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be accepted as fulfilling this part of the requirements for the degree of DOCTOR OF EDUCATION

Approved by:

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Carter V Good

THE CONTRIBUTION OF THE CASE METHOD
TO GUIDANCE IN A SUMMER CAMP

A dissertation submitted to
The Graduate Faculty of the Teachers College
of the University of Cincinnati

in partial fulfillment of the
requirements for the degree of

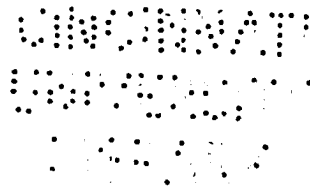
DOCTOR OF EDUCATION

1940

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CHAPTER I

THE PROBLEM AND ITS SETTING

The General Statement of the Problem

Problem.- The problem of this investigation is to analyze and evaluate the contributions which the case method, as developed on the basis of anecdotal records, may make to the guidance of adolescent girls in summer camp life.

The data of this investigation, collected at Lake Lure Camp for Girls, permit answers to the following four questions:

(1) What contributions do anecdotal records make to the counselor's primary function - that of guiding in the development of personality and meeting the emotional and social needs of the camper?

(2) What contributions do anecdotal records make to the development of a rich and educationally valuable camp program?

(3) What contributions do anecdotal records make to the evaluation of behavior changes?

(4) What contributions do anecdotal records make to parental guidance of the camper?

Background of Investigation

General Setting.- The setting for this investigation is the work of Lake Lure Camp for Girls, located near Asheville, North Carolina. A definite attempt at character guidance has been made in this camp for the past eight summers. This is an eight-week camp in which the program includes both the project and regularly scheduled activities. A middle-

of-the-road philosophy is maintained. The program is intended to meet the needs, interests, and capacities of each camper. There is no mass approach or mass regimentation. The counselor-camper ratio is one adult cabin counselor for every four girls and one activities counselor for every three. The total staff numbers thirty-five persons. The camp offers a program which tries to meet the individual physical, social, and emotional needs of each of its ninety campers. A daily self-initiated activity program allows the opportunity for development of decision and initiative in making choices from the scheduled activities. This is supervised by the three cruisers. Each camper has a daily activity schedule card which she checks, a copy of which is sent home to her parents at the end of the week along with her counselor's report of her health and attitudes.

General Sources and Procedure

Sources.-- The major sources of material for the present investigation consist of records kept through a five-year period, covering the seasons from 1935 through 1939, in the form of an anecdotal behavior journal. Numerous other records have been used, as shown in Table I.

TABLE I
 DATES OF USE OF VARIOUS PERSONNEL RECORDS

Type of Data Collected	Year							
	1932	1933	1934	1935	1936	1937	1938	1939
1. Confidential Questionnaire to Parents.....	X	X	X	X	X	X	X	X
2. Application Blanks (Social History Data).....	X	X	X	X	X	X	X	X
3. Medical Health Report.....	X	X	X	X	X	X	X	X
4. Anecdotal Behavior Journal				X	X	X	X	X
5. Socialization Scale.....								X
6. Cumulative Achievement Record.....			X	X	X	X	X	X
7. Cumulative Health Report Weight Graph.....			X	X	X	X	X	X
8. Cumulative Individual Record Folder.....				X	X	X	X	X
9. Weekly Report Cards to Parents.....	X	X	X	X	X	X	X	X
10. Summary Report to Parent..					X	X	X	X
11. Campers' Testimonies.....						X	X	X
12. Behavior Frequency Rating Scale.....				X	X	X		
13. Behavior Rating Scale (Revision of McCloy).....		X						
14. Watson Rating Scale.....	X							
15. Campers' Rating of Counselors.....						X	X	X

General Procedure.- The general procedure of this investigation is that of the case method, with especial use of anecdotal records as a basis for case studies. The records have been studied individually and are presented primarily in the form of individual reports. In a few instances the data are tabulated to show trends and to support the general conclusions. The basic evidences, however, are those obtained on individual girls and presented in case sketches as illustrations of the possible values of the anecdotal procedure.

Survey of Related Literature

Related Studies.- A complete review of the literature relating to the techniques used in the administration of personnel records for guidance purposes would include material in a large number of periodicals and books. A selected list has been made, after canvassing the field by means of personal conferences with outstanding educators in the field of guidance and camping. This list includes significant contributions on: (1) anecdotal records, (2) camp personnel records, and (3) behavior ratings. The bibliography at the end of the study includes an extensive group of articles, reports, and books dealing with personnel records and pertinent data in the field of camping. Although all of these have been given attention, only those references immediately pertinent to this study are reviewed in the following sections.

Anecdotal Records.- The use of the word "anecdote" in personnel records originated at Rochester Athenaeum and Mechanics Institute in 1931.¹

¹ W. W. Charters, "A Character Development Study," Personnel Journal, XII (August, 1933), 119.

As used then, the anecdote is a record of an episode in the life of the individual. It is a word picture of the individual in action, the observer's best effort at taking a word snap-shot at the moment of the incident. It is any narration of events in which the individual takes such part as to reveal something which may be significant about the personality.

Proposals to record significant incidents of conduct for guidance purposes have been advocated by Wood for a long time. He actively publicized the value of a continuous record containing an accumulation of behavior items for more than a dozen years. He discusses the counseling value of anecdotal records and offers the following procedure as the major strategy of guidance.²

- (1) Observing conduct
- (2) Recording observations
- (3) Periodical analysis and interpretations of anecdotes
- (4) Remedial treatment

Randal, former President of Rochester Athenæum and Mechanics Institute, discusses the value of the anecdotal behavior journal as a guidance technique, stating that the Athenæum has used for some time the term "Behavior Journal" as a substitute for the cumulative individual record.

As the word "journal" suggests, there may be found in it chronological entries of facts, observations, comments, hypothesis, diagnostic summaries, discription of treatment, or other items relative to an individual student or his behavior which seem to give promise as data for use in the personnel work of guidance officers. It may contain a thorough case study by a social worker with the result of an examination by a psychiatrist or psychologist as well as achievement reports, personality measures, and anecdotal materials.³

² Ben Wood, "Major Strategy of Guidance," Educational Record, XV (October, 1934), 419-44.

³ J. A. Randall, "The Anecdotal Behavior Journal," Progressive Education, XIII (January, 1936), 21-26.

Jarvie, Chairman of the Educational Research Committee at the Athenaeum, reports after the careful study and analysis to date of approximately one hundred behavior journal records of former students that, if the behavior journal is to be of most value, the following considerations must be taken into account.

1. Early value of the behavior journal is dependent upon the scope and quality of information obtained about the entering student.
2. There is need for repetition of anecdotes of similar content in order to verify the usual behavior of the student.
3. Completeness of the student picture obtained is dependent upon the range of areas of behavior in which observations are made and recorded.
4. Provision must be made for periodic summation, synthesizing, and interpretation of behavior reported in order to gain an understanding of the usual behavior patterns of the student.
5. Consideration needs to be given to the reasons for disappearance from the journal of behavior previously recorded.
6. There needs to be consciousness on the part of instructors and counselors of deviations of the student from his usual patterns of behavior.
7. Attention needs to be given inconsistencies in the behavior patterns of the student.
8. Relationship of isolated behavior incidents to the general behavior pattern needs to be studied.
9. There is need for sensitivity to reported behavior which gives individuality to the student.⁴

Brown, Guidance Director, and Martin, a teacher at University High School in Oakland, California, used the anecdotal record as a device to know more about their pupils.⁵ This device is typical of the new trend

⁴ L. L. Jarvie, "Developing Guidance Program," Progressive Education, XVI (January, 1939), 25-33.

⁵ M. A. Brown and V. Martin, "Anecdotal Records of Pupil Behavior," California Journal of Secondary Education, XIII (April, 1938), 205-8.

in evaluation of pupil behavior. These cross-sections of the significant behavior of students are used for a purpose entirely different from grading or marking students' achievement. They supplement the records on health, social-economic background, intelligence, achievement, interests, and goals. This study finds the anecdotal record a unique contribution to the case history of the student. The purposes of the anecdotal record in the Oakland schools are as follows: (1) To furnish a variety of descriptions of students in specific and devised situations. This multiplicity of evidence makes for a good cumulative record. (2) To substitute for vague generalizations, specific exact descriptions of behavior. This results in fewer generalizations based on a single incident, and less tendency to place children into such categories as "lazy" or "Cooperative." (3) To stimulate teachers to use records in helping students make optimum progress. (4) To contribute toward understanding basic personality patterns. Characteristics may not be observed unless repeated recordings are made of the same general pattern.

Traxler has given a detailed account of the use of anecdotal records, which is particularly helpful to teachers and administrators who are interested in this method of personality study. The following uses and values have been called especially outstanding by writers of published articles on the subject:

1. Anecdotal records provide a variety of descriptions concerning the unconstrained behavior of pupils in diverse situations and thus contribute to an understanding of the core or basic personality pattern of each individual and of the changes in pattern.

2. They substitute specific and exact descriptions of personality for vague generalizations.

3. They direct the attention of teachers away from the subject matter and class groups and toward individual pupils.
4. They stimulate teachers to use records and to contribute to them.
5. They relieve individual teachers of the responsibility of making trait ratings and provide a basis for composite ratings. Moreover, they provide a continuous record while trait ratings are usually made only at certain points in a pupil's school experience.
6. They encourage teacher interest in, and understanding of, the larger school problems that are indicated by an accumulation of anecdotes.
7. They provide the information which the counselor needs to control the conferences with individual pupils. An appropriate starting point for each conference can be found in the data, and the discussion can be kept close to the pupil's needs.
8. They provide data for pupils to use in self-appraisal. While in some cases the anecdotes should not be shown to the pupils, each pupil can profitably study the indications in many of the anecdotes about him in order to decide what he needs to do to improve.
9. Personal relationships between the pupil and the counselor are improved by anecdotal records, for these records show the pupil that the counselor is acquainted with his problems.
10. Anecdotal records aid in the formulation of individual help programs and encourage active pupil participation in remedial work.
11. They show needs for the formation of better work and study habits and also provide encouraging evidence of growth in these respects.
12. Curriculum construction, modification, and emphasis may be improved through reference to the whole volume of anecdotal record material collected by a school. The anecdotes indicate where there should be general presentation of material in character development to satisfy the needs of the whole school community.
13. An appropriate summary of anecdotes is valuable for forwarding with a pupil when he is promoted to another school.
14. Anecdotal records may be used by new members of the staff in acquainting themselves with the student body.
15. The qualitative statements contained in anecdotal records supplement and assist in the interpretation of quantitative data.
16. Collections of anecdotal records may provide the necessary validating evidence for various evaluating instruments. For instance, when the results of the Bernreuter Personality Inventory indicate that certain pupils are high in dominance and others are low, the anecdotal record material for these pupils may be analyzed to find out whether or not

the Bernreuter scores agree with the observations of behavior.

17. Anecdotal records aid in clinical service. When pupils are referred to clinical workers for special study of their problems, there is great advantage in having anecdotal records available for these highly trained workers to interpret.⁶

Olson diagnosed behavior problems of children by this method and prepared a manual of directions of the behavior journal for use in schools, with a supplement for use in camps. Its purpose is as follows:

The behavior journal is designed for the maintenance of a chronological record of significant items of behavior concerning a child, of recommendations for the educational or treatment program, of steps taken to put these into effect, and of the results secured.

Several investigations suggest that one of the valuable methods in locating children who are problems, or potential problems, is simply to keep a chronological record of the types of behavior which call for special attention on the part of workers in the school. This natural history approach gradually defines the extent and nature of the problem in particular children. Such a record has the further advantage of offering many possible uses by principals, teachers, and others, since the cumulative record furnishes an excellent basis for interviews with child or parent and for planning adjustment work. Early discovery followed by treatment looking forward to prevention of more serious developments should be one of the objectives of the record keeping.

On the positive side the record may be used to note constructive things about the child such as election to offices, contributions to the work of the room, special achievement in writing, dramatic art, and striking illustrations of ability to work with or to lead others. Both constructive incidents and behavior problem items are needed for the most effective guidance work with children.

The W. K. Kellogg Foundation Camps have used this manual in their guidance program recently. No report of the study has been made.

Jersild departed from the more common methods of research and successfully employed the use of the anecdotal technique in several investigations. An example is an investigation of the nature of children's fears

⁶ Arthur E. Traxler, "Nature and Use of Anecdotal Records," Excerpts Elementary School Journal, XXXIX (March, 1939), 494-6.

⁷ W. C. Olson, Behavior Journal. Ann Arbor, Michigan: School of Education, University of Michigan. Pp.5.

from infancy through adolescence.⁸ In this work a number of different methods were used, some of which represented a departure from the more common methods of research. In general, the study depended upon the keeping of accurate records of revealing incidents, i.e., upon anecdotal records. The monograph is in four parts as follows:

- Part I, "Child fears observed in daily life by parents and educators"
- Part II, "Fears reported by children themselves and fears recalled from childhood by adults"
- Part III, "Specialized study of the fears of young children"
- Part IV, "Nature and prevention of childhood fears"

Camp Literature.- Dimock and Hendry made an extensive study of character development at Camp Ahmek. This is reported in one of the earliest and most important books in the field of camping.⁹ It is undoubtedly the most valuable contribution to the literature of the organized camp movement. The book is a description of the utilization of current principles and procedures of education, psychology, mental hygiene, and sociology in the achievement of "character" outcomes in the lives of boys camping at Ahmek. Camp Ahmek is primarily a woodcraft camp and is characterized by an absence of the "recreational" stimuli. No provision is made for the kind of activities which are most enjoyed back home. Ernest Seton has guided the woodcraft program, which provides opportunities for cooperative and creative projects and trips. Each experience affords potential educative

⁸ A. T. Jersild and F. B. Holmes, Childrens' Fears. Child Development Monographs, No. 20. New York: Teachers College, 1935. Pp. 356.

⁹ H. S. Dimock and C. E. Hendry, Camping and Character. New York: Association Press, 1929. Pp. 364.

values, and is accompanied by the primary, associated, and concomitant learnings. Their approach to personnel guidance was through the technique of psychiatry and social work. The case method was applied to indicate the kind of behavior needs and to secure better behavior adjustment of campers.

Four methods have been employed in analyzing the needs, interests, and abilities of the campers: (1) intelligence tests (I.Q.), (2) medical examination, (3) tests for camp interests and skills, and (4) individual camper's analysis and ratings. The Frequency Rating Scale devised by Watson was used as a device to reveal behavior needs and problems, along with the behavior observation record.¹⁰ Both devices had a two-fold purpose, that of diagnosis and evaluation. Most camps are not staffed sufficiently to carry on the clinical piece of work which was done by a trained psychiatrist. Many of the suggested techniques have been included in the developing guidance program at Lake Lure Camp.

Osborne, from a rich background in the field of camping, parent education, and university teaching, vitalized with case sketches administrative approaches suggested in guiding the emotional and social adjustment of the individual camper.¹¹

¹⁰ Goodwin Watson, Rating Scales (Occasional Studies, No. 2.) New York: Association Press, 1927. Pp. 5.

¹¹ Ernest G. Osborne, Camping and Guidance. New York: Association Press, 1937. Pp. 192.

Osborne's study on which this book is based dealt with quantitative data related to the interests of boys at a Y. M. C. A. Camp. A battery of tests and a detailed interest finder obtained the data that revealed the relationship of the interests to actual participation in camp activities. A statistical approach, however, could not obtain the many significant factors relating to the guidance of the interests of the camper. This led to Osborne's increased interest in the guidance phase of camp, and his contribution of the cruiser's relation to the whole personality of the child. The cruiser's role in individualizing the program is described in detail. The major task of the cruiser is to interest those whose lack of adjustment shows itself in lack of interest, and those whose maladjustment results in uncooperative behavior. Osborne indicates the way in which the cruiser can meet these problems by case sketches, and thus gives the book unusual practical value to camp administrators and counselors.

Alder has made a study of record taking in camp. He states that an adequate system of records is necessary if the camp is interested in improving behavior. To be of definite service, records should include most of the following:¹² (1) health report, (2) the daily behavior journal, (3) behavior ratings, (4) physical ability and classification scores, (5) notes on socio-economic status, (6) lists of activity interests and abilities, and (7) significant incidental data. These should be assembled in cumulative individual record folders.

¹² George G. Alder, "The Use of Personnel Records," The Camping Magazine, VII (June, 1935), 12.

Lieberman gives a vivid account of six years of testing out exper-
 13
 mentally the theories of progressive education as they apply to camping.
 He describes the development of an experimental camp started without equip-
 ment or resources except such as existed in the camp personnel, leaders, and
 children. He discloses new and important factors and techniques to aid the
 camp director in building and equipping the camp, and in determining its
 objectives and programs. The emphasis given to both personality development
 and to social living in a co-educational camp, and in determining its
 objectives and programs. The emphasis given to both personality development
 and to social living in a co-educational camp, directed by a person who
 knows not only the theory but the practice of progressive education, makes
 this book invaluable to those who would understand the "what and how" of
 the educational approach to camping.

Mason's study is an account of camp problems from the camper's
 14
 viewpoint. The writer's own extensive experience in camping, combined
 with these data and a readable style, makes the book useful as a basis for
 a counselors' training course and valuable for individual reading. Socio-
 logical implications are developed throughout, and concrete problems in
 camp leadership and camp programming are discussed effectively.

Dimock and Statten in a series of fifteen talks to counselors
 have provided for the complete orientation of the counselor to his task, to
 his camp environment, to what is required of him, and to the objectives of
 the camp.¹⁵ They have put in clear and simple terms the job of group leadership.

¹³ Joshua Lieberman, Creative Camping. New York: Association
 Press, 1931. Pp. 251.

¹⁴ Bernard S. Mason, Camping and Education. New York: McCall
 Company, 1930. Pp. 281.

¹⁵ H. S. Dimock and Taylor Statten, Talks to Counselors. New
 York: Association Press, 1937. Pp. 92.

A series of six monographs, entitled Character Education in the Summer Camp, is the record of the discussions and speeches of the camp seminars held at the George Williams College in Chicago.¹⁶ They are important contributions to the literature of camping. The monographs in the series are: (1) Character Education, (2) On Guidance and Supervision, (3) On Setting Standards, (4) On Putting Standards into Operation, (5) On Appraising the Summer Camp, (6) Some Frontiers in Camping. The first two monographs deal with such topics as character objectives, and principles and methods of program planning. The third, fourth, and fifth monographs are concerned with the setting and application of standards and the appraisal of the summer camp. The sixth of the series includes articles on the relation of the camp to the year-long experiences of the campers; on programs for older campers; and on democratic administration and supervision.

Ratings.- There is a wealth of material on rating scales. Symonds summarized the extensive literature on rating scales and provided a bibliography of 123 references. He reaches the following conclusions:

Enough is now known about ratings so that skillful and proper use may be made of this method of measurement. Time was when ratings were indiscriminately used with no thought of safeguards or precautionary techniques. Unfortunately this holds true today among novices. Directly after the World War a reaction set in, due to experience with the Army Rating Scale and also particularly to Rugg's admissions concerning his experiences with rating as set forth in his series of articles entitled "Is the Rating of Human Character Practicable?" But experimentation continued, and refinements were made until today ratings are accepted, though somewhat gingerly as a valid means of obtaining data. But the war experience taught us to be alert against the unreliability of the single offhand rating.

Ratings are capable of great improvement if the following factors, among others, are considered and if enough pains are taken to ensure that the ratings are reliable:

16

H. S. Dimock (Editor), Character Education in the Summer Camp. A series of six reports. Vol. I. Chicago: Religious Education Association, 1930. Vols. II, III, IV, V, VI. New York: Association Press, 1931, 1935, 1936, 1937, 1938.

1. Ratings should be made in a systematic way.
2. An extended period of observation should precede rating.
3. It should be kept in mind that rating is something in which the rater may improve through practice just as he grows more skillful in judging the quality of handwriting or an English composition through practice.
4. More attention should be paid to defining the qualities or traits to be rated, and more extensive definitions should be introduced. In place of the man-to-man rating scheme, a definite and extended description of the scale men might prove effective (a suggestion borrowed in part from experience with the English composition scale technique).
5. Single ratings should not be used in the rating of human qualities. Sufficient reliability may be obtained only when a composite is made of the independent judgment of from five to ten observers.
6. For experimental purposes all ratings should be discarded except those which are at the extreme ends of the rating scale and those on which the raters are sure of their judgment.
7. Traits for rating should be selected which experience shows yield better than average reliability.
8. So far as possible bias should be eliminated from ratings. Individuals should not be expected to give fair ratings when judging themselves, friends, old acquaintances, or persons whom they much like or dislike, admire or despise.¹⁷

Watson is of the opinion that a generation of criticism has made psychologists careful and critical in the use of rating scales. He questions how long it will take for those less psychologically sophisticated to appreciate the limitations of the marks and ratings so readily assigned.¹⁸

Smeltzer and Adams made a study of the comparison of graphic rating scales and narrative interview reports. They found less reliability

¹⁷ P. M. Symonds, Diagnosing Personality and Conduct, pp. 113-114. New York: Appleton Century Company, 1932.

¹⁸ Goodwin Watson, "Personality and Character Measurement," Review of Educational Research, VIII (January, 1938), 281.

for judgments based on narratives.¹⁹ No doubt the graphic scale is more reliable, but is it valid? The greater complexity of the narrative account would make it much more valid.

Carberry found that three estimations of "adjustment" of children, by parents, clinicians, and teachers, are necessary to make a comprehensive picture.²⁰ This study was an attempt to determine the consistency of judgment of estimations of children examined by a guidance clinic.

Goodwin Watson devised a rating scale of fifty-four items designed specifically for camps. Dimock and Hendry published the report of its use at Camp Ahmek. This report has already been summarized in the present chapter. This scale was used at Lake Lure during one season, 1932, and selected items of Watson's scale were used in 1935. (See Appendix.)

Many camps have attempted the use of rating scales. Stone conducted an experiment with rating scales covering a two-year period in the Southern Section, American Camping Association.²¹ During the first year the study was confined to a survey of the situation regarding behavior changes in camps. This was reported in 1933. During the second year the study took the form of a rather intensive piece of research in six camps. His brief report indicates that behavior changes do take place in camp over a six-to eight-week period, both positively and negatively.

¹⁹ C. H. Smeltzer and C. R. Adams, "A Comparison of Graphic and Narrative Interview Reports," Personnel Journal, XIII (May, 1936), 3-7.

²⁰ M. A. Carberry, "An Attempt to Determine the Consistency of Judgments Regarding the Adjustment Status of Children Examined by a Child Guidance Clinic," Journal of Juvenile Research, XIX (April, 1935), 75-92.

²¹ Walter L. Stone, Behavior Change Inquiry. Southern Section, American Camping Association, Mimeographed, 1934. Pp. 12.

Much interest continues in rating scales. Scales of interest reported since 1934 which should be noted are:

- (1) The Winnetka Scale for nursery and elementary school children.²²
- (2) The Wisconsin Scale for older students.²³
- (3) The business education council scale.²⁴

Munn's scale of social maturity for primary grades was devised, using fourteen patterns. "Social maturity" is defined as that growth and development of the individual, conditioned by both internal and external factors, which enables him to adapt himself successfully to his fellow-men and to adapt his fellow-men to himself. Two hundred and seventy grade children were used as a working basis for the selection of these patterns. The list of patterns is as follows:

- (1) Group compatibility
- (2) Kindness and Sympathy
- (3) Efficiency
- (4) Fair play
- (5) Emotional adjustability
- (6) Courtesy and politeness
- (7) Dependability
- (8) Neatness and orderliness

²² Dorothy Van Alstyne, "A New Scale for Rating Behavior and Attitudes in the Elementary School," Journal of Educational Psychology, XXVII (December, 1936), 677-93.

²³ Ross Stagner, "Wisconsin Scale of Personality Traits," Journal of Abnormal and Social Psychology, XXXI (January, 1937), 463-71.

²⁴ P. J. Rulon, and others, "Personality Rating Schedule," Harvard Teachers Record, VI (February, 1936), 46-53.

- (9) Self-confidence
- (10) Cooperation
- (11) Originality
- (12) Curiosity
- (13) Leadership
- (14) Cheerfulness²⁵

These patterns formulated by Munn are used in correlation with the anecdotal records in studying the behavior changes reported by campers and counselors in the present investigation. The experience at Lake Lure Camp has been extensive with the use of ratings. The results of this experience, as reported later in the study, indicate that rating scales when used alone are entirely unsatisfactory. Further discussion of this point will be given later.

Significance of the Study

There is an indication of the timeliness of the present investigation in the conclusions drawn from the preceding survey of related literature. Data reveal increased attendance in summer camps; yet no fruitful attempts have been made to standardize their procedures. There is a wide diversity of opinion and practice in the administration of record keeping in camps. At the same time there is an increased appreciation by parents and educators of the camp as a great potential educative asset.

The use of the informal method of appraisal, known as the anecdotal record, is rapidly gaining prestige among progressive educators,

²⁵ M. D. Munn and L. A. Pechstein, "The Measurement of Social Maturity in Children," Elementary School Journal, XL (October, 1939), 113-23.

and has shown its worth in a number of school and college studies, but not in any camp study thus far reported.

