

CAMP COUNSELING SUCCESS AS RELATED  
TO CERTAIN MEASURED ATTITUDES  
TOWARDS CAMPERS

by

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# CAMP COUNSELING SUCCESS AS RELATED TO CERTAIN MEASURED ATTITUDES TOWARDS CAMPERS

## CHAPTER I

### INTRODUCTION

The purpose of this investigation is to determine the relationship between responses to various items intended to reveal counselor attitudes towards campers and the rated success of these individuals as camp counselors.

### SIGNIFICANCE OF THE PROBLEM

Camping has experienced tremendous growth in the past twenty years. In 1928, Dimock and Hendry found that nine hundred and fifty thousand boys and girls annually enrolled in camps (14, p.3). In the most recent and comprehensive survey McBride found that, of the thirty-two million children enrolled in elementary and secondary schools in 1952, four million, or approximately 12 per cent received an organized camp experience (30, p.17). The immensity of this number is more clearly realized when one considers that the total enrollment in the United States colleges and universities for 1956-1957 is three million two hundred and fifty thousand students (17, p.41).

McBride estimated that the total value of organized camp property representing twelve thousand six hundred camps exceeded three hundred fifty million dollars

in 1951, and that campers fees in that year exceeded eight million dollars (30, p.17).

While all types of camping are growing rapidly, public school camping seems to promise the greatest potential for expansion as evidenced by a quotation by Sharp and Patridge, "In recent years, camping as an educational method has been recognized and encouraged by the important policy making groups in American education, and school camping programs are springing up across the country." (38, p.17). Prior to his appointment as United States Commissioner of Education, the late Dr. Lee M. Thurston addressed the 1952 National Convention of the American Camping Association with these words which predict the expected growth of school camping in Michigan, one of the states which has assumed leadership in this field. "I am glad to be able to report that upward of ninety school systems have extended the opportunity of camping and outdoor education to our children..... For 1960, we have by common consent established an educational goal of a couple of weeks of camping for every public school child by the time he has finished the 8th grade." (41, p.14).

The New York City Public School Camping Experiment conducted in 1947 at Life Camps produced evidence that an experimental group of pupils learned as much or more at camp than did a controlled group of their classmates at

the city school, (33). Results of this experiment should facilitate the growth of school camping, which John S. Studebaker, former U. S. Commissioner of Education, forecast to be a major trend in education (33, p.9).

The Association for Supervision and Curriculum Development further states that "Since the camping program is largely one of learning through direct experience, it undoubtedly will play an increasingly important role in the further development of the schools" (19, p.2).

School camping and outdoor education experiences for all children have been strongly endorsed by policy making groups such as the National Education Association, the American Youth Commission, the Progressive Education Association, the National Resources Planning Board, the American Association of School Administrators, and the Association for Supervision and Curriculum Development. As one would expect, the National Recreation Association, the American Association for Health, Physical Education, and Recreation, and the American Camping Association have also endorsed school camping and outdoor education.

An increase in the number of counselors parallels the growth in the number of campers. More than one hundred sixty-eight thousand counselors were employed in summer camps in 1951 (30, p.14). Mitchell and Crawford estimated that four hundred thousand camp staff members

were employed in 1955 (32, p.IX).

The enormous proportions to which the number of counselors has grown has resulted in a serious problem in selection, training and supervision of camp leaders. The following report by Gregg stresses the need for developing a scientific approach to the problem of the selection of camp counselors:

Numerous studies confirmed accumulated experience that we do not really know what it is that differentiates the successful from the unsuccessful counselor in camp and in related program relationships throughout the year. Researchers have reported: (1) that one out of every four counselors in selected camps is rated unsuccessful; (2) that campers under poor leadership show as many negative results in behavior as campers under successful leaders show positive results; (3) that no one psychological test and that no combination of these elements clearly distinguish between successful and unsuccessful leaders; (4) that salary tends to be related to leadership performance; (5) that on the whole, in contrast with poorer leaders, better counselors develop specific objectives for particular campers, use a diagnostic rather than a disciplinary approach in dealing with behavior difficulties, and pursue a co-operative rather than an arbitrary or authoritarian approach, and finally; (6) that successful leadership in a group situation in camps depends, not primarily upon what a counselor brings to camp with him or within him, but rather upon the way in which he relates what he brings to what others in the situation also bring (21, p.2).

In 1946, DeMarche made a study of four hundred twenty-five camp counselors. He reported that 30 per cent, or three out of ten counselors, were rated as unsuccessful (12, p.172).

The literature shows agreement on the importance of camp personnel. To quote a few examples, Dimock writes that "the personnel who make up the staff of the camp are the most important single influence in determining the success of that camp" (13, p.84). Benson and Goldberg state that "the camp counselor is, in many respects, the most important person in camp when viewed from the standpoint of the camper," . . . . and "the success of any summer camp will depend to a large extent on the leadership" (3, pp.55, 26). McBride states "as in any other welfare program, the most important factor in successful camping is the quality of camp staff" (30, p.14). Gilbert interviewed twenty camp directors and found unanimous agreement among them in recognition of the importance of the counselor's influence on children (18, p.5).

In camping literature, "love and understanding of children," is usually found high in a list of characteristics of a good counselor. Drought states that "any counselor entrusted to camp leadership should, first of all, like children, respect them, and be able to get along with them" (16, p.47). Dimock observed that "the

second, if not first qualification, for a counselor is a genuine interest in and love for children" (13, p.88). Mason states that the "successful leader in any field is the one with a sympathetic understanding of his followers" . . . . . and that "this, the counselor in camp pre-eminently must have " (28, p.125). Burns points out that "the important thing is that the leader understand and love children; all else is secondary to the actual counselor-camper relationship" (5, p.68).

While the literature abounds with predictions of the future growth of camping and of the importance of camper-counselor relationship, no research appears to have been conducted in this significant area of interpersonal relationship. It becomes apparent, therefore, that a contribution to the expanding field of camping can be made by an investigation to determine the relationship between responses to various items intended to reveal counselor attitudes towards campers and the rated success of these individuals as camp counselors. It is in response to this problem that the present study was conducted.

#### DEFINITION OF TERMS USED

Certain terms have been defined to provide a working basis for dealing with the problem of this study.



The list of definitions include camp, organized camping, organization camps, and the camp counselor.

### Camp

While legal definitions of what constitutes a camp vary, camp as used in this report means an outdoor place where people are engaged in organized camping.

### Organized Camping

The most recent and concise definition of camping was adopted at the board meeting of the American Camping Association, October, 1956. Organized camping is defined as "a creative, educational experience in cooperative group living in the out-of-doors. It utilizes the resources of the natural surroundings to contribute significantly to physical, mental, spiritual and social growth. It is a sustained experience under supervision of trained leadership" (2).

### Organization Camps

Organization or agency camps, as used in this report, refer to non-profit public supported organizations or agencies which operate camps for children. Organization camps operate for one or two week camping periods, charge minimum fees, and are close to the area served.

Such non-profit organizations as Camp Fire Girls, Girl Scouts and the Young Women's Christian Association sponsor camps for girls.

### Camp Counselor

The term camp counselor as used in this study refers to the counselors who are directly responsible for the camper's adjustment to camp life. It is this group whose task it is to help the campers grow through leadership, recreational and educational pursuit, and inter-personal relationships. Further description may be found in Swift's statement that the leader (camp counselor) "is not the natural leader, himself a member of the group and by it selected for leadership, but the super-imposed leader from outside the group, usually more mature and with a richer background of experiences and culture" (27, p.152).

### LIMITATIONS OF THE STUDY

This investigation has been confined to organization camps for girls in the states of Washington, Oregon and northern California which

1. enroll fifty or more campers each session;
2. have a camping season of four or more weeks;  
and
3. which are affiliated with the American Camping Association.

The above restrictions were made in an attempt to secure typical camps in this area. The study has been limited to girls' camps in order to eliminate possible sex differences which might be reflected in counselor attitudes. Organization camps were selected because they comprise approximately sixty-eight per cent of all camps, and may be considered to be representative of camping in the Pacific Coast area. Camps with less than a four week season or of less than fifty campers were atypical as shown by the Census of Organized Camping in America. The requirement that they be affiliated either through camp or individual membership with the American Camping Association was a further attempt to insure typical or representative camps as well as helpful in locating the camps and the directors.

Further limitations, besides that of sampling, are found in the use of rating scales and in the selection of criterion groups. Because of the problems inherent in the use of rating scales and rating techniques, restrictions in the study are present. Also, the selection of criterion groups of successful and unsuccessful counselors based on ratings by directors poses further limits. These two limitations are discussed in the ensuing chapters.

## CHAPTER II

### RELATED STUDIES

The purpose of this chapter is to present a summary of studies reported in the literature which are related to camp counseling. The chapter is divided into two main areas: studies on camp leadership, and an inventory of teacher attitudes towards children.

#### STUDIES ON CAMP LEADERSHIP

Although Verbeck, (43, p.77) found that 17 Columbus, Ohio, camp directors each desired different qualifications in their camp counselors, the literature indicates there is general agreement as to the job of the camp counselor and the resulting qualifications. Various publications, based on empirical evidence, indicate basic agreement on such qualifications as interest in children, desirable personal qualifications, preparation for guidance and leadership, and special skills desirable for specific counselors. Blumenthal (4, p.44), Ledlie and Holbein, (24, p.14) Ott, (34, p.16) the Girl Scout Established Camp Book, (20, p.113) Burns, (5, p.56) Dimock and Hendry, (14, p.202) Benson and Goldberg, (3, p.45) Mitchell and Crawford, (32, p.32) Dimock, (13, p.87) Mason, (28, p.102) and the Report of the Sixth Annual Camp Institute

(6) are representative of groups and individuals who concur in the essentials of the job of the camp counselor.

Vannier, in developing a manual for camp counselors, surveyed 178 camp directors representing private, organization and public camping. She found substantial agreement on the personal qualities the directors desired in their four thousand five hundred and eight counselors represented. In order of rank, the first six personal qualities were (42, pp.65-66):

1. interest in campers
2. high sense of values
3. cooperativeness
4. loyalty
5. sincerity
6. understanding

The directors also closely agreed on the professional qualities they most desired in staff members. In order of rank, the first six are (42, p.66):

1. ability to use originality and initiative to reach the children's interest
2. ability to inspire youth
3. ability to work with others
4. ability to teach a camp activity
5. ability to demonstrate his skill
6. reputation as a teacher

The same directors agreed that the greatest weaknesses of counselors are (42, p.102):

1. the inability to use democratic methods
2. the inability to inspire youth
3. lack of affection for campers
4. lack of know-how to teach

Articles and publications on the selection and evaluation of counselors are assumed to have been founded on sound observations, but are essentially unsupported by experimental evidence. No experimental or statistical bases for these rating forms are reported. In this category might be cited such articles as those by Leonard (26), Stultz (39), Ransom (36), Rutherford (37), Doherty (15), and Cooper (10).

The article by Cooper merits special interest. He reported that the Young Men's Christian Association Counseling and Guidance Service developed a screening process for the selection of counselors for YMCA camps in the St. Louis area. Four tests were used, as reported by Cooper. They were the Henmon-Nelson Intelligence Test, the Kuder Preference Test, the Bell Adjustment Inventory, and the Allport Study of Values.

No mention is made in this article as to the validation of these instruments as predictive of success in camp counseling. The statements of validity appearing in the test manuals appear to have been accepted at face value.

Dimock and Hendry (14, p.241), investigating the relationship existing between caliber of leadership and behavior changes of campers, have shown a striking relationship between these two factors. Counselors were

rated by members of the camp cabinet [sectional directors] and then placed in four classes without any knowledge of the behavior changes of their boys. Quite independently, the behavior changes which had been observed in the campers were rated and scored. The correlation between behavior change and counselor classification was .80 in this study.

These results lead directly to another study by Hendry to determine the qualities that make a successful counselor (12, p.39). The ultimate purpose of the study was to develop an instrument for selecting successful counselors. The first task was to isolate certain qualities which are generally considered basic to leadership. These qualities included: mental ability, emotional adjustment, domination, and social intelligence or the ability to adjust to new situations involving relations with other people. Standard tests were used to measure these abilities. A fifth instrument was employed to discover the extent to which the vocational interest of camp counselors correspond to the interest of persons who are successful in certain related fields. An attempt was also made to develop a diagnostic counselor's application blank. This form endeavored to uncover the degree of interest, participation, and skill in a large number of specialized camp activities. It also contained

fourteen typical problem situations permitting free response on the part of the applicant.

The degree of success supplied by three or more independent ratings on a rating scale prepared for this study was related to scores on the various instruments. Aside from finding that no single test seemed to be able to differentiate between good and poor counselors, the correlation between success ratings and items on the application blanks was of special interest. The correlation between success ratings and a combined interest and participation score was .29. Correlations on other items obtained were as follows: success and age--.26; success and education--.26; success and camp experience--.24. Though some relationship was indicated, this degree of correspondence was not statistically significant (12, p.20).

Pixley (35) attempted to establish a prognostic or prediction table to be of value in the selection of camp counselors. Data used for this prognostic table were obtained from a rating scale developed for the Pacific Camping Association in 1941. The study itself was based on 334 ratings of individual counselors. Since the scale was not originally intended as a basis for such a study, there was no satisfactory description of success or failure included on the blank. To determine success or



failure, the supervisors were asked to check those counselors whom they would like to have return to camp as counselors the following season (35, p.14). The study, based on a combination of personal history and rating scale, pointed to a need to distinguish between the objective, measurable, personal history items and those subjective factors on a scale termed "Characteristic abilities." Pixley concluded that prognostic tables offer much hope to those social workers interested in developing techniques which are scientifically accurate, and that these tables should be used by the social worker as a part of his tools (35, p.3).

In an independent study using a revised scale based on the recommendations of the Pixley project, DeMarche developed an experience table which corresponded to a large degree to that developed by Pixley (12).

Following this preliminary research, DeMarche (12) reported a study of the measurement and analysis of 42 factors on application or personal history forms as associated with success or failure of 425 camp counselors in thirty-three camps. The objective of the study was to produce a prediction table with a limited number of items which were prognostic of counselor success.

The rating scale utilized was one which attempted to measure the degree to which a counselor possesses

those qualities and skills which enable him to realize the objectives of group work in his relationship with the members of his tent or cabin group. Boys and girls private and organization camps on the west coast and in the central states were included.

Four factors were shown to have high correlation with success as measured by the rating scale. These factors were: age of counselor, school years completed, attended school last, and number of seasons as a counselor (12, p.168). The ideal counselor, according to this study, may be described as follows:

1. The age of the counselor will be 20 years or older;
2. A higher education is a positive asset; counselor with a college education has a greater chance of success than one with high school education; one with graduate study an improved chance over the counselor with solely a college education;
3. He or she will have been out of school for two years or more;
4. He or she will have had four or more years of experience as a counselor (12, p.170).

The most recent investigation was reported by Gilbert (18). The investigation was conducted to determine whether certain selected tests would be useful predictors of success of 153 camp counselors in 7 boys' camps. The tests selected were the Personnel Classification Test, the Bennett Mechanical Comprehension Test,

the Minnesota Personality scale, and the Counselor Mental Hygiene Test, a short test originated by the author. The validity criteria were performance ratings on a ten point scale by the directors and the counselors. The correlation between the director's rating and the counselors' ratings was .412 (18, p.76).

