. Further, many of the agency affiliated and religiously affiliated camps are dependent on parent institutions which have a direct affect on camping programs. Only private independent camps are autonomous, but they must comply with various government regulations and face many of the same problems which are faced by other "not for profit" camps or small businesses. The proliferation of various kinds of "pseudo" camps such as sports camps, cheerleader camps, and computer camps on college campuses has further challenged the

traditional definition of organized camping, the potential clientele served, and other possible future directions.

When some people visualize the future of camping, they view it with a great deal of optimism. Others look at the future with a perplexed scratching of the head. It is not easy to mitigate all the potential dangers to camping which appear just around the corner. However, in this research study, an attempt has been made to identify, through the use of "expert" opinion, the possible concerns camping leaders have for the future. The research findings are preliminary, but they do provide a basis for further study and interpretation.

Objectives

This study was funded partially by the University of Wisconsin and USDA-SEA HATCH funds. The overall purpose of the study was to ascertain what possible future factors may affect the leadership of camping programs both in Wisconsin and throughout the country. The specific objectives of the study were:

1. To identify a panel of 50 experts within the area of organized camping to participate in a three round Delphi study regarding the future of camping.

2. To attempt to generate consensus among the experts regarding challenges and major trends in camping for the future, needs of camp administrators (both pre-professional and continuing education) in the future, and to view the role of professional associations in the future.

3. To state through a report, presentations, and publications, the challenges and major trends affecting organized camping for the next five to fifteen years.

4. To develop a model curriculum for the training of camping professionals for use at the University of Wisconsin-Madison and for possible adaptation at other universities.

5. To develop scenarios regarding the future of organized camping and obtain feedback from professionals, educators, students, staff members, business affiliates, camp boards, volunteers, and participants regarding their perceptions of these possible futures.

Definitions

Some of the terms used in this report may have particular meaning to this research project or may not be commonly used. The following operational definitions apply to this study:

Camping--a sustained experience which provides a creative, recreational, and educational opportunity in groupliving in the outdoors; it utilizes trained leadership to contribute to each camper's mental, physical, social, and spiritual growth.

Continuing Professional Education--the formal and informal educational activities which are undertaken after formal professional preparation or training to lead to enhanced job performance.

Curriculum--the components of all experiences and coursework which constitute the formalized training for a particular job or profession.

Delphi technique--a futures forecasting technique using rounds of questionnaires to obtain consensus from a group of "experts".

Future--the next five to fifteen years.

Factor analysis--a mathematical technique which permits the reduction of a large number of interrelated variables to a smaller number of dimensions or factors.

Organized camps--sites or facilities licensed, owned, and operated by agencies, churches, or private groups which are operated primarily to provide a creative, recreational, and educational opportunity in group living in the out-of-doors.

Scenario--a story used to describe the future.

Future Outlook

General Trends

Many assumptions about the future exist. If people do not care about the future, then it makes little difference what is done about it. However, if we do care about the future, then it is necessary that we begin to study it, just as history is studied. The future is manageable if we make plans for it now.

In THE THIRD WAVE, Toffler (1980) suggests we are facing the deepest social upheaval and creative structuring of all times. He likens the change from an industrial society to a post-industrial society to the colliding of great waves. This "colliding" can be seen frequently today. In organized camping, as well as in all other aspects of the society, many people are experiencing a conflict between a commitment to the present as it is and a realization that much change will be forced upon us in the future. During this time of upheaval, people will be faced with a number of choices both personally and professionally. Perhaps philosophically, camp administrators will be faced with fewer of these quandries since the philosophy of camping has been quite holistic for many years (Henderson and Bialeschki 1982b). However, in terms of managment, technology, and the society in

One of the greatest challenges to individuals and to professionals within the organized camping movement is to be literate about the possibilities for the future. It is necessary to always have a vision of the preferable future which we hope to create. If we know the choices and alternatives (this report attempts to show some of these), we can prepare for the future.

Based on a previous study conducted by Henderson and Bialeschki (1982a), the following major trends in society within the next ten to twenty years were identified. These trends provide a basis for looking at how society impacts organized camping:

1. No simple solutions to economic problems of the nation will be found in the next decade. The economy will continue to "mature" with many adjustments needed. The 80's will likely bring higher rates of average unemployment and inflation. These problems will cause people to feel insecure and restless.

2. In the coming decade, there will be continued low birth rates (despite the present baby "boomlet") and a total population growth of less than ten percent.

3. The population in general will get older in the United States and the median age of the population will continue to become older.

4. The number of households will increase faster than the population and the household size will decrease due to lifestyle preferences, the rate of income growth, a declining birth rate, increasing proportion of women in the work force, escalating costs in raising children, a greater acceptance of singlehood, and the availability of housing stock.

5. Per capita income in likely to increase somewhat, but the income will not allow many to reach any higher standards of living. Greater income gaps are likely to occur between the "haves" and the "havenots" in the country.

6. The importance of full employment may take on a different meaning in the coming years. People may be forced to work less or may volunteer to work less if they can find "meaningful activity" through other alternatives such as leisure and "prosuming" (Toffler 1980).

7. Energy price increases will continue through the 80's and energy resource shortages may be common until alternative energy sources are cheaper and more commonly used.

8. The spectre of inflation, recession, rising energy costs, and fuel shortages in the future suggest that lifestyles may change in that people will choose more energy-conserving, close to home activities.

9. In the next ten years, the effects of unemployment and inflation will fall most heavily on low-income and minority groups, thus creating greater competition and frustration over the limited opportunities which are available.

10. Future lifestyles are likely to be described as DIVERSE and these lifestyles will become more widely accepted.

11. The institution of the American family with a breadwinning father, housekeeping mother, and two children will be seen in far less numbers in the future. The number of one parent families will increase faster than the number of two parent families.

12. A movement away from the "youth culture" to adult-centeredness in the society will continue.

13. The use of computers and informational technology will revolutionalize the way people work, learn, and play. This technology will have the potential for adding substantially to the quality of life.

14. In the future, there will likely be so many non-work opportunities for youth and adults, that the ability to weigh choices and make decisions will be key factors in a person's ability to enjoy life.

15. Leisure will become a concept associated with the positive aspects of the society. Leisure education and leisure counseling will become common functions of agencies other than just public recreation departments.

16. During the 1980's, it is likely that the government will take a less active role in the lives of people, but this trend will not continue into the 1990's.

17. People (both youth and adults) will feel a great deal of pressure due to economic conditions, threat of world war, cybernetics, and the search for meaning in life.

Obviously, many other opinions exist regarding these trends, but it is necessary to identify larger societal trends so they can then be applied directly to organized camping.

Trends in Organized Camping

Through a perusal of the camping literature and from the intuition of those associated with camping, it is possible to suggest several obvious trends which presently are occurring in camping:

1. Camping is being seen as a business type of operation by owners, directors, and managers. Business managment is becoming a very important function for leaders within the organized

camping field.

2. There is a trend to year-round use of camps. For example, in a study of Wisconsin camps in 1980 (Henderson and Bialeschki) it was found that over 50% of the camps had fall, winter, and/or spring programs in addition to summer sessions.

3. More than just children are utilizing the facilities and programs of organized camps. Family camps, Women's Weeks, and specialty camps which cater to adults as well as children are becoming more and more common.

4. An increased need exists for mainstreaming disabled individuals into camp programs.

5. High adventure programs are being used more, especially for older campers. The uniqueness of camps in offering the "outdoor" experience is being further emphasized.

6. Alternative sources of energy are being explored by camp managers.

7. The potential for the use of computers and technology for camp management and for specialized programs is being investigated.

8. Day camping is becoming a more "legitimized" area of camping.

9. Staff training continues to receive considerable attention.

10. The recognition of camping programs as an opportunity to promote holism, humanism, and wellness is being recognized to a greater extent by camp administrators and the society in general.

11. An increased emphasis is being placed on the specialized kind of programs which camps can provide.

This research project confirmed many of these current trends and also suggested some new issues related to camping which may be important for the future.

Why Study the Future

Systematic reasoning about the future is a prime ingredient missing in many of society's institutions (Joseph 1974). This is true in a field such as organized camping which tends to be very humanistic in responding to the needs and interests of people, primarily children. The future is, however, dependent on long-range planning rather than what children may want in the program next year or the traditional "way it must be done."

The premise of futures research is the idea that we can create a desirable future by defining what that future ought to

be. Just as we have some control over our personal lives and what we envision as our career and personal goals, we must also have some long-range plan for the organized camping movement and for specific camps and institutions.

Reidel (1980) stated, "If there is one clear trend today, it is that change is a permanent characteristic of modern life." Through a study of the future, we can adapt to these changes rather than breaking down when they come. If we turn away from the future, we abdicate our responsibility to shape it. The future can be an exciting opportunity if we know what to do in planning for it.

Two contrasting images are often presented when people want to avoid a serious confrontation with what the future might hold. One view is the assumption that the future will be like the present. The other view suggests that there is no future so why worry about it. Both of these views lead to what Toffler (1980) calls the "paralysis of the imagination and will". Within organized camping and other social institutions, much of the decision-making of today is based on the past. Futures research and futures thinking allows us to use the future for the basis of today's decision-making.

Maguire and Younger (1980) suggest the main value of long range forecasts is not in their accuracy, but in their ability to sensitize people to the range of possibilities that await them just beyong the horizon. The prime objective of futures forecasting is to reveal the spectrum of possibilities that may be realities in the next five to fifteen years or even longer.

When we look at the future of organized camping, we can not look at it as a single entity existing unto itself. It is necessary to look at the organized camping movement within the larger context of society in relation to politics, economics, technology, business, education, leisure services, environmental concerns, and so on. From understanding an amalgam of these, we can realistically assess the future and develop strategies for the preferable future desired.

The responsibility for literacy about the future does not lie only with institutions of higer education, professional associations, or in the hands of researchers, but is the responsibility of everyone who is committed and concerned about the organized camping movement. We must all begin to ask questions about the future and to make plans for it. To begin this search for answers, it is necessary to look at current movements, the possible alternatives for the future, and some techniques for futures planning.