The present study contains material that may have value in the formulation of guidance policies in summer camps generally, especially those interested in guiding behavior. The results seem likely to have further value for those working with the adolescent in other fields. More narrowly, this investigation should help in the evaluation of procedures and results in the camp studied, and at the same time may have considerable significance for other camps wishing to evaluate their work.

CHAPTER II

PHILOSOPHY AND PROGRAM

General Statement of Camp Philosophy

Ultimate Aim.- The success of a camp depends upon the counselor's understanding of the ultimate aim for the camper. The central aim of Lake Lure Camp is the development of personality and character. The ultimate aim is to secure a harmonious development of the mental, emotional, physical, and social life of each camper. The implication of this concept of harmonious development is that the camp staff is genuinely concerned that the camp experience shall be meaningful to every camper. It is essential that the program correlate with the needs, abilities, interests, and capacities of each camper.

Individualizing the Camp Program.- Lake Lure is a child-centered, individualized type of camp. The camp philosophy upon which it is founded makes the first and chief duty of the counselor that of cabin leadership. The camp is not "activity centered" but "child centered." The counselor is expected to think in terms of girls and not in terms of activities. Both program and equipment exist for the sake of the camper. The fundamental purpose of the cabin leader is to make possible for each camper the highest self-realization through personality development and training in the art of living joyously and successfully.

The task of the cabin leader is to cause each camper to set her own goals of proficiency, and to visualize these goals. The goal, however, must be accepted by each camper as her own goal, and there will be no need

for compulsion. If a camper has a goal or purpose in a number of different activities she will need no reward. Happiness will result from progress, and the main objective, joy, will be attained for each camper.

Two assumptions are fundamental in the "child-conscious" and "child-centered" camp: (1) an individual's activities must be determined by that individual's interests, and (2) the program must be so constructed as to develop in the individual the capacity to make choice.

Lake Lure does not have a "fixed," competitive, "all-around" program in which all campers are expected to participate. The program is interest-centered and each camper chooses daily her instructional activities and hobbies. The free-choice program makes for growth in responsibility, in making decisions, and in general, in more self-reliant behavior.

The varied and flexible program seeks the growth and creative expression of each camper in terms of her individual abilities, interests, and aptitudes. The criterion applied to every activity is: Will this activity contribute to the happiness of the camper, or to her highest self-realization?

The realization of joy, as the primary objective for all campers, is not reached by a mass approach or regimentation, but by an individual approach. In working toward the realization of the specific objectives of personality and character development, of skills, and of health, the individual approach is used. If campers are not happy, they will not succeed in accomplishing the specific objectives.

Specific Objectives.- Clear and definite aims for individual campers give focus and meaning to the program and leadership. Books on camping offer various categories. The following four purposes represent

a synthesis of the objectives of counselors of Lake Lure Camp: (1) appreciation, (2) health and safety, (3) skill, and (4) socialization.

Appreciation.- The development of ideals and of higher values, attitudes, and habits is a dominant aim. The attitudes of cooperation and consideration for others are stressed. The emphasis is moral and spiritual. By means of traditions and presentation at council ring of a "challenge" to higher ideals, the camp seeks to give a genuine concern for human values. Tolerance, understanding, and ability to live cooperatively are sought.

The challenge of the "L" girl is:

An "L" girl is conspicuous for her fine spirit and attitude as she enters whole-heartedly into all activities. She includes not only her cabin-mates but everyone in her circle of friends, and is congenial at all times. She is not self-centered but rather disregards her personal desires in an effort to make others happy. She is constantly on the alert for ways in which she may be of service to others. She accepts criticism from her counselors without alibis. She cooperates to the utmost with her camp mates and is always a good sport, a graceful winner, and a cheerful loser.

Health and Safety.- Stimulus is given to strengthen the camper's motivation in seeking knowledge of diet, rest, exercise, and sleep, and to develop habits and attitudes which contribute to better organic vigor and skill. Each camper is encouraged in healthful living by enhancing her appreciation of physical well being. A daily health check is made by the health service, and campers check their health and activity charts cooperatively with their cabin group and counselor. The evening group discussion before retiring provides an excellent opportunity for the camper to evaluate her day's experiences, and for the counselor to gain insights into her attitudes and standards.

Skills.- The camp is concerned that each camper develop interests and skill in activities in which she may participate in her leisure time,

and in which there is a carry-over value at the adult level. Because of this conception, individual and dual sports are offered exclusively except for occasional swimming meets and canoe regattas. Proficiency in various skills is an objective of parents, as shown in more than fifty percent of the application forms received. The shift from an interest in labor to one in potential leisure increases the responsibility of the camp as an agency in educating for spare-time pursuits. The resources of the camp are many, and a camper is guided to develop an active interest in some one active leisure enterprise.

Socialization.- The camp endeavors to promote happy successful living and to contribute to the personality and social adjustment of the campers. The camp recognizes such basic needs as:

Response - need of social acceptance;

Recognition - need of social approval;

Security - need of sense of achievement and adequacy;

Growth - need of self-direction, altruistic behavior, and new experience.

The need for social acceptance and approval and recognition by the group is accepted as basic. The program of the camp and the plan of cooperative living are designed to meet these needs. The desire for a sense of achievement, of security, of new experience, of growth, and of adequacy, also are basic personality needs. Through the guidance service, situations and experiences are provided to meet the needs of the camper.

Program

The counselor's objectives for the camper imply that a program of activities should be constructed around the needs, interest, and abilities

of the camper. To make a contribution to the growth of the camper, co-operative staff effort is essential in consideration of the camper as a whole.

Need.- The camper's status and acceptability to the "in-group" are discovered by the personnel through the guidance techniques used, which will be discussed in detail in Chapter III. The use of these guidance techniques focuses the attention of the counselors on each camper, both as an individual and as a member of the camp group. The counselor at the pre-camp setting-up conference becomes familiar with the guidance procedures employed in bringing about happy, successful living. Facts as to the background of the camper are obtained through interview, application record, and parental questionnaire, previous to camp. These are used in making important decisions affecting campers and in providing them with experiences which seem likely to be of most benefit.

Abilities and Interests.- A wide and flexible program is required to provide for the abilities and interests of widely differing individuals. The concern of the camp for education for fruitful participation in leisure leads to the provision of opportunities to gain proficiency in skills, especially skills that can be extended throughout the year. Emphasis is put upon skills which have a carry-over value for the adult level and which the camper is actively interested in, and which will be self-propelled in her leisure time. There should be joyful participation for its own sake and not for extrinsic awards.

Program Emphasis.- The camp by location and tradition differs from other educational agencies in its contact with the great out-of-doors.

The location of Lake Lure Camp on a private lake and its close proximity to large Lake Lure, one-half mile distant, offer facilities for aquatic interests and skills that can be extended throughout the year and for cooperative group experiences in adventuresome canoe trips. Other facilities and resources stimulate interest and skill in a variety of leisure-time pursuits -- some physical, some social, some aesthetic, and some intellectual. A variety of activities and interests is offered the camper that she has not had elsewhere or at other times.

Discovering Interests.- Camps have used many devices to discover interests. Check lists of possible activities, a tour of camp, revealing equipment, and interest "finders" have been used with good effect at Lake Lure Camp. A "sample" day of all activities offered in which all participate by cabin groups has been more effective in stimulating interest in the early days of camp. The exposure of the campers to equipment, activity counselors' talks interpreting the value of the activity, and observation by the skilled counselors leads to interest in an activity. Participation by the neophyte gives the desire to acquire proficiency in the skill.

Girl-initiated Activity Program.- The program of most camps a decade ago was highly regimented, and that of some still is. However, Lake Lure's program is non-regimented and is built on the camper's interests. In line with the basic idea of interest, the camper selects her interest groups daily.

Instructional Activities.- Capable instructors, who are specialized in the different camp activities, offer organized instruction. The

program director schedules with the activity counselors her instructional periods. This is subject to change according to camper's selection. The following are activity fields in which the camper can receive individual and group instruction.

Aquatics	Sports	Arts
Swimming	Tennis	Dancing
Diving	Riding	Dramatics
Canoeing	Archery	Arts and crafts
Boating	Riflery	Indian lore
Sailing	Golf	Glee Club
Life Saving	Hiking	Piano
		Ceramics

Program Selection.- In the early days of camp, each girl is classified by a skill test and the activity counselor suggests that if she is a beginner she select any one of the instructional periods offered for the beginners. This is necessary if instruction is to be most effective and the campers' differences are to be cared for. In the riding department, where the horses are limited in number, beginners ride together. In aquatics, the non-swimmer and the advanced swimmer can receive instruction at the same time. Swimming, diving, canoeing, and boating classes to care for the differences in ability can all go on at the same scheduled hour, since there are many instructors in these activities.

The camper chooses her program of activities daily and schedules it on her individual activity card (see Appendix). One copy of this program is mailed weekly to parents, and one is kept in the individual record folder. There are four organized instructional periods a day, from 9:00-11:00 and 3:00-5:00. There is one hobby hour in the morning and one in the late afternoon. Campers can participate in activities during hobby hours,

with supervision, but there is no organized instruction. The camper's choice of recreational evening entertainments varies. Square-dancing, story-telling hour, arts' night programs, and recreational canoeing and boating are offered.

Group Enterprises.- Group enterprises are similar in spirit to the project, which is defined as a "whole-hearted purposeful act, carried on amid social surroundings."¹ There are many types of group enterprises, differing according to the ages and camp experience of the participants. Some typical group enterprises of every cabin group are the weekly stunt-night programs, song contests, breakfast hikes, and cabin parties. These are enterprises based on the campers' purposes, and require them to plan and actually execute their project.

Several times during the season, a central project takes place, utilizing the complete resources of the camp. Whole days are devoted to such an enterprise as the "Pow-Wow." Many girls work cooperatively in the craft shop designing and making Indian costumes, while others are planning rituals, dances, and contests; others are designing and painting the Indian tepee. The project is assisted by a Cherokee Indian maiden, and is supervised by the staff.

Frequent overnight canoe trips and hikes provide favorable opportunities for various kinds of learning. The skills, knowledges, and abilities that result directly from the situation are the primary learnings. An example is skill in paddling or hiking. The appreciation of nature and increased knowledge of trees and flowers are associated learnings. Concomitant learnings, or character outcomes, such as learning to cooperate,

¹ W. H. Kilpatrick, The Project Method, p. 5. New York: Teachers College, Columbia University, 1922.

or to be unselfish with equipment, are of greater importance than the primary or associated learnings.

Awards.- No medals or awards are given. A camper participates on an interest basis only. However, the National Rifle Association and American Red Cross both give certificates and medals for standard tests which a camper may pass.

Achievement Tests.- A camper may measure her achievement and progress in an activity by passing the test compiled by counselors in each activity field. This can be done at the camper's request or when the counselor believes she is qualified.

Accumulative Achievement Record.-- A record is kept in the office showing the progress of each camper. This is prepared from weekly reports by activity counselors. A camper can paint on her belt, awarded at council ring in the early part of the season, the symbol for any achievement test that she has passed. This is her only record. This recognition, based on the weekly report of the counselors at council ring, is meaningful in building the camper's personality and making for a sense of achievement.

Camp Population.- Campers are drawn from more than seventeen states, coming principally from Louisiana, Mississippi, Arkansas, Tennessee, Ohio, and Florida. The summer population for 1939 was 125, of whom ninety were campers and thirty-five were counselors. Campers may be from eight to eighteen years of age.

The camp is divided into four sections, designated as: Pebbles, 8-11; Rocks, 11-13; Boulders, 14 and over; and counselors-in-training. The cabin group is composed of eight girls with two counselors, who are

primarily counselors and secondary instructors. In each cabin an attempt is made to assign returned campers with new ones. For the past three seasons there have been approximately forty percent returned campers.

Self-Government.- Campers share in the control of camp affairs through the camp council, composed of an elected member from each of the twelve cabin units. This council meets regularly. Each Sunday evening at council ring the member for the week is recognized. It has been traditional to appoint a new council member each week, so that each camper may have an opportunity for leadership. The functions of the council are: (1) to make suggestions in program planning, (2) to offer constructive criticism to aid in camper's growth in self-reliance, self-control, and tolerance, (3) to appoint a series of committees, such as a committee on chapel service, on council ring program, social affairs, and the like, and (4) to take over much of the administrative work of the camp community.

Leadership.- The counselor-camper ratio is one adult cabin counselor for every four girls and one activities counselor for every three. The total staff numbers thirty-five persons. Twenty-four are cabin leaders. The administrative counselors are: director, personnel director, program director, physician, nurse in charge of health service, dietitian, and three "cruisers." The primary function of the "cruiser" is to divert into organized camp activities the interest of girls found indulging in non-constructive forms of play. She works closely with the cabin counselor and personnel director. A second and more specialized function is to help the camper who is unable to make an adjustment to camp life.

Summary

Program and Philosophy.- The program is intended to meet the needs, interests, and capacities of each camper. There is no mass approach or mass regimentation. The camp offers a program which tries to meet the individual personal, social, and emotional needs of each of its ninety campers. A varied and flexible activity program allows the opportunity for development of decision and initiative in making choices daily from the scheduled activities. The program includes both the project and regularly scheduled activities. A middle-of-the-road philosophy is maintained.

CHAPTER III

GUIDANCE APPROACHES

Introduction

The method employed at Lake Lure Camp in the approach to the tasks of personnel guidance or behavior adjustment is the case method. This has become the most important technique of guidance, as the outcome of several years of experimentation. It conforms to the methodology of case study.¹

Case Methodology.- This method involves the gathering of information which is used by the guidance service in analyzing the difficult camp adjustments of the individual camper; and in conditioning the emotional and social attitudes in the direction of the more wholesome and socially effective behavior of the normal child. Thom advances the notion that the normal child is also a problem child. "Most children are normal; few if any are perfect."²

Mason, prominent in the fields of education and camping, states, "from start to finish, every camper, whether normal and well adjusted or the opposite, needs guidance."³

¹ G. V. Good, A. S. Barr, and D. E. Scates, The Methodology of Educational Research, pp. 265-75, New York: D. Appleton Century Company, 1938.

² D. A. Thom, Everyday Problems of Everyday Child, p. 44. New York: D. Appleton Century Company, 1929.

³ Bernard Mason, "Editorial," Camping Magazine. X(May, 1937), 22.

Development of Guidance Procedures.- A survey of the experimental development of various ratings and other techniques used in the guidance program follows. In the first summer (1932) during which a definite piece of character guidance was conducted at Lake Lure Camp, the suggestions given by Dimock and Hendry were followed.⁴ The Behavior Frequency Scale devised by Watson and employed by Camp Ahmek was used. During the second season (1933), the Watson Rating Scale was found too long and too subjective, and McCloy's scale for physical education situations was used with some revisions.⁶ (See Appendix.) In the third season (1934), no rating scales were used, but observational oral reports were secured and many counselors' meetings were held in which both theoretical and practical cases of behavior were discussed. This procedure was found not to be so satisfactory, since there was nothing objective to evaluate changes in personality and character.

For the fourth season (1935), a rating scale of twenty items, which was the outcome of several different ratings and much more objective in content, was employed (see Appendix.) Another scale used in 1936 and 1937, but omitted in 1938, was more objective than the scale in 1935 (see Appendix.)

For the season of 1939, a shorter rating scale emphasizing "socialization" or "psychological weaning" was devised. This was supported by descriptive anecdotes. These anecdotes showed inter-action between the girls in the cabin as revealed by their conversation (see Appendix.) The

⁴ H. S. Dimock and C. E. Hendry, Camping and Character. New York: Association Press, 1931. Pp. 392.

⁵ Goodwin Watson, Rating Scales (Occasional Studies, No. 2). New York: Association Press, 1927. Pp. 5.

⁶ C. H. McCloy, "Character Building Through Physical Education," The Research Quarterly of the American Physical Education Association, I (October, 1930), 91.

anecdotal recording technique had been used since 1935.

Rating scales requiring personal evaluations are difficult to use. Their cardinal value in an endeavor to carry out a mental health program is that they focus attention upon more significant aspects of behavior. They have been used at this camp primarily for diagnostic purposes. Among their limitations as measuring devices are the following:

(1) Co-counselors who make judgments differ in emotional maturity, insight into maladjustments, and training.

(2) Often counselors are unqualified to make sound judgments, lacking professional training.

(3) Valid judgments are almost impossible for such traits as attitudes of superiority or inferiority toward others.

The validity and reliability of the rating scale as a measuring device are questionable, due to the above reasons. On the whole, the reliability of behavior rating scales is open to question. Hartshorne and May in their Character Education Inquiry study, however, discovered that the index of behavior reached through an elaborate rating scale was as accurate as the corresponding index based on a battery of life-situation tests.⁷

From 1935 to date the most significant means of gaining insight into the needs of campers has been the use of the anecdotal records. Lake Lure Camp has depended on the analysis of behavior through the use of anecdotes or pen portraits in determining characteristic behavior, rather

⁷ H. Hartshorne and M. A. May, "A Summary of the Character Education Inquiry," Religious Education, XXV (October, 1930), 754-62.

than by an analysis through the use of rating scales. The behavior ratings which had been used were supplemented by the anecdotal behavior journal, beginning in 1935. The ratings have been omitted since 1937 in favor of the "gestalted" view obtained by more informal methods of appraisal.

Case Method Applied

Data concerning every camper are assembled in an individual record folder. The status of the individual is observed, data are collected, and a diagnosis made. Remedial procedures are applied with a follow-up. These steps conform to the requisites for case study techniques.⁸ The personnel procedures used in applying the case method follow closely Morrison's suggestions.⁹

Examination and Health Status.- A medical certificate from the family physician and a physical examination administered by the camp physician at the opening of camp reveal data that may be treated as having personality implications.

School, Family, and Social History.- Pre-camp interviews by the director or counselors, the confidential personality questionnaire filled in by parents, and contacts with other persons supply the needed data along with the information registered on the application record.

⁸ Good, Barr, and Scates, op. cit., pp. 565-75, 589-92.

⁹ H. C. Morrison, The Practice of Teaching in the Secondary School, pp. 618-39. Chicago: University of Chicago Press, 1931.

Diagnosis, Treatment, and Follow-up.- By the use of the anecdotal recording technique, along with incidental data, the camper's behavior status is analyzed and discussed by the staff. Situations and experiences to meet the needs are provided in the program and in cooperative living. The cabin leader reports to the cruiser about the follow-up. She checks to determine whether the suggested remedial measures recommended by the cruiser or personnel director have been effective.

Case Recording.- After the opening of camp the first technique utilized for analyzing the behavior status of the campers is the anecdotal behavior journal. The anecdotal behavior journal is the descriptive account of co-counselors who live intimately with eight campers and record significant acts and attitudes, revealing the physical and social adjustment to the cabin group. The counselors are given instructions on what and how to observe. The statement of purpose, directions, and suggestive items of behavior to be described in the camper's journal, as presented to the counselors, are reproduced below:

LAKE LURE CAMP

The Anecdotal Behavior Journal

Purpose: An observational record of campers' behavior, designed:

- (1) To increase counselors' insight into campers' needs;
- (2) To provide information and illustrative material for guidance service;
- (3) And to serve as a basis for evaluating changes in behavior, and for the summary report mailed to parent of camper's progress.

Directions: Significant incidents indicating what camper does or says are recorded chronologically by cabin counselors as well as their comments revealing group interaction. The following questions

are suggestive items for anecdotes:

Acceptability Status:

1. Does camper accept new in-group (her own cabin group) or refer constantly to home associates?
2. Does in-group accept camper, or is she unpopular due to:
 - (1) Quarreling - arousing antagonism?
 - (2) Lacking consideration and courtesy for others?
 - (3) Seeking limelight by bragging, boasting, showing off?
 - (4) Refusing to cooperate?
 - (5) Domineering, acting superior, bossy?
 - (6) Self-effacing, timid?
 - (7) Making alibis for mistakes and deficiencies?
3. Does camper mix well? Is her friendship desired by other than cabin group?
4. Is camper poised in girl-boy affairs?

Socialization.

Does Camper:

1. Accept willingly cabin duties: Making bed, laundry lists, sweeping, etc., and not expect help from others in activities that should be done alone?
2. Make decisions and not rely always upon counselors' opinions (indicating over-dependence?)
3. Contribute suggestions which are recognized and accepted by group?
4. Cooperate readily and serve willingly in cabin projects, stunts, and songs?
5. Volunteer for service for good of group?
6. Assume leadership in group?
7. Make good on responsibilities and develop unfinished tasks?
8. Have a sense of achievements, confidence in own ability, and meet problems without turning to others for help?
9. Always conform to and obey rules and regulations?
10. Have courage of her convictions, or is she always a "yes" camper and follow in-group or cabin-mate from home town?
11. Accept criticism and guidance of counselor, profiting by it rather than always making alibis?
12. Have self-control in annoying situations?
13. Seem neat, clean, and orderly and careful with belongings?

Excerpt from Camper's Journal.- The excerpt reproduced is an illustration of the counselor's first observational summary made after three to four days of camp; it includes also the daily anecdotes recorded by the cabin counselor, as well as the final synthetic summary.

Bobbie is a new camper in the counselor-training division. She is adaptable to the campers and very friendly to the girls. Very conscious of her appearance and is affected in her manner--rather braggadocious of her "numerous abilities" and knows something about every skill mentioned. She talks constantly of boys and parties and acts sophisticated. The other cabin members aren't much concerned about such sophistication and politely ignore it. She often refers to her counselor-in-training duties and holds herself above the other girls' level. She doesn't assist in the cabin duties very well--usually is primping before the mirror.

July 4th - Not interested in going to boys' camp for picnic. However, had a grand time and met some of the older boys.

July 5th - Boys, boys, and more boys. Talks too much of sophisticated affairs. Doesn't seem to influence the others.

July 6th - Sits at dressing table and hasn't swept the cabin yet. Forced enthusiasm over skills but can't swim well.

July 7th - Assumes too much authority, as a counselor-in-training. Tries to make cabin-mates eat what they should at the table and they resent it.

July 8th - "Up in the sky". Thrilled over being able to ride Charley, one of the spirited horses, but disgusted that she isn't allowed to go out on a date.

July 9th - Resting in the hospital with a cold.

July 11th - Out of the hospital. "I am going to take it easy for I don't feel very strong." However, managed to be released from hospital in time for square dance for one of the visiting camps.

July 13th - Held her head during meals and wouldn't eat lunch or dinner. When I suggested that she go see the nurse she replied, "Oh, I have just had too much to do in decorating for the barn dance." She really made a gingham dress for one of the cabin-mates and did participate in the decoration.

July 14th - Slept all afternoon. One of her cabin-mates called her, "the glamour girl". She outwardly protested but seemed inwardly pleased at the remark.

July 16th - Taken quite a fancy to one of her cabin-mates. (Hope this will prove beneficial).

July 17th - Borrowed from her new friend a shirt. Judge it was necessary as she leaves her own clothes scattered about and they get soiled.

July 18th - Accepted the L. L. C. challenge at council ring. Hope it will be an inspiration. She doesn't discuss or ask questions about the ideals or camp as do her cabin-mates.

July 19th - Appeared willing for her turn at sweeping, but did not do it very successfully.

July 20th - She is overly polite and gushing to people she wishes to cultivate but glares rudely and is abrupt to those she doesn't like at the table.

July 21st - She isn't assuming her responsibilities very seriously; late in the craft shop and is not doing any more than is suggested in the cabin.

July 22nd - Continuously puts her things on friends' bed and is quite untidy.

July 23rd - Executed a clever bit of design on the donkey's head for the play. Received much praise from her acting in "Midsummer Night's Dream".

July 25th - Objected to the idea of one of her cabin-mates being moved out and changing places with one of the girls who attended her school. "I just can't live with her. It just can't be."

July 26th - She talked a great deal to the cabin about objecting to the change and that they should have a discussion with the director.

July 27th - Nothing more has been said since change made and all seems quiet again.

July 28th - She avoids doing cabin clean-up by being oblivious to it. Frequently sits on her bed and reads or fixes her hair until asked specifically to do something, then she seems delighted.

July 29th - One of the G. I. T's asked if she would take her turn and get the horse from the stable. She reluctantly put down her writing which she gladly reassumed without comment when several of the cabin-mates volunteered they would like to go.

July 30th - Wrote a song for the cabin contest. She is falling in line and trying to follow good examples of her cabin-mates.

July 31st - She is more natural and not as affected. Doesn't pitch voice low as frequently.

August 1st - Inwardly flattered on having a part in the carnival program and tried hard. Performed very humbly before the group.

August 2nd - Attending Hendersonville horse show. Talk of the cabin the last few days.

August 5th - My criticisms of her uncooperative attitude have been effective. Especially in morning clean-up and promptness.

August 15th - Continues to show improvement in her attitude toward the group. Does more thoughtful things for the group.

August 20th - Making an effort to adapt herself to the cabin projects. She likes being given something especially so that "she can show her skill". Has been very conscientious in her duties when given a task to do.

August 21st - Has been working very hard on decorations and invitations for the party, especially when others have failed to show up.

August 22nd - Stopped to fix one of her cabin-mate's hair. Difficult task, yet patient in spite of the fact that she was ready to go down for the party.