Gilbert found differences between the best and the worst counselors at the five per cent level of confidence on years of schooling, previous counseling experience, mechanical comprehension and personnel classification tests--numerical. The personnel classification test--verbal was significant at the one per cent level (18, pp.71-86).

His findings concerning the reason for classifying the best and the worst counselors essentially concur with those of Vannier (42). The best multiple correlation, .399, was obtained with the criterion of director ratings and (1) salary, (2) age, (3) previous counseling experience, (4) Gilbert's Counselor, Mental Hygiene Test, (5) Minnesota Personality Scale, Family Adjustment Sub-Test. His conclusions were that only age and previous counselor experience can be used as predictive of counseling success (18, p.128).

### Summary of Camp Leadership Literature

A search for valid evidence bearing on camp counselor selection indicates that, with the exception of the studies of Gilbert and DeMarche, the published literature is based on opinion and observation rather than standard research procedures. It would seem that further investigation of factors related to success in camp counseling and utilizing the results of these two studies might be profitable.

### TEACHER ATTITUDES TOWARDS CHILDREN

While it is not the purpose of this investigation to discuss attitude inventories, one inventory is of particular interest in connection with this study. The camp counselor's chief responsibility is that of a leader, primarily concerned with helping in the child's adjustment to his peer group and to camp life. In this area of inter-personal relationships, as well as in the teaching of camping skills, the counselor-camper relationship is similar to the teacher-pupil relationship. The Minnesota Teacher Attitude Inventory demonstrates the feasibility of measuring teacher attitudes towards children and the use of rating scales as criteria of teacher-pupil rapport.

Following ten years of investigation, Cook, Leeds and Callis reported that attitudes of teachers towards children and school work can be measured with high reliability, and that these attitudes are significantly correlated with teacher-pupil relations found in the teachers' classrooms (9, p.79). The Minnesota Teacher Attitude Inventory was developed from research by these authors (8, p.3).

The primary purpose of the Attitude Inventory is to measure those attitudes of a teacher which will predict the type of teacher-pupil interpersonal relationships that he will maintain in the classroom.

The validity of the Inventory is defined as the degree to which each of the items discriminated between teachers with the desired and those with the undesired type of teacher-pupil relations as indicated by the ratings.

The final validity was determined by administering the Inventory to a random sample of 100 teachers of grades 4 to 6 inclusive and correlating their scores with three outside criteria of teacher-pupil rapport. The criteria and the resulting correlations were (8, p.23):

Rating of teachers by pupils	.45
Rating of teachers by their principal	.43
Rating of teachers by a specialist in the area of teaching effectiveness	.49
Combined correlations with the teachers scores and the inventory	.60

The reliability of the Minnesota Teacher Attitude Inventory as determined by the split-half method is reported to range from .88 to .93 (8, p.14).

In concluding his study, Leeds reports that: "This investigation has shown that teachers' attitudes towards pupils and their behavior are related to teacher-pupil rapport in the classroom. It has shown further that these attitudes can be measured with as high a validity (.595) as can academic aptitude" (25, p.24).

## CHAPTER III

### PROCEDURE

It is the purpose of Chapter III to present the design of the study: the development of the series of attitude revealing items; the selection of the rating criterion; the selection of the raters; and the sources, collection and treatment of the data.

#### DEVELOPMENT OF THE SERIES OF ITEMS

##### Construction of Items

In order to obtain an adequate sampling of attitudes, three sources of information were utilized. From existing inventories in the related fields of teaching, child psychology, and adolescent psychology, items which seemed to relate to attitudes towards children were selected and revised. A review of the camping literature related to counselor-camper relationships suggested other possible items. Based on the writer's experience of ten years as a counselor and finally, as a director, additional items were constructed.

The initial item pool consisted of three hundred fifteen items. Fourteen of these items were obvious duplications and were eliminated. Three hundred and one items were placed on a Preliminary Form.

### Preliminary Form

The Preliminary Form was submitted for response, criticism and evaluation to the following groups:

1. The ten members of a graduate class in test construction at Oregon State College, none of whom had previous camping experience;
2. A college group of five faculty members from Oregon State College and Wayne University representing the areas of family life, child and adolescent psychology;
3. Four Oregon camp directors with experience ranging from two to twenty years;
4. Sixty-five camp counselors whose ages ranged from eighteen to thirty-three and whose experience ranged from one to eight years. Ten of these counselors were from Northern California, twenty were from scattered points in Oregon, and thirty-five were associated with Oregon State College. While the majority of this group had been verbally recommended as excellent counselors by four cooperating directors, a few mediocre and poor counselors were included in this group. Of the sixty-five counselors invited to participate, twenty-seven completed the Preliminary Form as requested. Again the majority of those who completed the forms had been classified as excellent counselors.

The groups were asked to respond to all items.

After responding to the items, they were asked to review the inventory and make any desirable corrections and suggestions. A guide to suggestions including wording, applicability to the camping situation, items which offended propriety, adequate coverage of the main problems in camp-counselor relationships, other suggestions



(See copy of the Preliminary Form in Appendix A).

As a result of tabulating and analyzing the data from the Preliminary Form, the following changes were made:

1. Duplicate items were eliminated.
2. Ambiguous items were deleted or clarified.
3. Offensive and non-applicable items were eliminated.
4. Wording and terms were simplified to lower the reading level.
5. Items which were answered in one direction by all participants were deleted.
6. Because of the marked tendency to use only agree or disagree in responding, the four categories of agree, strongly agree, disagree, and strongly disagree were revised to agree and disagree categories only.

#### Construction of Form A

On the basis of the above factors, two hundred forty items and a two point response scale were selected from A, the Form used for this investigation (See Appendix C).

#### SELECTION OF THE RATING CRITERION

##### The Use of Rating Scales as Criteria of Success

While it is not the purpose of this study to discuss methodological problems in attitude studies, the problem of establishing satisfactorily valid criteria of

success merits comment. According to Thorndike, "it is the general experience of workers in personnel research that finding or gathering relevant, reliable and administrative-ly practical criterion measures is the most difficult single task which the personnel psychologist faces" (40, p.6). It is apparent that the value of a study is limited by the criteria employed, for it is the criteria against which the items or instruments must be validated.

Because of the lack of concrete criteria which could be employed to measure success in camp counseling, it was necessary in this study to employ some evaluative technique for the purpose of determining counselor proficiency. In spite of the many known errors such as "halo" effect, generosity error, lack of proper definition of traits to be rated, rating scales are looked upon as the best existing instruments for evaluation of work of a complex nature involving interpersonal relations for which no objective production or success records are available (11, p.397). For these reasons, the rating scale was selected as the device for obtaining an indication of the degree to which counselors possess certain traits believed to be requisites of good leadership in the camp situation.

### Selection of the DeMarche Rating Scale

In selecting the rating scale to be used as the criterion for this investigation, the camping literature was surveyed in order to locate existing rating scales. In addition, the national offices of the Girl Scouts, Y.W.C.A., Camp Fire Girls and American Camping Association were contacted to ascertain if current scales not yet publicized were available. The result of this inquiry indicated that, while several rating scales for camp counselors were available, only the DeMarche scale had been developed in accordance with scientific procedures (See Chapter II).

An analysis of the DeMarche Counselor Rating Scale (See Appendix D) disclosed the following factors: (12, pp.52-64).

1. The scale was developed from three major sources
  - a. camping, recreation and group work literature,
  - b. rating scales used by previous studies and individual camps,
  - c. persons in the camping field.
2. The scale was subjected to a trial period of three summers and was considered in a research seminar in sociology before the final form was completed.
3. In construction of the scale, the principles of rating scale construction as defined by Cronbach (11, p.398) were followed.

4. The Pearson-Product Moment formula was employed to ascertain correspondence between the letter score and the numerical score. A random sample of two hundred forty-six individual ratings on eighty-two counselors was correlated with the individual letter scores to give a coefficient of  $.92 \pm .006$ .
5. The reliability of the rating scale was demonstrated by the use of the Spearman-Rank Difference method as a means of ascertaining the agreement of three different supervisors in rating the same individuals. The correlations ranged from .77 to .91. Further analysis indicated perfect agreement in over half the cases for all nine sets of supervisors, disagreement of one letter step fairly frequent ranging from 12 to 42 per cent, with disagreement of two letter steps present in less than 5 per cent of the cases.

The purpose of the rating scale in the present study was to produce a single criterion of success or lack of success as a camp counselor. This criterion was to be the composite rating assigned each counselor as a result of the more objective individual rating of traits or qualities. The foregoing analysis of the DeMarche Counselor Rating Scale indicated that it was developed specifically for this purpose; hence the selection of this criterion.

#### SELECTION OF THE RATERS

The camp director was selected to evaluate the camp counselors for the following reasons:

1. In the final analysis, it is the responsibility of the director to determine the re-employment of the camp counselor.

2. In larger camps administered on the unit or camp-within-a-camp basis, the director may delegate direct supervisory responsibilities to assistant directors. However, it is assumed that the director's evaluation in these camps will reflect the evaluation of the direct supervisor as well as the director since it is the established practice to make a joint evaluation of each counselor at the end of the season.
3. It is assumed that the director or direct supervisor can, in some degree, sense the emotional relationship between the counselor and the campers and can discriminate between counselors with good and poor rapport with their campers. It is assumed further, that this relationship will be reflected in the final rating.
4. It was felt that no counselor should rate another counselor for this study because of possible personality conflicts, lack of maturity, and lack of professional preparation for camp leadership.
5. It was deemed desirable to have a consistent group of raters; that is, one with comparable responsibility in each camp, whose tenure is generally longer than one session, and whose professional preparation is assumed to be more adequate than the remainder of the staff.
6. It seemed advisable, based on the author's practical experience, to make as few demands as possible on a busy camp staff's time. Hence, one rating seemed most feasible administratively.
7. DeMarche reported a high degree of agreement among three raters in using this rating scale (12, pp.61-65).

In summary, while many of these points may be considered valid, the determining factor in the selection of the rater is that it is the recognized responsibility

of the camp director to make the final decision concerning the success and subsequent re-employment of a counselor.

## SOURCES, COLLECTION AND TREATMENT OF DATA

### Sources of Data

The camps participating in the present study were girls' camps which were operated by youth organizations or, in one case, a recreation department. The sponsoring agencies were located in Washington, Oregon, and Northern California. The results are based on data from four hundred and twelve counselors representing twenty-four camps.

No attempt was made to select the camps on a basis of statistical sampling. All girls' camps in the specified areas which were associated with the American Camping Association were sent letters requesting their cooperation (Appendix B). The selection was determined largely by the willingness of camp directors to cooperate in the study. Some effort was necessary, however, to insure typical camp staffs as defined by the report of Camping at the Mid-Century (30, pp.11-17). For this reason, the following requirements were established:

1. The camp must be a girl's camp operated by a non-profit youth organization.
2. The camp must enroll fifty or more campers each session.

3. The camping season must consist of at least four weeks duration.
4. The camp must be affiliated with the American Camping Association.

Thirty-nine camp directors returned cards indicating their willingness to cooperate in the study and were sent the necessary materials. After follow-up letters were sent (Appendix C), twenty-eight camps returned the materials. Data from four of these were incomplete or unusable. Hence, the results of this study are based on full cooperation of twenty-four camps (Appendix E).

A distribution of the cooperating camps in terms of the type of sponsoring organization is presented in Table I:

TABLE I

DISTRIBUTION OF CAMPS STUDIES  
BY TYPE OF SPONSORING ORGANIZATION

<u>Sponsoring Organization</u>	<u>Number of Camps</u>	<u>Per cent of Total</u>
Camp Fire Girls	10	41.6
Girl Scouts	12	50.0
Y.W.C.A.	1	4.2
Recreation Departments	<u>1</u>	<u>4.2</u>
Totals	<u>24</u>	<u>100.0</u>

The number of returns on counselors in the participating camps ranged from a minimum of seven for several camps to a maximum of forty-three for a Camp Fire Camp. The median number of counselors for the twenty-four camps was 15.5. A frequency distribution of the number of counselors in the camps studied is presented in Table II:

TABLE II

DISTRIBUTION OF COUNSELORS  
IN TWENTY-FOUR CAMPS

<u>Number of Counselors</u>	<u>Number of Camps</u>	<u>Per cent of Total</u>
7-10	9	37.5
11-15	3	12.5
16-20	6	25.0
21-25	2	8.3
26-30	3	12.5
31 and over	<u>1</u>	<u>4.2</u>
Totals	<u>24</u>	<u>100.0</u>

Method of Collecting Data

Materials and complete directions (see Appendix C) were sent to participating directors. In order to minimize the influence of pre-camp training and actual counseling with campers, the directors were instructed to administer the inventory to all counselors early in



the pre-camp training program.

Follow-up letters were sent to the directors asking them to return the inventories. Upon receipt of the inventories, letters of thanks and the rating forms accompanied by directions for completion were sent to each director (Appendix D).

The directors were instructed to rate each counselor on the scale provided within seven days of the close of the camping season.

A letter was sent to each director who had not returned the rating scales; in some instances, as many as three letters were sent.

The distribution of the performance ratings of the counselors is presented in Table III:

TABLE III

DISTRIBUTION OF PERFORMANCE RATINGS  
OF 412 CAMP COUNSELORS

<u>Rating</u>	<u>Number of Counselors</u>	<u>Per cent of Total</u>
A	102	24.8
A minus	38	9.2
B	196	47.6
C	57	13.8
D	<u>19</u>	<u>4.6</u>
Totals	<u>412</u>	<u>100.0</u>

### Treatment of Data

Identification data concerning counselor, camp, and rating were coded and placed on the Inventory Answer Sheets (Appendix C). All data and responses were then punched on I.B.M. cards and machine sorted on the basis of the counselor ratings.

Each item was analyzed using the Chi-square technique to determine the extent to which the item discriminated between the groups rated as highly successful and the least successful. Fourfold contingency tables utilizing the agree and disagree responses of the highly successful and least successful counselors were set up.

<u>Group</u>	<u>Agree</u>	<u>Disagree</u>	<u>Total</u>
	A	B	
High			
	C	D	
Low			
<hr/>			
<u>Total</u>			N

Chi-square was then computed using the following formula with one degree of freedom (31, p.200):

$$\chi^2 = \frac{N (AD - BC)^2}{(A + B)(C + D)(A + C)(B + D)}$$

Significant items were carefully analyzed to determine the fundamental attitudes which were being reflected by the items. This was done in order to discover attitudinal patterns that might be related to counselor success or failure.

## CHAPTER IV

## RELATION OF RESPONSES TO COUNSELOR SUCCESS

This chapter deals with the results of the Inventory of Camp Counselor Attitudes in relation to the success of the counselors as rated by the directors.

The distribution by significance levels of the items of the Inventory is presented in Table IV. Per cent of items for each level of significance is also indicated.

TABLE IV

## DISTRIBUTION OF SIGNIFICANT ITEMS

<u>Level of significance with 1 degree of freedom</u>	<u>Number of items</u>	<u>Conclusion</u>	<u>Per cent of Total</u>
.001	1	Very Significant	.4
.01	6	Very Significant	2.5
.05	17	Significant	7.0
.10	21	Approaching Significance	8.8
.20	18	Not Significant	7.5
Above .20	<u>177</u>	Not Significant	<u>73.8</u>
Totals	<u>240</u>		<u>100.0</u>

According to Guilford, items which have a level of significance of .001 to .01 are regarded as very significant. He states that an item with the significance level of .01 "means that a Chi-square value of 6.635 or larger could occur by chance alone only once in 100 times.