Futures Methodology

Futures Forecasting Research

The primary way in which the future is studied is through futures forecasting. A forecast rests upon an explicitly stated set of logical assumptions, data, and relationships, and therefore differs from opinions or prophecy (Joseph 1974). The ultimate goal of futures forecasting is to provide information to assist in planning for the future and ultimately to bring about desirable change. Futures forecasting should result in the discovery of both the opportunities offered by the future and the problems it presents, both for the short-term and long-term future. It should be remembered that the best forecast for the future in many cases is one which proves to be wrong because some kind of intervention has caused a more desirable outcome.

Many types of futures research with various methodologies exist. These range from scenario writing to trend extrapolation to sophisticated statistical equations. This particular study used exploratory techniques which attempted to identify possible futures. The specific technique used in this research was the Delphi technique. In addition, scenarios have been used in this study to summarize some of the data and to be further used in validating the results of the study.

Since futures research is a legitimate research method, it is assumed that the results found here are reliable, valid, value explicit, and reproducible in other studies. Unfortunately, few futures studies such as this have been done in the field of organized camping; thus, at present there are few ways to assure that these results have valid meaning. The results do, however, provide us with a framework for thinking about the future.

The Delphi Technique

The Delphi technique within futures forecasting methodology uses the opinions of experts for forecasting future events. The method was developed by the RAND corporation and is a way to use systematic solicitation and aggregation of informed judgments to discover information about the future. The use of three rounds of questioning attempts to reach consensus among the experts. Advantages of the Delphi technique include:

1. It provides a means of obtaining information from a large number of people without the restrictions of scheduling and geography;

2. The technique maximizes the creative potential and involvement of each participant;

3. It is efficient in that it focuses on a specific topic and allows the researcher a great amount of control; and

4. It is easy to administer and it costs little. (Henderson, Bialeschki, and Berndt, 1982.)

The technique has also been criticized for several reasons generally surrounding the way in which the panel of experts is selected. However, for purposes of this study, it was felt that the Delphi technique was an effective way to begin to explore the future of organized camping.

Methodology of this Study

The Delphi technique provided the methodology for this study of the future of organized camping which was conducted during the winter and early spring of 1982.

Selection of Experts

The most efficient way to identify experts was by communicating with the Section Presidents of the American Camping Association. The American Camping Association (ACA) is the largest professional association representing organized camping in the United States. ACA section presidents were an identifiable group who had contact with "experts" in organized camping. The American Camping Association cooperated by sending a list of the presidents and their addresses. The presidents were asked to identify five people (preferably within their section) who met the following criteria:

1. Were interested and committed to the camping movement;

2. Had been employed as camp administrators, directors, or educators for at least one year;

3. Were familiar with either church, agency, private, or day camping;

4. Were from a variety of geographic areas within the United States.

Twenty Section Presidents responded to the request and generated a pool of over 80 names. From this pool, 66 persons were chosen to participate in the study. An attempt was made to get a mix of regions, camp sponsorships, and educators/directors. Only those "experts" who were currently involved in camping were invited to participate. Letters were sent to these 66 identified experts along with the first round of questions. The letter explained the study, the selection of experts, and solicited their assistance. A follow-up phone call was given to assure receipt of the questionnaire, to confirm participation, and to answer any participant questions. A reminder card was also sent to the "experts" to try to get higher participation in the study. Eighty percent or 52 experts returned the questionnaire from Round 1. Those who did not return the first questionnaire were dropped from the study. Eighty-five percent or 45 experts returned Round 2 and 95%(43) experts returned Round 3. A total of 43 experts participated in all three rounds which was 65% of the originally identified experts. The anonymity of the experts

was kept throughout all rounds. A list of the participants are included in Appendix A.

Questionnaires

The Delphi technique for futures research is based on rounds of questions in which consensus is the goal. To test the initial questionnaire, a small pilot study was undertaken.

Pilot Study

A pilot study was used to test the understandability of the questionnaire and to test the microcomputer analysis which was to be used. A Round 1 pilot study was given in December 1981 to a group of five people at a Wisconsin Section ACA meeting. The study was explained to a small group and they were invited to fill out the form at that time or mail it back to the researchers. In addition to the questionnaire responses, suggestions for improvement of the questionnaire format and content were solicited. The results of these pilot questionnaires were tallied and a second questionnaire was sent to the five individuals involved in the pilot study. These five questionnaires were returned for analysis. A third round questionnaire was unnecessary since the instrument and data analysis were adequately tested in the first two rounds of the pilot study.

In the pilot study, as with the initial data analysis of the larger study, the microcomputer software "Visicalc" was used to record responses and determine averages for the tabulations of the study.

Round 1 Questionniare

The first round of the Delphi questionnaire was open-ended, intending to elicit as many responses as possible to the following nine questions:

1. What do you think will be the major challenges to camp administration in the future?

2. What knowledge will a person need to know to be an effective camp administrator?

3. What technical skills will a person need to have to be an effective camp administrator?

4. What human characteristics or qualities will a person need to be an effective camp administrator?

5. Do you feel there will be a need for continuing professional education in this field in the future? Why or why not?

6. For those already in the field, what additional education or

training is going to be needed in the future?

7. What do you think will be the major societal trends in the future which will affect organized camping?

8. In what ways can professional associations have the greatest impact on camping in the future?

9. How will the use of camp staff change in the future?

A page of personal questions were also included on the first round. These questions addressed demographic characteristics such as: position, job setting, professional duties, expertise, membership in professional organizations, college education, other training experiences, years in the field, and years in the present position.

Round 2 Questionnaire

All responses generated in the open-ended Round 1 were tabulated and listed on the questionnaire for Round 2. This resulted in an 8-page form. Experts were asked to describe, based on a four-point Likert scale (1=not important at all, 2=somewhat important, 3=quite important, 4=extremely important), how important each of the items were. Feedback was given to each "expert" regarding the total percentage of votes the item had originally received and which items the expert him/herself had indicated were important.

Round 3 Questionnaire

The final round listed those responses to Round 2 which had received an average of 2.5 or above on the four point Likert scale. The 2.5 was chosen arbitrarily to reflect the distinction between somewhat important and quite important. Round 3 consisted of six pages of questions. The one question related to staff changes in the future was dropped because the responses were inconsistent and it was not a question crucial to the study. To gain further consensus, the experts were once again asked to rate the importance of particular items for the four questions relating to challenges, major trends, professional associations, and the value of continuing professional education. For the four questions dealing with knowledge, technical, human skills, and continuing education topics, experts were asked to indicate how one might attain the particular learning--through formal college, on-the-job training, informal training (continuing education) possibly through professional associations, or on one's own.

In Round 3, feedback was included for each respondent regarding the average scores on the items which were generated in Round 2.

Analysis

During the administration of the research project, the data were analyzed using the microcomputer "Visicalc" program which resulted in simple counts and mean scores. The Visicalc program provides a spreadsheet which was used in analyzing each question. Through this method, it was possible to have a recorded list of each expert's response for each item.

Following the completion of Round 3, all data were coded, checked, keypunched, verified, and analyzed using the University of Wisconsin mainframe computer and the software Statistical Package for the Social Sciences (SPSS). The 489 variables which comprised items from all three rounds of the Delphi study were analyzed for descriptive information. The items from individual questions were then factor analyzed to reduce the information to more workable units. From the factoring procedures, it was then possible to use analysis of variance to determine if differences existed between any of the factors in regard to some of the demographic data which were collected. The statistical significance level was set at .05. These statistical techniques will be explained through illustrations later in this report.

The final aspect of this research study is yet to be completed. As a result of the curriculum and the scenarios which have been designed through interpreting the data, it is hoped that further feedback can be obtained to validate the results to enable the researchers to draw additional conclusions about the data and the future of organized camping.

Preliminary Study Results

Characteristics of the Experts

When interpreting the results of this research project, it is useful to know something about the "experts" who participated in the study. As was mentioned previously, the experts represented various geographic areas of the United States. Ninety-four percent were members of the American Camping Association, the largest camping professional association in the United States. Other characteristics which may be of interest included:

1. Seventy-seven percent of the experts were camp owners, directors, or administrators while the remaining experts were educators, educator/directors, or consultants.

2. Regarding job settings, about one-fifth of the respondents represented religiously-affiliated camps, one-third represented agencies, one-fourth represented private independent camps, and one-fifth represented educational institutions.

3. Besides the ACA membership, over 70% of the experts belonged to more than one professional organization and 21% belonged to more than four such organizations.

4. Only 6% of the respondents did not have a college degree while over two-thirds had at least a Masters degree and 20% had a doctorate. The most common fields of study were recreation and parks, physical education, and liberal arts, although there were several respondents with degrees in education, business, or theology.

5. The experts represented an average of 23.7 years in the camping field. The median number of years was 20 and only 20% of the respondents had been employed for less than ten years. Fifteen was the average number of years that the experts had been employed in their present job and only 17% had been employed in the same position for more than 20 years.

Challenges to Organized Camping in the Future

A number of challenges will face camp administrators in the future. Table 1 describes the top items identified by the experts which fell into the upper quartile of responses to the Likert scale.

When the 20 challenges were factor analyzed, eight factors became evident as descriptors of the broad challenges facing organized camping. Table 2 lists these eight factors in order of importance along with the items which define them.

The top three factors of major challenges to camp administrators in the future were management, costs, and operations. Challenges related to management were highly rated as most important. Effective business and financial management, and basic marketing and promotion were the challenges that provided the basis for this factor. Closely tied to the management factor was a cost factor. Costs were the second most highly rated factor category that included the challenges of capital costs, operating costs, and fund raising concerns. The third factor was concerned with operations. Challenges identified by this operations factor were the expansion of seasons of operations and the employment and motivation of staff.

The other two factors which averaged above 3.0 were items dealing with program services and with needs and values. Such challenges as providing affordable, quality, innovative, and diverse programs were the components of the program services factor. The factors of needs and values contained the challenges of dealing with changing societal values, adapting to the needs of youth, and providing experiences for growth and development. All of these challenges will continue, as they have in the past, to an impact on the organized camping movement.

The data were further analyzed to see if any differences among these challenge factors were evident from the perceptions of experts in the various job settings. For all factors except costs, there was no significant statistical difference among those who were agency-affiliated, religiously affiliated, private

independent, or in an educational institution. Regarding the cost factor, experts from agency camps saw it as a more important factor than did private independent directors or educators. No significant differences were found among the experts who had been employed for a specified number of years.