Cabin Leader's Synthetic Summary.- Bobbie has made much progress in camp, especially the last few weeks. She has forgotten herself to a great extent. She is not as affected; having come down to reality, she is better liked, not only by her in-group but others. Receiving recognition for her dramatic and artistic abilities has done much for her attitude.

She is still untidy and doesn't cooperate unless she has something important to do. In smaller everyday things she leaves the responsibility to others. As soon as she comes into the cabin she sprawls on the bed and is oblivious to others while reading. She isn't prompt to activities and

has participated only in riding and swimming and some tennis. However, she has spent more than two hours a day in the craft shop, as this is her special interest.

In some measure she has overcome her grandstand play and affected mannerisms. She is apologetic in a catering manner when her attention is called to her thoughtlessness. She is still self-centered, but the growth has been marked in that the group accept her and even seek her companionship. One might better understand her growth after her confidential remarks: "I think that Lake Lure has taught me to have better self-control. I hope I've learned not to say unkind things and not to be affected. I want to go on improving in every way. I think camp has made me want to improve and I want to thank you for giving me the initiative."

Guidance Procedures in Effect at Present

Personnel Procedures.- As shown in Table I, there has been a gradual development of the following personnel procedures which are now in effect at Lake Lure Camp.

- I. Confidential information is gathered from parents, teachers, doctors, and other persons who have had contact with the camper, by means of the following:
 - a. Confidential questionnaires filled in by parents (see Appendix).
 - b. Social case histories worked out by camp director from sources suggested above in pre-camp interviews and data from application blanks.
 - c. Scrutiny of medical and health records from family physician and consideration of physical examinations given at the beginning of camp. (The information is treated as having personality implications, as well as being used to limit program activities.)

The personnel director and guidance counselors use these data in assigning campers to cabins and in helping counselors become acquainted with their cabin groups. The assignments are made on the basis of chronological and physiological age, social development,

- friends, and proximity of areas (for carry-over friendships).
- II. Anecdotal behavior journals are kept daily and summarized periodically by the camp counselor, with occasional supplementary records by activities counselor, and by sectional leaders. These are the most important sources of information about the camper's physical and social adjustment to camp and about incidents which reveal personality traits and problems.
 - III. Socialization scales are checked at the end of the first, fourth, and eighth weeks of camp by two counselors for every girl.
 - IV. Counselors' meetings are held to deal with cases of imaginary and actual behavior and making suggestions for possible solutions of behavior needs.
 - V. Camper interviews are given when necessary to gain rapport in solution of maladjusted behavior. Frequent individual camper-counselor and director conferences and evening cabin group discussions about adjustment are also held.
 - VI. Cumulative activity reports indicate progress in skills. Activity counselors announce the passing of achievement tests at council ring. (The standards in these tests have been compiled by joint planning of activity counselors and program director and fit the needs of the camp under study. The camper is allowed to paint on her belt in the craft shop, the symbols for the achievement tests.)
 - VII. Weekly report cards, mailed to parents and filled in cooperatively by camper and her cabin counselor, report activities, interests, health, habits, and attitudes (see Appendix).
 - VIII. Summary parental reports are prepared at the end of the season

indicating growth in personality, health, skill, and achievement.

Sources of data are the anecdotes, the cumulative health reports by nurse, and the achievement reports.

IX. Testimonies from each camper on "what camp has done for me" are submitted at the close of camp.

Cumulative Individual Record Folder.- The anecdotal records are assembled along with the other records, confidential personality questionnaire filled in by parents, health reports, behavior ratings, skill and achievement tests, notes on socio-economic status, and other significant incidental data into a cumulative individual folder. This folder is accessible to all staff members and is kept in the counselors' work room. The personnel director and the cruisers are the administrative officers who check and use this material regularly. Written testimonies from the campers are obtained at the close of camp. The cumulative health and achievement record, in addition to the parental summary report of the summer's experience, are filed in the campers' cumulative individual record.

Summary

A thorough program of personnel analysis and behavior adjustment is in operation at Lake Lure Camp. The description of how Lake Lure Camp approaches the task of personnel guidance has been indicated. It recognizes the supreme worth of each individual and deliberately seeks the growth and creative expression of a camper in terms of her individual abilities, interests, and aptitudes.

CHAPTER IV

THE CONTRIBUTION OF THE CASE METHOD TO INSIGHT INTO THE EMOTIONAL AND SOCIAL NEEDS OF THE CAMPER

Introduction

Significance of Socialization in Camping.- The summer camp is unequalled in its opportunity for the socialization of behavior. Every effort should be made to guide the social and emotional adjustment of each child in an attempt to bring about happy, successful living in camp. The need for guidance is a crucial one in camping today. In order that the program may be individualized, an intelligent effort must be made to guide the behavior of its campers. A guidance service is necessary for the best development of every child, whether she be normal and well adjusted, or the opposite. Essentially the task of guidance is to help every child develop her potentialities, as well defined by Strang:¹

Guidance is the process of studying the individual and bringing to bear upon him all those influences which may help him, through his own effort, to develop intellectually, physically, socially, and morally, to the optimum extent of his capacity for growth and service to society.

Functions of Counselors.- The most important kind of skill needed in a summer camp is skill in dealing with children. The discovery of character needs, the promotion of satisfactory adjustment, and guidance in individual development are the primary functions of the counselors. Guidance in camp may be broadly defined as the provision of those educational

¹ Ruth Strang, "Guidance at Camp," Camping Magazine, IX (December, 1937), 10.

experiences which help the camper through her own efforts to develop desirable and satisfactory personality growth.

The Common Approaches to Counseling.- Two methods of approach have been prevalent in individualizing summer camp programs for the past decade:

1. Counselor observation of the camper without use of specific techniques.
2. The use of specific techniques such as tests, recorded descriptions of behavior, and behavior rating scales, and other information secured about the camper.

Experience of Lake Lure Camp With Records.- The counseling program at Lake Lure Camp is based upon the assumption that only through the use of detailed written records can adequate insight and understanding of the camper and her problems be obtained. The educational aim of the camp determines the records necessary for basic information in the service of guidance.

Limitations Upon Case Study Approach.- The anecdotal records have helped in diagnosing the problems of campers. No adequate clinical diagnosis can be made, however, since this is impossible for a camp situation. The camp must take the camper as it finds her and do what it can with the information secured about the camper from interviews conducted while campers are being solicited, and from parental questionnaires, incidental data, and observational records kept by counselors. An ideal clinical case study is not possible. Camps do not have available the family history and genetic

development of the child. Lake Lure is no exception in its use of personnel records. There are certain limits beyond which the camp cannot go.

Function of the Cruiser.- The cruiser has access to the personnel records kept in the counselors' work room. It is her duty to make a study of the anecdotal behavior journal and typical information included in the individual record folder of those campers who find great difficulty in making an adjustment to camp life. After this study, supplemented by conferences with the cabin leader and observation of the camper (without her knowing it), the cruiser makes remedial suggestions. Usually these are made directly to the activity counselors and followed up by the cabin counselors.

Values of Anecdotes.- The anecdotes suggest "hunches" or leads for guiding and working with campers. Their important function is sharpening the judgment of counselors and contributing understanding for the individualization of the camp program. They do not give conclusive evidence in themselves, and do not lend themselves to statistical treatment. The guidance values which have accrued from their use over a period of five years may be cited as follows:

- A. They supply data to the cruisers and the personnel director as a basis for tentative analysis and formulation of a method of treatment by the counselor.
- B. They supply needed data for the director's counseling in camper interviews.
- C. They aid the counselor in the personal interview with the camper.

- D. They furnish data for pre-camp conferences of the director with the staff; also, the records are used to assist in handling returned campers.
- E. They aid the director in:
1. Developing staff leadership,
 2. Providing more fruitful contacts and conferences with the staff,
 3. Evaluating the counselors,
 4. Enabling individualizing of program, and
 5. Giving a basis for staff meetings and discussions.

The records have been studied individually and are largely presented in the form of individual reports, as illustrations of the possible values of the anecdotal behavior journal. Analysis and treatment necessarily run together in these case sketches; for, in point of fact, the camp personnel has to do something the moment the adolescent becomes a camper.

A transcribed individual record folder of the original data used in making one of the case sketches or individual reports is included in the appendix. All of the case sketches in this chapter are submitted as evidence of the value of the anecdotal behavior journal as a guidance technique.

Value in Diagnosing Problems and Formulating Plan of Treatment

Value to Cruisers and Personnel Director.- The anecdotes supply data which are needed by cruisers and the personnel director for increased

insight, in order that these guidance officers may make a tentative analysis, formulate a method of treatment and assist the counselor to direct and redirect unfavorable behavior patterns. The following case sketches, organized from counselors' anecdotes, show the value of the anecdotal behavior journal as a guidance device from the angle of diagnosis and treatment.

*
Case I: Jane - A Problem of Self-Consciousness.-

Initial Status.- Jane first came to camp when she was fourteen. She was overgrown, adolescent, homesick, and talked constantly of her parents and friends at home. Her mother and father drove to camp with her cabin counselor-to-be who had been one of her teachers that year. The parents thought Jane to be a capable girl who needed to mix with children and not be satisfied always with adult company.

She was likeable and was accepted by her in-group, but she spent an endless amount of time writing letters. She did not participate in activities, and with much persuasion her counselor (of whom she was very fond) persuaded her not to remain in her cabin after rest hour writing letters, but to go along with the golf group. Her mother was anxious that she learn how to play. Jane was reluctant about taking any of the hikes. When she did go, she seemed to tire easily and spent the afternoon in bed, remarking to her counselor, "I have had the best time all day, just staying in, writing letters, and listening to the radio."

Her counselor talked to her about the need of being a good mixer. One should not stay in the cabin all day writing letters. Jane told her, "I know you are right about correcting me for sending so many letters home and not trying to make new friends here. I am honestly going to try to mix more and not miss the folks at home so much." She made an effort for a short time, but soon dropped back, being perfectly content in reading or writing and seeking only the company of her counselor. Frequently she went walking with the counselor rather than participate in evening recreational games. On overnight hikes no one from the cabin asked her to be a bunk-mate, so she always slept beside her counselor. She seemed to lack self-confidence and to fear making advances to the in-group to promote her acceptability status. She did not have one close friend.

* All cases discussed in this dissertation are numbered consecutively, without reference to chapters.

Diagnosis.- The anecdotal records were used in diagnosing this case. All of the facts noted above were made matters of record in Jane's behavior journal, by the cabin counselor. They were filed in the counselors' cabin and were there inspected by the cruiser. The cruiser noted the counselor's report that Jane was having difficulty making adjustment to her cabin mates. She also noted the concern with writing, and the desire to stay in the cabin. By personal observations, the cruiser confirmed these reports.

Remedial Program.- After conferences with her cabin counselor the cruiser suggested assigning her to a definite job which would result in her being forced to leave the cabin and mix with others. Since she was interested in writing, it was decided to make her a reporter on the paper. This forced her to circulate and make advances other than in her in-group. The program director secured one of the counselors-in-training to encourage Jane to be her buddy in a recreational swimming period in the afternoon on the cruiser's recommendation. Although she was a good swimmer, she never had gone because no one in her in-group had asked to go with her.

Evidences of Improvement.- Both of these measures were of value, and there was evident growth in her ability to mix with others.

At mid-season when her father and mother came to see her, Jane cried. This is a rather natural reaction for one who had pent-up feelings of homesickness, but she wanted to go for a short ride with them immediately. Her parents asked her if she wanted to leave, and she said, "No", an evidence of a definite growth in psychological weaning. She volunteered to announce the stunts and on the following Sunday had a part in the council ring services. She was eager to accept responsibility: "I want to work hard so that I can be in counselor-in-training next year." She expressed herself, "I love camp more all the time and really want to take part in everything." She did not talk of home in her conversation to her cabin-mates so much. She worked diligently on her life-saving and passed the Junior Life Saving test. She attended one of the functions at a neighboring boys' camp, but very reluctantly, but on returning she said, "It was one of the loveliest parties I have been to."

The security she gained from being accepted helped a great deal in transforming her attitude toward the group. She was not so retiring, and there was evident growth toward being a better mixer, not only in camp but in girl-boy affairs. She was still conscious of her size, however, and continued to be until she had a sense of achievement and of security in her group. But the camp experience aided in weaning her psychologically.

Continued Use of Records.- Previous records on Jane were given to the counselor who was to have the leadership of her for the season. Her duty was to study these and discuss them with the personnel director, in order that she have a clear understanding of the specific objectives that camp was desirous of obtaining.

Follow-up in the Second Season.- There was an interim after the season, but upon her return she was placed in the counselor-training group, one of the recommendations of the previous season. She was very capable in swimming, riding, and tennis, but because of her size, she was reserved and made no close friends. The opportunity of having tasks which gave her a sense of achievement and recognition from the group took away much of this self-consciousness.

Jane spent a great deal of time as a junior Red Cross guard on the waterfront and was enthusiastic about golf. She helped the instructor keep scores and give instructional lessons. She took actual leadership in assigning certain numbers of the group to lessons on certain days.

She cooperated in cabin projects and showed much more leadership in offering suggestions. Frequently she volunteered her services to the cabin group and met all responsibilities well.

Final Status.- The season closed with definite growth in Jane's socialization. While it will take much more group living and participation in group affairs to help her secure poise and more aggressiveness, she is a changed girl from the very self-conscious Jane who first came to the camp.

Case 2: Marjorie - A Problem of Timidity.-

Initial Status.- Marjorie was in camp two seasons, when she was fifteen and seventeen. She was quiet, timid, attractive, and always pleasant. This was her first experience away from home. Being from a large family, she adjusted herself in an unassuming way. She was frail, not yet physiologically matured. She did not swim, ride, play tennis, or have any skills girls her age have. She had a fear of water.

Diagnosis.- The personnel director observed that Marjorie was having difficulty in learning to swim. She had a fear of the water and would not relax or respond to the instruction. The cruiser reported that after a study of her journal and personal observation of Marjorie, she was convinced that Marjorie needed individual attention in skills to help overcome her timidity.

Remedial Program.- The personnel director had solicited her for camp and was interested in Marjorie's overcoming a fear of water. She took advantage of the opportunity of knowing her previous to camp and succeeded in developing rapport. She "buddied" with her during the swimming periods for several days. During the recreational swimming periods she offered suggestions and increased her confidence in herself by praise for that which she was practicing. She applied herself diligently but her progress was slow. She was excited, however, that the director was helping her with swimming. "Oh, I am doing so much better," she said, and seemed not to be as afraid.

The cruiser recommended to the fine arts department that a part on some of the arts' night programs possibly would be of value. She needed group approval, for thus far she had not gained any thorough recognition by her skills, as had other girls. The dramatic counselor gave her a leading part in "Snow White and the Seven Dwarves." She was praised for her characterization of Doc, and it brought her great satisfaction. She was not enthusiastic in attending joint affairs with boys, as one her age should be. This was due to her late physiological maturation.

Evidences of Improvement.- During the summer she was quiet and careful not to disturb any of her cabin-mates on Sundays when she had to get up early for mass. Near the end of camp she swam one hundred yards. She beamed when the camp sang to her for the accomplishment. But she was forced to leave camp early, due to a sudden serious illness in the family. She was calm at receiving the news and showed much more self-control than expected. She regretted not being able to stay the eighth week to enjoy the closing events.

Her parents were pleased with the increased self-confidence that was noticeable in her. An adult friend reported that upon her return, she was enthusiastic about all the things she had learned at camp and came in especially to give an account in glowing terms. "Camp helped me very much. I learned many things. Look how brown I am and how fat too. I can't wait to go back next year."

Continued Use of Records.- The counselor studied her journal and was asked to report especially on her adjustment to new cabin-mates. She needed to be encouraged to apply herself in instructional classes, for she became discouraged easily, as all the girls her age far excelled her.

Follow-up the Second Season.- Marjorie returned the second season, the same sweet child, but still definitely a follower, needing a great deal more self-confidence. She was conscientious about anything that she undertook, if it were her cabin clean-up duties or her activities. She was helpful in suggesting things to the new campers. What she wanted to do, she never let interfere with anyone else's pleasure. She had not much initiative. "I'll wait to see what the others in the cabin are doing," was her attitude. She was a decided follower.

Remedial Suggestions, Second Season.- The cruiser recommended that she be given special attention in swimming and any possible opportunity of participation in some of the Sunday recreational water meets.

She was one of the buff team entries in the newspaper race. She had learned to swim quite well, using the back-stroke, and she was very excited at winning a place in the stunt water meet. She did not say anything, but her facial expression was one of keen satisfaction. "I am making so much more progress in all my activities this year than I did last, because I got such a good start last season." She showed her lack of

self-confidence frequently in the craft shop. "You think I can do that?" was the question about a metal project. Everytime something came up which she was not sure of, she said, "I am not any good in this kind of stuff." Evidently she was bolstered by her instructor's encouraging, "Sure you can!" Once she came out with a surprising remark when painting on the tee-pee and suggested, "Let's use more yellow and red. I don't like too much of the dark color." This came as a shock, for she never said half of the things she thought. She was always so afraid of not having them accepted by the group. After making a suggestion she usually qualified it with "Oh, I don't know." Marjorie still lacked self-confidence, even though she had progressed nicely in many of her activities. The cruiser recommended a special trip to be planned to care for the girls who had recently passed their canoe tests. Since she had just passed the canoe test, Marjorie was surprised at being allowed to go and remarked, "Do you really think I can paddle well enough? Last year I couldn't do anything. Now I can swim and even ride fairly well. I am going to swim and ride after I get home."

Evidences of Improvement.- She showed marked development in self-reliance. The mastering of several skills helped her overcome this shyness and lack of self-confidence which made her hesitant to express her ideas and convictions. She was aware of her timidity and made a real effort to be more positive in her conversation. "I have made a very conscientious effort to express what I think and not always do what others say. I believe that camp has helped me a great deal," she wrote. She was very ambitious, a hard worker, and yet always considerate of others. Marjorie showed great improvement and development, not only in her skills, but in her general attitude by not being afraid to meet new situations. This made her more self-reliant, although she still needs many group situations to develop initiative and leadership.

Value in Diagnosing Problems and Controlling Conference

Value for Director-Camper Conference.- The anecdotal method supplies needed data for the director in her counseling in camper interviews. The records provide material which makes the director's advice more worthwhile and personal for the individual child. The following case sketch shows how the director was able to control a series of conferences by:

- (1) Taking initiative,
- (2) Making a tactful approach,

- (3) Maintaining rapport,
- (4) Suggesting remedial steps.

Case 3: Anne - A Problem of Compensation.-

Initial Status.- Anne's first season in camp was when she was eleven. She seemed to adjust herself well to the in-group and did everything that was requested. The counselor thought her friendly, with a nice disposition, but soon discovered that this first impression was wrong. Anne began to do small things which antagonized the group, teasing, bullying, and quarreling with others frequently, and she held herself apart from their companionship.

Her mother was a counselor for a different group, and Anne's older sister excelled in all activities, not only at camp but at home. There was in this young child evidence of many defense reactions for compensation. She would not follow the instructions of counselors and do as she was told until she was "good and ready." Often, breaking the rules of rest hour and taps was her means of getting noticed in the group. Frequently at cabin clean clean-up times, she failed to cooperate by not even showing up to help. She was sent to the director for conferences which seemed to have an effect for several days, but then she fell back and used again her techniques of breaking regulations and her only means of being noticed especially. She had an uncontrollable temper which, with great difficulty, showed some improvement.

Diagnosis.- A mistake in cabin assignment had placed her with two of the most popular and capable campers in the section. Not knowing Anne's background sufficiently, the camp had unfortunately aided in these compensations which she used in order to get the limelight. She refused to cooperate with these two girls who were accepted entertainers in stunt nights and evening programs. If Anne did not like what they planned, she would have nothing to do with it.

Remedial Conference.- The director after a conference with the cabin leader made a study of the journal and had a talk with Anne. She suggested that she move into a group where she could adjust better. These cabin-mates were from the South, and already had participated in boy-girl affairs. They were much more sophisticated, and also had had camp experience for the last two seasons. Anne was much happier in the new group, but she continued to try and lead, and when thwarted would sulk. She at least was more cooperative in cabin regulations, and the change was believed more satisfactory.

Follow-up.- She was assigned to a cabin with six new campers, and only one former camper, believing that the opportunity of leadership was her need. Her counselor was given in addition to her journal of last season, some suggestions to help cope with her defense mechanisms.

At the second season she returned, desirous of changing her name, so was called "Tommy". "Knowing the ropes," she told the other girls the "how" of everything. At first she seemed helpful and cooperative, but soon the girls again complained that "Tommy" was not in the cabin enough and did not mix with them. Instead, she constantly sought company of older girls. She often took the lead and organized stunts, but if the group did not follow her idea exactly, she sulked. She clashed frequently with one of her bunk mates who displayed a bit of temper, as she did. This continued until the personnel director advised a change. Tommy was told that she would be moved to another cabin.

Remedial Conference.-- She would not accept the verdict of the counselor, and in a long conference with the director, she argued about the change. Finally the director told the girl that if she were really interested in her own growth and in learning to control her temper, it would be best to remain and not run away from the situation. She remained in her original cabin, and for several days everything was calm. But soon antagonism began again in the group; Frequently Tommy bragged about her ability as a swimmer, because she had been placed in one of the most difficult water formations. She was advised by her counselor not to talk continuously about herself. She fought with the leader and would not respect her judgment. Whenever her duties arose in the cabin, she slipped away and was found with other campers who were recognized leaders. It was well that one of her cabin-mates was able to hold her ground against her. Although it was unpleasant for other members in the cabin as long as the other girl was the recognized leader, there could be no conflict. Many conferences were necessary to regain harmony, all of which were aided through the study of the cabin-mates' journal as well as Anne's journal.

Tommy satisfied her desire for the limelight by identifying herself with capable and recognized members in the camp. She showed some slight improvement, but the constant changes from intense joy to moody moments prevailed throughout the season.

Follow-up.-- The personnel director and the guidance counselor were of the opinion that her maladjusted behavior was a case of compensation. Her sister was the thorn in the flesh. The mother, too, wished that she might receive as much approval as this older talented sister. It was decided to give her leadership opportunities again. Two former campers, both non-aggressive, and five new ones were her cabin-mates.

Remedial Program.-- For the third season the cabin assignment was not satisfactory to her and she wished to change. After a conference with the director she realized that she had been placed there for the opportunity of growth, and she fulfilled the challenge. She was given many responsibilities and was pleased when praised or recognized for accomplishments. That was exactly what she needed.

Evidences of Improvement.- The cabin group liked her and respected her suggestions. She tried hard to control her temper and did not always insist upon having her way. She took several of the young, homesick campers under her wing and helped them make satisfactory adjustments. She displayed a much better cabin spirit and was chosen frequently by the group as council member. She worked diligently to make her cabin party a success and was chosen to be Professor Quiz, which gave her a bit of recognition from the entire group. She encouraged the girls to cooperate in keeping a neat cabin so that they would get better inspection grades, and she always was the one most relied upon by her cabin counselor.

Tommy was quite happy over the attention received from one of the boys at a party with another camp. Her whole attitude was different this season, and she was helpful on overnight trips and did not have to be waited on as before.

She was sorry when she lost her temper and was frank in apologizing, a real growth on her part from her former alibis. She was the one who built the cabin esprit de corps and led in observing the regulations. Whenever she got into mischief, she was honest and never hesitated to confess the wrong she had done.

Follow-Up.- Anne's record had evidenced such marked growth her third season, that the personnel director gave her an opportunity of group leadership for the fourth season. She was placed in the counselor-training division, for now she was quite mature for her age. The staff believed that this recognition would help more in redirecting the old unfavorable behavior she had used to secure notice. It resulted, however, in having frequent conferences in order to make her realize that her cabin duties were important and that, because she was an old camper, she should not expect the others to fulfill the many necessary duties for her. It took many conferences to remind her that if she were to be older in ways and associates, she must prove it in judgment and acceptance of responsibility as well. The approach was made through her counselor-training, which was important to her. She was told that if she were not ready for cooperative living after four seasons, she certainly was not ready for counselor-in-training leadership opportunities.

Evidences of Improvement.- She accepted the criticisms from her group well by replying, "Will you try to help me improve? I don't want to be constantly reminded to be prompt and to put out my light or to fill my activity schedule." She still liked to do things when she was ready and not before, and when corrected she would yell, "For crying out loud," in a most disgusted tone.

Her health record indicated acne, and she had been advised not to eat rich foods. She resented correction from her counselor about her silly choice of foods. It was with much difficulty that her cooperation was gained toward a proper diet.

She showed much growth in cooperative living in comparison with former seasons and joined in cabin work for stunt night and other programs. Still she has not overcome the feeling that "she is more grown up than she really is." All of this has resulted from an early physiological maturation and a desire to excel and receive recognition as well as her attractive sister, but she even yet resents remarks made in the way of correction. She has shown a decided growth in self-confidence, which was due to recognition from the group for her ability in aquatics.

Final Status.- The cardinal growth was in her endeavor to overcome the big fault, her idea that special consideration should be given her because she was a "counselor-in-training." Her activity record in team competition on Play Day and in water meets showed her meeting defeat gracefully, offering no excuses for losing the back stroke race or letting down her team in archery because she had not practiced.