. . . . . We therefore regard it as very significant and reject the hypothesis of no real difference between the two groups" (22, p.278). Seven items are therefore very significant and indicate a real difference in response of successful and unsuccessful counselors.

Guilford further states that items with the significance level of .05 or 5 per cent are reported as significant (22, p.209). Seventeen items are significant at this level.

Items with significance levels between .05 or 5 per cent and .10 or 10 per cent are reported as items approaching significance. Twenty-one additional items fall within this category.

In Table V, partial abbreviations of the forty-five significant items and the significance levels of the total group are reported. For the complete statement of each item see Appendix C.

TABLE V

## SIGNIFICANT ITEMS

<u>Item No.</u>	<u>Item Abbreviations</u>	<u>Level of Significance</u>
232	The counselor should be the leader in the group activities	.001
43	A "show-off" can be curbed by calling the attention of others to her actions	.01
108	A camper who stutters should be given opportunities to talk before a large group	.01
110	Children were much better behaved twenty years ago than they are today	.01
117	If a self-conscious camper is allowed to shift for herself, she will learn to get along socially	.01
135	Children nowadays are allowed too much freedom at home	.01
141	A counselor should never acknowledge her ignorance of a topic in the presence of campers	.01
120	There is usually one best way to do a task which all of the group should follow	.02
61	A good motivating device is the comparison of a camper's actions with that of other campers	.03
96	Campers should be allowed to settle their own differences	.03
166	It is not practical to base a group's activities on the group's interest	.03
224	It is better to have campers compete with their own records than with those of other children	.03

<u>Item No.</u>	<u>Item Abbreviations</u>	<u>Level of Significance</u>
29	If friends are allowed to live in the same tent, it will aid in camp adjustment	.05
46	Campers never learn anything important without sacrificing	.05
66	The whole group should suffer when the counselor is unable to identify the mischief maker	.05
70	Taking a firm hold of an angry camper will make her stop what she is doing	.05
82	Sex questions by pre-adolescent campers should be referred to the camp nurse	.05
88	A camper found reading love magazines should be punished	.05
94	Some campers can be extremely irritating	.05
107	The unit leader, not the unit assistant, should be responsible for discipline of the assistant's campers	.05
136	Adolescents nowadays are too frivolous	.05
138	Parents should not be permitted to slap or spank their children	.05
149	What youth needs most is strict discipline, rugged determination and sincere patriotism	.05
181	If a counselor laughs with campers at a practical joke, the campers tend to get out of control	.05
17	Counselors should not smoke in the presence of campers	.10
40	Attractive campers are usually less responsible than campers with ordinary looks	.10

<u>Item No.</u>	<u>Item Abbreviations</u>	<u>Level of Significance</u>
65	Campers are not usually qualified to select their own individual activities	.10
67	When the campers play a practical joke on you, you should try to get even	.10
71	Cheating is probably one of the most serious of moral offenses for children of camp age	.10
75	The most important objective of camping is learning to take care of one's self in the out-of-doors	.10
77	The boastful camper is usually compensating for feeling of inferiority	.10
102	Camp activities are most interesting when they are very difficult for the camper	.10
129	A camper who is a "tattle-tale" should be used to keep the counselor informed	.10
147	The seriousness of comic books has probably been over-emphasized	.10
165	Correcting a camper before the group is a good way to control her	.10
167	Withdrawing privileges is a good way to discipline campers	.10
175	A camper who worries a great deal should be told to try to forget it	.10
183	Attempts to correct a bad habit may intensify the habit	.10
189	Campers who are always taking the lead in discussions are usually trying to get attention	.10
195	Most mischievous behavior is an attempt to annoy the counselor	.10



<u>Item No.</u>	<u>Item Abbreviations</u>	<u>Level of Significance</u>
197	A counselor should avoid discussing sex problems with counselors	.10
206	A camper should be punished by the counselor for swearing	.10
218	Most campers try to make things easier for the counselor	.10
226	A good way to encourage a child to do better is to promise her a reward	.10
240	Keeping discipline is one of the major problems in camp	.10

#### ANALYSIS OF RESPONSES TO SIGNIFICANT ITEMS

An examination of significant items indicates that they discriminate in varying degrees between the most successful and the least successful counselors. For purposes of interpretation, the significant items may be classified as related to five attitudinal areas. These areas appear to reflect attitudes related to moral status, discipline, child development, camping philosophy, and other personal reactions of the counselors. A clarification of the five areas, an analysis of the responses in each area and a table of responses are presented in the following pages.

##### 1. Moral Status and Training

The significant items in this area reflect attitudes dealing with the moral status and training of

children as concerned with their adherence to adult-imposed standards. An example of this type is item 110, significant at the 1 per cent level: "Children were much better behaved twenty years ago than they are today."

The six items regarding moral status of campers may be divided into two sub-groups. One group, items 17, 147, and 71, involves current behavior problems related to counselor smoking in the presence of campers, seriousness of comic books, and camper cheating. While both groups generally felt that counselors should not smoke when campers are present, a few of the successful counselors felt that such conduct was permissible. In the items involving cheating and comic books, a majority of the successful counselors agreed that these problems were not serious while the majority of the unsuccessful counselors considered these to be serious problems of conduct.

Items 136, 110 and 135 intimated that the behavior of children and adolescents twenty years ago was more acceptable according to adult standards than is the behavior of today's youth. The least successful counselors agreed with these statements more often than did the most successful counselors.

The percentages of the responses of the counselors to these items are presented in Table VI.

TABLE VI

RESPONSE OF MOST SUCCESSFUL AND LEAST SUCCESSFUL  
COUNSELORS TO SIGNIFICANT ITEMS RELATED TO MORALS

Item No.	102 Most Successful Counselors			76 Least Successful Counselors		
	% Agree	% Disagree	Total	% Agree	% Disagree	Total
17	96.1	3.9	100%	100		100%
71	43.6	56.4	100	57.3	42.7	100
110	6.9	93.1	100	21.1	78.9	100
135	22.5	77.5	100	42.1	57.9	100
136	8.9	91.1	100	20	80	100
147	60.4	39.6	100	45.9	54.1	100

In summarizing the responses of the counselors to the six items dealing with moral status and training, the responses of the successful counselors indicate that they regard problems in this area less seriously and with more flexibility than do the unsuccessful counselors. The successful counselors also indicated more confidence in today's youth than did the unsuccessful counselors.

## 2. Discipline

The eleven items in this area deal with discipline and with methods of dealing with disciplinary problems. Item 107, significant at the 5 per cent level, is an example of the items in this area: "The unit leader,

not the unit assistant, should be responsible for the discipline of the assistant's campers."

Attitudes concerning methods of discipline are reflected in several of the significant items. Items 66 and 165 indicate that the least successful counselors were willing to use group disciplinary methods more often than the successful counselors.

Responses to item 67 indicated that approximately twice as many unsuccessful as successful counselors would use retaliation as a method of discipline.

Responses to items 70 and 167 indicated that a greater proportion of the unsuccessful than successful counselors agreed with using withdrawal of privileges and physical restraint as disciplinary measures.

The responses to items 88 and 206 indicated that a larger per cent of the unsuccessful than successful counselors felt that swearing and reading love magazines should be dealt with through punishment.

Responses to item 107 indicate that twice as many unsuccessful counselors as successful counselors want an authority rather than the counselor involved to deal with disciplinary problems.

As indicated by item 138, more of the successful than the unsuccessful counselors expressed the opinion that parents should be able to discipline their children

by spanking.

Responses to items 181 and 240 indicate that approximately twice as many poor counselors as successful counselors are concerned about discipline and control of campers.

The responses of the counselors to these items are presented in Table VII.

TABLE VII

RESPONSE OF MOST SUCCESSFUL AND LEAST SUCCESSFUL  
COUNSELORS TO SIGNIFICANT ITEMS RELATED TO DISCIPLINE

Item No.	102 Most Successful Counselors			76 Least Successful Counselors		
	% Agree	% Disagree	Total	% Agree	% Disagree	Total
66	60.4	39.6	100%	74.7	25.3	100%
67	9.8	90.2	100	18.4	81.6	100
70	23.8	76.2	100	38.2	61.8	100
88	3.9	96.1	100	12	88	100
107	9.8	90.2	100	21.1	78.9	100
138	4	96	100	11.8	88.2	100
165	5.9	94.1	100	13.2	86.8	100
167	56.9	43.1	100	70.7	29.3	100
181	12.9	87.1	100	25	75	100
206	32	68	100	44.7	55.3	100
240	26.5	73.5	100	49	51	100

In summarizing the responses of the counselors to the eleven items dealing with disciplinary problems, the responses of the successful counselors indicate that they tend to be less concerned about discipline problems and control of the campers than are the unsuccessful counselors. The successful counselors also indicated that they tend to deal with disciplinary problems more leniently than would the unsuccessful counselors.

### 3. Child and Adolescent Development

The items in this area are related to concepts of child and adolescent social and emotional development. Item 43, significant at the 1 per cent level, is an example of items in this area: "A 'show-off' can be curbed by calling the attention of other campers to her actions."

Items 29 and 96 in this area involve attitudes towards peer group adjustment. A larger per cent of the unsuccessful counselors thought that campers should be allowed to settle their own differences as indicated by item 96. Responses on item 29 indicate that a larger proportion of successful than unsuccessful counselors would allow friends to live in the same tent.

Items 43, 77, 189 and 129 deal with attention getting mechanisms. Responses to item 43 indicate that four times as many unsuccessful as successful counselors

feel that a show-off can be curbed by calling attention of others to her actions. Responses to items 77 and 189 indicate that a larger percentage of the unsuccessful than successful counselors tend to agree to generalizations regarding attention getting mechanisms. While both groups indicated that "tattle-tales" should not be encouraged, responses to item 129 indicate that a small per cent of the unsuccessful counselors would encourage a tattle-tale.

Responses to items 82 and 197 indicate that unsuccessful counselors feel less responsible in discussing sex matters with campers. As indicated by responses on 197, a majority of the successful counselors feel that they should discuss questions involving sex while the majority of the unsuccessful counselors feel that they should not discuss these matters with the campers.

Responses to item 108 indicate a great deal of difference between the successful and unsuccessful groups concerning the treatment of a camper who stutters. Twice as many unsuccessful as successful counselors would give the camper opportunities to talk before a large group.

Responses to item 117 indicate that a larger percentage of the unsuccessful than successful counselors feel no responsibility toward helping a

self conscious girl adjust to the group.

With reference to item 175, a majority of the successful counselors do not believe that a camper who worries excessively should be told to forget it, while the unsuccessful counselors divide evenly on this item.

Responses to item 183 indicate that a majority of the unsuccessful counselors agree that attempts to break an attention getting habit may result in fixing the habit while a majority of the successful counselors disagree with this opinion.

Responses of counselors to these items are presented in Table VIII.



TABLE VIII

RESPONSE OF MOST SUCCESSFUL AND LEAST SUCCESSFUL  
COUNSELORS TO SIGNIFICANT ITEMS RELATED TO CHILD  
DEVELOPMENT

Item No.	102 Most Successful Counselors			76 Least Successful Counselors		
	% Agree	% Disagree	Total	% Agree	% Disagree	Total
29	69.6	30.4	100%	54.7	45.3	100%
43	4	96	100	18.4	81.6	100
77	92.2	7.8	100	98.7	1.3	100
82	31.4	68.6	100	46.7	53.3	100
96	65.7	34.3	100	81.3	18.7	100
108	23.5	76.5	100	46.1	53.9	100
117	5	95	100	17.1	82.9	100
129		100	100	2.6	97.4	100
175	36.3	63.7	100	50	50	100
183	46.4	53.6	100	60.3	39.7	100
189	14.7	85.3	100	25	75	100
197	47.5	52.5	100	61.8	38.2	100

In summarizing the responses of the camp counselors to the twelve items dealing with child and adolescent development, the successful counselors tend to be more willing to try to understand and help the individual camper than the unsuccessful counselor. The successful counselors also tend to disagree with generalizations more often than do unsuccessful counselors. The responses of the unsuccessful counselors are less consistent with accepted principles of child and adolescent behavior than are those of the successful counselors.

#### 4. Philosophy of Camping

The items in this area deal with philosophy of camping, particularly in regard to motivation in camping. Item 232, significant at the .1 per cent level, is an example of items in this area: "The counselor should be the leader in the group activities."

Items 61, 226, 102 and 46 deal with comparison, rewards, difficult activities, and suffering as motivating devices. Responses to each item indicate that unsuccessful counselors agree to the use of these devices more often than do the successful counselors.

Items 65 and 166 deal with programming based on individual and group interests. Responses to these items indicate that a larger per cent of the successful than

the unsuccessful counselors agree with this concept.

Responses to item 75, stating that skill is the most important objective of camping, indicate that the majority of the successful counselors disagree with this statement while the unsuccessful counselors agree by a slight majority.

Responses to item 120, which may be related to item 232, indicate that a majority of the successful counselors disagree with the statement that there is usually one best way to do a task while the responses of unsuccessful counselors are equally divided on this item.

Item 224 states that self competition is preferable to competition with other campers. Responses to this item indicate that the successful counselors disagree with this statement more than three times as often as do the unsuccessful counselors.

Responses to item 232, the most significant item in the inventory, indicated that a substantial majority of the successful counselors disagreed with the statement that the counselor should be the leader in group activities, while a majority of the unsuccessful counselors agreed with this statement.

TABLE IX

RESPONSE OF MOST SUCCESSFUL AND LEAST SUCCESSFUL  
COUNSELORS TO SIGNIFICANT ITEMS RELATED TO CAMP-  
ING PHILOSOPHY

Item No.	102 Most Successful Counselors			76 Least Successful Counselors		
	% Agree	% Disagree	Total	% Agree	% Disagree	Total
46	1	99	100%	6.6	93.4	100%
61	21.6	78.4	100	36.5	63.5	100
65	5.9	94.1	100	14.5	85.5	100
75	38.6	61.4	100	51.4	48.6	100
102	4.9	95.1	100	12	88	100
120	31.4	68.6	100	50	50	100
166	2	98	100	9.2	90.8	100
224	77.9	22.1	100	93.7	6.3	100
226	23.5	76.5	100	38.7	61.3	100
232	27.9	72.1	100	61.2	38.8	100

In summarizing the responses of the camp counselors to the ten items dealing with philosophy of camping, the successful counselors have a greater tendency towards democratic rather than autocratic attitudes than do the unsuccessful counselors. The successful group tend to place the major emphasis in camping on personal adjustment objectives of the campers while the unsuccessful

counselors place the greatest emphasis on the subject matter of camping. Successful counselors tend to perceive the role of the counselor as that of an aid to developing leadership from within the group while the unsuccessful counselors tend to perceive the role of the counselor to be that of an authoritative, constant and unquestioned leader of the group.

#### 5. Personal Reactions

While all items in the inventory may be classified as personal reactions, these six items do not seem to belong in any of the previously discussed areas and seem more personal in nature than the majority of items. An example of this type of item is 141, significant at the 1 per cent level: "A counselor should never acknowledge her ignorance of a topic in the presence of campers."

Responses to item 40 indicate a larger percentage of unsuccessful than successful counselors believe that attractive campers are less responsible than other campers.

Responses to item 94 indicate that a larger proportion of successful than unsuccessful counselors agree that some campers can be extremely irritating.