Table 1
The Importance of Major Challenges to Camp Administration in the Future

Challenge	Importance*
Marketing/promotional work	3.72
Attracting & keeping quality staff	3.69
Raising funds/financial solvency	3.54
Providing affordable, quality service	3.53
Operating costs/salaries	3.50
Effective business & financial management	3.41
Retaining own identity/integrity of camping philosophy	3.41
Capital costs	3.23
Personal growth and development	3.20
Dealing with changing values	3.16
Funds for nonprofit camps	3.14
Updating and innovating programs	3.11

N=38

*Based on a scale from 1 to 4, with 1 being "not at all important" and 4 being "extremely important"

Table 2
A Factor Analysis of the Major Challenges To Camp Administration in the Future

Item	Mean	St.Dev.	Statistical Significance
MANAGEMENT	3.57	.50	n.s.
Effective business and financial management/ more sophisticated administration	3.45	.65	
Marketing, selling programs/selling the camp experience	3.71	.52	
COSTS	3.35	.46	*.05
Capital costs/maintenance of facilities	3.23	.63	Agency=3.55 Church=3.30 Private=3.13 Educ.=3.10
Operating costs/salaries	3.50	.56	
Raising funds/financial solvency	3.52	.60	
Funds for non-profit camps	3.11	.76	
OPERATIONS	3.34	.48	n.s.
Expanding season of operation	3.0	.77	
Attracting, keeping quality staff/motivating staff	3.7	.47	
NEEDS AND VALUES	3.19	.47	n.s.
Retaining own identity/integrity of camp philosophy	3.39	.68	
Dealing with changing values/morals	3.18	.65	
Adapting to needs, characteristics of modern youth	3.05	.61	
Personal growth and development	3.26	.69	
PROGRAM SERVICES	3.19	.43	n.s.
Providing affordable, quality service/keeping costs within reach of poor, middle class	3.50	.65	
Updating and innovating programs	3.18	.61	
Expansion of services for special populations/ program diversification	2.86	.74	
REGULATIONS	2.86	.67	n.s.
Land use issues/fewer natural resources	2.92	.75	
Government regulations, policies	2.84	.75	
ENERGY	2.84	.68	n.s.
Energy costs, restrictions, alterations	2.84	.68	
DECISION-MAKING	2.79	.60	n.s.
Working cooperatively with others in making decisions	3.03	.72	
Supplying information and skills to make choices	2.68	.66	

Major Trends Affecting Organized Camping in the Future

Trends in society have a very definite impact on what occurs in camping. Table 3 lists the items which appeared in the upper quartile of the experts opinions relating to major trends.

Table 4 gives a more detailed picture of the nine major factors which described the individual trends suggested by the experts. The top four factors were described as demographic, economic, growth, and values. The major factor was concerned with demographic changes, specifically as related to the aging population and the changes in family patterns and structures. Most experts believed these trends are impacting camping. The economy was seen as the second most important factor, especially as it related to rising unemployment, economic fluctuations, and lower living standards. A "growth" factor was identified as the thrid factor, and was comprised of the trend toward enhancing individual growth, involvement in lifetime sports, and a stress on wellness. Values were also judged to be a major trend affecting organized camping. The items which comprised this factor were: increased urbanization, less devotion to the wilderness idea, technological development, changing values, increased cooperation, and the sophisticated experiences of youth.

The remaining five factors reflecting major trends were: changes in attitudes and activities, environmental resource concerns, accountability, an emphasis on specialties, and regulations.

Further analysis regarding the differences among experts employed in various job settings indicated that for all trends factors except the economy, there was little difference in responses. Experts from agency camps felt the economy was a more important trend than did the experts in other job settings. Although experts from private camps thought the economy was important, they rated it as less important than did the other experts.

The number of years an expert had been in the camping field had a bearing on their opinions on two of the societal factors, resources and accountability. Those experts who had been employed more than 20 years in the camping field thought trends related to environmental resources (scarcity, concern for the environment, and unstable world relations) were more important than did other experts. On the other hand, those experts who had been employed less than 10 years in the field saw accountability of time, resources, and money as more important than those who had been employed a longer period of time. Both of these factors showed a statistically significant difference at the .05 level.

Table 3
The Importance of Major Trends Affecting
Organized Camping in the Future

Trend	Importance*
Changes in family patterns & structures	3.55
Economic fluctuations/costs to campers	3.44
Aging population	3.31
Rising unemployment/job shortages	3.31
Less money to live on/lower living standards	3.20
Camping a part of each child's life	3.16
More leisure time	3.09
Changing values	3.09
More concern for the environment	3.04
Increased cooperation between camps and communities, other institutions	3.04
Increased urbanization/more cosmopolitan society	3.02

*Based on a scale from 1 to 4, with 1 being "not at all important" and 4 being "extremely important"

Table 4
A Factor Analysis of Major Trends Which Will Affect
Organized Camping in the Future

Item	Mean	St.Dev.	Statistical Sigificance
DEMOGRAPHICS	3.43	.54	n.s.
Aging population	3.26	.69	
Changes in family patterns, structures	3.50	.60	
ECONOMY	3.34	.51	*.05
Rising unemployment/job shortages	3.26	.72	Church=3.26
Economic fluctuations, costs to campers	3.42	.68	Agency=3.60
Less money to live on/lower living standards	3.15	.72	Private=3.00
			College=3.14
GROWTH	2.96	.65	n.s.
Camping a part of each child's growth	3.13	.74	
Interest in lifetime skills, activities	2.86	.84	
Stress on wellness	2.79	.78	
VALUES	2.93	.48	n.s.
Increased urbanization/more cosmopolitan society	2.68	.74	
More year-round camps	2.84	.75	
Less devotion to wilderness idea, camping/emphasis on comfort, materialism	2.81	.73	
Technological Development	2.68	.57	
Changing Values	3.05	.65	
Increased cooperation between camps and communities, other institutions	2.97	.68	
Early sophistication, experience of youth	2.92	.67	
CHANGES	2.92	.51	n.s.
Fluctuations in the birthrate	2.89	.69	
Increased mobility/shifts in populations	2.79	.66	
Changes in the work ethic	3.00	.66	
More family activities	2.94	.70	
More leisure time	3.11	.76	
RESOURCES	2.90	.64	n.s.
Scarcity of Natural Resources	2.86	.74	
More concern for environment	3.03	.75	
Unstable world relations, more polarization in society	2.68	.74	
ACCOUNTABILITY	2.81	.65	n.s.
More accountability to time, money, resources	2.81	.65	
SPECIALITIES	2.77	.53	n.s.
Emphasis on liability	2.76	.53	
More attention to special populations	2.84	.75	
More specialized camps	2.74	.69	
REGULATIONS	2.69	.55	n.s.
More government regulations	2.66	.67	
More competition among recreational and other life pursuits	2.68	.70	

Professional Preparation Needed for Camping Careers in the Future

Any job requires a certain mix of conceptual (knowledge), human, and technical skills. Camp administration is an area that requires an interesting mix of these various skills. In addition, these skills can be learned in a variety of ways through formal education, on-the-job training, continuing education, and on one's own. The following section discusses the portion of this study which attempted to view the skills needed for camp administration and to ascertain how one might best acquire these skills.

Knowledge (Conceptual) Skills

Knowledge skills were defined as those specific and broad cognitions needed to perform the conceptual aspects of the job. Thirty specific knowledge areas were identified through the Delphi process. These were further factored into 11 categories which are itemized in Table 5. As can be noted from the table, the highest scoring factor related to human relations. The second highest knowledge factor was business administration which included marketing and budgeting. Leadership was an important factor in relation to leadership skills, motivation skills, and personnel management. Problem solving was another important knowledge factor as it related to risk management. The programming skills factor included organizational skills, public relations, planning, and trends analysis. Basic social sciences, camp operations, social issues and general education were the remaining knowledge areas the experts thought will be needed by camp administrators in the future.

No significant differences were found between the knowledge factors for camp administrators and the job settings of the experts. Educators and the camp directors did have a statistically significant difference regarding the importance of the leadership skills factor. Although both groups perceived leadership skills as an important knowledge area, the camp directors rated this factor significantly higher than did the educators.

One significant difference was also found regarding the years in the field and the importance of business administration. Although all experts thought business administration was important, the experts with the fewest years of experience in the camping field rated business administration most highly. In fact, of the 20% of the experts who had been employed for less than 10 years, every one of them ranked business administration as extremely important on the Likert scale.

Table 5
A Factor Analysis of the Knowledges Needed to be an Effective Camp Administrator in the Future

Item	Mean	St.Dev.	Statistical Significance
HUMAN RELATIONS	3.67	.46	n.s.
Human Relations/communications/group dynamics	3.72	.46	
BUSINESS ADMINISTRATION	3.63	.68	n.s.
Business administration, marketing, budgeting	3.59	.68	
LEADERSHIP	3.36	.47	n.s.
Leadership skills	3.48	.64	
Motivation skills/how to model	3.30	.65	
Personnel management	3.33	.53	
PROBLEM SOLVING	3.02	.51	n.s.
Problem solving	3.12	.73	
Risk management	2.92	.53	
PROGRAMMING	2.97	.58	n.s.
Organizational skills/community organizing	2.87	.83	
Public relations	3.13	.76	
Program planning	3.21	.69	
Trends in camping/outdoor experiences	2.61	.75	
SOCIAL SCIENCES	2.94	.50	n.s.
Sociology	2.64	.71	
Psychology	2.92	.66	
Educational Psychology	2.84	.81	
Camping Background (history, goals, philosophy)	2.97	.70	
Needs assessment/sensitivity	3.35	.74	
CAMP OPERATIONS	2.91	.51	n.s.
Appreciation of outdoors, nature/ecology	3.23	.71	
Energy	2.82	.68	
Concepts of leisure and recreation	2.58	.81	
Health care/safety standards	3.05	.64	
Food service/nutrition	2.87	.65	
SOCIAL ISSUES	2.90	.56	n.s.
Societal trends/forecasting	2.97	.81	
Societal institutions	2.30	.81	
Human development	3.33	.73	
EDUCATION	2.75	.49	n.s.
Research and evaluation	2.84	.67	
General education	2.61	.78	
Values	3.00	.73	
Economics	2.64	.58	

Continued on next page. . . . .

Table 5 Continued. . . .