Her parents are pleased with her camp experience and her marked growth in self-control and consideration for the other members in the family.

Value in Diagnosing Problems and Advising Camper

Value for Counselor-Camper Conference.- The anecdotal method aids in the most important single advisory task of the counselor, that of the personal interview with the camper.

The cabin leader can aid the camper in evaluating her own personal goals in the light of her strengths and weaknesses and in recognizing her own personal needs. Help from the outside is nearly always the greatest factor in solving the problems of personality adjustment. By referring to the records for personal interviews and cabin conferences, a counselor can be of more valuable service. These sketches of an aggressive and a non-aggressive camper are submitted as typical examples.

Case 4: Catherine - A Problem of Aggressiveness.

Initial Status.- Catherine first came to us when she was thirteen. Previously she had camped in the East and had found it a disagreeable experience. She was a very beautiful girl with a great amount of outward

self-confidence and poise. Really, she adopted a superior attitude to compensate for her inability in many skills. She talked incessantly about her friends at home and was tactless in her derogatory remarks about Southern girls.

She was chronologically younger, but much more mature and poised than her cabin-mates. Most of them were in counselor-in-training and had duties to perform which made her feel she was being left out. This made her more domineering and self-centered in many of the opportunities that would enable her to gain the limelight.

Diagnosis.- The counselor discussed her behavior with the personnel director who aided her on the approach that she should take in her conference. It was necessary to make Catherine realize that her critical manner was not liked by her cabin-mates and that it was resulting in her loss of their friendship. She must help her realize how important it would be to her to gain proficiency in a camp skill.

Remedial Camper-Counselor Conferences.- The counselor helped her to see the need for achieving a real sense of security from performing some camp skills well, not to achieve limelight from derogatory criticisms about the group or by placing herself as the lead in all of the stunts. Her ideas were really the germs for cabin projects, but others resented her ability and beauty.

Evidences of Improvement.- She was responsive to the suggestions offered by the leader and never seemed to resent the criticisms the counselors gave her. Her belittling attitude and critical remarks were not as frequent. She still, however, impressed her leader with a preoccupied air and superior attitude and a failure to enter into the conversation of the group. But she was ready to put forth her effort in the cabin programs and liked to talk about her success in them afterwards. She was heard remarking, "Caroline likes to be in everything." This was really a case of projection. The criticism she had given one of her cabin-mates should have been for herself.

The cabin counselor frequently had interviews with her, for although she entered enthusiastically into all the activities, she had the feeling of not excelling in her activities as did her cabin-mates.

She felt deep admiration and love for her cabin counselor, and the influence of this person did much for her development and consideration of others. The record shows that the conversations which formerly always ended about herself seemed now to praise her cabin-mates. She became loyal and morally indignant if her in-group were criticized. This was a definite growth in interest for others; formerly she had been concerned with self only.

Follow-Up.- Staff discussion recommended that recognition be given Catherine in the counselor-in-training group in order that she might

become more group conscious and less self-centered. She had not excelled in any of the skills, but her journal revealed how creative and artistic she had been. She was given this opportunity.

Catherine had leadership potentialities which sometimes came through and other times failed. She seemed unable to forget herself. The compliments she received from people had made her vain and self-conscious. She was domineering with one of the cabin-mates from her own home town whom Catherine expected to wait on her and run errands for her. She frequently referred to "the gang back home." She liked attention and sometimes unconsciously did things to draw it to herself. She was inclined to be self-assertive. She took her position as a cabin council member to be a boring job which must be done, and she was pessimistic about the cabin's side show and clearly showed it. But she led the group in cleaning up the lodge after the circus and insisted that it be done thoroughly. Her references to her home town with a slightly superior attitude seemed to be in retaliation against one of her cabin-mates who frequently talked of her friends at home.

When criticized in the lemon party about her managerial qualities, she explained, "Coming from a large family where you have to grab what you feel belongs to you makes you carry this attitude into camp."

Evidences of Improvement.- She seemed to fit into the cabin group more as an integral part and less as a leader. She was endowed with an unusual amount of initiative and accepted responsibility well. But campers did not love her or even like her as much as they did other girls. Yet, she did more than her share in cabin clean-up. Her tendency to point out what each one should do took away from the appreciation. One gained the impression that her cheerful attitude and disposition were a little forced. She always expected to have the feminine leads in the stunts and usually had them. She was quite self-critical and really tried to improve herself and not force herself and tastes upon others. She did not take the leading part in cabin discussions because of this. She was complimented by her cabin for her pride in its appearance and for how much she did in helping make it the cleanest on the hill. To adults she gave the impression of being smug, although her cabin-mates did not seem conscious of this quality. They accepted that as her personality.

Final Status.- By the end of the season Catherine was more one of the group and not so much the dictator. She still was always sure of herself and accepted responsibility and had plenty of initiative, but she did not go out of her way to make friends among the new girls outside of the cabin. She succeeded better after it was pointed out to her by her cabin-mates that she was so aggressive and that they resented it. In some matters her restraint of self-assertion became a smug silence, and when she believed in something, she was so convinced that her mind was closed.

The camp personnel are of the opinion that this very beautiful girl compensated with offensive and aggressive behavior patterns because she was not accepted by her group. She did not have the mastery of any skills, and she did not particularly care about camping. She had a definite aesthetic sense and both played the piano and acted well. Secretly she longed to be popular with boys but seldom was noticed as much as her chum, who was less attractive but had a dynamic personality.

It is hoped that Catherine's growth will carry through into her associations in school affairs and that she will not continue to satisfy her ego by dictating to friends whom she thinks she is mothering by her advice.

Case 5: Helen - A Problem of Non-Aggressiveness

Initial Status.- Helen was in camp two seasons, when she was thirteen and also fourteen. She was chronologically the oldest in her cabin but decidedly younger in actions. She was a retiring but very independent girl, often exhibiting stubbornness, as she enjoyed being made to do things. She followed the crowd and showed no initiative. She did not care about activities which took much energy and spent a great deal of her time sleeping. Her cabin-mates were amused, especially once when she went to bed without undressing. She always joined enthusiastically in projects but was never aggressive. She remained close to one of the cabin-mates from her home town. She was very interested in boyish activities such as wrestling and fishing, and quite often could be seen with hook and line at the lake or wrestling around the camp fire on overnight hikes.

Diagnosis.- The cruiser noted the counselor's report that Helen often fell asleep while attending assembly or waiting for meals or almost any place where she could relax comfortably. She also noted Helen's interest in fishing. After a conference with the health service, she was assured that the general lassitude was due possibly to her difficulty in making the climatic change and to an adolescent growth stage.

The recommendation to the counselor was that she continue to make an accurate report to the health service about Helen's physical adjustment and that she encourage her into activities and not let her remain in her cabin to read or sleep.

Remedial Camper-Counselor Conferences.- The counselor made Helen realize that unless she participated in some of her activities her parents would be quite disappointed in her camp experience. She encouraged her to spend time in riflery. It was not fatiguing and was a skill that she would enjoy as she could go hunting with her father. Also, as the girl seemed to enjoy being out-of-doors, the counselor told her to join a woodcraft group and to gain the experience of the nature hikes.

Evidences of Improvement.- She responded to the counselor's suggestions and could be found daily on the rifle range. Soon she passed the pro-marksman requirements, and keen interest resulted in her winning many of the National Riflery Association certificates and medals before the season was over.

She needed to become more positive and more aggressive, and the counselor urged her into activities which helped her to mingle with others. When her turn came to be cabin reporter, she flatly refused. "I don't want to write. I don't know what to write. I can't." After a little coaxing and talking about being a good sport and trying and not saying, "I can't", she accepted and turned in a very good cabin report. She was one of the best loved and most accepted by her in-group, but she did not branch out into a wide circle of friends. When her parents visited camp, she was timid about introducing them even to her cabin-mates. Her disposition and her willingness to help others and ability to stand teasing endeared her to the in-group.

Status at the End of First Season.- All summer the counselor had difficulty getting Helen to eat a variety of foods. She would mind only after much urging. Her mannerisms were indicative of a small, provincial town. Being associated with girls who had broader, cultural opportunities did something for her, not only in eating habits but in mixing ability. She was not an aggressive child and had to be forced to do things she did not care for. Yet when it came down to essentials, she could "take it" better than anybody else in her group and was the last person to complain on a hike or overnight trip. Not once did she admit that she was uncomfortable. She was cheerful all of the time.

Follow-Up the Second Season.- The counselor was informed that in addition to the task of leading Helen into more active sports, she had an eating problem. The girl's appetite was very small, and she disliked many foods. These were the two main problems the counselor of the previous season had coped with.

She returned the second season still stubborn about eating, but was very submissive when corrected and would take another nibble. She was directed into more vigorous activities, with an aim of building up appetite. After a week she began to eat more normally. Fishing was still one of her favorite sports, but this summer she developed quite an interest in tennis. Her appetite improved under constant supervision, and she was directed into a much more active program. In addition to tennis and riding she took up golf. She was very much in need of some "drive". She still seemed passive. The girls called her "sleepy", yet she was always agreeable, willing, and cooperative. Initiative was the thing she lacked.

Remedial Program.- She said little and seldom took the lead. The staff felt that she should be more aggressive, and she was given parts

on council ring programs and opportunities to lead in assembly. Helen did all of these willingly but never volunteered. She did not seem to care what others did.

Further Evidences of Improvement.- She expanded her interest to include tennis, golf, and archery, and could frequently be found on the archery range. She placed high in the archery tournament in the Indian Pow-Wow but never mentioned the fact to cabin-mates. Camp helped her to become a better mixer, and when a visiting girls' camp came to spend the night, she was sent down as an official greeter. One of the counselors was amazed to see how well she was explaining to the strangers the work which was done in the craft shop.

She signed up for all the over-night hikes and entered into the planning of them with much enthusiasm. It was through these that she mixed with others than her in-group. The health service department gained her cooperation, as well as the cabin counselor in building up her appetite that she might make all the scenic overnight trips. If she lost weight continuously, they told her that she would be denied the privilege of going. She never missed one the whole season.

Final Status.- She was baffling because she did everything willingly and acted as if she enjoyed it, but she seemed to have no aims or objectives. When asked why she came to camp, she said, "I don't know. I just came." She never went swimming, and yet she said she had no fear of the water. She was the most popular girl in the cabin group, because she never argued and was naturally witty. She just "followed the crowd" and yet she did what she liked. She enjoyed tennis and got up several mornings at six o'clock to play.

Helen showed much more maturity and individuality at the end of the season than at the beginning. Her camp experience brought her out to make her a much better mixer and more self-reliant. She still needs to have more initiative and drive to overcome her indifference.

Value in Diagnosing Problems in Pre-Camp Conference

Value of Pre-Camp Conferences.- The anecdotal method furnishes significant data for pre-camp conferences. The journal, derived directly from campers' anecdotal records, summaries, confidential data, and activity reports, is organized during the winter into case sketches. Their use and significance in the setting-up conference before the seasons opens is considerable. The case sketches furnish a basis for discussion and instruction

among the staff. They give deeper insight and more penetrating interpretations into personalities. The sketches are especially meaningful as a basis for further guidance for returned campers.

A. Guidance Use in Pre-Camp Conference.- The journal is significant in throwing light upon the problems of a child who is returning for a second or third year. The sketch of the girl will be of aid in anticipating, understanding, and treating behavior problems, not only to the individual counselor but also to the staff as a whole. The following case sketch is an example of material taken from previous records and handed to the counselor to aid further in the personality growth of a girl who has been at camp before.

Case 6: Betty - A Problem of the Follower.-

Initial Status.- Betty was in camp at thirteen. She had previously camped elsewhere and was reluctant in coming to the camp, as the experience had not been a satisfactory one to her. She lived on a large plantation and had a younger sister, so that she was in need of broader companionship during the summer. Her parents enrolled her for the season against her will. She was a timid girl with an even disposition, seemingly the spectator type. She was interested in the cabin conversations and projects but sat and looked on without ever entering in. She had not learned to swim because of fear of the water, and she had no camp skills in the line of sports.

She was sweet and thoughtful and always put others before herself. Frequently she mothered a homesick younger camper from her own home town. She gave up swimming to entertain this lonely child.

The group accepted her readily, for she was cooperative and considerate. She performed willingly any assigned duties but never volunteered in cabin projects. The third week of camp she was troubled about having to make a decision as to whether or not to stay the full season. Her parents had agreed that if she would enroll for a month, she would be the one to decide finally. After much persuasion from her cabin group, she wrote her parents she would stay.

She did not complain when her kodak had been misplaced at the time she had counted on taking the group pictures. Such a small incident would infuriate others.

It was an amazing the courage that she showed in her reserved manner in standing up for what she knew to be right. Once offered a piece of candy by her counselor, she said, "Thank you just the same, but when Edna asked for those who would promise not to eat between meals, I held up my hand." Another time one of her cabin-mates did not think that she should pay the forfeit to the pound in order to get her clothes which she had scattered about. "You are wrong in taking this attitude, Flossie, for we agreed to pay the forfeit, and it is right that I should," she told her friend.

Diagnosis.- Betty needed a sense of recognition. Because of her size and self-consciousness she had been unable to achieve any skills satisfactorily. She progressed fairly well with riding, but she was discouraged that she did not swim well enough to make the canoe trips.

Remedial Program.- The cabin counselor suggested that in the council ring program in which campers were giving testimonies of "admirable qualities of a good camper" that they cite Betty for her sweetness. The recognition received from the large group did much for her security.

Evidence of Improvement.- Slowly she began to develop qualities of leadership and gave ideas which were accepted. "Let's take our ponchos by the lake for rest hour," she suggested. Once she supervised a birthday party and presented an impromptu speech in one of the evening entertainments. The last dance of the season she thoroughly enjoyed. Her record indicated definite growth in social adjustment in the large groups and a lessening of timidity.

Follow-Up Second Season.- After a study of Betty's individual folder the personnel director recommended that she be placed with new cabin-mates. Non-aggressive types should be her bunk-mates so that she might assume the leadership of the in-group. She needed the recognition and sense of approval that should come from this experience.

Betty returned a second season and was not placed with her former cabin-mates but instead with three new non-aggressive individuals. She mothered her new cabin-mates in a quiet unassuming manner and took the responsibility of helping them acclimate themselves. She always did anything asked of her but still would not assume the leadership for cabin projects. She was helpful in arranging activity schedules for her cabin-mates and was of great value in helping the counselors to make a satisfactory adjustment of her group. She was self-critical and was inspired by the camp devotions to lead her cabin-mates in accepting the challenge and living up to its code.

Remedial Program Second Season.- The counselor appointed her in charge of the County Fair. She did many little things others would not do, for which she received cabin-mates' praise. Other opportunities of leadership were given by her counselor, such as cabin reporter, council member, and cabin hostess at a boy-girl party.

Further Evidences of Improvement.- Her activity record showed increased participation and achievement. "This week I concentrated on swimming, canoeing, and tennis, and I have gained so much more, even though I can't do as well as others," she remarked to her counselor.

Her consideration for others was indicated frequently. She was generous with the boxes received from home, When there were accidents which she thought might worry her mother, such as an ankle bruised by a horse's hoof, she said, "I think Mother should know, yet she is so excitable that I fear to mention it. Don't you think it will be all right not to tell her?"

Final Status.- In this second season her record indicated growth in self-confidence and in mixing ability, but there was still a great need for more aggressiveness. She needed to put forth her best efforts and not be so passive. She is planning to return again, and her development of aggressiveness and leadership will be helped by placing her in the counselor-in-training division.

Case 7: Marion - A Problem of "Reflected Light".-

Initial Status.- Marion was in camp for three half seasons and one full season. She had always been a delicate only child and was under doctor's treatment. The first season showed that she possessed no leadership potentialities, but was always willing to be a follower. She was, however, sweet and amiable and cooperative in all projects. There was some growth in mixing ability by the end of the month for at first she had been very shy, and by leaving time, had somewhat overcome her timidity. At all times she was obedient and enthusiastic and conformed to all regulations.

Diagnosis.- Marion asked to bunk with her cabin-mates of the previous season. After a conference with the personnel director, she was challenged to accept the opportunity of new cabin-mates as a chance of growth in self-reliance. She was much older chronologically than her cabin-mates and needed an opportunity of recognition, as she could not obtain it in skills. Her ill health had retarded her in school, and it also handicapped her in her participation in sports.

Remedial Program.- In the second season an opportunity to develop in leadership potentialities was given her, by assigning her to a cabin

with all new girls. Being an old camper, she endeavored to accept the challenge of leading the girls and helping them to fall in line. She took pride not only in cabin clean-up but in her personal neatness as well, and frequently she would say, "Let's pep it up and see if we can not have the cleanest cabin on the hill." She took great interest in the craft shop and showed superior ability in riflery and riding, but because of her physical limitations, she was unable to participate in many strenuous activities. She was helpful and cheerful and made many friends and gave her support and cooperation to a new camper who became the recognized leader of the cabin.

Follow-Up Third Season.- Marion was late in entering the third season because she had to attend summer school. But her attitude of being a model camper was a stimulus to her group, and her ability to get along with people was outstanding. She was quite sympathetic with everyone, although she still showed a bit of reserve due to her timidity. She was able to get along with girls in her cabin better than almost anyone and always stayed out of arguments. She complained about her many pains, however, and seemed to have developed a complex about them. She still showed her pride in cabin orderliness, and sometimes her "old maidish ways" were ridiculed by the group, but she was able to stand such comments. She was much older than other girls, but because of her illness had not advanced in her school work and of course was thrown with younger girls. The change in the mountains each season improved her health immensely, but she did not participate in many activities and had few skills.

Remedial Program Fourth Season.- Marion returned a fourth season and stayed the full time. Again she was given the opportunity to develop in leadership, by being placed in the counselor-in-training group. At all times she was cooperative and helpful in cabin and camp projects. Being underweight and not strong prevented her entering whole-heartedly into a number of activities. She did receive recognition from the group, however, for her interest in ceramics. Not having a dynamic personality, she seemed to enjoy being with outstanding campers, and chose these as her chums. She was satisfied over their "reflected light" and was always ready and willing to do things for them.

Evidences of Improvement.- She was an only child who had been pampered because of illness. She adjusted herself to camp and never phoned home as she had frequently wanted to and as she had formerly done. She participated in more activities than formerly, and was seen frequently paddling a canoe, and swimming.

She needed reassurance from her group and promised to finish her beginner's test in swimming. She showed interest in the finer things and a spiritual growth was quite marked. She once remarked, "Oh, the sermons are swell; they make you feel that big" and she measured the size by the end of her finger. "I am trying my best to like Dot, but I just can't do it somehow. I am still trying though."

Final Status.- She was not original and lacked initiative in contributing to cabin projects. She always helped out with her spirit, as shown by her phrase, "Come on, you all. Let's -----." Her record showed definite growth in leadership and aggressiveness which were her basic personality needs. Her parents were enthusiastic about her growth in independence and self-reliance. Her desire to do the right thing at all times was shown in her continued sweetness and consideration for others. She was cheerful and seemingly lost her sense of feeling inferior and inadequate. A frail physique had prevented her from achieving outstanding skills, but she seemed to enjoy the "reflected light" of her friends and to be with them and be accepted by them. She is returning for her fifth season and again will be given leadership opportunities in the counselor-in-training group.

B. Instructional Use in Pre-Camp Conference.- The case sketches serve to acquaint the incoming staff with different types of children whom they must help. Individual needs can be seen, and plans for development can be evolved. Behavior problems especially are emphasized. The following case sketches show some of the problems that confront counselors.

Case 8: Joan, A Problem of A Spoiled, Pampered Child.-

Initial Status.- Joan was in camp her first season at the age of eleven. She was an ox-like, overgrown baby who had matured physiologically quite young. She had no thought of anyone but herself. Her conversations were always "me and mine" with much bragging. Her parents were rather wealthy. As Joan had only a few friends at home, they were anxious that she stay the whole time to learn "to give and take," But she phoned and wrote air mail, "If you do not let me come home, I will run away," and they satisfied her whims and let her come home at the end of the first month.

Her lazy streak possibly was due to her size and to the fact that she had been waited on at home. She incessantly asked others to wait on her. "Please keep my money for me until I go up to wash." When she was told to put it in her purse she said, "Oh, please keep it. I'll be back." When she was told she must learn to do things for herself, she pouted.

The signs of homesickness which she showed the first few days soon passed off. "You are not homesick now, are you?" asked the counselor. "Well, I haven't cried lately. I guess not," was the answer. She sought the friendship of a former home town girl who was not in her cabin, and Joan promised that if she could be placed in this girls' cabin she would stay all of the time. The personnel director decided it would be the best

plan and she was changed and seemed much happier. A month, however, was all she would take.

She was careless with her possessions and lost many of them. She left money lying on the table and when a passerby knocked it off, she whined, "I had some money and now it's gone." She did not like to have anyone touch her books. "Let them alone," she screamed. Her cabin-mate whom she was fond of was sent to the hospital with a cold, and she did many little kind things to show her interest. But she continually left things scattered, and walked out when other girls were cleaning. When her cabin-mates got up a skit, she was interested in nothing except, "Let me be the Indian Chief and I'll powder my hair." It was impossible to quiet her, so finally she was sent off to look for feathers. Her counselor seemed to think it was a hopeless job in trying to help this spoiled, only child in such a short time. She had an excuse for everything. She was insulted if it were mentioned that she should have been helping to clean. "I was in the bath room," she said, but really she was merely there talking.

Diagnosis.- The cruiser discussed the possibilities of re-directing the behavior of this pampered only child, after study of her journal and a conference with the personnel director. If some real sense of achievement could be provided. She continuously alibied about not going swimming. "I don't like to swim in a lake. I like a pool," were her answers, and it was with great difficulty that anyone could persuade her.

Remedial Program.- The recommendation was given to health service that they see that she attend swimming daily. Possibly she would cooperate if she thought it was an order, for neither friends nor counselor had thus far succeeded. The measure was effective and she swam fairly regularly as long as she knew her attendance was being checked. Her size made her self-conscious, yet the aquatics director succeeded in breaking down her reserve and accomplished a great deal with individual instruction. Also she was directed into golf. Most of the girls that played were older, but she was quite large for her age and fitted in nicely.

Evidence of Improvement.- Having something really to talk about with cabin-mates helped her. She seemed to have dropped the bragadocious air. The praise she had been given by instructors for her effort (which was one of the recommendations) was of value. Recently she had been generous in sharing candy. Formerly she never shared anything, not even her newspapers. She would not have them until she was entirely through.

Status End of First Season.- She improved considerably in cabin orderliness. Just as she seemed to be making definite improvement, she decided that she would not remain and wired her parents. Of course, they permitted her to come home. She left at midseason even though her parents pleaded with her to remain.

Follow-Up Second Season.- Her journal was read and studied by many of the counselors in the pre-camp conference. Little hope was expressed for being able to re-direct the many unfavorable behavior patterns, if she left again as she had the previous season at the end of the first month. Her parents planned that the camp experience should last the eight weeks period and were allowing her to make the decision. She had never been made to do one thing against her will. Many wires, long distance calls, and air-mail letters passed between the director and her mother. But she left, the second time, at the end of the first month.

Initial Status Second Season.- Joan returned the second season, still trying to attract attention to herself by complaining about everything or bragging about her home and herself. She was not homesick but acted as if she were to attract attention. She did not understand the teasing or little criticisms by others, and in this way especially the former season did not seem to have helped her, for she did not do anything by herself without being told. She expected to be waited on, always calling for help in order to pass her things from the shelves while she was lying on the bed. All day it was "give me this, give me that; pass me this, pass me that."

She still was very untidy. She was often moody and sulked and pouted when she did not have her way. As time passed, she showed more cooperation in sweeping or helping others in the cabin, and she seemed to show more sense of responsibility. She was very demanding of others, telling them what, to do. Whenever she was corrected, she got very angry and turned her head and raised her eyes to the sky in a most insolent manner. She never once admitted that she was wrong. She was always ready with an alibi. In the evening when she was tired because she had not slept during rest hour, she barked at the others and screamed, "Turn off the lights" long before they had had a chance to undress.

Her cabin-mates were quite disgusted with her and frequently made her the goat in a subtle way. She began talking of going home. Secretly they all welcomed the thought of her leaving, and what she really wanted was to be begged to stay. After many air mail letters and wires and telephone calls she persuaded her parents to allow her to return. It was just then that she was beginning to show some improvement. She made up her mind to be happy, as she had to stay only one more week. It was difficult for the counselor to gain her cooperation in supervising the nurse's request about eliminating so much starch in her diet. "I will take it if I want to. If I want to eat it, it is my privilege. I pay for it." Since she did not go swimming, it was difficult to get her to bathe regularly. Sarcasm had to be used to get her to take a bath. "I'm glad I'm going home." After she left, the atmosphere in the cabin was changed, and everyone was happier.