Responses to item 141, concerning acknowledging ignorance in the presence of campers, indicate that a considerably larger per cent of the successful counselors

than unsuccessful counselors feel this is acceptable behavior.

Item 149 states that the basic need of today's youth is strict discipline, rugged determination, and the will to work. The unsuccessful counselors agreed with this statement more often than did the successful counselors.

A larger proportion of the successful counselors do not feel that mischievous behavior is directed toward the counselor as indicated by responses to item 195.

Most successful counselors agree that campers try to make things easier for the counselors as indicated by item 218, while a slight majority of the unsuccessful counselors disagree with this statement.

Responses to these items may be found in Table X.

TABLE X

RESPONSE OF MOST SUCCESSFUL AND LEAST SUCCESSFUL  
COUNSELORS TO SIGNIFICANT ITEMS RELATED TO OTHER  
PERSONAL REACTIONS OF THE COUNSELORS

Item No.	102 Most Successful Counselors			76 Least Successful Counselors		
	% Agree	% Disagree	Total	% Agree	% Disagree	Total
40	5.9	94.1	100%	14.5	85.5	100%
94	96.1	3.9	100	87.8	12.2	100
141	9.8	90.2	100	25	75	100
149	17.8	82.2	100	31.1	68.9	100
195	17.8	82.2	100	28.9	71.1	100
218	66.2	33.8	100	49	51	100

In summarizing the responses of the camp counselors to the six items dealing with the personal reactions of the counselors, the unsuccessful counselors tend to seek security through knowledge of subject matter and conventional correctness of position more often than do the successful counselors. Other responses indicate that the successful counselors are more inclined to respect and trust the intentions of the campers than are the unsuccessful counselors who feel that they are not appreciated and that mischievous behavior is directed towards them personally.

## CHAPTER V

SUMMARY, CONCLUSIONS, CRITIQUE, AND RECOMMENDATIONS  
FOR FURTHER STUDY

This study of camp leadership deals with an investigation of the relationship between the responses of four hundred and sixteen counselors in twenty-four camps to certain attitude revealing items and the composite success or failure ratings assigned to those counselors by the camp directors. The purpose of this investigation was to determine if there is a measurable difference in the attitudes of successful and unsuccessful counselors towards campers.

## SUMMARY

Instruments for Securing Data

Two instruments were employed to collect the basic data. These were the Camp Counselor Attitude Towards Campers Inventory developed by the writer specifically for this study and the Camp Counselor's Rating Scale developed by DeMarche for a similar study (See Appendix D).

The construction of the attitude inventory involved

1. an examination of various attitude inventories in related fields,



2. a review of the qualifications for camp counselors as outlined in the literature,
3. a scrutiny of the camping literature for productive leads,
4. the writer's experience of ten years as a camp counselor and as a camp director,
5. a trial testing of the form with college graduate students, college faculty, camp directors and camp counselors.

The DeMarche instrument for rating of the counselors by the camp supervisor was developed in a similar manner.

#### Sources of Data

A total of twenty-four girls' organization camps in three states participated in the study. The selection of the camps was based on the willingness of the directors to participate in the study rather than through the use of a statistical sampling.

The responses to the inventory were made by the four hundred and sixteen individual counselors. The performance ratings of the counselors were made by the twenty-four camp directors. In addition to the directions imprinted on each of the data schedules, complete instructions for the use of both instruments were supplied to the camp directors.

### Treatment of the Data

The treatment of the data involved the use of the Chi-square technique to establish the associations between the responses of the camp counselors to attitude revealing items and the relative success or lack of success of the counselors. Those items having the highest or most significant relationship to the criterion were given close study in an attempt to evaluate the nature of the attitudes revealed by each group of counselors.

### CONCLUSIONS AND IMPLICATIONS

It is an oversimplification to assume that the differences between the most successful and the least successful counselors can be completely explained in terms of any one criterion. Further, it may be assumed that the attitudes of the counselors are the results of the inter-action of a multitude of factors. While the development of attitudes is a highly complex process which is beyond the scope of this investigation, it is hoped that measurement and insight into counselor attitudes will eventually lead to better selection and training of superior camp counselors.

### Items with Little Association

The analysis of the responses to two hundred and

forty items revealed that one hundred and ninety-five of them showed little association with the success or failure ratings of the counselors. Several factors may have accounted for this lack of association. The statements may have been too general in nature causing an equal division of responses. Wording may have obviously favored one response over the other. Both groups may have agreed proportionately with an item indicating no real difference in the responses of the successful and unsuccessful groups for this item.

#### Items with Considerable Association

Of the two hundred and forty items, forty-three were significant at the 10 per cent level or better and may be said to have considerable association with the success or failure ratings of counselors. Of these forty-three items, twenty-one items falling between the 10 and 5 per cent levels of significance serve as aids in interpreting and clarifying the attitudes revealed by the more significant items of the inventory.

Twenty-four items were significant at the 5 per cent level or better and may be said to be significantly associated with success or failure ratings of counselors. These items were divided into five categories or areas to facilitate interpretation. The five attitudinal areas

include moral status, discipline, child development, camping philosophy and other personal reactions.

### Interpretation of Items With Considerable Association

While the differences in the attitudes of the most successful and least successful counselors cannot be described in all-or-none categories, several tendencies seem apparent. The findings of this study parallel and concur with the findings of Cook, Leeds, and Callis in the development of the Minnesota Teacher Attitude Inventory (8). The interpretation of the results of the present study was influenced by the Cook, Leeds, and Callis study and by Adorno, et. al., The Authoritarian Personality (1, pp.222-279).

#### 1. Moral Status and Training

The successful counselors tend to regard current behavior problems with more flexibility, less seriousness and less conventionality than did unsuccessful counselors. The unsuccessful counselors tend to adhere more rigidly to conventional standards of behavior in considering cheating and reading comic books as serious problems of conduct. This misbehavior is deemed serious, not to be passed over lightly. One explanation of this tendency toward conventionalism [Rigid adherence to accepted standards] is that the counselor may have lived under

rigid restraints and resents the idea of others having more freedom.

The successful counselors indicated acceptance of the behavior and of the seriousness of purpose of today's youth more often than did the unsuccessful counselors. The unsuccessful counselors had less confidence in the campers than did the successful counselors. The unsuccessful counselors also displayed a greater tendency to resist the innovation and the unusual, and to oppose a permissive atmosphere in the home.

## 2. Discipline

An analysis of the tendencies of the successful counselors in regard to responses to items concerning discipline indicates that these counselors are less concerned and are less harsh in dealing with disciplinary problems than are the unsuccessful counselors.

The responses of unsuccessful counselors indicate greater hostility towards the campers, characterized by a greater expectancy of discipline problems and a greater tendency to condemn and punish campers who violate the conventional code of camp conduct. At the same time, the unsuccessful counselors are more inclined to refer offenders to a higher authority for punishment.

The unsuccessful counselors are less prone to

sanction spanking of children by parents while the successful counselors tend to sanction this more often. One explanation may lie in the greater willingness of the unsuccessful counselor to use less direct methods of discipline, such as withdrawing privileges and retaliation.

### 3. Child Development

With regard to the understanding of concepts of child development, the successful counselors tend to be more willing to try to understand and help the individual camper; to disagree with generalizations; to spare the camper embarrassment; and to agree with accepted principles of child development. Responses of the successful counselors tend to reflect subjective and imaginative thinking in problem solving.

The various responses of the unsuccessful counselors indicate more opposition to subjective, imaginative, and tender minded thinking. The unsuccessful group tend to avoid examining the deeper sources of behavior, to judge behavior on the basis of its apparent concrete and objective significance. As a group, they tend to avoid the personal, human phenomena; to ignore intangible responsibilities for aiding camper adjustment; to have a "laissez-faire" policy regarding this adjustment. The unsuccessful counselors' responses are not as

consistent with accepted principles of child development as are those of successful counselors.

#### 4. Philosophy of Camping

Successful counselors tend to respect individual and group choices of activities suggesting democratic rather than autocratic attitudes. Successful counselors, in disagreeing that skill is the main objective of camping, implied by this response that more personal or internalized objectives are the most important objectives of camping.

Unsuccessful counselors tended to place the major emphasis on the subject matter of camping; on tangible skills rather than what the campers feel, know and need. This group was less democratic in planning group activities and more authoritative in suggesting individual activities.

Successful counselors are more willing to experiment, to try several methods of performing a task than the unsuccessful counselors. Successful counselors tend to perceive the role of the counselor as an aid to developing leadership from within the camping group while the unsuccessful counselor perceives the role of the counselor to be that of an authoritative, constant, and unquestioned leader of the group.

The tendency of the unsuccessful counselors to employ motivating devices that could be embarrassing or

cause personal hardship may convey the implication that they [The counselors] have learned in this manner; so should others (1). The successful counselors do not agree with the use of these motivating devices as often as do the unsuccessful counselors. Instead, the successful counselors indicated that competition with others rather than competition with self is a good device. The unsuccessful counselors do not agree with this type of motivation; perhaps they are reflecting conventional patterns or perhaps they are reflecting a projected fear of failure.

#### 5. Personal Reactions

Successful counselors are more inclined to respect and trust the intentions of the campers than are unsuccessful counselors who feel that they are not appreciated and that mischievous behavior is directed towards them personally.

In this area, the conventional, aggressive attitudes of the unsuccessful counselors are displayed when they indicated that strict discipline and will to work are the basic needs of youth today. The successful counselors did not reflect this attitude as often.

The unsuccessful counselor tends to seek security through knowledge of subject matter, and to worry about the correctness of her position while the successful



counselors reflect these tendencies to a lesser degree.

In response to the statement that campers can be extremely irritating, the unsuccessful counselors tended to follow the conventional pattern of disagreeing and thus avoided expressing any personal reaction. The successful counselors agreed with the statement in spite of conventionally expressed attitudes.

#### Summary of Counselor Attitudes

In comparing the responses of the most successful counselors and the least successful counselors, the successful group tend to reflect a high degree of social and emotional security while the least successful counselors tend to reflect persistent ego-involved attitudes of social and emotional insecurity. The tendencies of the two groups are presented in Table XI.

TABLE XI

TENDENCIES OF THE MOST SUCCESSFUL AND THE LEAST  
SUCCESSFUL CAMP COUNSELORS AS REVEALED BY  
RESPONSES TO SIGNIFICANT INVENTORY ITEMS

<u>Tendencies of the Most Successful Counselors</u>	<u>Tendencies of the Least Successful Counselors</u>
Permissive atmosphere	Authoritative atmosphere
Flexibility in Attitudes	Rigid conventionalism
Lack of fear regarding correctness of position	Fears of inadequacy and fears regarding correctness of position
Lack of fear of disciplin- ary problems	Fears of disciplinary problems
Mutual affection and sympathetic understanding	Feelings of distrust and hostility
Emphasis on internal frame of reference for behavior standards	Emphasis on external frame of reference for behavior standards
Desire to develop leader- ship in campers	Desire to dominate campers
Respect for rights, abilities and feelings of campers	Respect for conventional patterns of behavior regardless of individual rights, abilities and feelings

In summary, the unsuccessful counselors tend to reflect the adjustment mechanisms of the insecure to a greater degree than do the successful counselors. These mechanisms suggest low security for the unsuccessful counselors as opposed to relative security for the successful counselors.

## CRITIQUE

The value of this study has been limited by the following factors:

1. A rating scale is not a precise instrument. While it seemed the best scale for the purposes of this study, the usefulness of the DeMarche scale would be improved with the addition of finer gradations in the composite scores, that is, the use of five to seven classifications rather than four (See Appendix D).
2. Ratings for each counselor by three persons in a supervisory capacity may have been more accurate than a single rating by the director.
3. The size of the final sample was minimal for this type of study. The results might have been more significant if the total number of participating counselors were one thousand rather than four hundred and sixteen.
4. This investigation was geographically limited to the northern Pacific coastal states.
5. Since the counselors who participated in this investigation were already employed, no measure of the "fakability" of this instrument was derived.
6. A limitation common to attitude inventories is that of correlating expressed attitudes with actual behavior. It is assumed that camp counselors will act

in accordance with expressed attitudes.

7. The sample may have been biased since it was not derived through compulsory random sampling. The willingness of the directors to participate may have reflected a more professional interest and training of the director which, in turn, may have favorably influenced her selection of camp counselors.

#### RECOMMENDATIONS FOR FURTHER STUDY

The research studies in camp counseling are limited in comparison to those which have been made in some of the other fields of inter-personal relationships. The majority of the studies completed in camping have dealt with problems in organization, administration, and program. Further research is needed in all of the areas of camping, and especially in the area of camp leadership.

Suggestions for further study in camp leadership are as follows:

1. A validation study could be made by using the significant items in this investigation as a basis and applying them to a similar group of counselors in similar girls' camps.
2. An inventory developed from the significant items of this study might be applied to counselors in boys', co-educational, and public school camps to

determine the difference, if any, in the attitudes of these counselors and those in girls' camps.

3. An investigation of the stability of attitudinal patterns for the age group represented by camp counselors might be of value in ascertaining the value of attitude measurement for camp counselors.
4. Further development of rating forms and rating procedures may lead to a standard camp counselor evaluation procedure which could serve as a more valid criterion for studies of this nature.
5. A study combining an inventory composed of the significant items in this investigation with the valid predictive factors from other studies might result in a predictive instrument for selecting camp counselors.

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A P P E N D I X A

OREGON STATE COLLEGE  
School of Education  
Corvallis, Oregon

Education Hall 230  
May 4, 1956

Dear Camp Counselor:

As an experienced camp counselor, you probably realize that "the most important factor in successful camping is the quality of the camp staff". Because of the need for research concerning what makes a good counselor, I am undertaking a study in the measurement of counselor attitudes towards campers.

Can you take the time to complete this TRIAL form of the inventory immediately? As a member of the pilot group for this study, you will help to advance knowledge in the camping field.

Since this is only a TRIAL form, please respond to inventory first. After responding to it, please review it and make any corrections and suggestions you wish to make. In order to save your time, please write on the inventory, not the answer sheet. A guide to suggestions might be:

- a. Wording; are changes needed? If so, how?
- b. Are there items which are not pertinent to the test?
- c. Are the main problems adequately covered? If not, which? How?
- d. Are there items which offend your sense of propriety? If so, which?
- e. Do you have other suggestions?

Upon the basis of the recommendations from this pilot group, the inventory will be revised, re-worded, and shortened.

Camp Counselor, p. 2

5/4/56

Please make your comments immediately and return this to me in the enclosed envelope via CAMPUS or U.S. MAIL.

Many thanks for your interest and cooperation,

ML:cc

Margaret Lumpkin

# C A M P C O U N S E L O R

## A T T I T U D E S T O W A R D C A M P E R S

### Preliminary Form

Margaret Lumpkin, 230 Education Hall,  
Oregon State College, Corvallis, Ore.

### DIRECTIONS

This inventory consists of 301 statements designed to sample your opinions about camper-counselor relations. Since there is disagreement as to what the relations should be, there are no right or wrong answers. Your own individual feeling about each statement is wanted. Read each statement carefully and decide how Y O U feel about it. Then mark your answer on the answer sheet.

	SA	A	D	SD
If you strongly agree, mark an X over 1	X	2	3	4
If you agree, mark an X over 2	1	X	3	4
If you disagree, mark X over 3	1	2	X	4
If you strongly disagree, mark an X over 4	1	2	3	X

Think in terms of camp and of the general situation rather than specific ones.  
There is no time limit, but work as rapidly as you can. PLEASE RESPOND TO EVERY ITEM.