Item	Mean	St.Dev.	Statistical Significance
TECHNOLOGY	2.64	.84	n.s.
Use of the computer, new technology	2.64	.84	
RESOURCE MANAGEMENT	2.59	.49	n.s.
Site development, maintenance and security	2.90	.64	
Laws, legislative, process/politics/power	2.87	.52	
Use of local, state, and federal resources	2.53	.75	
Real estate	1.97	.58	

Table 6
Knowledge Necessary for Becoming an Effective Camp Administrator and How It Is Best Attained

Knowledge	How Best to Attain			
	Percentage Responding**			
	Importance*	Formal College	On-the-Job	Cont. Ed.	On Own
Human relations	3.67		35%	x45%	
Business administration	3.63	x39%	23%	33%	
Leadership skills	3.46		x50%	25%	15%
Situational analysis	3.36		x42%	x42%	17%
Motivation skills	3.35		33%	x48%	
Human development	3.33	x69%		15%	
Personnel management	3.31	25%	23%	x50%	
Program planning	3.26	15%	x62%	15%	
Public relations	3.15	24%	x40%	26%	
Appreciation of nature	3.11		15%	17%	x64%
Health and safety	3.11		20%	x61%	
Problem solving	3.09		x47%	37%	
Societal trends/forecasting	3.04	28%		x51%	15%
Values	3.00				x79%
Site management	2.98		x39%	36%	
Camping background	2.96	x41%		31%	23%
Risk management	2.96		21%	x68%	
Organizational skills	2.89	20%	x50%	15%	15%
Psychology	2.89	x76%			
Food service/nutrition	2.87		21%	x65%	
Politics/laws	2.85	16%	16%	29%	x38%
Educational psychology	2.84	x80%		17%	
Research and evaluation	2.84	x57%	38%		
Energy	2.72		19%	x67%	
General college education	2.63	x95%			
Concepts of leisure and recreation	2.63	x56%		15%	17%
Trends in camping and outdoors	2.62		20%	x54%	20%
Sociology	2.61	x81%			
Economics	2.56	x58%		29%	
Use of human and economic resources	2.54		x36%	27%	33%

* Based on a scale from 1 to 4, with 1 being "not at all important" and 4 being "extremely important"

**Percentages are those above 15% for an item. X indicates the category with the highest percentage for the item.

In Round 3 of the study, the experts were asked to indicate how one could best attain the skills that had been identified in the previous rounds. The experts were asked to choose only one of the possible four responses. Table 6 lists the items and the percentage of responses to the best way to attain that particular knowledge. For about one-third of the items, formal college education was indicated as the best way to obtain them. Continuing education was also the best method for another one-third of the items. On-the-job training was the best way to obtain the knowledge for about one-fourth of the items.

By examining the factors and the means for attaining the knowledges, it appears that business administration, programming, social sciences, and education are best acquired through formal college training. Continuing education can be most useful in helping camp administrators acquire the knowledge in the areas of camp operations, social issues, leadership, and human relations. On-the-job training was rated as the most useful means for attaining problem solving and resource management knowledge.

Technical Skills Needed to be an Effective Camp Administrator in the Future

Technical skills were defined as those skills needed to actually do the tasks required of a camp administrator. Some overlap with knowledge factors was evident within the broad skills categories, but many of the twenty-three items generated regarding technical skills were quite specific. Table 7 portrays the six key factors which were developed in relation to technical skills.

Technical management skills received the highest rating in this factor analysis. This factor included operational skills as well as marketing, promotion, and salesmanship. The communications skills factor which included staff management, group process, communications, and fund raising was also rated quite highly. Another factor related to the communication skills factor might be called "warm fuzzy" skills. These skills focused on diplomacy, public relations, leadership, counseling, and teaching. Other factors formed frame the suggested technical skills were planning, administrative mechanics, and basic camping skills.

When these factors were compared to the demographic characteristics of the experts in relation to job setting, position, and years in the camping field, only one factor showed significance in relation to these demographics. The technical management skills factor was scored higher by people in agency and church camps and appeared to be least important among the educators.

Table 8 shows the individual technical skills items and the percentages of responses regarding how the skills might be

attained. On-the-job training seemed to be the most common way for obtaining technical skills, although it was evident that many of these skills can also be obtained through continuing education. No one easily definable continuing education method could be discerned for the specific factors since many of the factors were split between on-the-job training, formal training, or continuing education.

Table 7
A Factor Analysis of the Technical Skills
Needed To Be An Effective Camp Administrator
in the Future

Item	Mean	St.Dev.	Statistical Significance
MANAGEMENT	3.55	.442	*.05
Management/Operational Skills	3.64	.48	Church=3.6
Marketing/Promotion/Salesmanship	3.59	.49	Agency=3.75
			Private=3.45
			College=3.18
COMMUNICATIONS	3.35	.48	n.s.
Staff development and supervision	3.75	.43	
Group Process	3.08	.80	
Communications	3.70	.46	
Fund Raising	2.89	.80	
WARM FUZZY	3.12	.59	n.s.
Diplomacy/human relations	3.35	.59	
Public Relations	3.00	.74	
Leadership	3.49	.69	
Counseling	3.00	.84	
Teaching	2.89	.84	
PLANNING	2.82	.55	n.s.
Organizational Skills	3.35	.63	
Time Management	2.95	.81	
Property Development	2.64	.71	
Reading	2.37	.59	
MECHANICAL	2.76	.60	n.s.
Cost accounting, banking, budget	3.32	.62	
Engineering, maintenance, mechanical	2.48	.80	
Computer/technology	2.48	.87	
BASIC	2.55	.59	n.s.
Health and safety/first aid	2.89	.73	
Survival skills	2.13	.82	
Camping skills	2.59	.79	
Skills for all activities offered	2.54	.73	
Food service	2.81	.65	

*Based on a scale from 1 to 4, with 1 being "not at all important" and 4 being "extremely important"

Table 8
Technical Skills Necessary For Becoming An
Effective Camp Administrator and How
They Are Attained

Technical Skill	How Best to Attain				
		Percentage Responding**			
	Importance*	Formal College	On-the-Job	Cont. Ed.	On Own
Personnel management	3.73		x57%	32%	
Communications	3.67	15%	x46%	31%	
Management	3.54	21%	x40%	32%	
Marketing	3.52	21%	26%	x44%	
Leadership	3.40		x43%	16%	32%
Human relations	3.37		x56%	15%	27%
Organizational skills	3.33	23%	x39%	21%	18%
Budgeting	3.30	x58%		26%	
Group dynamics	3.18	20%	x37%	34%	
Counseling/guidance	2.98	x36%	33%	31%	
Public relations	2.94	20%	x43%	25%	
Time management	2.93	15%	28%	x40%	17%
Teaching	2.89	x53%	24%	18%	
Fund raising	2.87		26%	x55%	
Health and safety	2.86	17%		x66%	
Food service	2.80		27%	x62%	
Property development	2.64	16%	37%	x45%	
Camping skills	2.58		x42%	24%	34%
Maintenance	2.52	x38%	33%	18%	

* Based on a scale from 1 to 4, with 1 being "not at all important" and 4 being "extremely important"

**Percentages are those above 15% for an item. X indicates the category with the highest percentage for the item.

Human Skills Needed to be an Effective Camp Administrator in the Future

The question regarding human skills resulted in a great variety of responses which described characteristics and qualities which will be needed by the camp administrator in the future. It was quite difficult to develop a factor analysis of these items because so many of the items were very similar to each other and tended to group together as one large factor. Thus, the names given to the nine factors in Table 9 were rather arbitrarily chosen to broadly describe the items within each factor.

As can be seen in the table, the most important skill was broadly stated as "understanding," which was followed closely by cooperation. Maturity was a third factor which described a variety of qualities related to unselfishness, patience, organization, integrity, reliability, and emotional stability. People-oriented was another factor which was followed by a general concern for camping and the job. Friendliness was a factor which included items such as listening skills, social awareness, and a sense of humor. Democratic, openess, and persuasiveness described the final factors. Eight of the nine factors had averages which were within the upper quartile of the responses.

Regarding the differences between the factors and experts' characteristics, only persuasiveness showed significance. The longer the experts had been camp directors, the more importance they attached to persuasiveness. Those experts who had been in the field for less than ten years gave persuasiveness a mean of 2.22 on a 4 point scale as compared to 10-20 year respondents who averaged a 2.57 and experts with over 20 years experience who indicated an average of 3.04.

It is very evident in viewing Table 10 that most of the human skills are best obtained by on one's own. It is possible to get some of these skills though on-the-job training, but this was only obvious within the democratic factor. On one's own was by far the most common way to get human skills and probably many of those traits were inherent to the individuals upon entering the camping field.

Table 9
A Factor Analysis of the Human Skills, Characteristics, and Qualities Needed to be an Effective Camp Administrator in the Future

Item	Mean	St.Dev.
UNDERSTANDING	3.76	.35
Sensitivity/concern for others/understanding	3.85	.35
Flexibility/open-minded/tolerance	3.64	.49
COOPERATING	3.64	.41
Cooperativeness/diplomacy	3.50	.56
Effective leadership/ability to motivate others	3.85	.35
MATURITY	3.51	.47
Warmth/friendliness	3.41	.61
Desire to serve others/unselfish	3.35	.69
Patience/self-control	3.44	.61
Ability to plan, organize and make decisions	3.74	.51
High moral character/integrity	3.59	.50
Reliability/responsibility	3.59	.56
Maturity/emotional stability	3.59	.61
PEOPLE-ORIENTED	3.33	.58
People-oriented/supportive	3.64	.54
Trusting of others	3.23	.74
Energetic/enthusiastic	3.17	.72
CAMPING CONCERN	3.21	.46
Able to see things from a child's point of view	2.88	.69
Dedication/perserverence/availability	3.59	.61
Self-starter	3.44	.56
Committed to camping	3.38	.60
Intelligence	2.88	.69
FRIENDLY	3.20	.52
Social Awareness	3.11	.77
Good listener/communicator	3.53	.51
Practicality/common sense/realism	3.26	.62
Sense of humor/enjoys self, work	3.59	.66
DEMOCRATIC	3.16	.54
Ability to delegate/share the limelight	3.32	.64
Confidence/assertiveness	3.32	.64
Committed to democratic principles	2.76	.78
OPENESS	3.11	.60
Individualism/willing to challenge status quo	3.94	.85
Willingness to grow, change, and learn	3.55	.61
Creativity/imagination	2.97	.80
Broad interests/well-rounded	3.03	.76
Positive/uncomplaining/optimistic	3.05	.73
PERSUASIVENESS	2.73	.80
Persuasiveness	2.70	.80