Final Status.- In spite of all this we were sorry that she had not been "forced" to stay at camp. She did not have any really bad traits. She was just a spoiled child, and there is still time to bring forth what good she hides inside. To the very last day her extreme selfishness and egotism persisted. In packing, or non-packing, her pillow and other articles were left out. She calmly said, "I can't get them in. You all can send them on." When it was suggested that possibly there was room in her trunk, she was very irritated and would not allow a thing to be touched. It was then suggested that if she wished them to be sent, she should wrap them and address them herself and take them up to the store. "Oh, I'll have mama write back for them. Here's a dollar. You can give it to them for postage." She went gaily on her way. Money for her could buy anything.

She loved golf, and as no one in her cabin played it, she bragged often about how well she was doing. She never responded to the suggestions of the cabin group except in an antagonistic manner, fighting everything. Of course, this was her way of getting some attention. She paid her cabin-mates to make her laundry list until it was stopped. She could not understand why money could not buy everything. Her motto was: "I want what I want when I want it." Her parents' social position in the small town had gone to her head. She criticized and belittled her counselor for the remark, "Where is that town? I never heard about it."

She was mentally "dwarfed" and physically "puffed." She was always very piggish and could hardly wait to have the dishes passed to her. She seemed to eat with her eyes and, of course, had very poor table manners. She did not have pride about herself, passing days without bathing or combing her hair, keeping it covered up with a handkerchief to hide her carelessness. There was improvement in her behavior only when she thought she would be obliged to remain.

Case 9: Marie - A Problem of A Non-Participator.-

Initial Status.- Marie, an only child, was in camp for three years, when she was eleven, twelve, and thirteen. She appeared to be rather refined and modest in attitude and personality. She was more than thirty-five pounds overweight and was characterized as being lazy and slow.

During her first season she had a touch of home-sickness, crying, and saying that she had the stomach-ache. She was all right, however, after several of the girls from her part of the country comforted her, and she had received mail from home.

Diagnosis.- Marie had a habit of standing around watching other people do things and not entering into them herself. She asked question after question and had to be told everything to do. She was the calm, peace-loving type and ended by doing the cabin clean-up herself when any quarreling arose within the group. Her sense of inadequacy and non-participation resulted from not having had opportunities to learn many skills in a small provincial town.

She showed very little growth in making decisions for herself. She was much less mature and sophisticated than her cabin-mates.

Remedial Program.- Marie had selected piano lessons as one of her interest groups. The glee club director was asked to invite and urge her to become one of these members. She did, and was regular in her attendance of choir practice, as well as concert practice. She was given the responsibility of collecting the song books. Her interest in other people would have been admirable if it had not been carried so far. Her apparent lack of interest in herself was very puzzling. Her offer to help sort laundry or other cabin chores was frequent but never followed by action. She simply stood and looked on.

Evidences of Improvement.- Toward the close of the season she showed a growth in carrying out her own ideas: "I will go on the nature hike even though none of you in the cabin want to go," and she did, returning with enthusiastic reports of what she learned.

Marie was not as retiring as formerly but never got very enthusiastic about many things. She never took advantage of opportunities to lead. In fact, she shunned opportunities given her, as cabin reporter or supervisor of projects. To be as taciturn as she was, she stood up for what she thought right, especially when others were being criticized. She always saw the good in others.

Status at End of First Season.- Her leadership ability, acceptance of responsibility and growth in self-reliance and in initiative were not marked by the end of the season. She was not the type who offered suggestions, but she was willing to do what the group wished and she had learned also to mix and participated more.

Follow-Up Second Season.- She was assigned to all new cabin-mates, except one, for the second season. She continued under the same piano counselor who was asked when possible to give her group recognition on the arts' night programs. Her counselor was to urge her into tennis and swimming classes. She had not shown any interest in either of these activities last season. Her size was the handicap. She was also placed again at the overweight table.

In the second year Marie was not as homesick as she had been before, and boasted of it many times. Her cabin-mates were not particularly impressed with her. She spent much time combing her hair, not so much in vanity, as a habit of personal neatness.

She returned to camp very proud of "knowing the ropes." She seemed to take very seriously the responsibility for the songs and stunts of her cabin, saying, "You know we have got to have our original song for tonight."

Often the peace-maker qualities came out. When the girls grumbled, she remarked, "You have to learn to be a good winner and graceful loser. Don't complain. We weren't so good as they were or we would have the prize instead." Marie said this unconsciously and was surprised with the sheepishness of the group.

Further Evidences of Improvement.- In comparing her records for two years one is surprised at her progress. She was her own calm self in the selection of the costumes for cabin stunt night. The group accepted her choice and looked to "Old Reliable". She was practical to a fault and very unimaginative, but she filled a definite spot in the group. She carried the responsibility for the entire cabin on her shoulders and was very conscientious about cabin clean-up and stunts and songs. "Here's the cabin laundry. Thought I'd bring it down," she said to a friend.

She was rather slow and lazy and even tempered, all because of her physical build. She passed her beginner's swimming, but Marie gave up trying for the intermediate test as it was more difficult. Her counselor was pleased that she had progressed this far. Her interest and participation were commendable. She still did not fit into any particular group. Quite often she did not go on overnight trips, because nobody asked to have her pack with her. She was generous with all her belongings and considerate of others.

Follow-Up Third Season.- Marie entered camp for the third season with much more poise and self-confidence. She had been able to take care of herself in all situations and to help others. She did not complain when she had mosquito bites and rash which prevented her from going swimming as she had last season. She cooperated and mixed well but seldom had the center of the stage and never tried to get it. Her peace-making prevailed, as evidenced in her manner in cabin disputes. She refused to fuss or complain but told her cabin-mates in a firm tone of their errors. She had become a solid, substantial person with no fears, but Marie was getting self-conscious about her weight and wanted to be slimmer. She came through with any responsibility assigned her and responded to leadership, but her record did not yet show a marked growth in offering suggestions which others follow.

Final Status.- She learned to swim much better but gave up life saving, for she just was not a "go-getter". If she were, she would not be thirty pounds over weight. She became more consistent about controlling her diet than previous seasons and was slimmer and more active. She enjoyed riding more than any other activity. She learned accurately her pieces for music and was quite good in a night program, but not artistic.

Her chart shows growth in self-reliance and initiative and in readiness to cooperate, but she is still more of a follower than a leader and is still quite satisfied to accept the group suggestions.

She was always cheerful and helpful to others and led a much more active life in participation of activities which helped her reduce. The counselor dubbed her "Old Reliable". She always came through when given responsibility.

Case 10: Harriet - A Problem of a Self-Effacing Child.-

Initial Status.- Harriet was a twelve year old quiet, gentle, but retiring child who adjusted to camp quite well. She spent a great deal of her time dreaming on her bed or writing letters, or talking with her cousin who was her cabin-mate. She was satisfied to be in the company of one person. After two weeks she did not do exactly what her dictating cousin suggested but she worked at different things with other groups. She continued to wait on her cousin, however, combing and curling her hair and passing her things and straightening her bed.

Diagnosis.- The cruiser recommended to her cabin leader that if she could be influenced not to have the same instructional periods as her dictatorial cousin, this would make her stand on her own two feet more. She had never been out of the home setting before, so the break from home to camp had not been properly prepared for...

When one said she was sweet and good, that was all that could be said about her, for she was colorless. She had an insipid personality. When forced to tell what she thought of things discussed, she said, "I don't know. I cannot say. I don't know what to say. I don't have anything to say." Certainly she must have some idea, but it was hard for her to talk to a group. She had lived in the country on a large plantation. She always had lacked companionship and was silent most of the time. Her timidity was discarded only when she made excuses for her cousin from the city who was being blamed justly. Her quiet ways were not that she was not intelligent but an actual inability to say what she felt.

Remedial Program.- The canoeing counselor, who knew her slightly before coming to camp, being from the same part of the state, interested her to develop an efficiency in paddling. She was seen frequently out in one of the canoes or kayaks without her cousin. Her cousin had not yet passed her swimming requirement that entitled her to canoe privileges. The cruiser also had the tennis instructor place her in a different instructional group, so now she participated in two sports without her cousin tagging along. Frequently she was able to be included in canoe trips.

Evidences of Improvement.- The group developed more individual initiative in Harriet, and she seemed not to be quite so much under the influence of her cousin. She remained silent in the cabin discussions, but her cabin-mates liked her. "We couldn't find anything to criticize you for. You are always so sweet and unselfish." This was true. She always combed and curled the hair of the others when they washed theirs. She willingly lent anything the others needed and shared all of her belongings. She even told one of the spoiled, selfish, cabin-mates in her sweet but firm way, "You could be more considerate of others, especially

when they are trying to rest." And again, "You needn't be so noisy at the table. Betty doesn't care what you eat. It's for your good."

The counselor was amazed to hear her tell of a canoe trip, to hear her reveal the genuine curiosity and love which she had for nature. Harriet was very interested in it and could discuss it in almost a poetic manner. She had a spiritual appreciation of life. "It was so beautiful with the water so blue and the green mountains far away, that I thanked God." Each night before retiring she read by flashlight her book of daily Bible readings.

Final Status.- At the end of the season she showed more independence, offering suggestions and daring to express a few of her ideas, but with blushes. She was humble in her desires, always apologizing and showing a lack of personality and often saying, "I don't know what to say." She had learned to mix with girls from other cabins and was no longer under the thumb of her cousin. She always had been quietly listening and smiling, but after the fourth week she began to take part in conversations and all the fun. She seemed to be coming more and more out of the shell of the silent self-effacing girl. She developed an independence of action and decision of her own and did not let her cousin dictate as formerly.

Even though she passed several riflery tests and learned to paddle a canoe and play tennis better and make a lovely bracelet, she never seemed to have a sense of accomplishment and self-reliance. If more force of character could be acquired with this sensitive nature, she would not be so colorless. She needs more experience of living with others to overcome her shy and retiring personality. Yet, her camp life helped her rather remarkably in such a short time.

Value For the Administration

The case method is of great value to the administrative duties of the director of the camp. Some of the advantages are:

- (1) The method develops a genuine motivation on the part of the staff to continue their leadership.
- (2) The method enables the director to have more fruitful contacts and conferences with the staff.
- (3) The method helps the director to note the understanding of the counselors, to see how well they understand the needs and satisfactions

of the campers' personalities as indicated in the anecdotal journals.

(4) The method helps in the individualization of programs by the recognition of individual differences.

(5) The method provides a basis for staff meetings and discussions during the season to decide the needs of the camp and the campers.

Summary

1. The social and personal adjustment of the camper is greatly aided by the use of the behavior journal. The staff of the camp is given an increased insight into the problems of each girl and can help the camper to attain recognition and status from her cabin group and the camp as a whole.

2. Much material is provided by the journal for more successful conferences between camper and counselor. The counselor is better able to help the girl evaluate personal goals in the light of her own strengths and weaknesses.

3. The cumulative body of evidences which relate to habits, ideas, and personality is significant for guidance services in pre-camp conferences. Instructional benefits, as well as those of guidance, accrue from staff conferences.

4. The journal furnishes material for staff training during the season. Growth in insight is greatly increased from the illustrative material which is available for discussion in meetings. Here again, instructional as well as guidance benefits result from staff meetings.

CHAPTER V

THE CONTRIBUTION OF THE CASE METHOD TO PROGRAM GUIDANCE

Introduction

The modern, child-centered, individualized type of camping is aided materially in program planning through the use of the behavior journal. The cabin counselors' anecdotes record the interests and the activities participated in by the camper. The behavior journal reveals, through the comments, cooperative activities in cabin projects, and shortcomings in skills.

Each camper has different abilities, interests, and aspirations from each other. The counselor can appreciate each of her campers as a person in her own right, learn her interests, discover her goals, and help her realize them by recording these differences in her behavior journal.

Translating Insights Into Program Practices.- A study of the records by program crusiers and persomel supervisors enables a more intelligent supervision of the program. Insights are obtained and translated into better program practices, since a definite effort is made to provide a situation that will meet the needs satisfactorily. The cabin counselor follows up in order to see that each camper in her cabin learns the skills necessary in making her unique contribution to the group. The development of special skills frequently is a means by which acceptability will be developed. Psychological weaning or socialization is facilitated

by learning the skills necessary for feeling at home in the camp community. Northway gives the values of skills as tools for socialization:

Skills alone do not make for socialization but they facilitate it, and the counselor who can discover, and direct his camper's special abilities in social participation is helping the child achieve a very worthwhile end. While recognition for a achievement is useful in developing socialization, the ultimate aim should be that of "anonymous contribution" in which the work of the individual becomes lost in the product of the group and the individual's recognition is only apparent through the group's success.¹

Enriching Program for Unadjusted Campers

Cruiser Relationship to Non-Participators.- The primary aim of a varied and flexible program is to help the camper learn to make independent and intelligent choices in the daily activities. Frequently, however, a camper will refrain from participation in an activity and feign disinterest when the cause is a lack of a sense of achievement, a feeling of inadequacy. Some personality trait is the cause for non-participation in an activity. The behavior journal brings the cruiser's attention to the camper whose lack of adjustment is shown in lack of interest. The following case sketches are cited, showing how the information secured from cabin counselors' anecdotes was of value to program supervisors and cruisers who have access to the records in diagnosing lack of adjustment.

Case 11: Pattie - A Problem of Inadequacy.-

Initial Status.- Pattie first came to camp at the age of twelve and a half. She was a timid, shrinking child, disappointed that she could not share a cabin with her best friend from her home town. Her mother

¹ Mary Northway, "Socialization," Camping Magazine, XI (November, 1939), 30.

had privately requested that they be separated. Pattie did not show any signs of homesickness, however, because of the girls whom she knew previously from her town. She impressed one as having little personality, lazy in her activities, yet obedient to regulations and responsive to the counselor's suggestions.

Diagnosis.- Frequently she remained alone and read and did not care to participate in the plans she had scheduled for the morning. Investigation revealed that she had tried always to keep up with a girl friend who could do many of the camp skills well, while Pattie was only mediocre in most of them. She had selected classes in which most of the girls were experienced, and they all excelled her.

All of her behavior actions pointed to a real feeling of inferiority. She showed no initiative and was willing to follow the recognized leader in the cabin with whom she spent a great deal of time. Too, she was always quick to criticize and find fault.

Remedial Program.- Her lack of participation was due to no sense of achievement, the cruiser decided. She shifted her classes so that she received instruction with girls her own age who did not excel her. Riding had been her only interest. She now began to work hard to pass the achievement test. Since the swimming instructor had given her more attention, she attended the recreational swimming periods more frequently and was encouraged to practice some of the things she was learning.

Evidences of Improvement.- As time passed, Pattie began to have a sense of achievement in riding and swimming and began to speak up and express her opinions in the cabin conferences. Several times she was given charge of the chapel programs and she did her part rather well. Now she began to be assertive in correcting the others about their lack of consideration for the counselors. "You all keep quiet now and let Anne rest. You know she is tired from the hike," she was heard to say. A month earlier she would never have uttered such a statement. She not only showed more leadership in her group, but also was mixing more and was not as "mousey" as before. Her tendency to be disorderly improved, and she often did more than her share in cabin clean-up. The spectator attitude that she had in the beginning disappeared because of better program guidance.

Follow-Up Second Season.- She was assigned to a cabin with her best friend from her own home town. It was satisfactory from the parental aspect this season and since she and her girl friend were eager to bunk together, it was so arranged. Her experience from last season should enable her to feel more adequate. The guidance service's recommendation was that she be given every opportunity of group approval, for she was a very sensitive child. She must have a sense of adequacy, otherwise she would not participate. This was the diagnosis of last season's journal.

During her second season she was not as cooperative in rest hour and in keeping other regulations. She seemed to show her independence and a desire to be different. Knowing the background, the counselor was glad to see this aggressiveness, for Pattie really was very helpful in cabin adjustment and offered to do many little things for the girls when they came back from hikes. She was chosen by her group as council member. She had returned with a determination to serve her group in enterprises and to cooperate in all projects. One of her home town friends, however, ridiculed her and jibed at her continuously. "Oh, you are trying to do all of that to be the spirit of service." Her remarks had its effect upon her, and it was an unfortunate episode, for she drifted away from her cabin group and sought the attention of older girls from her home town on the senior side.

Remedial Conferences.- The cabin counselor took the matter up directly with the personnel director. Jane, the maladjusted cabin-mate, had caused friction frequently lately. After study of both journals, the cruiser had several conferences with the counselor and director, and also conferences with the criticizing cabin-mate, the esprit de corps was re-established. "I want to apologize to the whole group for the way I have acted the past several days," she said finally. "Will you please help me to get along better with Jane? Somehow, everything she does seems to make me mad."

Further Evidences of Improvement and Final Status.- Pattie developed in self-confidence and even ignored the cabin-mate who seemed to have a great influence in her life. Her parents visited at the end of the season and were quite pleased with her new traits. She was much more aggressive and not the blind follower she had been. Her determination to ride well was that she might equal or surpass her cabin-mate who had camped for several seasons and had won places in the horse show. She had not shown a great deal of interest in her activities but had accomplished several of her achievement tests in swimming, canoeing, and riding. The parents questionnaire which was returned two months later revealed the increased development in asserting her own opinions and the courage to disagree with this home town friend.

Case 12: Anita - A Problem of Over-Protection.-

Initial Status.- Anita made an unusually good adjustment for a new camper. She was sent to camp on a doctor's recommendation and never had to be told when she was to go to the infirmary for her medicine. She was conscientious in her cabin duties.

She began to show surprising initiative for a child whose parents had shielded her so much. She was always the silent sufferer and never

complained. She seemed to adapt herself to any situation but was a surprising misfit in an unusual way.

Diagnosis.- Apparently her home environment was quite old-fashioned, and her interests had been confined to music and practicing her piano. She had played or mixed very little with others. She always felt apologetic for being in the cabin and even in camp. This complex so irritated her cabin-mates that they told her to stop saying "Thank you" or "That's all right" when things actually were not all right. She could never say "No" to anything, and was continually apologizing when someone reminded her of the least thing. She was not as neat about her person as she should have been, but she did exhibit an earnest and consistent desire to improve. "Thank you. I will try to remember that," was her answer when criticized."

She was one of the most unselfish children. "Jane, if you are afraid no one else will wear slacks, I will change to mine so you won't be the only one," she was heard to say. Another time, "I believe I can wait for you if you don't want to go alone," she told someone.

Remedial Program.- The cruiser realized that the girl needed to receive some recognition from the group to help this sense of inferiority. She was asked to give a concert, for she played the piano quite well. She gained more self-confidence after the recital and more poise among all the campers.

She needed to stand on her two feet and to learn to think for herself and to learn to say "No". Home factors are responsible, however, as she is a product of the older generation. She would have been more accepted by her group if she had asserted herself. "I have been taught to say, 'Thank you' when being criticized," she reported in her conference with the personnel director, who endeavored to help her gain acceptability status with her cabin group.

Anita was always a bit too sweet and too goody-goody to be very popular with her cabin. Her answer often would be, "Well, if Edna thinks it's best, that's all there is." She needed to assert herself and to disagree with people once in a while. Her home training and discipline had been much different from others in her cabin.

Evidences of Improvement and Final Status.- Gradually she showed growth and independence and more self-confidence in the large group. She was always the same sweet child, eager to please, but she did not show as marked improvement in personal neatness as in cabin tidiness. Cooperation in cabin tidiness was necessary for acceptance, and she was anxious to please. She expressed definite growth in self-reliance in her testimony, "I think if you go anywhere in a crowd and try to have a good time, you will. I have had a much better time since I have stopped seeming self-conscious."

She had a terrible crying spell after one of the parties at a boy's camp and was quite upset because she had not received the attention which others in her cabin had. Toward the end of the season she showed much more poise in girl-boy affairs.

Enriching Program for Maladjusted Campers

Cruiser Relationship to Maladjusted Campers.- Those who are maladjusted and refuse to cooperate in cabin projects and use behavior mechanisms which make them unpopular must be directed into an activity that gives them a sense of achievement. Then they will not desire to gain attention by derogation, bragging, quarreling, disobedience, or any other undesirable behavior. Also, the campers who are maladjusted because of homesickness or inferiorities can be aided through the program guidance. The following sketches illustrate some of the behavior problems which cruisers are confronted with in maladjusted campers.

Case 13: Joyce - A Problem of Sullenness.-

Initial Status.- Joyce first camped at the age of eleven. She was a neat, well behaved girl with a very critical nature. She liked to have fun, but always at the expense of others. She teased at times, and yet she seemed to be such a serious child. She was difficult to understand.

Diagnosis.- She had a keen sense of right and wrong, but it was difficult at first for her to adjust herself to the group as she was almost too critical of others in small discrepancies. "This isn't right," or "That isn't right," and she would really be provoked over the matter. Once she made trouble over the fact that her book had been moved. "Who moved my book," she asked angrily. "Joyce doesn't seem to have fun and to laugh like the other girls," was one of her cabin-mates remarks. Her critical attitude was a sign of an inferiority complex.

Remedial Program.- The cruisers' recommendation was that the cabin leader give her any opportunities possible for in-group recognition, see to it that her activity schedule was not limited only with her cabin-mates.

She refused the opportunity of leadership that her cabin gave her. "Let Betty do it." This, of course, was due to the feeling of inferiority which she showed the whole season. She had no skills in any sports when she came to camp, and her progress was slow. She frequently made comments on the improvements that other campers were making. Her counselor helped her to participate in the activities. Those she enjoyed she would become quite animated in. Whenever she was doing things that she liked, and everything went all right, she would seem quite happy. Special attention was given her in swimming. She responded to this and was excited over being able to pass the swimming test which entitled her to make one of the canoe trips. This sense of achievement was essential for her deep-seated inferiority. This accounted for her "sour grapes" attitude.

Status at End of First Season.- Often she seemed to tire of the hub-bub in the cabin and enjoyed talking with counselors. She was not a good mixer and never was one of the popular ones in her cabin. She never got to places on time and usually sulked and made alibis. She lacked initiative and self-confidence and never made any suggestions for the cabin projects, but always was willing to follow. Toward the end of the season she showed some growth in self-confidence as a result of her sense of achievement, obtained in riding and swimming.

Follow-Up the Second Season.- She was assigned to a cabin with two returned campers and the same counselor who had a thorough understanding of her many patterns of compensation for her inferiority.

Joyce returned the second season, enjoying the idea of being an old camper, but promptly showed her sullen and disagreeable nature when things did not go her way. The helpful attitude did not last very long. She seemed to have a pessimistic outlook on most things, and it was Joyce first and others later. She was a bit disagreeable over her choice of beds but finally decided that there was no need to argue.

Her attitude was still that she "was going to see that the other fellow did just right" and continued to get after her cabin-mates about such tiny things and never in a nice way. She insisted that two of them should not have their dessert, simply because they had made it a rule when one was late they would have to be deprived of it. She was cocksure in little things and so ready to tell others when they failed, remarking to her counselor, "Why do you tell me about my posture more than others? Look at Bobbie's!" She always made alibis with faults of others and compensated for her own shortcomings by seeing that others were not doing things just right.

Her bossy ways in the cabin caused her cabin-mates never to seek her out. She tried to overcome her self-centeredness when one of the cabin-mates she lived with was assigned to her bunk. "I didn't like her last year, but I am going to try to like her now, and I will help her get settled and

make her feel that she belongs to our group," the girl said.

Joyce was in more activities and better at ease than the previous season, but she still was very stubborn. "I have never slept in the day time, and I know I can't," was her dogmatic stand. Her cocksureness about herself again was indicative of inferiority, and the fact that she was more ready to correct some one else for her faults than to admit her own. Yet, she was overheard saying to one of her cabin-mates that "You must take some of every food, but in time you will learn to like it. That was the way it was with us last year."

Final Status.- What could be done to help her surly disposition? The counselors were interested as well as the cruiser in giving her a sense of achievement. This surly attitude possibly was due to constant correction at home. Her father had related that she had been spanked not so long ago because she refused to go and get her certificate when her name was called. He was very severe with the children, and this might be the reason for her deep sense of inferiority and the use of her many defense mechanisms. Comparing her record to that of the previous season, one sees that she was now much more friendly and full of fun. She entered into the activities only after being urged, however, and it will take much group living and continued sense of achievement to overcome this derogatory attitude to others. Program guidance did aid this camper's adjustment to group living, and in obtaining skill in riding and swimming.

Case 14: Lucille - A Problem of Bragging.-

Initial Status.- Lucille was a thirteen year old girl who was very homesick. She had poor posture and an unfortunate whiny voice. She made herself obnoxious to the girls with her inane remarks, silly laughing and constant effort to secure the center of the stage by bragging about her family. She was tidy in her person and orderly in cabin clean up.

Diagnosis.- She did not know how to swim, ride, play tennis, and did not have skill in any sport, but she compensated by bragging about things back home. "I am not bragging, but I guess our family is all right," she often said. After a visit of her parents, she asked, "Don't you think my mama is the sweetest mama in the world? Isn't she pretty?" When her counselor commented that a suggestion she had made was good for cabin news, Lucille said, "I said that. Tell everyone I was the one." She was constantly seeking praise to bolster her ego.

Although quite wealthy and from a good family, she felt very inferior and tried to compensate with an aggressive manner, due to her lack of achievement in skills. She was constantly making a play for attention and wanting praise, and if she did not receive it, she bragged.