1. The camper who has the greatest activity skill is usually the most popular.
2. If friends are allowed to live in the same tent, it will aid in camp adjustment.
3. Mary is a self-conscious girl who always remains on the fringe of the group. It would be best to let her shift for herself as she will learn sooner or later to get along sociably.
4. If a camper is alone too much, she fails to learn how to get along with her group.
5. When a camper spends all her time with one other camper and will have little or nothing to do with any others, the counselor should break up that friendship.
6. A camper who is anti-social should be made to feel ashamed of herself.
7. Two campers have repeatedly complained about living in the same tent. It would be best to change one to another tent.
8. Campers must learn to respect counselors because they are adults.
9. Most of the naughtiness of a camper is intentional.
10. Counseling never gets monotonous.
11. Campers can be very boring at times.
12. Most campers try to make things easier for the counselor.
13. Counselors who are liked best probably have a better understanding of campers.
14. Most campers are considerate of their counselors.
15. Campers like to annoy counselors.
16. Counselors should not expect campers to like them.
17. Most mischievous behavior is done to annoy the counselor.

18. A counselor loses her influence over her campers by becoming well acquainted with them.
19. A counselor should make her campers realize that they are her inferiors because they are young and inexperienced.
20. It is a poor policy for the counselor to play with her campers because it will lower their respect for her authority.
21. Mischievous campers are usually vicious.
22. A good counselor remembers that familiarity breeds contempt.
23. Unquestioning obedience in a camper is not desirable.
24. The first thing a new camper needs to learn is to obey the counselor without hesitation.
25. In camp, a child should be taught to obey a counselor without question.
26. A counselor should not be expected to manage a child if the child's parents are unable to do so.
27. Campers should not expect talking privileges when counselors wish to talk.
28. Campers should not respect counselors any more than any other adults.
29. A counselor needs to be "hard-boiled" to maintain good group control.
30. "Old-fashioned whippings" are not needed in camp.
31. A camper should learn that the "counselor knows best".
32. Counselors should exercise more authority over campers than they do.
33. At mealtime, campers "should be seen and not heard".
34. Whispering after taps should not be tolerated.

35. Keeping discipline is not a problem in camp.
36. Disciplinary problems are seldom the fault of the counselor.
37. Counselors should consider problems of conduct more seriously than they do.
38. As a rule, counselors do not have enough control of their group.
39. Withdrawing privileges is a good way to discipline campers.
40. A responsible counselor will keep rest hour absolutely quiet.
41. The unit leader, not the unit assistant, should be responsible for discipline of the assistant's campers.
42. The basis of good discipline is extreme sternness at the beginning of the camp session.
43. Slight infractions of camp rules should always be punished.
44. Taking a firm hold of an angry camper will make her stop what she is doing.
45. You catch a camper sweeping trash under another's bed. You should take her to talk to the director.
46. A counselor should be able to settle most of her disciplinary problems without reference to the unit leader.
47. Obedience and respect for authority are the most important virtues children should learn.
48. Campers should be made to realize that the counselor is boss.
49. Your group has been making lots of noise after taps. It would be best to make a plea to the campers to behave.



50. To quiet a group that has become noisy, a counselor should make herself heard above the noise.
51. The best way for a young counselor to have good control of her group is to set forth all her rules the first day.
52. Campers should be warned before starting on an overnight trip that there will not be another one if they do not cooperate.
53. The best way to maintain the attention of a group is to ask them to listen.
54. At times, it is necessary for the whole group to suffer when the counselor is unable to identify the mischiefmaker.
55. It is unwise to permit campers ever to criticize the counselor's opinion.
56. A camper has the right to disagree openly with her counselor.
57. Aggressive campers require the most attention.
58. Loud and boisterous campers often have an inferiority complex.
59. Extreme shyness in a child is likely to be more serious than aggressive behavior.
60. A bossy and aggressive camper may be trying to hide a feeling of inferiority.
61. One of the first steps in treating nail-biting is to make the child comfortable and free from criticism.
62. A camper should be shamed for masturbating.
63. Children do many things merely to get attention.
64. A camper in your group cannot get along with other campers. She teases them and picks fights with them. You should not let her participate in group activities until she can behave.

65. A bright camper is a source of annoyance in your tent. You should take the arrogance out of her by giving her some work she cannot do.
66. A camper is very timid about speaking to you. You should try to ignore this timidity.
67. A counselor should tell the camper who worries excessively just to forget it and everything will be all right.
68. A camper should be expected to be able to give adequate reasons for her undesirable behavior.
69. Shyness in a camper is preferable to boldness.
70. Campers who "get smart" probably have too high an opinion of themselves.
71. A boastful camper is usually over-confident of her ability.
72. A very shy camper should be forced into more activities.
73. A camper who spends an undue amount of time day-dreaming should be told not to spend so much time day-dreaming.
74. A camper who spends a lot of time day-dreaming should be given opportunities to achieve real successes.
75. A camper should be allowed to use either her left or right hand in activities.
76. It is better for a girl to be shy and timid than "boy crazy".
77. The boastful camper is usually compensating for feelings of inferiority.
78. A very shy camper should be required to dress and undress with the other members of her group.
79. A camper who is seriously maladjusted may be considered a model camper by her counselor.

80. Children who get complimented a great deal are usually very fond of flattery.
81. Cheating is probably one of the most serious of moral offenses for children of camp age.
82. A camper who is a "tattle-tale" should be encouraged to keep the counselor informed.
83. A child may be perfectly honest in one situation and cheat in another.
84. The counselor should threaten to punish the camper who tells lies.
85. A counselor should disregard the complaints of the camper who constantly talks about imaginary illnesses.
86. A camper who stutters should be given opportunities to talk before a large group.
87. A camper who bites her nails should be shamed.
88. A camper's stuttering may be due to emotional tension in the home.
89. Imaginative tales by campers demand the same punishment as lying.
90. Listlessness, carelessness, and disorder are more serious than is the behavior of the child who refuses to talk or play with other campers.
91. A camper should be punished by the counselor for swearing.
92. A counselor should not tolerate use of slang by a camper.
93. A camper found reading love magazines should be severely punished.
94. Counselors probably over-emphasize the seriousness of comic books.
95. A "show-off" should be curbed by calling the attention of others to her actions.

96. A good way to encourage a child to do better is to promise her a reward.
97. Criticism of a camper before the group is to be encouraged more than criticism in a private conference.
98. A counselor can motivate greater achievement on the part of a camper by emphasizing what the camper cannot do rather than what she can do.
99. Criticism of adolescent campers by counselors is more effective for obtaining desired behavior than criticism of campers by others of their own age.
100. Praise is more effective than blame in dealing with campers.
101. It is not a good practice to compare a camper with other campers while she is present.
102. A good motivating device is the critical comparison of a camper's actions with that of other campers.
103. Success is more motivating to a camper than failure.
104. It sometimes does a camper good to be criticized in the presence of others.
105. A good way to punish an offender is to allow others to make fun of her.
106. Ridiculing of camper in the presence of others is generally an ill-advised form of punishment.
107. A counselor should not be expected to sacrifice an evening of recreation in order to help a camper work out personal problems.
108. Most campers do not appreciate what a counselor does for them.
109. Campers expect too much help from their counselors.
110. A counselor should not be expected to burden herself with a camper's problems.

111. When Taps sound, the counselor's job is over for the day.
112. Absolute justice in a counselor appeals to the campers more than her knowledge does.
113. Campers learn better under a counselor who dresses neatly.
114. Married women often make the best counselors.
115. A trained counselor may profit from observation of other counselors' campfire activities.
116. A camper knows instinctively whether a counselor likes her or not.
117. Many campers fail to adjust to camp because they have not had the right counselor.
118. Lack of interest on the part of the campers may mean failure on the part of the counselor to reach them.
119. Counselors understand children because they were once children themselves.
120. The least liked counselors are those who see the camper's weaknesses clearly.
121. A camper's failure is seldom the fault of the counselor.
122. The counselor is usually to blame when campers fail to follow directions.
123. When a method of handling a camper fails, the method and not the camper is at fault.
124. Probably more counselors fail because of inability to direct behavior of campers than because of inability to lead a program activity.
125. Habits such as quiet speech, consideration for others and personal cleanliness are taught more effectively by example than by talking about them.

126. A camper asks you a question that you cannot answer. You should promise to answer the question later.
127. Counselors can be in the wrong as well as campers.
128. A counselor should never acknowledge her ignorance of a topic in the presence of campers.
129. Most campers see through a counselor's attempt to bluff when she does not know the answer.
130. A camper should never be allowed to correct a mistake of a counselor.
131. A group of your campers bring you what proports to be a box of candy but which is a box of ants. It would be best for you to try to get even with a joke on them.
132. A counselor should let her campers know she has a sense of humor soon after she meets them.
133. A counselor should keep her amusement at a group incident to herself.
134. Minor disciplinary situations should sometimes be turned into jokes.
135. If a counselor laughs with campers, the campers tend to get out of control.
136. One should be able to get along with almost any camper.
137. A counselor is sometimes justified in becoming angry with her group.
138. There are times when a counselor cannot be blamed for losing patience with a camper.
139. A counselor seldom finds children really enjoyable.
140. Children's wants are just as important as those of an adult.
141. Most children are homesick the first year they come to camp.

142. A homesick camper should be sent home if possible.
143. Homesick campers just need more attention.
144. A child of 10 should be made to go to camp even if she does not wish to go.
145. Most children would like to go to camp.
146. Counselors should expect campers to enjoy camp.
147. Most campers come to camp for fun.
148. In dealing with campers, it is well to remember that no one ever learned anything really important except through suffering.
149. A child should be taught never to be afraid of anything.
150. A child needs to learn when, what, and how to fight.
151. Camp is a good place to instill in children the idea that no weakness or difficulty can hold us back if we have enough will power.
152. Camp is a good place to instill the idea that a person who has bad manners, habits, and breeding can hardly expect to get along with decent people.
153. Camp is a good place to teach that an insult to honor should always be punished.
154. The period of life at which the collecting tendency is strongest is from 14 to 16 years of age.
155. "Red Riding Hood" is a story that will appeal most to children about twelve years of age.
156. Fourth grade campers like to have familiar stories retold.
157. Racial prejudice among campers is usually the result of attitudes of parents and other adults.
158. Children can usually be taught to like things which they originally disliked.

159. The adolescent camper likes to feel that she is different from others of the same age.
160. Young campers like best games which call for initiative.
161. Children outgrow their early emotional experiences, as they do shoes and clothes.
162. In playing games with a counselor, a young camper usually should be excused from following the rules of the game, and should be allowed to win.
163. Adolescents sometimes get rebellious ideas, but as they grow up, they ought to get over them and settle down.
164. The most important objective of camping is learning to take care of one's self in the out-of-doors.
165. It is more important for a camper to be well-adjusted than to be superior in skills.
166. Too much nonsense goes on in most camps today.
167. There is too much emphasis on awards in camps.
168. If a child attends camp, her ability to get along with others may be improved.
169. It is more important for the camper to be well informed in an activity than to learn how to think.
170. Teaching campers to reason is worth more than imparting information.
171. It is easier to correct poor manners than to prevent them.
172. If necessary, in order to be sure she eats the correct food, a camper should be coaxed or forced to eat.
173. The camper who is physically and emotionally well will eat well.



174. A camper should not be allowed to leave the table until she has eaten all the food she placed on her plate.
175. In a camp situation, table manners in the dining room are unimportant.
176. A camper may use refusal of food as a means of gaining attention.
177. A camper should be made to eat everything on her plate before leaving the table.
178. Children are usually too sociable at mealtimes.
179. A camper should be encouraged to dominate the group if she shows leadership abilities.
180. Dull children are never leaders in any camp activity.
181. Campers who are always taking the lead in discussions are usually trying to get attention.
182. Encouragement of health habits should be left to the camp nurse.
183. The health of the camper is a responsibility of the counselor.
184. Inattention is usually a sign of ill health.
185. If a camper faints in her tent, the counselor should go for help.
186. If a camper does not appear at a scheduled activity, the counselor should inquire into her absence.
187. Campers should not see their counselors smoking.
188. Campers should be lead to believe that smoking is an immoral habit.
189. Children are much better behaved twenty years ago than they are today.
190. Adolescents can be divided into two distinct classes; the weak and the strong.

191. What youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.
192. Children outgrow their bad habits.
193. It is natural for children to be active.
194. Still waters run deepest.
195. Campers with superior mental ability are apt to be emotionally unstable.
196. Bright children are usually best in athletic activities.
197. Attractive campers usually have less sense than campers with ordinary looks.
198. Rich campers are often very snooty.
199. The very pretty girl with little ability often is more successful than the plain girl who has real ability.
200. Children who have superior mental ability usually have inferior mechanical ability.
201. Most children are obedient.
202. Some movies are educational for children.
203. There is no excuse for the sensitivity of some children.
204. Most campers are not interested in learning new skills.
205. Children have a natural tendency to be unruly.
206. Some campers ask too many questions.
207. Campers are usually too inquisitive.
208. Young people are difficult to understand these days.
209. Young people have it too easy in modern times.

- 210. Too many children nowadays are allowed to have their own way.
- 211. Campers are too carefree.
- 212. Children nowadays are allowed too much freedom at home.
- 213. Adolescents nowadays are too frivolous.
- 214. Adolescents just cannot be trusted.
- 215. Young people today are just as good as those of the last generation.
- 216. Most children lack productive imagination.
- 217. Children today are given too much freedom.
- 218. Children act more civilized than do many adults.
- 219. Most campers lack common courtesy toward adults.
- 220. Some campers are just naturally stubborn.
- 221. The counselor should be the leader in all group activities.
- 222. The more closely the counselor directs the activity, the more effective it is.
- 223. A child under 10 years of age is too young to be given any responsibility.
- 224. If all the camp activities are supervised, the initiative of the child is killed.
- 225. A camper should be encouraged to develop her own means of entertainment rather than be entertained by others.
- 226. Campers should be taught to direct their own activities.
- 227. The counselor and the campers should plan the group activities together.
- 228. The campers should be kept guessing as to what you expect of them.

- 229. A camper should always be fully aware of what is expected of her.
- 230. Campers should be given reasons for the restrictions placed upon them.
- 231. Young campers need not always understand the reasons for social conduct.
- 232. A camper's companionships can be too carefully supervised.
- 233. A camper should be encouraged to keep her likes and dislikes to herself.
- 234. Campers should be allowed more freedom in the choice of camp activities.
- 235. Campers will think for themselves if permitted.
- 236. It is not practicable to base a group's activities on the group's interest.
- 237. Campers are not mature enough to make their own decisions.
- 238. Campers usually will not think for themselves.
- 239. A counselor should never leave a group to its own management.
- 240. Young campers are unable to reason adequately.
- 241. Most campers are resourceful when left on their own.
- 242. Campers are not usually qualified to select their own individual activities.
- 243. A relaxed camp program creates confusion.
- 244. There is usually one best to do a task which all of the group should follow.
- 245. In a cookout, campers must be told exactly what to do and how to do it.
- 246. Campers usually have a hard time following instructions.