Table 10
Human Qualities Necessary For Becoming
An Effective Camp Administrator
and How They Are Attained

Human Quality	How Best to Attain			
	Percentage Responding**			
	Importance*	Formal College	On-the-Job	Cont. Ed.	On Own
Sensitivity	3.89		20%		x70%
Ability to plan, make decisions, organize	3.65		x61%		22%
Dedication	3.65		28%		x69%
People-oriented	3.63		28%		x69%
Flexibility	3.61		23%		x67%
Integrity	3.58		15%		x82%
Sense of homor	3.57		26%		x71%
Ability to grow, change	3.54		20%		x57%
Good communicator, listener	3.52		35%		x51%
Maturity	3.50		18%		x79%
Reliability	3.49		27%		x73%
Patience/self-control	3.48		20%		x73%
Cooperativeness	3.46		45%		x50%
Warmth/friendliness	3.41		18%		x82%
Can delegate/share limelight	3.37		x56%		30%
Unselfish	3.35		15%		x83%
Self-starter	3.38		15%		x79%
Practicality	3.33		39%		x62%
Committed to camping	3.32		32%		x63%
Confidence/assertiveness	3.29		x42%	18%	40%
Trusting of others	3.23		30%		x65%
Energetic	3.13		18%		x79%
Social awareness	3.07		18%	18%	x57%
Creativity/imagination	3.02		23%		x69%
Positive/optimistic	3.02		20%		x80%
Broad interest/well-rounded	3.00				x70%
Individualism	2.93		21%		x71%
Health	2.91		15%		x77%
Intelligence	2.85				x71%
Empathy with children	2.85		x50%		37%
Loves nature	2.82		26%		x72%
Committed to democratic principles	2.79		20%		x64%
Persuasiveness	2.73		37%		x50%

* Based on a scale from 1 to 4, with 1 being "not at all important" and 4 being "extremely important"

**Percentages are those above 15% for an item. X indicates the category with the highest percentage for the item.

The Importance of Continuing Education in the Future

The experts were asked initially to indicate whether or not they thought continuing professional education would be important in the future. One hundred percent agreement existed that continuing education would be important. Thus, subsequent questions dealt with why continuing education would be important and the intensity of that importance. Table 11 lists the three factors which described why continuing education will be important. It was clear that the value of learning was of prime importance in relation to continuing education. The factor of ensuring standards of professional performance was also highly ranked by the experts. The third factor related to the inevitability of change and how continuing education can address changes.

Little difference existed among these factors except for the learning factor. Surprisingly, the educators tended to rank the importance of learning within continuing education rather low compared to experts from agency, religiously-affiliated or private camps. Since educators supposedly provide continuing education and offer these learning opportunities, it was of note that they significantly rated the importance of learning lower than experts in the other job settings. No other differences among groups emerged regarding continuing professional education.

Likely Continuing Education Topics in the Future

Since continuing professional education was regarded as so important for the future, it was useful to know the kind of information which will be needed by those already in the organized camping field in the future. A total of 34 important topics were identified by the experts. These were furthered subdivided into six major factors which are identified in Table 12.

Business management was the most apparent factor in which training will be needed in the future. This factor included the many aspects of marketing, management, service area management, finances, computer usage, and regulations. A second major factor requiring continuing education in the future was programming which included an understanding of the environment, new and innovative programs, updating of basic skills, and basic program development skills. Societal aspects was another factor for training in the future as were camp management, personal development, and human development.

Differences existed between the job setting and two continuing education topic factors: business management and societal. In both cases, experts from private independent camps tended to rank these factors as being of less importance that did the other experts, particularly those from agency camps. Perhaps

in the area of business administration, professionals in private independent camps already felt they possessed these skills to a greater degree than other camp professionals.

Table 13 illustrates the primary ways in which the important areas of continuing education will be attained in the future. The table shows that continuing education through institutions and professional organizations will be the primary means for addressing important topics. Formal college courses can address some of these needs as can on-the-job training. Within all the broad factor areas, continuing education predominates as a method of acquiring information, although within the business administration and human development factors, formal college coursework does offer some possibilities.

Table 11
A Factor Analysis of the Important Reasons for Continuing Education in the Future

Item	Mean	St.Dev.	Statistical Significance
LEARNING	3.28	.46	Church=3.32 Agency=3.39 Private=3.40 College=2.67
To deal with existing problems	3.15	.73	
To broaden knowledge and experience/gain new ideas	3.56	.59	
To learn by sharing with others	3.32	.61	
To provide flexibility in programs, approaches	3.05	.55	
To encourage looking and planning ahead	3.32	.65	
STANDARDS	3.20	.75	n.s.
To ensure standards of professional performance	3.20	.75	
CHANGE	3.17	.49	n.s.
Society and field are always changing	3.49	.68	
New laws and regulations	3.04	.71	
Because of the explosion in technology	2.98	.65	

Table 12
A Factor Analysis of Continuing Education Topics Likely To Be Needed in the Future

Item	Mean	St.Dev.	Statistical Significance
BUSINESS MANAGEMENT	3.16	.43	.05
Promoting/publicity/marketing	3.48	.85	Church=3.20
Management/business administration	3.58	.78	Agency=3.37
Service areas (food purchasing, transport, etc.)	2.92	.73	Private=2.91
Funding/financial planning	3.25	.74	Education=3.08
Computer usage/new technology	2.75	.87	
New regulations/legislation	2.78	.86	
PROGRAMS	3.15	.51	n.s.
Living in harmony with the natural world/ environmental impacts	3.00	.75	
Program development	3.12	.82	
Exposure to new ideas/methods/trends	3.22	.83	
Updating old skills/knowledge	3.00	.88	
SOCIETAL	2.84	.63	.05
Societal and world trends	2.98	.83	Church=2.90
Reaching special populations	2.77	.80	Agency=3.12
			Private=2.41
			Education=2.75
CAMP MANAGEMENT	2.83	.42	n.s.
Promoting camping as a profession	2.68	.97	
Site development and management	2.83	.78	
Facilities management	2.70	.76	
Risk management	2.85	.77	
Time management	2.70	.85	
Staff management and training	3.35	.83	
Research and evaluation	2.90	.78	
Energy alternatives/conservation	2.70	.82	
Safety/health	3.08	.90	
Politics/legislative process	2.42	.78	
Media techniques	2.47	.72	
PERSONAL	2.80	.56	n.s.
Human relations/group dynamics	3.18	.78	
Counseling/value clarification	2.75	.67	
Communications	3.27	.68	
Organizing	2.80	.88	
Broad range of knowledge	2.68	.92	
Training for new careers	1.98	.80	
Developing professional support groups	2.69	.99	
HUMAN DEVELOPMENT	2.65	.59	n.s.
Human development	2.73	.82	
Sociology	2.30	.79	
Psychology	2.55	.71	
Motivation	2.82	.78	

Table 13
Additional Training Or Education Which Will Likely
Be Needed in the Future and How It Will Be Attained

Training/Education	How Best to Attain				
		Percentage Responding**			
	Importance*	Formal College	On-the-Job	Cont. Ed.	On Own
Business administration	3.52	x54%		30%	
Marketing/promotion	3.41		21%	x58%	
Staff management and training	3.31		27%	x55%	
Communications	3.26	20%	18%	x52%	
Exposure to new ideas, methods, trends	3.23			x82%	
Funding/financial planning	3.21	20%		x55%	
Human relations/group dynamics	3.21	18%	26%	x44%	
Program development	3.10		28%	x59%	
Updating old skills, knowledge	3.02			x82%	
Ecology	3.00		23%	x41%	26%
Safety/health	3.00	15%	15%	x58%	
Societal & world trends	2.97	24%		x50%	18%
Service (food, purchasing, transport, etc.)	2.93	19%	24%	x51%	
Research & evaluation	2.89	x62%	31%		
Motivation	2.85		18%	32%	x42%
Risk management	2.83		20%	x65%	
Organizing	2.83		x41%	36%	15%
Site development & management	2.83		33%	x56%	
Counseling/value clarification	2.78	22%	22%	x44%	
Special populations	2.76			x74%	
Human development	2.74	x45%		32%	
New regulations, legislation	2.74			x90%	
Facilities management	2.70		x45%	42%	
Time management	2.68		30%	x44%	
Computers/new technology	2.68	x50%		32%	
Promoting camping as a profession	2.67			x82%	
Broad range of knowledge	2.65	24%		30%	x38%
Developing professional support groups	2.65			x92%	
Energy alternatives, conservation	2.63	18%		x65%	
Psychology	2.55	x85%			
Media techniques	2.44	x39%		x39%	15%

* Based on a scale from 1 to 4, with 1 being "not at all important" and 4 being "extremely important"

**Percentages are those above 15% for an item. X indicates the category with the highest percentage for the item.

The Importance of Professional Associations in the Future

A final analysis of this Delphi study addressed the value of professional associations in the future as they relate to the organized camping movement. As can be discerned in Table 14, education was by far the most important aspect of what professional associations can provide in the future. This factor was followed by an information factor which described a group of items related to communication, providing publications, gathering data, and advocating for camping. The final factor regarding professional organizations, which was also very highly rated in importance, was a broad area called services. This included the aspects of self-regulation and standards, public relations, reducing costs, and improving member support which professional associations can provide.

No significant differences existed within these factors related to job setting, years in the field, or involvement in professional organizations.

Table 14
A Factor Analysis of the Importance of Professional Associations to Organized Camping in the Future

Item	Mean	St.Dev.
EDUCATION	3.74	.49
Training/continuing education/conferences	3.74	.49
INFORMATION	3.48	.42
Providing information/publications	3.65	.48
Facilitating communication among members/ sharing	3.62	.58
Subsidizing research/gathering data/ recording knowledge, etc.	3.16	.69
Political power/national voice for camping	3.49	.63
SERVICES	3.11	.53
Improving members morale	2.91	.78
Public relations/recruiting campers	3.13	.80
Self-regulation/establishing professional standards	3.27	.77
Reducing costs (insurance, etc.)	3.11	.73

Interpretation of the Results

Summary of the Major Findings

A number of results can be generalized from this Delphi study. The following statements represent the major points:

1. The major challenges to organized camping in the future revolved around management effectiveness, costs, camp operations, program services, and changing needs and values of youth and adults.