Remedial Program.- The cruiser obtained individual attention for her in swimming during the recreational period. She had such difficulty in floating that her practice needed supervision. The aquatics director had been giving her special attention in her class instruction, but much more attention was needed. The recommendation to the counselor was that she make her realize through personal conference that her ways were irking her cabin-mates.

Evidences of Improvement.- She accepted criticism from her counselors well but made alibis every time her cabin-mates criticized her. She tried to overcome her boastful manner. When she began to feel the thrill of achievement, she seemed much happier and did not always imagine that the girls were leaving her out of fun. Many times she would be a "wet blanket" when doing what she was supposed to do, and others wanted to disobey rules. She wandered around by herself frequently and commented to the counselor, "No one wants to be with me, but I am going to have a good time in spite of it."

She cooperated with her group in all projects, but the girls constantly whispered about her. She was a thorn in the flesh during the whole season. Her remark at the end was, "I have had a grand time here, even if I haven't made any friends." She was so vain. She often stood before the mirror and combed her hair, until this got on everyone's nerves. "I want to be a mannequin when I grow up," she told others in the group.

Final Status.- The experience at camp was very profitable for Lucille. By the end of the season her group was more kind to her because she had adjusted herself to the situation. She did not expect them to praise her and to let her brag about her possessions and her prominence at home. She had worked diligently on her skills but had had difficulty because of poor muscular coordination. She was so pleased with herself when she no longer was in the swimming crib and was allowed to get in deep water. She lacked application, for the tennis counselor reported that she would pout very easily and appear to have very hurt feelings if she was not able to accomplish what was asked of her. She was always to be commended for her perseverance and her patience in learning to swim and ride and her gained self-assurance.

Case 15: Frances - A Problem of Homesickness.-

Initial Status.- Frances, an eleven year old girl, had great difficulty with adjustment. She was underweight, and she cried almost every night and whined continuously, "This is the first time I have been away from home." She was rather easily diverted at first, but quickly became homesick again. Cabin-mates were disgusted with her. "I don't want to give in to it, but I do want to go home," Frances moaned. Her appetite was poor, and it was with relief that her counselors saw her eat more than half a bean or a seed from a tomato.

Diagnosis.- She stood around and gazed at the others whenever there was anything to do and had to be told several times before she finally got around to helping with her share. She had a cringing manner, and only in her in-group was she at all aggressive. She was generous in sharing her belongings, especially the many boxes of candy she received.

Remedial Program.- The cruiser got her interested in swimming. After many weeks of instruction, she passed the crib test. But she came out cringing and moaning that probably she would go down in deep water. Yet Frances took advantage of her audience and made a play for attention by jumping off the low board and then the high one into deep water, getting all eyes upon her.

Evidences of Improvement.- Although finicky about her food, she showed great improvement and was a good sport about "cleaning her plate." She gained self-reliance and did not have to be helped in making her laundry list nor did she have to be constantly reminded to keep her things more orderly. In one of the cabin quarrels later when one of the girls was a victim, Frances remarked, "Now you can imagine how I felt at the first of camp when you all hated me, but I lived through it." This was true. Her one achievement was learning to take it on the chin without making alibis, or pointing out the faults of others as she had done so frequently in the early part of camp. She was aware of the fact that her whiny drawl was nauseating to others and made a definite effort to correct it. She was thrilled and excited at winning the jitterbug contest. She needed a real sense of achievement for she was used to spending a great deal of time with adults who allowed her to secure the center of the stage with her whining.

Final Status.- The camp experience did a great deal for Frances. She learned that whining did not gain a response and that there were "other pebbles on the beach." She did not resort to pointing out the faults of others when she was corrected. Her chart revealed a definite growth in self-reliance, acceptance of responsibility, and a readiness to cooperate.

Case 16: Janet - A Problem of Inferiority Fear.-

Initial Status.- Janet, a timid thirteen year old girl had great difficulty adjusting herself to camp. Her physical condition was not up to par. She was underweight and had evidences of poor nutrition. She seldom referred to her family, but was quite home sick. She was worried about what her cabin-mates would think of her, and was definitely afraid of meeting a new situation.

Diagnosis.- She would always ask when planning her schedule, "What are the rest of the kids going to take?" She had that "I don't care if I am late attitude" at first, but after a while she managed to get to her classes and meals on time. "What clothes shall I wear today?"

"What activity shall I participate in?" Her remarks indicated little confidence and decision and that she felt inferior. Janet's journal revealed day after day that she refused to participate in swimming. She chose other activities instead, and yet her mother desired that she learn to swim. An investigation found that she was very timid, that she had not yet physiologically matured for her chronological age and was very modest and overly sensitive about undressing.

Remedial Program.- The cruiser cultivated this child's friendship and, due to the rapport, was able to induce her to go swimming. She was taken individually and helped to overcome her fear of the water. After special help she was encouraged to join her cabin group in class instruction and progressed noticeably. She had a deep-seated fear of water, and by a slow process, the cruiser succeeded in helping her overcome this fear.

Evidences of Improvement.- Her chief interests were riding and canoeing, and she seemed concerned over improving in these skills. She was quite self-conscious, and found it quite difficult to do things, if she were the center of attention. When asked why she didn't attend swimming instruction more frequently, she said, "I can't swim well enough." Another time she remarked, "I don't like to do things if I can't do them as well as everybody else."

She had a nice attitude and always cooperated, but never contributed to the group discussion unless she was asked point blank. Her counselor would call on her frequently in order to try to encourage her to speak up. She was one of the most immature of her group and was quite timid. She did not react well to the criticism of her cabin-mates or her counselor. She did not seem to be able to take the kidding. "I can't be as pleasant as other people because I can't ever tell whether they are teasing or not."

She was quite thrilled over being chosen council member. Her first reaction was a lack of self-confidence. "Gee, I would love being it, but do you think I can do it? Suppose I would forget something?" Her experience was of much value to her, for she gained the respect of her group, and it seemed to give her a sense of achievement and security.

Final Status.- Later in the season she asked her counselor, "Do you think I take kidding any better? I hope I do." "I hope I improve enough for everyone to notice before I leave." Camp did wonders for her. She was, however, still inclined to be easily led. She did show initiative and responded when called upon, but it was like pulling eye teeth to get her into discussions. Camp helped her to rely upon herself in her personal needs and to become independent enough to make her own choices in her activity schedules. This was indicated by her not constantly shadowing her pal and cabin-mate as formerly. She was also not as retiring in the camp group. She gained more confidence in herself after she had the feeling of

being able to do as well in her swimming, canoeing, riding, as others. Her camp experience gave her a feeling of security and a sense of achievement.

Providing for Individual Differences

Cruiser's Relationship to Individual Differences.- Individual differences in abilities and interests must be provided for in the program. An all-round participation cannot be expected, for each child is different from every other child. Each camper is unique.

Frequently a camper's awkwardness and clumsiness prevent her from achieving any sense of recognition from skills during the entire season. The program cruiser must find different situations from those which are based on the satisfaction which comes from a sense of achievement in skills. Social approval must be provided. The following case sketch cites the way in which the field of dramatics gave a sense of recognition to a camper, as well as directing her interest into riflery where the girl's size was not a handicap.

Case 17: Lillian - A Problem of Awkwardness.-

Initial Status.- Lillian's first season was at the age of ten and a half. She was a large, overgrown child, best described as similar to a big, clumsy, good-hearted, Great Dane puppy. She already had physiologically matured and was unstable emotionally. During the first week she spent most of the time crying, but, with a little affection from others, she snapped out of it.

Diagnosis.- She was a child of middle-aged parents and lived on a large plantation with no companionship and lacked many of the graces and refinements of one from her social level. Her cabin never accepted her, but she never seemed to realize it. They got quite angry with her, but she quickly forgot it. She had some bad quarrels with a cabin-mate who was a spoiled, only child like herself, and they said many hateful things to each other. "It's breakfast time. Get up," one would call.

"I won't get up. You can't make me," came the answer. She needed recognition and response from her in-group.

Remedial Measures.- Lillian loved to hike and enjoyed wrestling on the overnight hikes, and the counselor, realizing that she needed group recognition, made a sport of this affair. Another time she was cast as Friar Tuck in one of the pageants. She got a great deal of pleasure in receiving the recognition and praise from the group. The program cruiser also directed her interest into riflery where her size would not handicap her. She gave much time to this activity and at the end of the season, received several medals from the National Riflery Association.

Evidences of Improvement.- Her growth in self-reliance and cooperation was not marked, but that was to be expected from an only child. There was marked improvement in her personal tidiness and greater cooperation in the cabin projects. Her parents had requested that she learn to "give and take," for she had had no one to play with at home. Her adjustment to living so close in an in-group was much more difficult than that of most campers, for during the winter she was rushed home each day on the school bus.

Follow-Up Second Season.- She returned the second season very enthusiastic about the activities that she had participated in during the previous season. The same leader as of the last season was her counselor and reported a marked improvement in cooperative living and acceptance by her in-group. "You won't have a baby in your cabin this season. I have grown up so you needn't expect me to cry," Lillian said. Another time when she wrenched her ankle, she said, "I am going on and do things and learn a lot, even if I have to go on crutches." During the first season she would have pouted and have been glad to be inactive.

She was still untidy and disorderly, but the group soon lessened this disorderly behavior. "Leaving your shoes under the bed caused us to get a low grade in inspection," her friends complained.

Remedial Program Second Season.- She was reluctant to learn ball-room dancing and showed disinterest in class instruction. When party times approached, she asked, "What do I do? Sit around and sit on?" She was self-conscious about her size, and the program cruiser provided private dancing instruction for her. This resulted in her participating in the parties with boys at the end of the season. She showed the same reluctance about scheduling skills she could not perform. Soon after a conference with the director, she agreed to the value of an active sport like tennis, and Lillian then was seen on the tennis courts regularly. "See, I have learned to serve. When I go back home I will be able to play tennis," she exclaimed to the counselor.

Further Evidences of Improvement.- Discovery through the journal of this camper's needs and of her self-consciousness due to size enabled

a satisfactory sense of achievement to be obtained through program guidance. Her record showed marked improvement in cooperative living and table manners. She still needs guidance to attain more essential tact and refinement.

Enriching Program for Returning Campers

Cruiser's Recommendation on Returning Campers.- One of the important values in relating the anecdotal behavior journal to the program is the recommendation made by the cruiser or personnel director on returning campers. These are generally submitted at pre-staff conferences, which were treated in the first chapter.

The following case sketch illustrates how, after many days of camp, recommendation was made to place a camper in a position of leadership so that she might develop more initiative.

Case 18: Norma - A Problem of a Follower.

Initial Status.- Norma, an attractive, only child, was in camp two seasons while she was fourteen and fifteen. She had attended a short term organization camp during two previous seasons. Therefore, she adjusted herself very well from the beginning and associated very little with several of the home town girls who were camping with her, but were not her cabin-mates. She entered into activities, cooperated enthusiastically, and made friends very easily. She volunteered her services frequently for cabin projects. When any task was assigned her, she did it very inconspicuously.

Status at End of the First Season.- At the end of the season she was still a follower in the in-group, due to her unassuming way. She was cooperative and always generous with any of her belongings and the boxes she received from home. She always seemed to take the responsibility for the cabin stunts and worried because they had not made their plans in sufficient time. She spent too much of her time with one of her cabin-mates, however, and enjoyed following better than leading.

Follow-Up Second Season.- Her request to bunk with her cabin-mate of the previous season was granted. This cabin-mate had returned for her fifth season and was in the counselor-in-training group. She was the idol of the camp. Together they were challenged to help the five new

campers and the former timid camper to make satisfactory camp adjustments and to maintain the best camp spirit on the senior side.

Remedial Program.- Her cabin counselor recorded her lack of initiative and failure to offer any suggestions for any of the cabin projects. She was still the follower. Knowing her potentialities, the cruiser recommended to the director that she be given an opportunity to be placed in the counselor-in-training group. The director's conference with her was most favorable, and she was most enthusiastic over the honor that had been conferred upon her, calling long-distance to tell her mother of the good news.

Evidences of Improvement.- This was the means of Norma's stepping forward and showing initiative. She assumed responsibility in helping to bring the horses from the stable to the ring and other tasks. The opportunities offered increased her initiative, and her assurance was noticeable. Having previously suffered with sinus trouble, she redirected her program into land sports. Her efficiency in riflery was outstanding. She won many medals her first season and during her second made her possible 500 bar. Even with making the most of her counselor-in-training opportunities, it was still near the end of the season before she asserted any definite leadership qualifications. Her natural timidity caused her to mix more slowly among her new friends, although she got around to know them eventually. She was always considerate of others and happy and friendly in her in-group.

She seemed helpless and disinterested, and while she did not lead her cabin group in planning the cabin stunts or composing the camp song, she assumed her share of the responsibility. Picking up a letter just received, Norma rolled over on the bed and began to re-read it. "Come on, Norma, and help us. Do you even know the song?" "Yes, I know it but I am not in the stunt." "But you are going to help sing, aren't you?" they asked.

She was an active camper but said very little about anything that she thought, always remaining cold, calm, and unconcerned, an on-looker. When news came that her mother was visiting in camp, she said, "I thought she would come today," and went walking slowly up the hill. When asked about the trip to the Hendersonville horse show her reply was, "Yes, we had a good time." She was never excited about her activities.

Final Status.- Toward the last of camp she seemed more at ease with the new campers in her cabin and climbed up into their beds to read, write, or fix her nails with them. Slowly and surely she endeared herself to all the cabin group but because of her unaggressive nature, Norma never received their respect as a superior member of the group. This was due to her quiet, unexpressive and uncommunicative nature. As camp waned, however, she seemed to have more fun, to be more light-hearted, to have gained more self-reliance. "The best time I had in my life was when I took part in the Gymkhana," she told the counselor. Because of her quiet disposition she was likely to be unobserved, but she showed great self-

reliance and an increased growth in leadership, often doing things unassumingly. She accepted responsibility with pride and liked to be more recognized. She showed initiative better in the cabin group than in the camp as a whole.

She was a little too retiring for one with such an attractive personality. The camp doctor believed that this reserve might be due to previous ill health, although at present she is well. She had one sinus attack at camp which worried her parents dreadfully, as her last attack resulted in pneumonia. Again, this reserve may have been due to a poise that comes from having had the advantage of travel and spending more time with adults. She was always very cooperative, however, when something was to be done, and she showed marked growth in self-reliance.

Value for Program Administration

The anecdotal method is of great value in the administration of the program by the program director and director. Some of the advantages are:

(1) Determining the philosophy of program administration in a democratic way; pooling the counselors' comments from their journals in staff meetings and making suggestions about the difficulties and progress of each camper. Cabin leaders report the needs of campers to aquatic or equestrian directors, and the staff discusses situations and methods of satisfying these needs.

(2) Evaluating program in terms of campers' comments reported by the counselor in the journal and discussed in staff meetings.

(3) Determining whether or not the camper has balanced her program interests. Is she participating in the aesthetic and social types of activity as well as the physical?

(4) Determining desired trips, over-night hikes, canoe trips, or rides according to journal comments and requests reported by counselors.

(5) Determining specialized hobbies and interests that do not have a scheduled instructional period, such as photography, sketching, and poetry hour.

(6) Aiding in the weekly report filled in cooperatively by the camper and counselor and mailed to the parent.

Summary

A study of the records by program cruisers and personnel supervisors enables translation of insights obtained into better program practices. Program experiences are provided on the recommendation of the cruiser to meet more adequately the interests and needs of:

- (1) The unadjusted camper.
- (2) The maladjusted camper.
- (3) The individually different campers.
- (4) The returning campers.

The journal contributes in determining the philosophy and in evaluating the program. It also contributes in developing a richer and more educationally adequate program in meeting the needs of the campers by means of specialized trips and hobbies, and in providing for individual differences.

CHAPTER VI

THE CONTRIBUTION OF THE CASE METHOD IN EVALUATING THE BEHAVIOR CHANGES

The organized summer camp claims a unique opportunity in socializing behavior. The outstanding contribution, according to many educators, is to help form desirable habits and to develop effective social adjustment. A satisfactory camp experience can contribute greatly to personality and character growth.

Behavior Changes

The results of organized camping are changes in behavior, regardless of camp philosophy or camping material. Intimate living during twenty-four hours a day with others than one's own family affects behavior. Changes in one's ideas and beliefs that have been patterned within the family group are affected by a summer camp experience. These changes may not always be desirable ones; usually they are profound.

The summer camp holds a preeminent place as a socializing, humanizing institution. Whatever are the ways of the group become the ways of the individual. Mason, a prominent camp educator, says:

The kind of personality we attain depends on the number and kinds of our associations, contacts; association is the educating, socializing, civilizing, humanizing factor in life, and herein lies the greatest contribution of organized camping--boys and girls need camping to get away from the kids in their block and from their parents. They need new contacts, intimate association with other adults for the sake of personality development and social adjustment.¹

¹ Bernard Mason, Camping and Education, pp. 39-41. New York: McCall Co., 1930.

Vincent, psychologist at Merrill-Palmer School, says:

Camp exposes the child to a wider variety of standards and to a broadening of tolerance for things which though different might be right-- Certain forms of independence of action and tolerance of difference are essential to desirable growth and must, if the child becomes a capable adult, be achieved somewhere along the way to adulthood. Camp offers these close contacts.²

Evaluating Behavior Changes.-- The most important outcome, and the most difficult to measure, has been the production of desirable changes in the lives of individuals having an eight-week camp experience. Camp workers feel that such changes are produced, and the belief is supported by parental reports returned. Counselors and directors like to set up standards of progress in personality development. They want to be able to say definitely that Mary has advanced from position C to A or B, but this is not possible. The use of rating scales and of other devices of personality measurement has helped directors clarify their own attitudes, which in turn have been communicated to the counselors. Dimock and Hendry first called the attention of the camp world to the appraisal of behavior changes.³ The intangible nature of the results of a camp experience is a challenge to systematic and thorough record keeping as aids to more accurate appraisal of the results of the organized camp.

The anecdotal behavior journals provide quantitative and qualitative records for evaluating the personal growth of the camper and of her

² Lee Vincent, "Camping Contribution to Mental Hygiene," Camping Magazine, IX (June, 1937), 17.

³ H. Dimock and C. Hendry, Camping and Character, pp. 255-91. New York: Association Press, 1929.

development in socialization. Some idea of the extent to which the use of the anecdotal method as a guidance technique does produce personality integration may be obtained from the following case sketches, organized from anecdotal journals and incidental data.

Case 19: Leone - A Problem of the "Tenderfoot".-

Initial Status.- Leone entered camp at the age of fourteen and returned for four consecutive seasons. She had been adopted when very young by a prominent wealthy widow who lived on a large plantation. After her only son had married, they moved into town. Leone's early childhood and adolescence, however, had been spent on the plantation.

Diagnosis.- This was her first time away from home. She was homesick the first week and sought out a relative in the camp to comfort her. She was attractive, but indifferent to the response from her in-group, and made no effort to be sociable with them. She was content to spend the time on her cot reading and resting. Having been required to take a nap after school, she expressed satisfaction over not being forced to participate in many activities that her cabin-mates scheduled. She frequently scheduled an activity and then did not go.

Remedial Program.- As she was a good rider from having ridden on the farm, the personnel cruiser had the riding instructor allow her to spend time in bringing the horses from the stable to the ring. This opportunity for leadership caused her to be more with others than with her in-group, and helped overcome some of her reserve. But after six weeks of camp, she still did not know the names of the girls her own age, much less the younger or older ones, as all the other campers did long before this.

Leone was neat in her personal appearance and often spent hours before the mirror, arranging her hair in some new flattering style, especially before attending some of the cabin parties and girl-boy affairs. She showed little interest in cabin orderliness and neatness, however, and was always losing and misplacing her things. She never had the slightest idea of the number of her possessions even when checking her laundry list. This lack of self-reliance was due to home conditions. She had always been waited on by her mother.

Evidences of Improvement.- Her record by the middle and the end of the season showed more capability and interest in caring for what belonged to her. Also, it revealed a decided growth in ability to make decisions for herself. She previously had asked the counselor and her relative for their opinions as well as her cabin-mates before making a decision. She had seemed unable to think things out for herself. Always she watched the others and followed their example. It was toward the end of the summer

that she began to voice her opinions on different cabin projects and make herself one of the in-group. She planned one of the cabin parties and the in-group accepted her suggestion of having a movie star party with cut-out puzzles.

Status at End of First Season.- She was still indifferent , and it was difficult to determine if this reserved attitude was one of inferiority or superiority. Possibly it was a compensation for her feeling of insecurity from being an adopted child and from being handicapped by a frail physique. Her non-interest and indifference to cabin welfare and projects improved, but she showed no growth in initiative and was still inclined to follow and not lead in her in-group.

Follow-Up Second Season.- The second season she returned with the same lassitude and apparent lack of enthusiasm for activities. She had no trouble in adjusting herself to the in-group but took little interest in anything and merely followed the others. She still had the tendency to lose her things and showed no effort to find them. She enjoyed being waited on but did nothing for others. There was soon evident improvement in untidiness, but, having been waited on at home for ten months, she seemed quite willing to have others wait on her and not take the responsibility for cabin clean-up. Slowly she improved in spirits and became more generous in sharing her belongings.

She had many talents which she could use if she wanted to, but she seldom took the trouble to use them. She showed leadership in volunteering to have charge of a Tom Sawyer skit and proved her dramatic ability. Later, Leone even volunteered to dance the tango on an evening program. She still kept herself very neat and clean but did not spend as much time primping or fixing herself as formerly. She went on her first overnight canoe trip toward the end of the season, and returned enthusiastic about the good time she had had.

Further Evidence of Improvement.- Her attitude of apparent indifference and independence seemed to have waned, and she was much more cheerful and thoughtful of others and did not mention home so frequently. She even participated in more activities, but Leone still gave the impression that she did not care if she achieved any of the skill tests. This indifferent attitude toward activities was seemingly one of compensation. Being limited by her physical lack of endurance to participate in strenuous activities, she had adopted an attitude of disinterest and had gained the center of the stage by blaming her disinterest on a side-ache or some such ailment. Her hospital record showed many half days in bed for no apparent illness. She enjoyed being sung to in the dining room upon her return. She merely loved to be noticed and waited on.

She was happiest when she was around boys and noticed by them. She fussed tremendously when she had to attend the joint affairs, but really,

she just wanted something to talk about. Her mother had had difficulty supervising her boy friends, so much so that she had requested a report on the mail Leone received.

Status at End of Second Season.- She cooperated with the group and was well liked by them and offered frequent suggestions for cabin projects, showing more marked signs of leadership. She offered services willingly by the second month of the second season, such as helping get and sort the laundry, and she was much sweeter in her manner to the counselors in accepting their criticisms. She was more generous with her things, for she had been quite penurious in her possessions. There was definite growth in self-reliance and cooperativeness in this spoiled, overly-indulged, adopted child.

Follow-Up Third Season.- She returned for a third season, quite happy over the prospect of bunking with two of her last year's cabin-mates, but she made no effort to know the others. She seemed adjusted to her own personal satisfaction and lived more or less within herself.

Remedial Program.- An opportunity was given to help her overcome this general lassitude and to develop more interest and consideration for others. She complained about having to perform little duties of service required of counselors-in-training. Always after attending counselor-in-training meetings there was a change in her attitude and fewer complaints. Again, this complaining was a case of compensation in order to be the center of the stage, for when an offer was made to relieve her of these duties, she begged to have the privilege of keeping them. Her changes of attitude were only in spurts, and later her ugly remarks and laziness returned. In general, however, she was much sweeter and more cooperative. On overnight canoe trips she did her share of the paddling and was much more congenial even when caught in the rain. She had to spend the next day in the hospital recuperating from the canoe trip, but left in time to dress for a dance. As usual, she had a grand time.

Status at End of Third Season.- The last month of the third season showed a definite improvement in her attitude. Much better camp spirit was evidenced and a greater willingness to help in all projects. Frequently she remarked, "I want to do my part." She offered to iron the cabin curtains and put them up. She did not confine herself only to the in-group but mingled with others. She took part in a number of plays and pageants without hesitation. She learned to live with other people much better and was more generous and a great deal more thoughtful. She accepted her cabin-duties, and when instructed to do things, did them willingly.

Follow-Up Fourth Season.- She returned a fourth season, showing more improvement than ever. She was well liked by the girls in her cabin and took hold of many situations and corrected them. She wrote the cabin stunts and took leading parts in them. She was more receptive to criticism

and tried to profit from the help of others. She still was not particularly enthusiastic about any one activity and preferred to follow a lazy schedule. When asked why she didn't participate more in activities, she said, "I don't feel very well. I think I'll lie down instead of going swimming."

There was in her a wish to be like some of her "finer friends," for she would perform little kindnesses and be quiet about them, almost embarrassed when she was thanked for them. She voiced the desire that she was going to try to be an "L" girl, which she ultimately became.

Final Status.- Her remarks about the season were that, "This has been the most satisfactory one. I have made many friends and have grown more thoughtful and considerate of others." She was a good example of how camp teaches cooperation and helps a girl to make satisfactory adjustments for herself and her life with others. Her mother writes that she has made a satisfactory adjustment at the boarding school that she is attending this year.