247. It is a waste of time to encourage campers to study things in which they are interested because they will learn about them of their own accord.
248. Campers should be allowed to settle their own differences provided no one is physically hurt.
249. It is not advisable for counselors to know the home conditions of campers.
250. It is not normal for a camper to be jealous of a sister or brother.
251. The mother of one camper in your group is particularly fussy. You should give the child special attention.
252. Some parents send children to camp to get them out of the way.
253. Most parents know how to raise their children properly.
254. Children owe their parents more than their parents owe them.
255. Parents should not be permitted to slap or whip their children.
256. The children of very wealthy parents are more often failures than successes.
257. A child should be allowed to help plan and prepare for a new baby.
258. A child pays little attention to whether her parents are happy with each other.
259. Camp worship services might well teach that every person should have complete faith in some supernatural power whose decisions she obeys without question.
260. Campers should be made to attend Sunday services at camp.
261. Children from the ages of 8 to 11 should be discouraged from asking questions about sex.

262. Girls who date very little are usually very modest.
263. Dating should not begin until the age of 15.
264. Campers have no business asking questions about sex.
265. It is better for a girl to be bashful than to be "boy crazy".
266. A counselor should never discuss sex problems with campers.
267. It is natural for campers of all ages to have some curiosity about sex.
268. Sex questions by pre-adolescent campers should be ignored.
269. High school age campers should be commended for not being interested in having dates.
270. Campers tend to adopt the tone of voice frequently used by the counselor.
271. A camper group tends to reflect the attitudes of the counselor of the group.
272. If a camper is capable of doing excellent work in crafts, the craft counselor should insist on excellent results.
273. Courtesy between the counselor and campers helps good relationships.
274. Campers should not be made to conform to the same standard, but each one should be encouraged to develop according to her own individual capacities.
275. Campers of the same age should be expected to meet similar standards.
276. All the campers in a group should be given the same amount of camp chores or campers to perform.
277. All campers should have an equal amount of drill on a new skill.
278. All campers should be treated alike since they are essentially alike.

279. Special attention should be paid to the fast learner as well as the slow learner.
280. The low achiever in camp is probably not applying herself.
281. Standards of achievement should vary with the camper.
282. All campers should be able to swim by the age of 10.
283. A camper should be taught to swim because it is fun, not because she might become a "great swimmer".
284. A counselor should encourage competition in the group unit.
285. It is better to have campers compete with their own records than those of other children.
286. Campers should be encouraged to check each other on mistakes.
287. A young camper comes to the dining table with dirty hands. It would be best to impress upon him the danger of disease from dirty hands.
288. In the evening, games that are over-exciting should be limited.
289. Camp activities are most interesting when they are very difficult for the camper.
290. It is not unusual for a camper to volunteer for all the "dirty jobs" for her group.
291. It is sometimes necessary to break promises made to campers.
292. Campers must be taught to be considerate of others.
293. In attempting to stop a camper's bad habit of hitting people, counselors may fix the camper's attention on the habit and thus intensify it.
294. Calmness is the best method of handling a camper's outburst of anger.

295. The counselor should avoid small and unimportant issues with the camper who is very stubborn.
296. Sometimes it is necessary for a counselor to ask campers to undertake some project solely to keep them busy.
297. The impulsive desires of campers are usually worthy of attention.
298. A counselor cannot place much faith in the statements of campers.
299. The majority of campers take their camp clean-up responsibility seriously.
300. While you are teaching a swimming class, a doe and her fawn come to the water to drink. You should ignore the animals, and continue teaching swimming.
301. A counselor should never be sarcastic to campers.



A P P E N D I X B

OREGON STATE COLLEGE  
School of Education  
Corvallis, Oregon

May 7, 1956

Dear Camp Director:

As you know, staff selection and training is one of the most important phases of successful camp administration. It is generally assumed that a successful camp counselor likes and understands children. In camping, no measurement of this important area has been devised; nor have we evaluated the relation of this factor to successful camp counseling.

With the endorsement of the Oregon Section of the American Camping Association, I am attempting to devise an inventory to measure counselor attitude towards children and to evaluate it in relation to success or lack of success in camp counseling.

In order to more thoroughly explore this topic and to eliminate the unpredictable differences caused by the sex factor, the scope of this study will include girls' organization camps enrolling fifty or more campers each session with camping seasons of four or more weeks and which are members of the American Camping Association. If your camp fulfills these qualifications and if you would be willing to devote the time to this attempt at improvement of camper-counselor relations, please complete and return the enclosed postcard immediately. The present plan is to invite the participation of all camps in Washington, Northern California, and Oregon which fulfill these requirements. The estimated counselor population of this area is 900.

Your part of the project would involve two tasks;

Camp Director, p. 2

5/7/56

1. The administration of a paper and pencil inventory to all program counselors during the first three days of counselor training. This inventory will require from 30 to 45 minutes to complete, and directions will be sent with the inventory.
2. Within four days of the end of the final camp session, an evaluation of each counselor on the short rating form which will be provided for this purpose.

Your cooperation in this project to further knowledge in the field of camp counseling will be greatly appreciated.

Sincerely,

Margaret Lumpkin

(Postcard)

Dear Margaret Lumpkin:

I am willing to participate in this study of the  
Relation of Counselor Attitudes Towards Campers and  
Counseling Success.

Please send the materials to me at the address  
below.

Signed \_\_\_\_\_, Director

Camp Name \_\_\_\_\_ Number of Program Staff \_\_\_\_\_

Address after June 10    Number of Campers

\_\_\_\_\_ each session \_\_\_\_\_

Date Staff Training    Length of each  
Begins \_\_\_\_\_ session \_\_\_\_\_

Camp Ends \_\_\_\_\_ Number of sessions \_\_\_\_\_

A P P E N D I X C

OREGON STATE COLLEGE  
School of Education  
Corvallis, Oregon

June 15, 1956

Dear Camp Director:

Thank you for your participation in the study of the relation of Counselor's Attitude Towards Campers and Camp Counseling Success.

The girls' agency camps in Washington, Oregon, and Northern California listed by the American Camping Association have been invited to participate. A large per cent have returned the cards expressing a desire to participate in this study. Upon completion of the study, a summary of the results will be sent to the directors who have made this study possible.

Enclosed you will find the number of inventories which you requested for your staff. For the purpose of this study, camp staff is divided into two groups: program staff and administrative or maintenance personnel. All counselors who are not administrative or maintenance personnel should answer this inventory. A copy of the directions for administering the inventory are also enclosed.

After the counselors have completed the inventories, please mail the inventories and the answer sheets to me. If you would like to retain a copy of the inventory for staff discussion, please feel free to do so.

Camp Director, p. 2

6/15/56

In about two weeks, you will receive the single page staff evaluation sheets. Please try to complete these forms within one week of the closing of camp. While it may be desirable to have an evaluative conference with counselor at this time, for the purpose of this study, these forms should be completed before this conference and should not be influenced by the conference.

Thank you again for your help in this study.

Sincerely,

Margaret Lumpkin

DIRECTIONS FOR ADMINISTERING

## Camp Counselor Attitude Towards

## Campers Inventory

- Time: This inventory should be administered as soon after the beginning of the counselor training period as is practicable; but in any event it should be completed before the campers arrive. Most counselors will probably need an hour to complete this inventory.
- Place: Preferably a large, quiet room where tables are available - such as the camp dining room.
- Supplies: Each counselor should be supplied with a copy of the inventory, an answer sheet, one or more pencils.
- Directions:
1. See that each counselor is comfortable, has the necessary supplies.
  2. Ask each counselor to fill in the information on the side of the answer sheet.
  3. Read the directions and definitions on the front of the inventory aloud. Ask the counselors to read with you.
  4. Ask if there are any questions. When they have been answered, ask the counselors to proceed with the inventory.

Return of Inventory:

Please return all answer sheets and the inventory booklets to me immediately.

Many thanks for your cooperation.

Margaret Lumpkin  
230 Education Hall  
Oregon State College  
Corvallis, Oregon



# CAMP COUNSELOR

## ATTITUDES TOWARDS CAMPERS

### Form A

Margaret Lumpkin, 230 Education Hall, Oregon State College, Corvallis, Oregon

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### DIRECTIONS

This inventory consists of statements designed to sample your opinions about camper-counselor relations. Since there is disagreement as to what the relations should be, there are no right or wrong answers. Give your own individual feeling about each statement. Read each statement carefully and decide how **YOU** feel about it. Then mark your answer on the answer sheet.

A      D

If you **AGREE** more often than disagree, mark an X ☒ ☐  
in the box under A.

If you **DISAGREE** more often than agree, mark an X ☐ ☒  
in the box under D.

Even though you have not had previous experience in camp counseling, **think in terms of camp and of the general situation** rather than specific ones. There is no time limit, but work as rapidly as you can.

PLEASE MARK EVERY ITEM

---

### DEFINITIONS

CAMPERS: Girls from 8 through 16 years of age.

GROUP: A subdivision of a unit, usually composed of 6 to 10 campers.

GROUP COUNSELOR: Often called unit assistant; a counselor appointed by the camp to work intimately with a group.

UNIT: Several groups; usually composed of 16 to 36 campers.

UNIT LEADER: Often called unit head; a counselor appointed by the camp to be in charge of a unit.

1. Campers should not be made to conform to the group standard, but each one should be encouraged to develop according to her own individual capacities.
2. Campers should be encouraged to direct their own activities.
3. "Old-fashioned whippings" are not needed in camp.
4. Young people are difficult to understand these days.
5. Campers should not respect counselors any more than other adults.
6. The health of the camper is a responsibility of the counselor.
7. Children outgrow their early emotional experiences, as they do shoes and clothes.
8. Campers who "act smart" probably have too high an opinion of themselves.
9. Campers should be made to attend Sunday services at camp.
10. Marked shyness in a child is likely to be more serious than aggressive behavior.
11. Minor disciplinary situations should be turned into jokes.
12. A young camper comes to the dining table with dirty hands. It would be best to impress upon her the danger of diseases from dirty hands.
13. Campers should be treated alike since they are essentially alike.
14. Fairness in a counselor appeals to the campers more than her knowledge of skills.
15. A counselor should be able to settle her disciplinary problems without reference to the unit leader.
16. A counselor should try to disregard the complaints of the camper who constantly talks about imaginary illnesses.
17. Counselors should not smoke in the presence of campers.
18. A child should be taught never to be afraid of anything.
19. Counselors should consider problems of conduct seriously.
20. The camper who has the greatest activity skill is usually the most popular.
21. Mentally dull children are never leaders in any camp activity.
22. If necessary, in order to be sure she eats correct food, a camper should be coaxed to eat.
23. "Crushes" (strong emotional attachments to counselors) are most prevalent in campers between the ages of 9 to 11.
24. Camp is a good place to teach that an insult to honor should always be avenged.
25. Campers are so likeable that their shortcomings can usually be overlooked.
26. A camper in your group cannot get along with other campers. She teases them and picks fights with them. You should limit her participation in group activities until she can behave.
27. Most campers are considerate of their counselors.
28. In a camp situation, table manners in the dining room are unimportant.
29. If friends are allowed to live in the same tent, it will aid in camp adjustment.
30. It is a waste of time to encourage campers to investigate those things in which they are interested because they will learn about them of their own accord.
31. Campers are not mature enough to make many of their own decisions.
32. A camper has the right to disagree openly with her counselor.
33. Sometimes a counselor is justified in losing patience with a camper.
34. When a method of handling a camper fails, the method and not the camper is at fault.
35. It is unusual for a camper to volunteer for all the "dirty jobs" for her group.

# CAMP COUNSELOR

## ATTITUDES TOWARDS CAMPERS

### Form A

Margaret Lumpkin, 230 Education Hall, Oregon State College, Corvallis, Oregon

---

### DIRECTIONS

This inventory consists of statements designed to sample your opinions about camper-counselor relations. Since there is disagreement as to what the relations should be, there are no right or wrong answers. Give your own individual feeling about each statement. Read each statement carefully and decide how **YOU** feel about it. Then mark your answer on the answer sheet.

	A	D
If you <b>AGREE</b> more often than disagree, mark an X	<input checked="" type="checkbox"/>	<input type="checkbox"/>
in the box under A.		
If you <b>DISAGREE</b> more often than agree, mark an X	<input type="checkbox"/>	<input checked="" type="checkbox"/>
in the box under D.		

Even though you have not had previous experience in camp counseling, **think in terms of camp and of the general situation** rather than specific ones. There is no time limit, but work as rapidly as you can.

PLEASE MARK EVERY ITEM

---

### DEFINITIONS

CAMPERS: Girls from 8 through 16 years of age.

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2. Campers should be encouraged to direct their own activities.
3. "Old-fashioned whippings" are not needed in camp.
4. Young people are difficult to understand these days.
5. Campers should not respect counselors any more than other adults.
6. The health of the camper is a responsibility of the counselor.
7. Children outgrow their early emotional experiences, as they do shoes and clothes.
8. Campers who "act smart" probably have too high an opinion of themselves.
9. Campers should be made to attend Sunday services at camp.
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21. Mentally dull children are never leaders in any camp activity.
22. If necessary, in order to be sure she eats correct food, a camper should be coaxed to eat.
23. "Crushes" (strong emotional attachments to counselors) are most prevalent in campers between the ages of 9 to 11.
24. Camp is a good place to teach that an insult to honor should always be avenged.
25. Campers are so likeable that their shortcomings can usually be overlooked.
26. A camper in your group cannot get along with other campers. She teases them and picks fights with them. You should limit her participation in group activities until she can behave.
27. Most campers are considerate of their counselors.
28. In a camp situation, table manners in the dining room are unimportant.
29. If friends are allowed to live in the same tent, it will aid in camp adjustment.
30. It is a waste of time to encourage campers to investigate those things in which they are interested because they will learn about them of their own accord.
31. Campers are not mature enough to make many of their own decisions.
32. A camper has the right to disagree openly with her counselor.
33. Sometimes a counselor is justified in losing patience with a camper.
34. When a method of handling a camper fails, the method and not the camper is at fault.
35. It is unusual for a camper to volunteer for all the "dirty jobs" for her group.

36. Indiscriminate complaining (griping) by a camper can be minimized by giving her additional responsibility.
37. Campers expect too much help from their counselors.
38. Obedience and respect for authority are two of the most important virtues children should learn.
39. A camper should be encouraged to keep her likes and dislikes to herself.
40. Attractive campers are usually less responsible than campers with ordinary looks.
41. A responsible counselor will keep rest hour absolutely quiet.
42. Campers should be allowed a great deal of freedom in the choice of camp activities.
43. A "show-off" can be curbed by calling the attention of others to her actions.
44. The more closely the counselor directs the activity, the more beneficial it is.
45. Twelve year old campers like to have familiar stories retold.
46. In dealing with campers, it is well to remember that no one ever learned anything really important except through suffering.
47. In camp, a child should be taught to obey a counselor without question.
48. Counseling can get monotonous.
49. All the campers in a group should be given the same amount of camp chores or kapers to perform.
50. Children owe their parents more than their parents owe them.
51. A relaxed camp program creates confusion.
52. The best way to maintain the attention of a group is to ask them to listen.
53. A counselor should keep her amusement at a group occurrence to herself.
54. The least popular counselors are those who see the camper's weaknesses clearly.
55. A well adjusted camper is usually superior in skills.
56. A counselor should not be sarcastic to campers.
57. The counselor should avoid small and unimportant issues with the camper who is very stubborn.
58. In the evening, games that are very exciting should be limited.
59. A counselor should encourage emotional attachments to herself so that she may be more effective in aiding the camper's adjustment to camp.
60. A camper knows instinctively whether a counselor likes her or not.
61. A good motivating device is the comparison of a camper's actions with that of other campers.
62. Campers are too carefree.
63. A very shy camper should be persuaded to participate in more activities.
64. Dating should not begin until the age of 15.
65. Campers are not usually qualified to select their own individual activities.
66. At times, it is necessary for the whole group to suffer when the counselor is unable to identify the mischief maker.
67. When you return from your day-off, you find that your campers have put your bed on the dock. It would be best for you to try to get even with a joke on them.
68. Criticism of adolescent campers by counselors is more effective for obtaining desired behavior than criticism of campers by others of their own age.
69. If all the camp activities are directed, the initiative of the child is killed.
70. Taking a firm hold of an angry camper will make her stop what she is doing.