2. It was evident that a number of trends are occurring both within society and within the organized camping movement. These included: demographic changes with a changing family structure, economic changes in regard to unemployment and inflation, and changing values through technological advances.

3. Camping administrators in the future will need a variety of knowledge (conceptual), human, and technical skills. This study showed the high need to prepare future administrators in the areas of human relations, business management, leadership, problem-solving, program development, and the social sciences within a knowledge (conceptual) framework. Important technical skills which will be needed were related to basic management, camp operations management, communication, and basic human relations skills. Human skills needed in the future included the broad areas of understanding, cooperation, maturity, and friendliness. Many of the human skills seemed inherent to the individuals who might pursue a career in camp administration.

4. The primary way to obtain knowledge skills will be through formal college education. Technical skills will be largely obtained through on-the-job training, while most human skills will need to be attained on one's own.

5. Overwhelming agreement existed regarding the value of continuing professional education in the future. Continuing education was important because of the necessity for learning and education, the need to ensure high professional standards, and the importance of adapting to change.

6. Camp administrators will need to be updated on a number of continuing education topics in the future. Business management was the number one area where additional education and training will be needed. This was followed by the area of camp programming and societal aspects affecting camp. Other areas which will be important topic areas in the future referred to camp management, personal development, and human development.

7. Continuing education in the future can best be provided through the continuing education opportunities offered by universities and professional associations.

8. Professional associations will continue to be very important to the organized camping movement in the future. The importance of these professional organizations lies in the training and educational opportunities which they can provide, the information they have available, and the other services which they can offer to their members.

A Possible College Curriculum for Educating Camp Administrators for the Future

New models for curriculum development are continually being explored. Walker (1971) described a naturalistic model which places emphasis on the process by which curricula decisions are made. The approach is concerned with the set of relationships embodied in the materials in use that are capable of affecting students. The naturalistic Delphi method provided one way to determine, through expert opinion, what elements are necessary for a curriculum which will meet the needs of a field in the future. If much of our knowledge becomes obsolete every seven years, then it is especially important that curricula be future oriented and that naturalistic models are used to identify it.

With any curriculum design, however, a number of additional factors must be considered related to the providers, as well as the recipients, of the curriculum. The following model represents two possible curricula (one undergraduate and one graduate) which might be developed using the data from this study. The curricula, however, are environmentally controlled by the regulations governing degree programs at the University of Wisconsin-Madison, so are probably not directly transferable to other universities. The concepts behind this naturalistic curriculum design and the results of the Delphi study, provide the framework for developing a curriculum which will address the needs of camping administrators in the future.

Undergraduate Curriculum (leading to a degree in Recreation Resources Management with an emphasis on Camp Administration):

General Requirements-

English composition
Another written communication course
A spoken communication course
A basic science course
A basic biological science course
A basic algebra course
A basic economics course
(21-24 cr.)

Courses related to the general recreation program:

Introduction to Recreation

Seminar in Recreation Issues
Management of Leisure Services
Rehabilitative Recreation
Leadership in Community Programs
Landscape Architecture Planning
A one semester or full summer internship in camp administration
(23-25 cr.)

Courses related to general education:

A course in accounting or statistics
A course in computer science
A course in research concepts and/or interpretation
A course in political science
Introduction to psychology
At least one other psychology course
Introduction to sociology
At least one other sociology course
One course on human development
At least three recreation skills courses
Three educational psychology modules
A course related to educational principles
(36-38 cr.)

Other courses particularly oriented to camp administrators:

Personnel management; Organizational behavior; Basic marketing course; A child and family studies course; A social issues course; A basic ecology course; An outdoor leadership course; A basic camp/outdoor skills course; An introductory food service management course; A basic nutrition course; First aid; A basic behaviorial disabilities course; A group dynamics course; A general counseling/interviewing course; An introductory social work course. (42-45 cr.)

In addition to this specific coursework (124 credits required for graduation), it is assumed that students will be involved in summer camp work experiences and volunteer work with camps or youth/church/recreation agencies during the school year.

Graduate Program (leading to a degree in Continuing and Vocational Education with an emphasis in Camp Administration):

This curriculum assumes that students have had paid experience in camp administration and wish to upgrade their skills and knowledge. Students may be admitted to this graduate program without previous camping/recreation/ or education background, but must either take supplementary undergraduate courses or have demonstrated competency in the field. The degree is granted through the Department of Continuing and Vocational Education. Thirty credits are required for graduation.

General course work required:

Philosophy of Adult Education or Recreation
Program Development
Evaluation
A course in Human Development
A course in Research Design and Interpretation

Courses related directly to Camp Administration:

Management of Leisure Services
Organizational Behavior
Personnel Management
A Societal Issues course
A Seminar Paper or Thesis
(Note: A student may complete the M.S. degree through 30 credits of coursework, 27 credits plus a seminar paper, or 24 credits with a thesis.)

Certainly other courses could be substituted in a graduate program depending upon the student's particular interests or needs, but this provides an example of a potential curriculum that will hopefully address some of the learnings which are needed and can be acquired through formal education.

Scenarios of the Future of Organized Camping

It appears that a number of possible futures exist for organized camping. In an attempt to interpret the possible futures, the following scenarios are offered as means for viewing the future. These scenarios provide a way of focusing on the issues which the camping field will have to address:

Conservative View: In the 1990's, the organized camping movement is very similar to what it was in the early 1980's although the period of the 80's was somewhat difficult for the organized camping movement. The economy created the greatest problems. Rising unemployment, job shortages, and economic fluctuations affected camps directly as well as the participants in camp programs. However, through careful management and marketing techniques, most camps were able to survive. Those camps which did not make it through the 80's did not "stay their courses" as well as the others.

In the 1990's, children are still the primary participants in camping programs. Due to less subsidization of camps, the campers tend to be wealthier and the emphasis is on specialty camps which can best be marketed to attract participants.

Camp programs remain very much the same as they were in the 1970's. Camp administrators, however, are hired for their management expertise, while camp program directors deal almost exclusively with the needs of staff and campers. Camps continue to promote the values of hard work, democracy, and achievement in their programs. Leaders in the camp movement feel very fortunate that they were able to survive the turbulent 80's and seek ways

to remain innovative enough to attract participants, but do not wish to interact with or influence society to any great extent.

Humanistic View: The 1990's represent for organized camping a time when humanism and concern for the growth and value of people are paramount. Despite the economic problems of the past ten years, camp administrators have been able to keep the accountability of camping focused on the camper and the value of camping for both community and personal growth.

The organized camping movement has paralleled the humanistic movement which has resulted in little emphasis being placed upon those differences which once existed in society. For example, the mainstreaming of persons with disabilities and the age integration of families and unrelated persons in camp has resulted in an improved appreciation of the individual within the society, rather than an emphasis on differences by segregating people into groups. Work and leisure are becoming equally valued, so a prime focus of camping has been on helping people (both children and adults) learn the value of meaningful activity and leisure.

Humanistic management has not always been easy for camp administrators. They were faced with some very difficult problems due to increased costs from high inflation during the mid 1980's and were challenged with an essential need for financial solvency. However, the accountability of camps has focused on the social benefits upon society due to camping. Research during the late 1980's was able to show empirically that camping led to personal growth which ultimately benefits society. Management techniques were also applied to camping through new technology which enabled camp directors to make better management decisions in much less time. This newly freed time could then be devoted to staff training and development.

The emphasis in the humanistic view of camping in the 1990's is on the lifelong aspects of participation in organized camping for adults and for families (families are defined very broadly to include single parents, unrelated committed persons who live together, as well s married people with children who used to be considered "traditional" families in the 1970's). The emphasis on wellness has also been taught and emphasized exclusively in camps throughout the United States and has even been a model for camps in other countries. The focus on the needs of a variety of campers has been the key to the survival of camps in the 1980's.

Pessimistic View: The organized camping movement of the 1990's reflects complexity, scarcity, turmoil, and exclusivity. Competing needs and diminishing resources have resulted in a lack of cooperation within the camping movement and within the society in general. Technology has escalated so quickly that its associated values have created great upheaval in the society.

The status of organized camping has deteriorated simply because the movement has been merely reacting to the rapid changes in society. Camp professionals have not been able to fully establish and articulate the value of camping to constituents or even to professional peers involved with camping.

Although sound business managment practices have been encouraged for camping, these management techniques have not been applied rapidly or with commitment. The economic problems of the country in the 1980's resulted in rising costs which eventually forced many camps, except for those serving the most wealthy campers, to fold. Camps which cater to the wealthy have been the primary survivors. The total emphasis on profit-making has erased many of the values upon which the organized camping movement was once founded.

The clientele of organized camps in the 1990's has become a very narrow group. Prior to the 1980's, camps were primarily for children, but did try to meet the needs of poorer children as well as children from more affluent families. During the 80's, the population continued to shift toward more older adults with fewer children. As a result, other organizations and resorts were formed to meet the organized camping needs of adults. By the time camping professionals began to change their clientele focus, it was too late to captivate a wide segment of those people interested in camping. Thus, camping professionals had to maintain their existence by focusing on the wealthier children, dropping specialized groups (such as the low-income, disabled, or high risk campers), and attempting to offer special experiences for adults not being offered by the adult-centered commercial enterprises.

Optimistic View: New work-leisure attitudes, lifestyle changes, and ethics have shaped organized camping into a movement with great importance in the 1990's. Camping has established itself as an essential societal institution which is the right of all children as well as an important opportunity for all adults.

Despite the very difficult economic times of the 1980's, camp administrators were able to incorporate appropriate management techniques, innovative programs, and a philosophy centered on a concern for the "whole" person which resulted in the growth of the camping movement. It was found that in a society experiencing rapid technological change, changing values, and general confusion, camps could offer children and adults an opportunity to experience community, acquire a leisure ethic, and develop coping skills. Camps in the 1990's are a model for many other institutions in society which seek to establish these kinds of values within people. The changes are still occurring, but it is evident that the camping movement, through its futures planning and vision, has established itself in the 1990's as a dominant force.

Many camps in the 1990's are model examples of on-going projects concerned with alternative energy sources, experiential programming for a wide audience, and one of the leading providers and promoters of natural environment protection and appreciation. While population problems which resulted in resource depletion, pollution, and land management problems have begun to be addressed, camps have been instrumental in preserving natural areas and educating people in the importance of sound land management.