Case 20: Lois - A Problem of Unrequited Friendship.-

Initial Status.- Lois was in camp five seasons, from the time she was twelve until seventeen. She was the only child of parents who has been divorced and later remarried. She had a vibrant, attractive personality. During the first season she adjusted herself with no evidence of homesickness, and at all times showed herself to be the leader in the group. She cooperated with cabin projects, being perfectly willing to smear her face with soot for one of the stunts and to help cheerfully with sweeping and cleaning. She seemed to make no close friends, however. She was very sophisticated and poised in boy-girl relations, and was inclined to be boy-crazy for one just twelve years old.

Frequently she became irritated and nasty and lost her temper easily. One of the cabin-mates accidentally spilled some ink on some things of Lois's and she lost her self-control in an outburst of temper. There were many evidences of this the whole summer, although they improved as summer waned. She sulked, after her counselor reprimanded her, about not being allowed to play cards during rest hour or to read by flashlight after taps.

Status at End of First Season.- She displayed leadership qualities at all times for one so young, and, when her skills did not enable her to excel the others, she bragged and was boisterous in order to be recognized. At the close she excelled the others in her age group in skills and received praise from the entire group.

Follow-up Second Season.- She returned the second season with a helpful spirit, endeavoring to teach the new campers the traditional rules that were expected of them and helping them "to fall in line." She cooperated in all camp projects and in keeping rest hour and taps. The

counselor was quite firm with her from the start. Lois was more mature for her age than other girls. She participated enthusiastically in activities and still excelled in them, winning the semi-finals in tennis. She did not seem to lose her temper so frequently. She was frank in her opinions, saying to her cabin-mates, "If you have any remarks to make about me, please do so to my face and not to my back."

Status at End of Second Season.- Her summer's experience brought her no close friends. She was seemingly a genial personality, exhibiting all excess of over-self-confidence and showed no fear of camp regulations by smoking frequently. She felt this was all right, because her mother permitted her to smoke at home. She promised her counselor not to again in camp. Her answer was, "Yes, and when I promise, I will stick to it," and she did.

Follow-Up Third Season.- An appendectomy prevented her returning the following year, so that there was an interim between the second and third seasons. She showed definite qualities of leadership but lacked tact and frequently boasted, "I am very frank and I like people who are."

Remedial Program.- The second month the director placed her in the counselor-in-training group, hoping that a position of leadership would develop more tactfulness on her part and acceptability by the group. Many conferences were necessary, however, to help her develop friendships with all the campers.

For the first time she succeeded in having one bosom friend and spent most of the time with her when not in activities. An increased adolescent interest in sex was shown by her devising a "purity test" which she secretly gave to the older campers and counselors. She discontinued giving the test after conferences with the director. She now spent more time reading and writing. Several times she did not attend council ring or Sunday chapel services and remarked, "I am not interested in them." She was not so popular in the cabin as before. She tried to dominate over others by bossing them too much and bragging a great deal.

Status at End of Third Season.- Formerly she had been tidy in appearance, but now began to show a lack of interest in keeping her clothes orderly. There was a definite swing in many of her camp behavior reactions. She excelled others in the mastery of skills but did not have the friendship of her in-group. She played again in the tennis finals, and practically the whole camp group were joyous over her defeat. She was antagonistic because of her boastful attitude which was compensation for her lack of being accepted. She cried hard, and it was very difficult to accept her defeat. Another night, she refused to go to supper because she had not won in the horse show, and her only girl friend cried with her. Her athletic ability made her outstanding, and she never hesitated to tell just what she could do. She showed little cabin pride and was interested only in "herself and boys." But for the first time she left camp with a real chum, one who lived in her same state and with whom she exchanged visits frequently during the following winter.

Remedial Program Third Season.- The personnel director again placed her in the counselor-in-training group believing that a healthy satisfaction in activities entailing responsibility, leadership, and cooperation would help meet her felt need for attention. This attempt possibly would combat her difficulty in not being accepted.

Initial Status of Fourth Season.- The next summer, Lois was delighted to get back to camp and became the decided leader, despite the fact that her camp chum of last season also showed unusual leadership qualities and was her cabin-mate. She was happiest when telling others what to do or when she was the center of attention. She excelled in sports, had perfect posture, and always was well groomed and tidy. She was very interested in cabin clean-up and cooperated throughout the season. She was reliable in her counselor-in-training duties and was well liked by the younger campers.

Still she was very tactless in making remarks to her cabin members. "Mary, why do you wear that hat all the time? It looks terrible," she told one of the girls. When corrected for her table manners, she remarked, "I get corrected enough at home about such things. Up here I don't have to be on my good behavior, but I really know better." She enjoyed shocking some of her cabin-mates by remarks about drinking and smoking, which were her chief topics of conversation. Regardless of correction she remarked, "My mother and father drink and smoke and talk about it. Why shouldn't I, when I am allowed to drink at home?"

Remedial Conferences.- She still showed keen interest in too many things pertaining to sex, telling off-color jokes to her cabin-mates. The trend of cabin stunts for the season which she suggested portrayed drinking and cabaret scenes. She enjoyed shocking cabin-mates and the counselor with her topics of conversation, even admitting this to the director, who by evidencing a true interest and warm friendship for her tried to redirect her "show-off" behavior.

Lois did not hesitate to mention likes and dislikes about things and people, and was always frank. She was self-reliant and not open to suggestions. She was very dependable, however, especially about her counselor-in-training duties on the waterfront and enjoyed having charge of some specific duty. She was the captain of one of the color teams and showed the leadership ability of a mature counselor. For this she received the full cooperation and admiration, not only of her team, but of her rivals, for handling the "Play Day" events. She was one of the happiest girls in camp, and frequently remarked, "I don't understand why any girl doesn't love camp life. There is always something exciting doing, and time flies." Such things as spiritual growth did not appeal to her. Due to home environment, one can understand her remark, "I never go to church except when I come to camp."

Final Status.- Her capability and dependability were recognized by both campers and counselors, and she received the unanimous vote as the out-standing counselor-in-training during her fourth season. She will always be more popular with boys than with girls, for she still lacks tact and prides herself on being frank. Her character growth in accepting defeat and disappointment has been shown by a report from her parents who write how nobly she accepted several disappointments.

Case 21: Jeanette - A Problem of the Clannish Camper.-

Initial Status.- Jeanette was in camp three years, from the time she was eleven until fourteen. She was well-mannered, poised, and likable, an only child who adjusted herself to camp life unusually well. She was noticeably independent for one her age. She had changed school frequently and lived for weeks at a time in hotels, as her parents traveled extensively. She was very decided about food, and it was with difficulty that her counselor coped with this problem. She insisted, "But Anna, I don't want it. I won't eat it." By persuasion, however, she ended by eating the distasteful vegetable.

Diagnosis.- She showed a definite will and was very hard to persuade to change her mind. She had leadership ability, but was a little too independent, and did not particularly care whether or not the other girls followed her suggestions.

Remedial Suggestions and Program.- The counselor in her conferences suggested that if she wished to develop in leadership, she not always be so positive and autocratic when making her contributions to the group projects. Many opportunities of leadership were given her. She took charge of the meeting held to plan the cabin party, and offered suggestions, not all of which were accepted. She put over a game program very competently. Her cabin group were not enthusiastic about this, but praised it afterwards. She often was the one from the cabin who remained to help with the laundry or to finish cabin clean-up. "The others run off to classes. I don't suppose they think I have any," she remarked. She was generous with all her possessions and shared the many boxes that her parents sent her.

Her costume was most attractive for a masquerade party with a boys' camp, and she was elated over winning the prize for the best costume. But there was no boasting or bragging. She was a sweet child, level-headed, accepting counselors' criticisms in a most gracious manner. Frequently her thoughts turned inward, she examined herself, "I don't think I have done my best this week and don't feel worthy of accepting the challenge."

Status End of First Season.- She showed marked self-control, with a willingness to cooperate, and leadership ability for one so immature. The opportunity of group living brought out her talents considerably.

She had been inclined to put things off until the last minute, although she usually managed to finish. Toward the end of the season she had shown a greater sense of responsibility in that she did everything that she was asked to immediately and thoroughly, even to filling out the report card and arriving at meals and assembly on time. She led in cabin clean-up, being careful about sweeping and other tasks.

Follow-Up Second Season.- She returned the second season as one of the recognized leaders of the cabin group. Frequently, however, Jeanette, lost sight of the group's privilege of choice and gave too vigorous expression to her opinions on most occasions, although not in a quarrelsome way. She seemed quite petulant about observing camp regulations, like putting out the light when taps are blown and not giggling during rest hour. Her initiative was shown in suggestions: "Let's confiscate things left around and charge fees to redeem them, so that we can keep out cabin nice and straight."

Diagnosis.- She formed a clique with one of her cabin chums, isolating the others. When criticized, by her counselor, she claimed that she constantly struggled with timidity, but when she knew people, she got over it. Her home background may have limited her friendships and brought about a timidity, which is not apparent because of her poise and seemingly self-control.

She continued to receive a number of boxes and was generous in sharing them with others. She did not attend the activities she scheduled, and often forgot that there were rules and regulations, when there was something that she wanted to do: "I don't care what Edna or anybody says. I am going to write in rest hour." Later Jeanette apologized profusely and was more co-operative. An antagonistic feeling toward camp regulations, though made by them, has been shown by many at this growth stage. On the whole, she was an obedient child but not submissive and wished to know the why and wherefore of all things.

Remedial Program Second Season.- The cruiser succeeded in challenging her to attend her instructional activities and to participate more, as she had passed only a few of her achievement tests, and made little improvement in posture. She realized this and worked hard the last few weeks, but had waited too long to accomplish much with her skill tests. However, she did definitely improve in her skills.

Evidences of Improvement.- She developed personal tidiness and orderliness. Formerly she scattered things about as most only children do who are waited on, but because more thoughtfulness was given to her cabin-duties, she improved. She stopped constantly asking other people to hand her things. She had some baby ways still and cried at the thought of having her finger bandaged. "I don't want to go to the hospital and let the nurse pull off the adhesive tape." Yet she was mature and poised in her social affairs with the boys' camps.

Follow-Up Third Season.- Jeanette was assigned to a cabin with five new campers and two former cabin-mates. She returned the third season with an intention of enlarging her friendships and not spending all of her time with one chum as she did the last season. She was sincere in her promise to the director that she would mingle more, if only she could bunk with her chum who also had returned for her third season.

She was friendly and agreeable to everyone but tended to stick close in her scheduled activities with this chum. She made friends in other cabins and often made her pack for an over-night trip with outsiders. She showed an interest in more activities. It was not so difficult to get her cooperation in the choice of foods. She seldom spoke of her social life back home, but admitted timidly that she did go out quite a bit. She never bragged and was irked by a braggart in the cabin, whose worldly possessions were not so great as her own.

Final Status.- Jeanette was unanimously voted an "I" girl, and her growth in initiative and acceptance of responsibility and mixing ability was marked in her three summers at camp. She came into camp with some self-control and independence for one so immature. She seemed to have overcome a great deal of her timidity and no longer limited her friendships to one, but mixed with many of the girls and went out of her way to do little things for them all. She introduced the boys to the new girls at the boy-girl affairs, and endeavored to make others have a good time. She depended on her own judgment always but showed growth in her group adjustments in being tolerant with others.

Case 22: Sally - A Problem of Derogation.-

Initial Status.- Sally was in camp three seasons from the time she was eleven until fourteen. She seemed at ease from the first, although her mother reported it was her first experience away from home. She had traveled with her and visited two weeks in order that she might not be homesick. She was a pampered only child but attractive in appearance. Her facial expression reflected interest in everything. Sally appeared to be self-confident, yet she hung back from the others.

Diagnosis.- She was indifferent about camp experiences and had little to say about any of her overnight camping experiences, as the others did. She displayed a self-consciousness on the program for council-ring. This indifference possibly indicated that she did not know what to do. Her apparent attitude of self-confidence was only a mask, for frequently her indifference showed a compensated desire to be able to lead and to do things well.

Remedial Program.- Special attention was given in swimming and tennis, her main interests. With difficulty she overcame fear of water, and it was the end of the season before she learned to swim even a little ways. This affected attitude of indifference and apparent self-confidence was

frequently in remarks to cabin-mates: "Peggy, you try to lead too much." "Anne, did you notice what I did for you while you were in the hospital?" She wanted so to be recognized by the group. Her cabin counselor appointed her in charge of the cabin party and let her have full management of planning the menu with the dietitian.

Status at End of the Season.- Being a spoiled and rather selfish only child, she expected attention, and if she did not get it, she was prone to force herself on one to gain it. Her camp experience seemed to temper the critical attitude and apparent envy and jealousy, for she seemed to see good things in others, and she was impressed with the character values gained from a camp experience. The report of her growth was that she was not so critical as formerly, and she had learned to mix and be at ease with other girls.

Follow-Up Second Season.- The second season Sally returned proud of "knowing the ropes" and a trifle demanding, but she kindly helped the new campers adjust themselves. She took initiative in program planning for cabin projects and completed any assigned duties. She was a bit too cock-sure of herself and did not accept criticism easily. When corrected she made alibis. "I've always done it this way." It was obvious that at home she did just as she pleased.

Diagnosis.- She was not enthusiastic about attending classes. This was due to her lack of ability in skills, and it was difficult to get her to cooperate during rest hour, or getting to meals on time. Her attitude was, "Why should I do it? Rules are all right for others, but I don't have to be on time." At times she acted silly in the attempt to attract attention.

Remedial Program Second Season.- The cruiser realized she needed attention, so suggested that the choir director have her render a solo in chapel service on Sundays. She had been unable to obtain group recognition from her skills. This might help her combat the show-off behavior.

Evidences of Improvement.- She remarked in a truth session, "I would like a little time to figure out my faults. I can't say offhand what I would like to correct. I know I have many." The craft counselor's record showed that she had been quite careless with metal work and did not complete her projects. This failure to persevere until succeeding seemed to be due to this indifference in her activities. She did not try to monopolize the conversations and go the other girls one better with her long-winded tales, as formerly.

Status End of Second Season.- The record shows she did not excel in any skills, but compensated by outstanding service rendered in cabin projects. In activities she seemed lazy, but it was a need of excelling which forced her to give time to things where she could be prominent. She was still flippant and a bit too cock-sure.

Follow-Up Third Season.- The third season, Sally was placed in a cabin with all new cabin-mates except one who was a definite leader. She showed a marked improvement and fitted well into the in-group, being decidedly cooperative. She performed duties well, and her ability was recognized by her being elected council member. Her growth was marked although she was still not outstandingly aggressive in her leadership. She was not selfish or boisterous, and was considerate of others in making suggestions for cabin projects.

Remedial Program.- Her counselor directed her into two activities in which she excelled, riflery and riding. She no longer was a beginner in the swimming classes and she had developed an interest in golf. She still bragged occasionally about the things she did for her cabin, but the satisfaction she received from the recognition in the horse show and gymkana combatted the urge at overstatement of her virtues.

Final Status.- Sally's self-possessed manner was admired by the other girls. She had a personal attraction for boys and got along well with them. She matured in her sense of values, which she attributed to the inspiration received at camp. By the end of camp she was not so prejudiced in general about things. She definitely progressed and matured in qualities of leadership and in her consideration and appreciation of others, as was indicated by her being selected an "L" girl.

Case 23: Kathleen - A Problem of Timidity.-

Initial Status .- Kathleen was in camp two seasons, from the ages of eleven to thirteen. She was the only child of divorced parents, and spent part of a year with each of them. A previous camp experience had not been a happy one, but she came to camp, as it was her father's time to take care of her. She was a quiet sweet child who early had matured physiologically and showed ambivalent swings from babyish to adult mannerisms. Usually she performed her task quietly with noticeable self-reliance.

Her trunk was many days late in arriving, and she took this situation without complaining. She was very interested in cabin neatness and orderliness, and spent a great deal of time straightening her shelves. Her attitude toward others was good, except when she thought someone was falling down in her duties. Then she was extremely severe in her remarks.

Diagnosis.- She was deeply disturbed over the loss of a small piece of candy and made a fuss over it, surprising her counselor. "I don't think one should take things that don't belong to him," she said. Kathleen was always seemingly suspicious of her cabin-mates, and not very quiet about their shortcomings. It was believed that she was suspicious of people, because of a feeling of insecurity.

Remedial Program.- Her counselor was asked to give her affection whenever possible and make her feel that the group loved and wanted her. She tucked her in and kissed her good-night each evening. Kathleen was

babyish in her speech, and at times was like a monkey causing the girls much laughter and fun. She was scarcely known by the other campers, and the counselors remarked, "She's a child that I hardly know at all." Her journal showed a great deal of interest in nature. Her cabin-mates had been urged by her to gather ferns and flowers to plant around the cabin. Rubbing her hands tenderly over a piece of moss, she said, "Now isn't this a dear?" The cruiser recommended to the counselor and to her personally that she sign up for some of the wood-craft trips and also that she would enjoy canoeing as she had passed her swimming test, and if she would apply herself would be entitled to the canoe trips.

Evidences of Improvement.- She never showed leadership potentialities in any of her activities, but she offered advice to her cabin-mates. Frequently when her cabin-mates did not respond in helping to clean up, she would get after them to pick up their things, and one of them remarked after she had asked her a third time, "That is your main fault, you keep correcting if we don't do it right away." Once she became hysterical when the girls wouldn't pick up their things from the floor. "When I get mad, I really get mad," she screamed, and fell on the bed crying. She liked for things to run systematically and when they did not she would get upset.

Final Status End of Season.- She was an individualist and refused to do what the group decided to do, but with a little coaxing she could be brought around. Frequently she would offer to help and was always willing when asked.

Follow-Up Second Season.- She was assigned to the supervision of the same cabin leader, who had developed such a warm friendship with her. It was thought wise to have this follow-up with this counselor who mothered her and tucked her in at night since she had been off to boarding school all year.

She returned the second season still an affectionate, untrained baby, adjusting right away in the cabin group and working, playing, and having fun with her cabin-mates. She had improved from last year but still resorted to baby talk to gain attention. She was very child-like and was not taken seriously by others. She giggled too much and her cabin-mates were not attentive to her suggestions. She showed a continued interest in cabin neatness and orderliness, and often did most of the sweeping and picking up of others' misplaced articles. She was not cooperative in rest-hour.

She would have alternate swings of moodiness and excitability. Her manners at the table were poor. One day she would accept her criticism without making alibis, and the next day she would resent it.

She showed much more growth in self-reliance, but did not improve in her attitude toward boy-girl affairs. With boys she had a feeling of inadequacy, not knowing what to say, nor did she know how to dance well.

Her counselor had secured private lessons for her, but she resented having to go to the dancing lessons. "I don't see why we have these darn parties, I like everything else about camp, but I don't see why you all ask me to go," she remarked to her group. She was upset, however, that she did not have an evening dress, when the girls were all getting theirs out to press. The counselor borrowed one for her and polished her shoes, and curled her hair. She appreciated all the attention, but did not express her feelings. Her dislike of social affairs and not wanting to learn to dance was not only because she felt self-conscious meeting people, principally boys, but her home background. The quarrels and separation of her parents were the underlying causes of her attitude. "I don't like boys, and they are all worthless." It was always a struggle to get her to write her father, and yet he paid all expenses at boarding school and camp.

Final Status.- Toward the end of camp she asserted her independence by ignoring camp regulations. She was noisy at rest hour and after taps so that her counselor might purposely call attention to her in correcting her. When criticized she remarked, "I just like to hear you correct me, why can't I talk if I want to? This is our camp after all. Why can't we do what we want?" Later she showed willingness to conform to the regulations, and asked her mother to bring no fruits or candy on her next visit. She always shared these generously with her cabin-mates.

By the end of camp she was entering enthusiastically into more activities. There was a marked growth in self-reliance and independence. She did not use baby ways to gain attention because she had achieved recognition from swimming, winning a ribbon in the horse show, and canoeing in the pageant.

The five sketches presented of three-and four-season campers were not cases of problem girls. These girls' problems all have been chosen from a large group of case sketches, because they illustrate certain methods of guidance, and reveal personality integration and desirable changes in general for cases of: (1) homesickness, the tenderfoot case; (2) domination, the case of unrequited friendship; (3) poor food habits and social inadequacy, the case of the clannish camper; (4) lack of skills, the case of derogation; and (5) a sense of insecurity, the case of timidity.

The following case sketch is of a fourth season-camper, who was much more of a deviate in behavior than most of the girls in camp. No attempt

has been made to separate diagnosis and remedial program, as in the other case sketches presented. The aim of the camp and of the cabin leader each season was to help her understand her compensatory behavior, and give her a real sense of achievement through program guidance.

Case 24: Susan - A Problem of Maladjustment.-

Initial Status.- Susan entered camp at the age of nine and a half. She returned for two seasons consecutively with an interim before the fourth. She had a younger brother whom she teased and fought so terribly that her mother had found it necessary to send her to camp. Her parents were a leading family in the city, and her mother travelled much.

Diagnosis.- She was an attractive but sly child. Her first season in camp she did many mischievous things to gain attention. She would attempt to put things over on her counselor, lying, probably innocently, but likely with forethought. Since it was requested that they eat all of the food that they served themselves, she would hide what she did not want under a piece of bread and say, "Now I have eaten everything. May I have my dessert?" She was always very good when the counselor was in the cabin but would start things buzzing the minute she stepped out. Breaking regulations was a means of recognition. One morning before bugle, when the counselor had awakened early to take a shower, Susan awoke all the cabin by taking a foot stool and banging and pounding on every bed, causing an uproar in the cabin on the counselor's return.

The counselors believed her fears to be a means of gaining the center of the stage. "I won't go to the cabin alone. I am scared to death of that rattlesnake I saw today." She would never go anywhere in camp without a companion.

She had no regard for the properties of others. When one of her cabin-mates asked about her comb, she was overheard saying, "It got stuck in my hair and broke," and she made no attempt to buy another one for her. Quite frequently she grasped the notoriety she could from telling about nightmares.

Status at End of First Season.- Susan's record showed growth in psychological weaning and self-reliance. She no longer needed continual reminding of the many necessary cabin duties, and showed cooperation, in cabin orderliness.

Follow-up Second Season.- The second season she returned sweet and polite, and she entered into camp life enthusiastically. She was very nice to the new campers and exerted herself to help them all adjust to camp life. Soon she had the blues and complained of feeling that something was going to happen.

Frequently she complained of an ear ache or a headache, but the counselor thought that this was only imagined. One night she was mean and frightening to one of her cabin-mates. She promised not to do it again if she were not moved to another cabin. She still had no regard of other's property, breaking one of her cabin-mates' mirrors, and thought that apology was sufficient. She showed some improvement in keeping rest hour and after considerable urging was a bit more tidy. She did not accomplish a great deal in skills, as she had poor health.

Follow-up Third Season.- She returned the third season, impressing the counselor as a sweet, attractive, cooperative camper, but a week was all she could manage, for soon the counselor saw through the hypocrisy. Throughout the season she was constantly finding fault with other people and criticizing them, never seeing her own faults, even after they were pointed out to her. This derogatory attitude that she had for others was one of "sour grapes" and was her means of securing limelight. She even manufactured tales about her friends back home in order to be noticed.

Remedial Program.- The counselor had difficulty getting Susan to schedule instructional camp activities, yet she did none of the sports well. Seemingly she was enthusiastic about some few things, but when the time came to attend class instruction, she lost interest. The riding teacher, however, secured her interest, and the girl won a blue ribbon in her division in the horse show at the end of the season.

She still was very untidy and scattered her things about. After a conference she would remember to be neat for a while. She was careless of other's property and borrowed frequently, but she was selfish about lending or sharing her own possessions. "I wish all the group wouldn't use my mirror," she complained. When corrected by her counselor, she gave alibis.

Status at End of Third Season.- After three seasons, she continued to slip out of bed and tip-toe around doing things which she knew were wrong. When reprimanded she was very distressed and showed a willing spirit to do better, and she would be very thoughtful of others for a short period. Being the nervous, highly excited type, she frequently had headaches and was constantly watched by the health service for over fatigue.

One's first impression of her sweetness wore thin in a short time, and her sly pretending nature shown through in her doing many little troublesome and spiteful things to her cabin-mates. At times she was impressed with the spiritual atmosphere of the camp and told the other girls that she wanted them to help correct her bad traits. Her own testimony at the end of the third season was that she had become conscious of her faults.

Follow-up Fourth Season.- She returned to camp the fourth season as the "same old Susan." She was lazy, selfish, careless, conceited, and bragged constantly. She had the ability to cause more friction in five minutes than others could in an hour. She insisted and demanded attention and gained it by being dictatorial and demanding. "Oh, I can't get excited over winning

a cake. I am used to it by now," she said, and when her cabin-mates suggested that she not repeat it, she denied having said it. Sarcasm was also one of her techniques of building up her own ego. "What are you doing all of these little things around the cabin for? To be the spirit of service?" In this way she tried to make fun of the ambition of her mates.

The director asked the in-group who originated the idea of removing the double decker beds. Susan answered, "We all did," and when alone with the group, they told her what a poor sport she was and that it was her place to go and admit that it was her idea. She started to give an alibi and lie her way out, positively refusing to take the blame as shown by the following conversation: "Well, did I do the suggesting? All of us did. I don't think that there was really any one who did it.----Well, I don't know what you mean by suggesting it! The first thing I knew we were all moving them and I didn't do it. I don't see how you could possibly say that I was the one."