71. Cheating is probably one of the most serious of moral offenses for children of camp age.
72. Counselors should exercise control over campers at all times.
73. A camper should be encouraged to dominate the group if she shows desirable leadership abilities.
74. Most campers lack common courtesy toward adults.
75. The most important objective of camping is learning to take care of one's self in the out-of-doors.
76. Homesick campers can be helped by additional attention.
77. The boastful camper is usually compensating for feelings of inferiority.
78. Campers should not expect to talk when counselors wish to talk.
79. The most popular counselors usually have a good understanding of campers.
80. In order to maintain standards, slight infractions of camp rules should be punished.
81. During a swimming class, a doe and her fawn come to the water to drink. The counselor should ignore the animals, and continue teaching swimming.
82. Sex questions by pre-adolescent campers should be referred to the camp nurse.
83. A counselor should let her campers know she has a sense of humor soon after she meets them.
84. Without motivation, most campers are not interested in learning new skills.
85. The impulsive desires of campers are usually worthy of attention.
86. A counselor should encourage competition in the group.
87. The campers should be kept guessing as to what you expect of them.
88. A camper found reading love magazines should be punished.
89. Usually, a camper should not be allowed to leave the table until she has eaten all the food she has placed on her plate.
90. Some campers are just naturally stubborn.
91. Adolescents sometimes get rebellious ideas, but as they grow up, they should get over them.
92. A very shy camper should be told to dress and undress with other members of her group.
93. Campers should learn to respect counselors because they are adults.
94. Some campers can be extremely irritating.
95. Campers tend to adopt the tone of voice frequently used by the counselor.
96. Campers should be allowed to settle their own differences.
97. On a cook-out, campers should be told exactly what to do and how to do it.
98. Children do many things merely to get attention.
99. A counselor should be able to get along with any camper.
100. Probably more counselors fail because of inability to understand behavior of campers than because of inability to lead a program activity.
101. If a child often seems to feel a need to escape from an engrossing group activity, the counselor should show some concern about it.
102. Camp activities are most interesting when they are very difficult for the camper.
103. Most campers appreciate what a counselor does for them.
104. Campers should be made to realize that the counselor is the final authority.
105. Young campers need not always understand the reasons for social conduct.

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58. In the evening, games that are very exciting should be limited.
59. A counselor should encourage emotional attachments to herself so that she may be more effective in aiding the camper's adjustment to camp.
60. A camper knows instinctively whether a counselor likes her or not.
61. A good motivating device is the comparison of a camper's actions with that of other campers.
62. Campers are too carefree.
63. A very shy camper should be persuaded to participate in more activities.
64. Dating should not begin until the age of 15.
65. Campers are not usually qualified to select their own individual activities.
66. At times, it is necessary for the whole group to suffer when the counselor is unable to identify the mischief maker.
67. When you return from your day-off, you find that your campers have put your bed on the dock. It would be best for you to try to get even with a joke on them.
68. Criticism of adolescent campers by counselors is more effective for obtaining desired behavior than criticism of campers by others of their own age.
69. If all the camp activities are directed, the initiative of the child is killed.
70. Taking a firm hold of an angry camper will make her stop what she is doing.



106. The very pretty girl with little ability often is more successful in camp than the plain girl who has real ability.
107. The unit leader, not the unit assistant, should be responsible for discipline of the assistant's campers.
108. A camper who stutters should be given opportunities to talk before a large group.
109. Whispering after taps should not be tolerated.
110. Children were much better behaved twenty years ago than they are today.
111. A camper's interest in an activity is usually stimulated by the enthusiasm of the counselor.
112. Children have a natural tendency to be unruly.
113. "Red Riding Hood" is a story that is appealing to children about twelve years of age.
114. Children's wants are as important as those of adults.
115. A bright camper is source of annoyance in your tent. You can make her more cooperative by giving her some work she cannot do.
116. Counselors should expect campers to like them.
117. Mary is a self-conscious girl who always remains on the fringe of the group. If she is allowed to shift for herself, she will learn sooner or later to get along sociably.
118. If a camper is capable of doing excellent work in crafts, the craft counselor should insist on excellent results.
119. Camp worship services might well teach that every person should have complete faith in some supernatural power whose decisions she obeys without question.
120. There is usually one best way to do a task which all of the group should follow.
121. A bossy and aggressive camper may be trying to hide a feeling of inadequacy.
122. A counselor always finds children enjoyable.
123. If a counselor knows the home conditions of a camper, she may become prejudiced.
124. Bed-wetting is a camper problem caused by a childish attitude.
125. A camper's honesty is dependent on the attitude of her counselor.
126. Campers should be encouraged to check each other on mistakes.
127. A camper should be encouraged to develop her own means of entertainment rather than be entertained by others.
128. The basis of good discipline is sternness at the beginning of the camp session.
129. A camper who is a "tattle-tale" should be used to keep the counselor informed.
130. A camper should be expected to be able to give adequate reasons for her undesirable behavior.
131. Unquestioning obedience is desirable.
132. Two campers have repeatedly complained about living in the same tent. Usually, it would be best to change one to another tent.
133. Children normally outgrow their bad habits.
134. The camper who is physically and emotionally well will eat well.
135. Children nowadays are allowed too much freedom at home.
136. Adolescents nowadays are too frivolous.
137. A child needs to learn when, what, and how to fight for their ideas.
138. Parents should not be permitted to slap or spank their children.
139. Young campers are unable to reason adequately.
140. The best way for a young counselor to have good control of her group is to set forth all her rules the first day and to enforce them.

141. A counselor should never acknowledge her ignorance of a topic in the presence of campers.
142. The children of wealthy parents do not need as much attention from the counselor.
143. It is natural for campers to have racial prejudices.
144. Some campers fail to adjust to camp because they do not have the right counselor.
145. Most children are obedient.
146. Disciplinary problems are seldom the fault of the counselor.
147. The seriousness of comic books has probably been over emphasized.
148. A camper who is seriously maladjusted may be considered a model camper by her counselor.
149. What youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.
150. Children are usually too sociable at mealtimes.
151. If a camper is emotionally attached to a counselor, the camper's acceptance by her group will be adversely affected.
152. Most children lack productive imagination.
153. Emphasis on awards in camp is undesirable.
154. Children can usually be taught to like things which they originally disliked.
155. Counselors should expect campers to enjoy camp.
156. A camper who spends a lot of time day-dreaming should be warned by the counselor.
157. One of the first things a new camper needs to learn is to obey the counselor without hesitation.
158. Most of the mischievousness of a camper is intentional.
159. High school age campers should be commended for not being interested in having dates.
160. A counselor should seldom leave a group to its own management.
161. A counselor is sometimes justified in becoming angry with her group.
162. If a personal problem arises after Taps, it would be better for the counselor to wait until morning to help the camper.
163. It is never wise to break promises made to campers.
164. To preserve camp morale, a homesick camper should be sent home if possible.
165. Correcting a camper before the group is a good way to control her.
166. It is not practical to base a group's activities on the group's interest.
167. Withdrawing privileges is a good way to discipline campers.
168. Campers with superior mental ability are apt to be emotionally unstable.
169. Inattention is usually a sign of ill health.
170. Young people today are as good as those of the last generation.
171. If a child attends camp, her ability to get along with others will be improved.
172. The adolescent camper likes to feel that she is different from others of the same age.
173. The period of life at which the collecting tendency is strongest is from 14 to 16 years of age.
174. Most campers come to camp for fun.
175. A counselor should tell the camper who worries a great deal to try to forget it and everything will be all right.



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176. A counselor loses her influence over her campers by becoming well acquainted with them.
177. When a camper spends all her time with one other camper and has little or nothing to do with others, the counselor should try to break up that friendship.
178. Campers of the same age should be expected to meet similar standards.
179. Most parents know how to raise their children properly.
180. Aggressive campers require the most attention.
181. If a counselor laughs with campers at a practical joke, the campers tend to get out of control.
182. All campers can benefit from camp if the counselor is a skilled leader.
183. In attempting to stop a camper's bad habit of hitting people, counselors may intensify it and fix the camper's attention on the habit.
184. A counselor should not be expected to help solve a camper's problems.
185. Your group has been making a lot of noise after Taps. It would be best to ask the campers to behave.
186. It is not necessary to give campers reasons for all the restrictions placed upon them.
187. Children who have superior mental ability usually have inferior mechanical ability.
188. The counselor should tell the camper who is not truthful that she will be punished.
189. Campers who are always taking the lead in discussions are usually trying to get attention.
190. If a counselor is competent, her habitual dress and grooming has little effect on her campers.
191. Some campers ask too many questions.
192. In playing games with a counselor, a young camper usually should be excused from following the rules of the game.
193. Many campers are homesick the first year they come to camp.
194. A camper is very timid about speaking to you. You should try to overlook this timidity.
195. Most mischievous behavior is an attempt to annoy the counselor.
196. If a child seems to enjoy being alone sometimes, she probably needs help in making an adjustment to her group.
197. A counselor should avoid discussing sex problems with campers.
198. Most campers are resourceful when left on their own.
199. It is unwise to permit campers to criticize the counselor's opinion.
200. Bed-wetting is a habit which can usually be broken in camp.
201. Most campers see through a counselor's attempt to bluff when she does not know the answer.
202. Calmness is the best method of handling a camper's outburst of anger.
203. All campers should be able to swim by the age of ten.
204. A camper's companionships can be too carefully supervised.
205. There is no excuse for the sensitivity of some children.
206. A camper should be punished by the counselor for swearing.
207. Children who get complimented a great deal are usually very fond of flattery.
208. At mealtime, campers "should be seen and not heard".
209. A counselor can motivate greater achievement on the part of a skilled camper by emphasizing what the camper cannot do rather than what she can do.
210. Campers should be lead to believe that smoking is an immoral habit.

211. A camper may use refusal of food as a means of getting attention.
212. Children act more civilized than do many adults.
213. Too much nonsense goes on in most camps today.
214. Camp is a good place to instill the idea that a person who has bad manners and habits can hardly expect to get along with decent people.
215. A child of 10 should be encouraged to go to camp even if she does not wish to go.
216. It is better for a girl to be shy than "boy crazy".
217. A counselor should not be expected to control the behavior of a child if the child's parents are unable to do so.
218. Most campers try to make things easier for the counselor.
219. Girls who date very little are usually very modest.
220. The more responsive the counselor is to the needs of her campers, the more effective her relationship with them will be.
221. Campers should be told before starting on an overnight trip that there will not be another one if they do not cooperate.
222. A counselor cannot place much faith in the statements of young campers.
223. Sometimes it is wise for a counselor to ask campers to undertake some project solely to keep them busy.
224. It is better to have campers compete with their own records than with those of other children.
225. Counselors understand children because they were once children themselves.
226. A good way to encourage a child to do better is to promise her a reward.
227. An imaginative tale by a camper is a form of lying.
228. As a rule, counselors do not have enough control of their group.
229. Bright children are usually best in athletic activities.
230. If a camper does not appear at a scheduled activity, the counselor should inquire about her absence.
231. A camper needs to feel free to express her feelings.
232. The counselor should be the leader in the group activities.
233. Young people have it too easy in modern times.
234. Young campers prefer games which call for initiative.
235. Camp is a good place to instill in children the idea that no weakness or difficulty can hold us back if we have enough will power.
236. A boastful camper is usually over-confident of her ability.
237. Campers expect to be guided and controlled in their behavior by their counselors.
238. Campers can be very boring at times.
239. A camper should always be fully aware of what is expected of her.
240. Keeping discipline is one of the major problems in camp.



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# Camp Counselor

## Attitudes Towards Campers

MARGARET LUMPKIN

Oregon State College


Name LAST FIRST Age YEARS MONTHS

Circle number of seasons as a camp counselor: 0 1 2 3 4 5 6 7 8 9

Circle years of school completed: High School 4, College: 1 2 3 4 5 6 7

Circle years since you attended school full time: 0 1 2 3 4 5 6 7 8 9

Circle the number of counselor training or camping courses which you have taken in college: 0 1 2 3 4 5 6 7 8 9