The efficient managment of camps has enabled camp administrators to focus their energies in other directions for the good of the campers which are involved. Technology, marketing techniques, public relations, and sound business practices occurred because of the educational efforts extended by the American Camping Association which has gained a very strong base of support.

All is not perfect in the field of organized camping in the 1990's, but leaders within the camp movement have utilized resources for effective planning and research which has resulted in a position of strength for the movement. Camp administrators know who they are, what they can do best, and have a vision regarding the future they are creating.

Which of these scenarios seems most likely to occur? Are there other combinations of ideas which reflect what we would like to see occur in the future?

Note: As a way of validating the results found in this research project, it would be most helpful to receive additional written comments about these scenarios. We would like to encourage anyone reading this report to reflect upon these

Recommendations Concerning Continuing Education

Although a curriculum will not be designed or a scenario written for continuing education, it may be useful to suggest some explicit recommendations to professional associations, institutions of higher education, and other providers of continuing education services who offer educational programs for camp administrators:

1) Continuing professional education is essential for camp administrators in the future. With the present knowledge explosion in society and with the variety of knowledges, technical skills, and human skills needed by the camp director, continuing education is paramount.

2) This study resulted in a number of reasons given for continuing professional education for camp directors. It was obvious that the experts in the study were convinced of its value, but it remains a challenge to convince all camp administrators that it can be valuable.

3) Continuing professional education also relates to the value which is associated with any field or profession. A visible continuing education program for camp administrators can help to supply additional credibility for individuals as well as for the camping movement.

4) A variety of learning opportunities must be offered to camp administrators and they must be able to see the relevance of these topics to their work. Not all opportunities need to be offered specifically for camp administrators but they must be aware of the kind of courses which may be useful to them.

5) Continuing education may take a number of different forms--workshops and meetings, correspondence courses, formal college courses, or independent study. It was very evident that the emphasis on continuing education, at least in the near future, should be on aspects of business management as it relates to camps. Program development in specific areas was also very important. Of particular interest was the desire expressed for continuing education which dealt with personal management skills needed to be an effective camp administrator. It is hoped that the list of topics acquired through this Delphi study may provide some direction for future continuing education program planning by professional associations, educational institutions, and other providers of continuing education for camp administrators.

Recommendations for Professional Associations

It was evident in the study that camping "experts" felt that professional associations had a very important role to play in the future. This result may be somewhat biased since a professional association membership list was used in drawing the sample. Regardless, the results did indicate a very strong commitment by the experts to the value of professional camping associations in the future.

It was most evident that continuing education is an important role for associations. It was also evident that information and services were very important. These are the kinds of services which the American Camping Association presently provides, but this study served to highlight the importance of continuing these kinds of activities.

The American Camping Association has shown foresight and vision indeveloping a statement of the "directions" in which it wishes to go in the future (1982). The results of this Delphi study underline the need to look further at communicating and providing the specific kinds of direct program services desired by the respondents to this study: educational opportunities, information and publications, networking, data collection, advocacy, public relations, and establishing professional standards. Many of these desired services are similar to the goals which ACA is now achieving.

Summary

This exploratory study has provided a basis for viewing the challenges and trends in organized camping in the future. It has also identified the needs for professional training as well as continuing education for camp administrators in the future. The interpretation of the data represent global views of what the next five to fifteen years might hold. Many other interpretations are possible.

Forecasting the future is not an easy task. However, it is easier to begin now to plan for the future than to react dramatically to each crisis as it comes along. This research project and study provide a guide for future action. The next step is for each camp administrator or educator, each camp board or staff, and each professional association concerned with camping, to set these future ideas into a plan for action.

The potentials of the organized camping movement are great. The challenges are many. With thoughtful consideration given now to concerns for the future, the most desirable path can be chosen, planned, and administered. The camping movement need not merely react to social change in the future, but can and must take the lead in helping to bring about the desired future where the values and goals of camping are an inherent component of the society.

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Appendix A

"THE FUTURE OF ORGANIZED CAMPING"

List of "Experts" who participated in one or more rounds of the study

Bob Brower, Illinois
Marcy Brower, Illinois
Ken Certain, Iowa
Bill Climer, South Carolina
Carol Cooper, Iowa
Dave Davidson, Iowa
Bill Duncan, Wisconsin
Jim Earley, Massachusetts
John Ensign, Virginia
Dan Farinella, Pennsylvania
Jeanne Feeley, Pennsylvania
Abbott Fenn, Vermont
Clyde Froehlich, California
Jeff Glick, Iowa
Bert Goodwin, Alabama
Jerry Grabher, Kansas
Al Hare, Pennsylvania
Marion Henderson, New York
Jim Hollandsworth, North Carolina
Stephanie Holloway, Washington
Karen House, Oregon
Rev. Paul Howells, Pennsylvania
Elizabeth Ivey, Kentucky
Rev. Charles Johnson, Indiana
Don Johnson, New Hampshire
Gordon Kaplan, Illinois
Ruth Keller, Louisiana
Edie Klein, Georgia
Fred Lorenz, Indiana
David McCracken, Indiana
Stuart Mace, Illinois
Tom Manison, Texas
Marquita Manley, Indiana
Jim Mason, Minnesota
Asher Melzer, New York
Ann Moretz, Kentucky
Alan Ordway, Maine
Gale Orford, Oregon
Howard Patton, New Jersey
Lloyd Powell, Tennessee
Ray Pugh, Iowa
Mary Ellen Ross, New Jersey
Kanette Savage, Florida
Marge Scanlin, Pennsylvania
Sheryl Jo Stephan, Kentucky
Betty VanderSmissen, Ohio
Louis Vessor, Indiana
Myra Vinson, Arizona
Suz Welch, Iowa
Spike White, Missouri
Jim Wilkes, New Jersey
Nelson Wieters, Illinois

Appendix B
Sample Questionnaire
Round 3

"The Future of Organized Camping"

DELPHI QUESTIONNAIRE — Round 3

Thank you for continuing to participate in these rounds of the Delphi study on the future of organized camping. We have shown below the responses generated from Round 2, when there was fairly high consensus. We would now like you to indicate additional information about each item. To do this, simple circle the number representing the appropriate response. The parenthesis number indicates the importance people in the group placed on a item. (4.0=extremely important; 3.0=quite important; 2.0=somewhat important). The * indicates your responses.

	Somewhat Important	Quite Important	Extremely Important
1. How important will the following major challenges be to camp administration in the future?			
a. Providing affordable, quality service/ keeping costs within reach of poor, middle income (3.3)	2	3	4
b. Capital costs/maintenance of facilities (2.9)	2	3	4
c. Operating costs/salaries (3.2)	2	3	4
d. Raising funds/financial solvency (3.4)	2	3	4
e. Funds for nonprofit camps (2.7)	2	3	4
f. Energy costs, restrictions, alternatives (2.7)	2	3	4
g. Land use issues/fewer natural resources (2.8)	2	3	4
h. Government regulations, policies (2.7)	2	3	4
i. Effective business and financial management/more sophisticated administration (3.4)	2	3	4
j. Marketing, selling programs/selling the camp experience (3.6)	2	3	4
k. Updating and innovating programs (2.7)	2	3	4
l. Expansion of services for special populations/program diversification (2.9)	2	3	4
m. Expanding seasons of operation (3.0)	2	3	4
n. Retaining own identity/integrity of camp philosophy (3.2)	2	3	4
o. Attracting, keeping quality staff/ motivating staff (3.5)	2	3	4
p. Working cooperatively with others in making decisions (2.7)	2	3	4
q. Dealing with changing values, morals (3.0)	2	3	4
r. Adapting to needs, characteristics of modern youth (3.0)	2	3	4
s. Personal growth and development (3.0)	2	3	4
t. Supplying information and skills to make choices (2.5)	2	3	4

Please indicate for the following questions, the most common way this information is attained -- 1) Formal college training; 2) On-the-job training; 3) Continuing education through informal training and professional organizations; 4) Independent study (learning on one's own).

	Formal College	On-the-job	Continuing Ed	Independent
2. How does a person attain the following areas of knowledge to become an effective camp administrator?				
a. Human relations/communications/ group dynamics (3.6)	1	2	3	4
b. Sociology (2.5)	1	2	3	4
c. Psychology (2.7)	1	2	3	4
d. Problem solving (3.1)	1	2	3	4
e. Leadership skills (3.4)	1	2	3	4
f. Motivation skills/how to model(3.3)	1	2	3	4
g. Personnel Management (3.3)	1	2	3	4
h. How people learn/educational psychology (2.8)	1	2	3	4
i. Societal trends/forecasting(2.9)	1	2	3	4
j. Human development (3.3)	1	2	3	4
k. Business administration, marketing, budgeting (3.5)	1	2	3	4
l. Organizational skills/community organizing (2.8)	1	2	3	4
m. Public relations (3.1)	1	2	3	4
n. Program planning (3.2)	1	2	3	4
o. Site development, maintenance and security (2.8)	1	2	3	4
p. Research and evaluation (2.8)	1	2	3	4
q. Laws, legislative process/politics/ power (2.8)	1	2	3	4
r. Use of local, state & federal resources (human & economic) (2.5)	1	2	3	4
s. Camping background (history, goals, philosophy) (3.0)	1	2	3	4
t. Appreciation of outdoors, nature/ ecology (3.1)	1	2	3	4
u. Energy (2.8)	1	2	3	4
v. Concepts of leisure and recreation (2.5)	1	2	3	4
w. Health care/safety standards (3.1)	1	2	3	4
x. Food service/nutrition (2.9)	1	2	3	4
y. Trends in camping, outdoor experiences (2.6)	1	2	3	4
z. Liberal arts/general college education (2.6)	1	2	3	4
aa. Values (religious, other) (3.0)	1	2	3	4
ab. Economics (2.6)	1	2	3	4
ac. Needs of people, communities/ sensitivity to each situation (3.4)	1	2	3	4
ad. Risk management/insurance (2.9)	1	2	3	4

	Formal College	On-the-job	Continuing Ed	Independent
3. How does a person learn the following technical skills to become an effective camp administrator?				
a. Staff development and supervision (3.4)	1	2	3	4
b. Group process (3.1)	1	2	3	4
c. Diplomacy/human relations (3.2)	1	2	3	4
d. Communications (3.4)	1	2	3	4
e. Management/operational skills (3.5)	1	2	3	4
f. Marketing/promotion/salesmanship (3.4)	1	2	3	4
g. Organizational skills (3.2)	1	2	3	4
h. Community organization/public relations (2.9)	1	2	3	4
i. Leadership (3.4)	1	2	3	4
j. Counseling/guidance (2.9)	1	2	3	4
k. Teaching (2.8)	1	2	3	4
l. Fund raising (2.8)	1	2	3	4
m. Cost accounting/banking/budget (3.3)	1	2	3	4
n. Time management (2.9)	1	2	3	4
o. Property development (2.5)	1	2	3	4
p. Engineering, mechanical, maintenance (2.5)	1	2	3	4
q. Health & safety/first aid (2.7)	1	2	3	4
r. Camping skills (2.6)	1	2	3	4
s. Food service (2.8)	1	2	3	4
4. How does a person attain the following human characteristics or qualities to become an effective camp administrator?				
a. Social awareness (3.1)	1	2	3	4
b. Sensitivity/concern for others/ understanding (3.8)	1	2	3	4
c. Warmth/friendliness (3.5)	1	2	3	4
d. Desire to serve others/unselfish(3.4)	1	2	3	4
e. Patience/self-control (3.6)	1	2	3	4
f. People-oriented/supportive (3.6)	1	2	3	4
g. Flexibility/open-minded/tolerance(3.2)	1	2	3	4
h. Trusting of others (3.4)	1	2	3	4
i. Ability to delegate/share the limelight (3.4)	1	2	3	4
j. Cooperativeness/diplomacy (3.5)	1	2	3	4
k. Persuasiveness (2.7)	1	2	3	4
l. Good listener, communicator (3.4)	1	2	3	4
m. Able to see things from a child's point of view (2.9)	1	2	3	4
n. Practicality/common sense/ realism (3.3)	1	2	3	4
o. Ability to plan, organize and make decisions (3.6)				
p. Sense of humor/enjoys self, work(3.6)	1	2	3	4
q. Dedication/perserverence/availability (3.7)	1	2	3	4

	Formal College	On-the job	Continuing Ed	Independent
4. How does a person attain the following human characteristics or qualities to become an effective camp administrator? (continued)				
r. Confidence/assertiveness (3.3)	1	2	3	4
s. High moral character, integrity (3.6)	1	2	3	4
t. Reliability/responsibility (3.5)	1	2	3	4
u. Individualism/willingness to challenge status quo (2.9)	1	2	3	4
v. Maturity/emotional stability(3.6)	1	2	3	4
w. Willingness to grow, change and learn (3.6)	1	2	3	4
x. Creativity/Imagination (3.1)	1	2	3	4
y. Broad interests/well-rounded(3.0)	1	2	3	4
z. Self-starter (3.4)	1	2	3	4
aa. Positive/uncomplaining/optimistic (3.1)	1	2	3	4
ab. Energetic/enthusiastic (3.1)	1	2	3	4
ac. Health (3.0)	1	2	3	4
ad. Loves nature (2.8)	1	2	3	4
ae. Committed to camping (3.4)	1	2	3	4
af. Committed to democratic principles (2.9)	1	2	3	4
ag. Intelligence (3.0)	1	2	3	4

	Somewhat Important	Quite Important	Extremely Important
5. How <u>important</u> are the following reasons for continuing professional education in camping in the future?			
a. Society and field are always changing (3.5)	2	3	4
b. New laws and regulations (2.9)	2	3	4
c. To deal with existing problems (2.7)	2	3	4
d. To broaden knowledge & experience/ gain new ideas (3.4)	2	3	4
e. Because of the explosion in technology(2.6)	2	3	4
f. To ensure standards of professional performance (3.1)	2	3	4
g. To learn by sharing with others (2.7)	2	3	4
h. To provide flexibility in programs, approaches (2.6)	2	3	4
i. To encourage looking & planning ahead (2.9)	2	3	4

6. The following areas were listed as being important areas in the future for additional education or training for those already employed in camping? How does one receive this additional training: 1) Formal school (i.e. grad school); 2) On-the-job training; 3) Associations such as ACA training; 4) By oneself through independent learning?

	Formal School	On-The Job	Associations	By One-Self
a. Human development (2.9)	1	2	3	4
b. Psychology (2.6)	1	2	3	4
c. Human relations/group dynamics (3.3)	1	2	3	4
d. Motivation (3.0)	1	2	3	4
e. Counseling/value clarification(2.7)	1	2	3	4
f. Communications (3.3)	1	2	3	4
g. Societal & world trends (3.0)	1	2	3	4
h. Living in harmony with the natural world/environmental impacts (3.1)	1	2	3	4
i. Reaching special populations(2.8)	1	2	3	4
j. Organizing (3.0)	1	2	3	4
k. Promotion/publicity/marketing(3.5)	1	2	3	4
l. Promoting camping as a profession(2.8)	1	2	3	4
m. Management/business administration(3.6)	1	2	3	4
n. Service areas (food, purchasing, transport, etc.) (3.1)	1	2	3	4
o. Funding/financial planning (3.4)	1	2	3	4
p. Site development & management (3.0)	1	2	3	4
q. Facilities management (2.8)	1	2	3	4
r. Risk management (3.0)	1	2	3	4
s. Time management (2.8)	1	2	3	4
t. Staff management & training (3.5)	1	2	3	4
u. Program development (3.3)	1	2	3	4
v. Research & evaluation (3.0)	1	2	3	4
w. Energy alternatives/conservation (2.8)	1	2	3	4
x. Computer usage/new technology (2.8)	1	2	3	4
y. Safety/health (3.1)	1	2	3	4
z. New regulations, legislation (2.9)	1	2	3	4
aa. Media techniques (2.6)	1	2	3	4
ab. Broad range of knowledge (2.8)	1	2	3	4
ac. Exposure to new ideas, methods, trends (3.4)	1	2	3	4
ad. Updating old skills, knowledge (3.1)	1	2	3	4
ae. Developing professional support groups (2.8)	1	2	3	4

	Somewhat Important	Quite Important	Extremely Important
7. How <u>important</u> will the following major trends be in affecting organized camping in the future?			
a. Increased urbanization/more cosmopolitan society (3.1)	2	3	4
b. Aging population (3.3)	2	3	4
c. Fluctuations in the birthrate (2.8)	2	3	4
d. Increased mobility/shifts in populations (2.8)	2	3	4
e. Changes in family patterns, structures(3.7)	2	3	4

	Somewhat Important	Quite Important	Extremely Important
7. How important will the following major trends be in affecting organized camping in the future? (continued)			
f. More family activities (2.8)	2	3	4
g. More leisure time (2.9)	2	3	4
h. Changes in the work ethic (2.7)	2	3	4
i. Rising unemployment/job shortages (3.0)	2	3	4
j. Economic fluctuations, costs to campers (3.2)	2	3	4
k. Less money to live on/lower living standards (3.2)	2	3	4
l. More government regulations (2.6)	2	3	4
m. More accountability of time, money, resources (2.9)	2	3	4
n. Emphasis on liability (2.6)	2	3	4
o. Scarcity of natural resources (2.9)	2	3	4
p. More concern for the environment (3.0)	2	3	4
q. Unstable world relations/more polatization in society (2.6)	2	3	4
r. More attention to special populations(2.9)	2	3	4
s. More specialized camps (2.8)	2	3	4
t. More year-round camps (2.7)	2	3	4
u. Camping a part of each child's growth(2.6)	2	3	4
v. Interest in lifetime skills, activities (2.8)	2	3	4
w. Stress on wellness (2.6)	2	3	4
x. More competition among recreational and other life opportunities (2.6)	2	3	4
y. Less devotion to wilderness idea, camping/ emphasis on comfort, materialism (2.6)	2	3	4
z. Technological development (2.6)	2	3	4
aa. Changing values (2.9)	2	3	4
ab. Increased cooperation between camps and communities, other institutions (2.8)	2	3	4
ac. Early sophistication, experiences of youth (2.8)	2	3	4
8. How important are the following ways professional associations can have the greatest impact on camping in the future?			
a. Providing information/publications(3.6)	2	3	4
b. Training/continuing education/conferences (3.6)	2	3	4
c. Facilitating communication among members/ sharing (3.5)	2	3	4
d. Improving member morale (2.5)	2	3	4
e. Subsidizing research/gathering data/ recording knowledge, etc. (3.2)	2	3	4
f. Political power/national voice for camping (3.5)	2	3	4
g. Public relations/recruiting campers (3.3)	2	3	4
h. Self-regulation/establishing professional standards (3.1)	2	3	4
i. Reducing costs (insurance, etc.) (2.7)	2	3	4

THANK YOU!

Appendix C
Feedback Form for Camp Administrator Curriculum Recommendations

We would like to receive some feedback regarding the suggested undergraduate and graduate curriculums listed in the interpretation section of this report. If you would provide a written response to these questions and send the comments to the address below, it would be greatedly appreciated.

1. Does the undergraduate curriculum in Recreation Resources Management with an emphasis in Camp Administration appear adequate? Are some courses unnecessary? Should other courses be added?

2. Does the graduate curriculum in Camp Administration appear adequate? Are some courses unnecessary? Are other types of courses more important to include?

3. Graduate students at the University of Wisconsin have three options for completing an M.S. degree: 1) thirty credits of coursework, 2) twenty-seven credits of coursework plus a seminar paper, or 3) twenty-four credits of coursework plus a thesis. Which option do you feel would be of most benefit to someone desiring a degree with an emphasis in Camp Administration?

4. Other comments about the curricula.

Thank you!

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Appendix D
Feedback Form for Scenarios for the Future

We would like to receive some feedback regarding the four scenarios which were developed as a result of this research project. To further validate the results of the study and to conclude the research project, we would like to receive additional information through written responses to the questions below. Please return this questionnaire to the address listed below.

1. Of the four scenarios, which do you believe is most likely to be a reality in the year 1995?

2. Ideally, which scenario do you hope would occur?

3. Which scenario do you hope will not occur?

4. Which goals presented in the scenarios are ideas which people in the camping movement should strive to attain?

5. Are there other major impacts which will affect camping in the next 5-15 years which are not mentioned in the scenarios?

6. What should be done to create the kind of future which we desire?

Additional information useful to this study:

What is your job title?_____
Who sponsors your camp?_____
Day camp or resident camp?_____
State in which your camp is located?_____
Years you have been employed in camping?_____

Thank you!

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