71	72	73	74	
75	76	77	78	79

	A	D		A	D		A	D		A	D
1.	<input type="checkbox"/>	<input type="checkbox"/>	36.	<input type="checkbox"/>	<input type="checkbox"/>	71.	<input type="checkbox"/>	<input type="checkbox"/>	106.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	37.	<input type="checkbox"/>	<input type="checkbox"/>	72.	<input type="checkbox"/>	<input type="checkbox"/>	107.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	38.	<input type="checkbox"/>	<input type="checkbox"/>	73.	<input type="checkbox"/>	<input type="checkbox"/>	108.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	39.	<input type="checkbox"/>	<input type="checkbox"/>	74.	<input type="checkbox"/>	<input type="checkbox"/>	109.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	40.	<input type="checkbox"/>	<input type="checkbox"/>	75.	<input type="checkbox"/>	<input type="checkbox"/>	110.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	41.	<input type="checkbox"/>	<input type="checkbox"/>	76.	<input type="checkbox"/>	<input type="checkbox"/>	111.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	42.	<input type="checkbox"/>	<input type="checkbox"/>	77.	<input type="checkbox"/>	<input type="checkbox"/>	112.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	43.	<input type="checkbox"/>	<input type="checkbox"/>	78.	<input type="checkbox"/>	<input type="checkbox"/>	113.	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	44.	<input type="checkbox"/>	<input type="checkbox"/>	79.	<input type="checkbox"/>	<input type="checkbox"/>	114.	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	45.	<input type="checkbox"/>	<input type="checkbox"/>	80.	<input type="checkbox"/>	<input type="checkbox"/>	115.	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	46.	<input type="checkbox"/>	<input type="checkbox"/>	81.	<input type="checkbox"/>	<input type="checkbox"/>	116.	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	47.	<input type="checkbox"/>	<input type="checkbox"/>	82.	<input type="checkbox"/>	<input type="checkbox"/>	117.	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	48.	<input type="checkbox"/>	<input type="checkbox"/>	83.	<input type="checkbox"/>	<input type="checkbox"/>	118.	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	49.	<input type="checkbox"/>	<input type="checkbox"/>	84.	<input type="checkbox"/>	<input type="checkbox"/>	119.	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	50.	<input type="checkbox"/>	<input type="checkbox"/>	85.	<input type="checkbox"/>	<input type="checkbox"/>	120.	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	51.	<input type="checkbox"/>	<input type="checkbox"/>	86.	<input type="checkbox"/>	<input type="checkbox"/>	121.	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	52.	<input type="checkbox"/>	<input type="checkbox"/>	87.	<input type="checkbox"/>	<input type="checkbox"/>	122.	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	53.	<input type="checkbox"/>	<input type="checkbox"/>	88.	<input type="checkbox"/>	<input type="checkbox"/>	123.	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	54.	<input type="checkbox"/>	<input type="checkbox"/>	89.	<input type="checkbox"/>	<input type="checkbox"/>	124.	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	55.	<input type="checkbox"/>	<input type="checkbox"/>	90.	<input type="checkbox"/>	<input type="checkbox"/>	125.	<input type="checkbox"/>	<input type="checkbox"/>
21.	<input type="checkbox"/>	<input type="checkbox"/>	56.	<input type="checkbox"/>	<input type="checkbox"/>	91.	<input type="checkbox"/>	<input type="checkbox"/>	126.	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	57.	<input type="checkbox"/>	<input type="checkbox"/>	92.	<input type="checkbox"/>	<input type="checkbox"/>	127.	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	58.	<input type="checkbox"/>	<input type="checkbox"/>	93.	<input type="checkbox"/>	<input type="checkbox"/>	128.	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	59.	<input type="checkbox"/>	<input type="checkbox"/>	94.	<input type="checkbox"/>	<input type="checkbox"/>	129.	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	60.	<input type="checkbox"/>	<input type="checkbox"/>	95.	<input type="checkbox"/>	<input type="checkbox"/>	130.	<input type="checkbox"/>	<input type="checkbox"/>
26.	<input type="checkbox"/>	<input type="checkbox"/>	61.	<input type="checkbox"/>	<input type="checkbox"/>	96.	<input type="checkbox"/>	<input type="checkbox"/>	131.	<input type="checkbox"/>	<input type="checkbox"/>
27.	<input type="checkbox"/>	<input type="checkbox"/>	62.	<input type="checkbox"/>	<input type="checkbox"/>	97.	<input type="checkbox"/>	<input type="checkbox"/>	132.	<input type="checkbox"/>	<input type="checkbox"/>
28.	<input type="checkbox"/>	<input type="checkbox"/>	63.	<input type="checkbox"/>	<input type="checkbox"/>	98.	<input type="checkbox"/>	<input type="checkbox"/>	133.	<input type="checkbox"/>	<input type="checkbox"/>
29.	<input type="checkbox"/>	<input type="checkbox"/>	64.	<input type="checkbox"/>	<input type="checkbox"/>	99.	<input type="checkbox"/>	<input type="checkbox"/>	134.	<input type="checkbox"/>	<input type="checkbox"/>
30.	<input type="checkbox"/>	<input type="checkbox"/>	65.	<input type="checkbox"/>	<input type="checkbox"/>	100.	<input type="checkbox"/>	<input type="checkbox"/>	135.	<input type="checkbox"/>	<input type="checkbox"/>
31.	<input type="checkbox"/>	<input type="checkbox"/>	66.	<input type="checkbox"/>	<input type="checkbox"/>	101.	<input type="checkbox"/>	<input type="checkbox"/>	136.	<input type="checkbox"/>	<input type="checkbox"/>
32.	<input type="checkbox"/>	<input type="checkbox"/>	67.	<input type="checkbox"/>	<input type="checkbox"/>	102.	<input type="checkbox"/>	<input type="checkbox"/>	137.	<input type="checkbox"/>	<input type="checkbox"/>
33.	<input type="checkbox"/>	<input type="checkbox"/>	68.	<input type="checkbox"/>	<input type="checkbox"/>	103.	<input type="checkbox"/>	<input type="checkbox"/>	138.	<input type="checkbox"/>	<input type="checkbox"/>
34.	<input type="checkbox"/>	<input type="checkbox"/>	69.	<input type="checkbox"/>	<input type="checkbox"/>	104.	<input type="checkbox"/>	<input type="checkbox"/>	139.	<input type="checkbox"/>	<input type="checkbox"/>
35.	<input type="checkbox"/>	<input type="checkbox"/>	70.	<input type="checkbox"/>	<input type="checkbox"/>	105.	<input type="checkbox"/>	<input type="checkbox"/>	140.	<input type="checkbox"/>	<input type="checkbox"/>

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☐
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141.	<input type="checkbox"/>	<input type="checkbox"/>
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# Camp Counselor

## Attitudes Towards Campers

MARGARET LUMPKIN  
Oregon State College

☐
☐

Name ..... LAST ..... FIRST ..... AGE..... YEARS..... MONTHS.....

Circle number of seasons as a camp counselor: 0 1 2 3 4 5 6 7 8 9

Circle years of school completed: High School 4, College: 1 2 3 4 5 6 7

Circle years since you attended school full time: 0 1 2 3 4 5 6 7 8 9

Circle the number of counselor training or camping courses which you have taken in college: 0 1 2 3 4 5 6 7 8 9

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75	76	77	78	79

	A	D		A	D		A	D		A	D
1.	<input type="checkbox"/>	<input type="checkbox"/>	36.	<input type="checkbox"/>	<input type="checkbox"/>	71.	<input type="checkbox"/>	<input type="checkbox"/>	106.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	37.	<input type="checkbox"/>	<input type="checkbox"/>	72.	<input type="checkbox"/>	<input type="checkbox"/>	107.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	38.	<input type="checkbox"/>	<input type="checkbox"/>	73.	<input type="checkbox"/>	<input type="checkbox"/>	108.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	39.	<input type="checkbox"/>	<input type="checkbox"/>	74.	<input type="checkbox"/>	<input type="checkbox"/>	109.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	40.	<input type="checkbox"/>	<input type="checkbox"/>	75.	<input type="checkbox"/>	<input type="checkbox"/>	110.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	41.	<input type="checkbox"/>	<input type="checkbox"/>	76.	<input type="checkbox"/>	<input type="checkbox"/>	111.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	42.	<input type="checkbox"/>	<input type="checkbox"/>	77.	<input type="checkbox"/>	<input type="checkbox"/>	112.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	43.	<input type="checkbox"/>	<input type="checkbox"/>	78.	<input type="checkbox"/>	<input type="checkbox"/>	113.	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	44.	<input type="checkbox"/>	<input type="checkbox"/>	79.	<input type="checkbox"/>	<input type="checkbox"/>	114.	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	45.	<input type="checkbox"/>	<input type="checkbox"/>	80.	<input type="checkbox"/>	<input type="checkbox"/>	115.	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	46.	<input type="checkbox"/>	<input type="checkbox"/>	81.	<input type="checkbox"/>	<input type="checkbox"/>	116.	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	47.	<input type="checkbox"/>	<input type="checkbox"/>	82.	<input type="checkbox"/>	<input type="checkbox"/>	117.	<input type="checkbox"/>	<input type="checkbox"/>
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14.	<input type="checkbox"/>	<input type="checkbox"/>	49.	<input type="checkbox"/>	<input type="checkbox"/>	84.	<input type="checkbox"/>	<input type="checkbox"/>	119.	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	50.	<input type="checkbox"/>	<input type="checkbox"/>	85.	<input type="checkbox"/>	<input type="checkbox"/>	120.	<input type="checkbox"/>	<input type="checkbox"/>
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19.	<input type="checkbox"/>	<input type="checkbox"/>	54.	<input type="checkbox"/>	<input type="checkbox"/>	89.	<input type="checkbox"/>	<input type="checkbox"/>	124.	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	55.	<input type="checkbox"/>	<input type="checkbox"/>	90.	<input type="checkbox"/>	<input type="checkbox"/>	125.	<input type="checkbox"/>	<input type="checkbox"/>
21.	<input type="checkbox"/>	<input type="checkbox"/>	56.	<input type="checkbox"/>	<input type="checkbox"/>	91.	<input type="checkbox"/>	<input type="checkbox"/>	126.	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	57.	<input type="checkbox"/>	<input type="checkbox"/>	92.	<input type="checkbox"/>	<input type="checkbox"/>	127.	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	58.	<input type="checkbox"/>	<input type="checkbox"/>	93.	<input type="checkbox"/>	<input type="checkbox"/>	128.	<input type="checkbox"/>	<input type="checkbox"/>
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25.	<input type="checkbox"/>	<input type="checkbox"/>	60.	<input type="checkbox"/>	<input type="checkbox"/>	95.	<input type="checkbox"/>	<input type="checkbox"/>	130.	<input type="checkbox"/>	<input type="checkbox"/>
26.	<input type="checkbox"/>	<input type="checkbox"/>	61.	<input type="checkbox"/>	<input type="checkbox"/>	96.	<input type="checkbox"/>	<input type="checkbox"/>	131.	<input type="checkbox"/>	<input type="checkbox"/>
27.	<input type="checkbox"/>	<input type="checkbox"/>	62.	<input type="checkbox"/>	<input type="checkbox"/>	97.	<input type="checkbox"/>	<input type="checkbox"/>	132.	<input type="checkbox"/>	<input type="checkbox"/>
28.	<input type="checkbox"/>	<input type="checkbox"/>	63.	<input type="checkbox"/>	<input type="checkbox"/>	98.	<input type="checkbox"/>	<input type="checkbox"/>	133.	<input type="checkbox"/>	<input type="checkbox"/>
29.	<input type="checkbox"/>	<input type="checkbox"/>	64.	<input type="checkbox"/>	<input type="checkbox"/>	99.	<input type="checkbox"/>	<input type="checkbox"/>	134.	<input type="checkbox"/>	<input type="checkbox"/>
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32.	<input type="checkbox"/>	<input type="checkbox"/>	67.	<input type="checkbox"/>	<input type="checkbox"/>	102.	<input type="checkbox"/>	<input type="checkbox"/>	137.	<input type="checkbox"/>	<input type="checkbox"/>
33.	<input type="checkbox"/>	<input type="checkbox"/>	68.	<input type="checkbox"/>	<input type="checkbox"/>	103.	<input type="checkbox"/>	<input type="checkbox"/>	138.	<input type="checkbox"/>	<input type="checkbox"/>
34.	<input type="checkbox"/>	<input type="checkbox"/>	69.	<input type="checkbox"/>	<input type="checkbox"/>	104.	<input type="checkbox"/>	<input type="checkbox"/>	139.	<input type="checkbox"/>	<input type="checkbox"/>
35.	<input type="checkbox"/>	<input type="checkbox"/>	70.	<input type="checkbox"/>	<input type="checkbox"/>	105.	<input type="checkbox"/>	<input type="checkbox"/>	140.	<input type="checkbox"/>	<input type="checkbox"/>

A P P E N D I X D

OREGON STATE COLLEGE  
School of Education  
Corvallis, Oregon

July, 1956

Dear Camp Director:

Thank you for returning your completed inventory answer sheets and the copies of the inventory.

The staff evaluation sheets are enclosed. Please try to complete these forms within one week of the closing of camp. While it may be desirable to have an evaluative conference with counselor at this time, for the purposes of this study these forms should be completed before this conference and should not be influenced by the conference.

Thank you again for your help in this study.

Sincerely,

Margaret Lumpkin

# COUNSELOR'S RATING SCALE\*

Name of counselor\_\_\_\_\_ Name of camp\_\_\_\_\_

Length of time in camp when this rating was made :\_\_\_\_\_weeks.

Date\_\_\_\_\_ Rated by\_\_\_\_\_ Position\_\_\_\_\_

The rating scale is an instrument for obtaining an indication of the degree to which counselors possess cer-  
tain traits believed to be requisites of good leadership in the camp situation.

This scale is to be used at the end of the camp season or at the termination of a counselor's service.

## Instructions on Use of the Scale

In rating a counselor on the scales appearing on the reverse side of this page, consider each ability separately and have clearly in mind the qualities to be rated. After you have thought carefully about a counselor in terms of one of these qualities, use the rating words as a guide and place a check (✓) at that point on the line which represents your estimate of the standing of the counselor with regard to this quality. It is not necessary to put the check directly above any of the rating words. The check-mark, indicating your opinion, may be lo-  
cated anywhere along the scale line.

### SAMPLE

Ability to command confidence and respect of <i>counselors and staff</i>	_____✓_____		
	Marked	Partially successful	Lacking

## Rating the Counselor

Since the ratings made of the counselor on the 20 items on the reverse side of this page represent your evalua-  
tion of her with reference to specific skills and abilities, it is desired that you give each counselor an overall  
rating of *A*, *B*, *C*, or *D* which will reflect her total effectiveness as a camp counselor. Counselors who are  
rated as being outstanding on most of the characteristics will generally be given the highest ratings. Use the  
following basis for classifying the effectiveness of the counselor:

- A*—Means an excellent counselor, one who is conspicuous from the standpoint of all that is involved in  
a good educational leader.
- B*—Means a good counselor, one who fully possesses the qualifications for camp leadership, but who  
is not conspicuously outstanding.
- C*—Means a fair counselor, but one whom you would not select to return to camp if you could do better.
- D*—Means a weak counselor, one whom you would not care to have return to your camp.

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\* Adapted from the Camp Counselor's Rating Scale with permission of the author, David F. DeMarche.







OREGON STATE COLLEGE  
School of Education  
Corvallis, Oregon

September 7, 1956

Thank you for returning the CAMP COUNSELOR ATTITUDES TOWARDS CAMPERS INVENTORY. In order for me to complete this project, it is necessary for you to return the COUNSELOR'S RATING SCALES as soon as possible.

Although it will require several months to analyze and interpret these data, I will send the results to you as soon as they are available.

Thank you again for your generous cooperation.

Sincerely,

Margaret Lumpkin

A P P E N D I X E

## CAMPS INCLUDED IN THIS STUDY

<u>Camp Name</u>	<u>Sponsoring Organization</u>
Camp MAR-Y-MAC	Y.W.C.A., Fresno, California
Camp NA-WA-KWA	Girl Scouts, San Lorenzo, California
Camp SEABOW	Camp Fire Girls, Inc., Richmond, California
Camp SIERRA	Oakland Recreation Dept., Oakland 7, California
Camp WASIU	Washoe Co. Girl Scouts Council Reno, Nevada
Camp WHITE MEADOWS	Kensington Girl Scouts, Berkeley 4, California
Camp KA-EST-A	Camp Fire Girls, Klamath Falls, Oregon
Camp LOW ECHO	Girl Scout Council, Inc., Medford, Oregon
Camp NAMANU	Camp Fire Girls, Portland, Oregon
Camp ONAHLEE	Clackamas Co. Camp Fire Girls, Oregon City, Oregon
Camp WIND MOUNTAIN	Girl Scouts, Portland, Oregon
Camp BEAVOLO	Evergreen Girl Scout Council, Longview, Washington
Camp JULIANNA	Columbia River Girl Scouts, Vancouver, Washington
Camp KENNEYDELL	Girl Scouts, Olympia, Washington
Camp KILLOQUA	Camp Fire Girls, Everett, Washington

<u>Camp Name</u>	<u>Sponsoring Organization</u>
Camp KIRBY	Camp Fire Girls, Bellingham, Washington
Camp KIWANIS	Camp Fire Girls, Walla Walla, Washington
Camp LYLE MCLEOD	Olympic Peninsula Girl Scouts, Bremerton, Washington
Camp ROBBINSWALD	Seattle-King Co. Girl Scout Council, Seattle 1, Washington
Camp ST. ALBANS	Tacoma Girl Scout Council, Tacoma 2, Washington
Camp SEALTH	Seattle-King Co. Camp Fire Girls, Seattle 1, Washington
Camp SWEYOLAKAN	Inland Empire Council Camp Fire Girls, Spokane, Washington
Camp TARYWOOD	King Co. Girl Scouts, Seattle, Washington
Camp ZANEKA-LACKE	North Central Washington Council Camp Fire Girls, Wenatchee, Washington