Final Status.- At the end of the season she seemed to have done the best she could with what she had. She improved somewhat in her carelessness about her clothes and cooperated with cabin activities, if she had nothing better to do. She did not concentrate on anything but was rather satisfied with her self. "Well, I can already swim one hundred yards, and I am getting pretty good in archery and riding," she told her counselor. The director had a very important conference with Susan which seemed to make a definite improvement in her attitude for a while. She did nothing in the cabin to lose favor with the group and seemingly was sincere in her remark, "I feel that camp has already helped me this year. I know I am going to try harder to do everything I should." "Any time you catch me lying just say 'Stop lying' because I just do it without meaning to." "Have you all noticed me borrowing anything lately? I mean without lending something." "I just hated everyone in the cabin at first. I just thought you all were lousy, but of course I like everybody now." One of the best things that happened to her was the fact that the director would not allow her to be selected on several of the trips. This seemed to make her realize that she was not so important as she thought she was and was more humble and subdued. She might be described as a person for whom "the spirit is willing but the flesh is weak." She seemed to have a determination to improve but failed in the necessary urge to do so.

Her record seems to show little character growth after living so closely with girls over a period of four seasons, but her parents reported a definite change and more consideration for others. Her ego kept her from being more responsive to criticisms she received, and she always was ready to give an alibi. These defense mechanisms that are part of her are the means of her gaining the center of attention, for she has never excelled in any sport but riding and has no particular talents.

Susan comes from a well-to-do home, and many of her bad traits are due to poor home training and being spoiled. Her mother admits openly that the child makes her nervous, and it is necessary to send her to camp in the summer, for she cannot supervise adequately her free time. It is believed that she will always resent criticism and suggestions and will maintain an exalted opinion of herself. Her camp experience showed a definite growth in cooperation and self-reliance, yet little development in responsibility for her own acts. A real sense of achievement in many things is needed.

One Season Case Sketches

Behavior Changes in a One-Season Camper. The case sketches presented have indicated changes effected by a camp experience of several seasons. It is very difficult to measure the desirable or undesirable changes in a one-season camper. The extent to which the guidance program produced desirable personality integration in a two-month period is indicated in the following case sketches:

Case 25: Roberta - A Problem of Exhibitionism.-

Initial Status.- Roberta, a thirteen year old girl whose complexion was marred with adolescent acne, adjusted herself with much confidence and assurance of having a good time. She was very loud in conversation and laughter. She was argumentative about little criticisms and suggestions offered to her, and afterward silent and moody. She was highly emotional and always acted by impulse. Her aggressiveness sometimes irritated her cabin-mates. She displayed boastfulness and was loud one minute and blushing and self-effacing the next. Her voice was very high, and she had domineering ways, yet never quarreled or got into disputes with her cabin-mates. She enjoyed holding the center of the stage with her stories of house parties and social affairs back home.

Diagnosis.- All of her aggressive behavior was a compensation for her inferiority, primarily because she was unskilled in sports, and had no sense of achievement or recognition from her in-group, and secondly, because of her unattractive complexion.

Remedial Program.- The cruiser recommended to her counselor that she concentrate on riding, tennis, and swimming in order to acquire skill and not "spread herself out thin," as her activity schedule had indicated. This would result in a sense of achievement and possibly she would not be too loud and boisterous or try to secure the limelight with her loquacity.

Her love for horses made her enthusiastic about riding. She applied herself diligently and enthusiastically in this sport, accomplishing a great deal in this skill, after her counselor had advised her to concentrate on it. She seemed more anxious to obtain achievement in her activities, to acquire recognition, than to be merely interested in them for satisfaction alone.

Evidences of Improvement.- She had been disorderly in cabin clean-up, but improved in cooperativeness and acceptance of responsibility for her part in cleaning and sweeping. When her counselor corrected her, she did not argue that her way was the right one but was willing to cooperate and showed a much better attitude.

Final Status.- She was more self-reliant and seldom asked any help now of any kind from her counselors. Her lack of neatness and orderliness and table manners all improved. Living in an in-group gave her more poise and she did not resort as much to her loud mannerisms in order to be noticed. She excelled in her riding, having won one of the ribbons in the horse show at the end of the season.

Case 26: Julia - A Problem of the Prosaic Camper.-

Initial Status.- Julia first camped at the age of fifteen. She was an attractive and reserved child, who had been constantly pampered by an attractive nurse and governess for many years. She adapted herself well and prided herself that she was not a bit homesick. She was especially interested in the cabin-mates from the South. Meeting them was a new experience for her. She frequently teased them about their beauty preparations for the boy-girl parties and tried to act unconcerned about them herself. She was retarded in relations with boys, and compensated by teasing the others about their beaus. She seemed interested and wanted to participate in the parties, but her attitude was more as if she were storing up information about the fun and activities and the Southern girls' reaction to it so she could use it later. She needed to loosen up and yet she seemed to enjoy herself.

Diagnosis.- She kept a diary during her camp season and was always methodical with her clothes and habits. She was very methodical about practicing the proper approach in learning to swim, dive, and play tennis. She previously had had an illness which caused the need of regimented exercises, this made her enter activities with the idea of achieving excellence rather than enjoying them. She needed to be less stolid and prosaic. "You need to develop a sense of humor," was the comment from her cabin-mates.

Remedial Program.- Her counselor suggested on the counselor's recommendation, that she participate more in cabin projects and in the group enterprises. She should not limit her activities to the instructional groups of individual and dual sports, but join her cabin-mates on the hikes and scenic trips,

Evidences of Improvement.- She frequently imposed upon herself regulations and kept to them. She got ready for the mountain trips very efficiently, which she was reluctant about making, as she missed the opportunity of instruction and practice in the skills which she was interested in. She was so intent on accomplishing a great deal in the classes that she undertook, that she had spent little effort in making friends. Her politeness, poise, and cooperation, however, made her an accepted member of the group. She seemed to show an increased interest in cabin projects after several conferences with her counselor.

Julia never commented or criticized the other campers, but her habits and attitudes seemed to disapprove of them. She was generous with everything and everybody. She usually was the first to say, "Here, use mine," and when she won the Professor Quiz money, she refused to take the balance but said, "This belongs to all of us." She seemed very self-critical and once told the others, "We have just heard a grand sermon. Now let's try to put the good points into practice."

Final Status.- She was neither aggressive nor retiring but friendly with everyone. Her quiet, tolerant approach gave her a far reaching mixing ability which was not at first obvious to the by-stander. She had a strong character and never took the color of the crowd when they conflicted with her ideas or ideals. She showed a growth in poise and a feeling of being an integral part of the group, and seemingly was not as prosaic. She was always a wonderful sport and a help on the trips. "Let me help," or "May I help" was her constant attitude. She endeared herself to all of those with whom she came in contact. Julia did only a few things but she did them well.

Her first camp experience closed, leaving her not so much the "plodder" as she had been at the beginning. She was a better mixer and more at ease.

Campers' Testimonies

Campers' Testimonies.- Each camper submits at the end of the season a statement of what she believes to be the two most meaningful values acquired in her emotional and social growth from the summer camp experience.

Table II is an analysis of aspects of growth mentioned by campers. It shows how many campers mentioned each aspect, and cites for each aspect a parallel trait name, as selected and used by Munn⁴ in a rating scale for

⁴ M. D. Munn and L. A. Pechstein, "The Measurement of Social Maturity in Children," Elementary School Journal, XL (October, 1939), 113-23.

social maturity. There is not perfect agreement between the names used by Munn and those listed by the campers. One or two are not matched by Munn's trait selection.

Table II is the sum of more than two hundred and twenty-five statements from approximately eighty campers of three seasons. Some failed to respond and did not submit a testimony of their social and emotional growth. Only those changes mentioned by at least five campers were indicated in table II.

Many other testimonies were submitted, but were not tabulated, for they did not receive as many as five votes, such as: (1) not bragging, (2) not so opinionated, (3) not bluffing to get by, (4) not lying, "above-board," (5) not as moody, (6) more refined, (7) more obedient, (8) better manners, (9) learning to follow as well as lead, (10) having a purpose, (11) deeper appreciation of constructive criticism, (12) more respect for elders, and (13) making others happy.

Results of Testimonies.- The noteworthy conclusion that emerges from an analysis of table II is that the adolescent develops a self-critical attitude and becomes conscious of more altruistic behavior in her desire to have status and group acceptability. She becomes less self-centered and more considerate of the welfare of others. She attempts to control her temper and is more tolerant of others' short-comings by not criticizing and making deprecating comments. Cooperation is necessary so that she shares her belongings and is willing to give in and not pout or sulk when she can not have her own way. Group living brings about the acceptance of

TABLE II
 FREQUENCY OF MENTION OF ASPECTS OF GROWTH
 IN CAMPERS' TESTIMONIES

Aspects of Growth	No. of Times Mentioned	Corresponding Patterns of Social Maturity
1. More cooperative in living with others	86	Cooperation
2. More thoughtful of others.....	68	Courtesy and Politeness
3. More friendly approach to others than cabin-mates.....	55	Group Compatibility
4. More unselfish with belongings and play.....	50	Kindness and Sympathy
5. More control of temper in annoying situations.....	45	Emotional Adjustability
6. More integration of ideals and conduct	40	
7. More receptive to constructive criticism.....	38	Emotional Adjustability
8. Less critical - less grouching.....	35	Emotional Adjustability
9. More assurance in making decisions and doing things for ones self.....	26	Self-Confidence
10. More dependable in accepted responsibilities.....	23	Dependability
11. More sportsmanship in taking decisions	20	Fair Play
12. More willing not to have one's way, less spoiled.....	20	Group Compatibility
13. More able to exert leadership through recognition and popularity.....	17	Leadership
14. More volunteering for service.....	15	Self-Confidence
15. More courage to stand against others for worthwhile ends.....	15	Self-Confidence
16. More acceptance of suggestions offered	12	Leadership
17. More orderly with belongings and neater	12	Neatness and orderliness
18. More cheerful, able to make the best of situations.....	11	Cheerfulness
19. More regard for others' belongings, less borrowing.....	11	Courtesy and Politeness
20. More poise, less self-consciousness...	10	Group Compatibility
21. More interest and appreciation of out-of-doors.....	8	Curiosity
22. Less procrastination, tardiness.....	7	Efficiency
23. Less easily discouraged.....	6	Efficiency
24. Closer relationship to God.....	6	

constructive criticism and decisions with fewer alibis.

A girl is able to make friendly advances to others than just her "in-group," and through her acquired skills achieves recognition and leadership, not only in the in-group, but from the entire camp. Early in the season she realizes that boasting, bragging, and arguing militate against her being accepted by her cabin-mates. This is indicated by nearly all of the campers who rank consideration, cooperation, tolerance, and unselfishness as the primary values they learned from group living.

One of the most interesting contributions of the campers' testimonials was the desire to integrate ideals and conduct as shown by the following testimonials:

More conscious of what I say and do influenceing others.--15
 Value of high ideals and living up to them.--22
 Closer relationship to God, and His handiwork.--7
 Avoid destructive criticism--look for the good in others.--11
 Deeper appreciation of one's opportunities and taking advantage of them.--6

The adolescent becomes more self-critical and group coercion brings about more altruistic behavior. Her desire to be more acceptable and to receive response and recognition leads her to be less self-centered. The forces of approval or disapproval operate as social controls within a set of relationships characterized by accepted friendships or unrequited friendships.

Development of Social Maturation Scale for Campers.-- A social behavior maturation scale was prepared, based on the short form of the rating scale developed by Munn. The fourteen trait names, as labeled by Munn, in the scale for social maturity are used in the Lake Lure Social Maturation Scale.

TABLE III
LAKE LURE SOCIAL MATURATION SCALE

Name of Camper _____ Age _____
 Name of Counselor _____ Section _____ Cabin _____
 Period of Observation _____ Date of Record _____

Form of Behavior	Rater's Assurance				
	Never	Seldom	Fairly Often	Frequently	Extremely Often
1. <u>Cooperation</u> : Cooperates and serves group readily.....	1	2	3	4	5
2. <u>Courtesy and Politeness</u> : Courteous and considerate of others.....	1	2	3	4	5
3. <u>Group Compatibility</u> : Likes friendly approach to others than cabin group.....	1	2	3	4	5
Chosen by others as preferred companion.....	1	2	3	4	5
4. <u>Kindness and Sympathy</u> : Unselfish in use of belongings, play willing to give in (Denies self for good of group.....	1	2	3	4	5
5. <u>Fair Play</u> : Accepts criticism and takes decisions, does not alibi for deficiencies.....	1	2	3	4	5
Observes rules and regulations, not taking advantage of counselor's absence.....	1	2	3	4	5
6. <u>Self-Confidence</u> : Shows assurance by making decisions and not turning to others for help in doing things she should do herself.....	1	2	3	4	5
Attempts the difficult and not easily discouraged.....	1	2	3	4	5
Stands up against opponents in worthwhile ends. (Courage of one's convictions.).....	1	2	3	4	5
7. <u>Leadership</u> : Advances ideas to which group pays attention.....	1	2	3	4	5
Achieves leadership through skills or popularity.....	1	2	3	4	5
8. <u>Emotional Adjustment</u> . Inadequate ways of Release.					
1. Becomes angry and loses temper.....	5	4	3	2	1
2. Seeks limelight, shows off, and boasts....	5	4	3	2	1
3. Domineers and bosses others.....	5	4	3	2	1
4. Timid, withdraws, prefers to be alone.....	5	4	3	2	1
5. Makes fake excuses for disagreeable tasks.	5	4	3	2	1
6. Grouches, criticizes others, and finds fault.....	5	4	3	2	1
9. <u>Dependability</u> : Carries out accepted responsibilities.....	1	2	3	4	5
10. <u>Efficiency</u> : Enthusiastic in camp activities and attempts high standards.....	1	2	3	4	5
Punctual to meals, classes, and activities....	1	2	3	4	5
11. <u>Cheerfulness</u> : Amiable, smiles frequently. Seldom depressed.....	1	2	3	4	5
12. <u>Neatness and Orderliness</u> : Careful of belongings, neat.....	1	2	3	4	5
13. <u>Originality</u> : Initiates, creates patterns in arts and crafts, and ideas for cabin projects.....	1	2	3	4	5
14. <u>Curiosity</u> : Eager to make exploratory trips and interest in the novel.....	1	2	3	4	5

Make anecdotal comments on reverse side on general participation in camp life, attitude, adjustment, and acceptability.

The descriptive items under each trait are based on the campers' statements of change or aspects of growth. This scale of social behavior maturity has been prepared on the basis of 225 campers' testimonials submitted over a period of three seasons, 1937, 1938, and 1939. The five point rating scale follows Munn.

Although this scale has not been used experimentally, it is presented here as an indication of the continuing development of observational tools for the study of behavior changes.

Socialization

Socialization Scale.- Psychological weaning has been one of the goals to be achieved in the camper's growth, and six related patterns were emphasized and placed on a rating scale used in 1939 for counselors to check at the opening, middle, and end of camp. The patterns are as follows (See Appendix):

1. Self-reliance - showing independence and confidence in behavior.
2. Acceptance of responsibility - trustworthy and dependable in accepted duties.
3. Initiative - achieving leadership through suggestions and skills.
4. Cooperation - willingness to deny self and consideration for the welfare of others.

Mixing ability - congeniality and friendly approach to others than in-group.

6. Efficiency - giving one's best in cabin duties and activities.

Table IV indicates the initial ratings by cabin counselors of ninety campers on a five step rating scale to appraise "socialization." Table V indicates the final ratings of behavior. It is evident when comparing Table IV with Table V that definite positive growth changes obtained for approximately all the ninety campers in the six patterns rated.

Table VI is an analysis of the frequencies of the amount of change on a five-step scale. The total positive changes, including one-and two-step improvement, show cooperative behavior ranking first, and mixing ability ranking second.

This correlates with the campers' testimonies of growth changes, as indicated in Table II. The campers mentioned "more cooperative living" eighty-six times, and "more thoughtful," sixty-eight times; thus ranking this aspect of growth first. "More friendly approach" was mentioned fifty-five times, while "sharing" was cited fifty times.

The agreement in the ranking of the growth aspects of cooperative behavior and mixing ability by campers and counselors suggests that social attitudes and conduct are influenced by the group. This confirms the importance of a girl's behavior as a determining factor in her acceptability among the camp group.

The correlation of camper's testimonies and counselor's ratings on cooperative behavior is evidence of close camper-counselor relationships.

TABLE IV

INITIAL RATINGS OF BEHAVIOR OF
90 CAMPERS, SEASON OF 1939

Behavior Pattern	Degree to Which Behavior Pattern is Shown				
	None	Slight	Average	Marked	Outstanding
Cooperation.....	6	34	23	19	8
Initiative.....	9	28	36	13	4
Responsibility..	9	19	36	21	5
Self-Reliance...	7	22	34	19	8
Mixing Ability..	13	37	23	10	7
Efficiency.....	6	11	29	25	19

TABLE V

FINAL RATINGS OF BEHAVIOR OF
90 CAMPERS, SEASON OF 1939

Behavior Pattern	Degree to Which Behavior Pattern is Shown				
	None	Slight	Average	Marked	Outstanding
Cooperation.....	3	3	35	32	17
Initiative.....	3	5	37	36	9
Responsibility..	4	2	34	35	15
Self-Reliance...	3	3	35	32	17
Mixing Ability..	2	6	49	24	9
Efficiency.....	3	1	26	38	22

TABLE VI

FREQUENCIES OF CERTAIN BEHAVIOR CHANGES
IN 90 CAMPERS, SEASON OF 1939

Behavior Pattern	Amount of Change on Five-Step Scale			
	No Change	One-Step Improvement	Two-Step Improvement	Total Positive Changes
Cooperation.....	26	60	4	64
Initiative.....	29	54	7	61
Responsibility..	34	51	5	56
Self-Reliance...	37	48	5	53
Mixing Ability..	27	56	7	63
Efficiency.....	57	31	2	33

Summary

Anecdotal records are indispensable if counselors and camps are to possess information essential for the appraisal of what has happened to the camper during the summer.

The systematic observations recorded regularly in the form of anecdotes are an aid to accurate appraisal in showing behavior changes.

The camper's anecdotal behavior journal provides quantitative and qualitative records for evaluating the personal growth of the camper and her development in socialization. Illustrative case sketches suggest the manner in which the use of the anecdotal records reveals personality integration and growth in the camper's interests and achievement.

The cumulative body of campers' testimonies is significant for camps which accept the idea that guidance is the heart of camping. The evidence shows that ideals and conduct are influenced by the in-group and also by the general camp group. The forces of approval or disapproval operate to make the adolescent more self-critical and more altruistic in her behavior and attitudes.

The cumulative body of counselors' ratings on socialization shows significant correlation with the campers' statements of changes and growth in social attitudes and behavior. The desire to become acceptable to the group and to secure social approval and recognition motivates the adolescent to become less self-centered.

CHAPTER VII

THE CONTRIBUTION OF THE CASE METHOD TO PARENTAL GUIDANCE

Introduction

Camps are beginning to realize that their responsibility for the camper does not begin and end with the camp season. There is a definite relationship of the camp experience to the return to the home environment. The responsibility to the parent is the interpretation of the behavior of the child in a camp situation. It should portray the child in response to her cabin-mates, counselors, camp experiences, and activities. The idea should prevail that the camp experience is a co-operative venture between the parents and the personnel.

The Relationship of the Camp Experience to the Home Environment

Parents' Expectation.- Parents have a right to expect their children to return to them with improved health, increased physical vigor, new skills, and interests. Furthermore, they have a right to expect those higher values which enrich personality and strengthen character. The higher values of camp training are cited by Johnson:

A physical regime that brings boys and girls to the end of their vacations with minds eager and alert, and bodies glowing with health; the acquirement of new skills, leading to useful and pleasant avocations; the discovery and development of latent abilities and talents, leading to a wider range of interests and capacities, and therefore to a riper, fuller life; the development of initiative, resourcefulness and poise, leading to self-mastery and independence of action; social adjustment, leading to a new sense of social values and to new social satisfactions; friendships that contribute, throughout the years to come, to social happiness and business success; the awakening of the deeper and finer impulses of the soul of youth, leading to an enrichment of the aesthetic and spiritual life--these are some of the higher values of camp training which strengthen character

and enrich personality.¹

Confidential Questionnaire.- Parents who recognize that the camp experience is an educational one and that the personnel desires their intelligent cooperation usually return the confidential questionnaire. This questionnaire, filled in by the parent without the knowledge of the child, asks for a frank statement about the child's attitudes and relationships in the school and at home. (See Appendix.) This confidential material is used by the personnel in noting the changes of attitude during the camp summer.

Parental Visits.- Parents are encouraged to visit the camp during the season. The cabin counselor and director personally endeavor to discuss the progress of the camper and her adjustment to camp life with the parents. They ask and receive suggestions that are often helpful in adjustments to in-group situations. There are no rigid visiting hours. The parents are the camp's guest in the dining hall for several meals. They are invited to visit the class activities and to observe the child in her interest groups.

Weekly Reports.- The parent receives a weekly report card which is filled in cooperatively by the camper and her counselor (see Appendix.) This report includes not only her instructional activities but also her health record for the week and general attitudes and adjustments. Personal letters are sent by the director to the parent in the early part of camp describing the camper's adjustment and reporting that she will hear frequently from her cabin counselor with regard to her progress. In addition, an account

¹ C. Walton Johnson, "What Parents Should Expect of the Summer Camp," Camping World, II (March, 1936), 30.

of the child's cabin-mates is given. At the end of the season, a letter is sent to each parent in the form of a summary report.

Summary Reports.- A letter which is an evaluation of the camper's experience is mailed each parent at the end of the season. The summary letter enables the parent to continue the good work done at camp. It also gives the child a sense of accomplishment and growth while at camp, since the degree and proficiency of the activities participated in are indicated.

The data for this report are taken from the anecdotes and synthetic summaries in the camper's journal, from the report of the health service, and from the achievement report of activities. The following topics and questions are suggested to the counselors as a basis for this report:

Relationship to Cabin-mates.

1. Did she work well with the group?
2. What was the group's affect on her?
3. What was her contribution to the group?
4. Was she thoughtful in her personal habits, in her respect for the rights of others, and in her speech?

Psychological Weaning.

1. Did she show growth in self-reliance?
2. Did she accept responsibility?

Interests.

1. What activities was she most interested in?
2. What degree of proficiency did she accomplish in her skills?
3. What special abilities does she have?

Health.

1. What was her health status during the season?
2. Did she gain or lose weight?

Sample Letter.- Excerpts from a summary letter concerning a first-year and a second-year camper follow:

"Dottie's smile and her sense of humor have won her many friends this summer. She has had an opportunity to assert herself and to develop self-reliance. However, when her suggestions were not accepted by the

group, she frequently lost interest in the group project. We believe that it would be most helpful at this time in Dottie's life if she were given the opportunity to accept responsibility for the welfare of a group project in school. She is a very sensible child and can be reasoned with easily. She needs to learn to follow as well as to lead. She is keenly interested in music and always contributed much to any musical group activity. She is very neat personally and takes unusually good care of all belongings. She had little patience with other cabin-mates who were not so careful about their appearance and belongings. Dottie is a tease at heart, but is not always a good sport about being teased. We feel that with careful guidance she can overcome this trait, for it often won her social disfavor.

During the first part of camp, Dottie was rather reluctant about attending classes and invented many alibis. If the counselor happened to question these excuses, she was inclined to be a bit moody, and stubborn. Her particular mood at the moment was all important, and any duty was secondary. After a while, however, she began to take an interest in arts and crafts work. She soon found out that here was an art in which she could excel and the recognition received from this department seemed to give her a new lease on life. She began to branch out and soon realized that she had been missing a great deal by not attending all scheduled classes. Needless to say, her days thereafter were crammed full of activities. She applied herself diligently and learned to swim and ride quite well."

"Jane has such a sweet disposition and such a quiet, dignified manner that she has won many new friends at camp this summer. Being an old camper she has taken her responsibilities well and has cooperated in most cases. Sometimes, she is lazy about cabin clean-up, but when asked to do anything is always willing and does it well. Jane is very conscientious about attending classes and gets a lot out of everything she does. She is especially interested in swimming and has improved a great deal in distance. She is also working hard on diving and has accomplished much. Canoeing is another of her favorite sports and every evening finds her on the lake trying to improve her form. She has enjoyed several canoe trips and hikes and always does her share of the work on trips away from camp.

In cabin group discussions, Jane is usually quiet unless asked her opinion--then, she gives it readily and honestly. In lemon parties, she always tries to mix in a little sugar. At first when corrected she seemed to feel hurt, but she now takes criticism well and profits by it. She gets along well with her cabin-mates, due to her thoughtfulness and respect for other people's property. She gets a little upset when the other girls use her things without asking for them, but when they ask is more than generous with anything they want. Jane's choice of reading should be guided, for frequently during rest hour, her counselor provided other reading material than "True Story." She was interested most in

the books dealing in "daring adventure and screen romance," She has shown marked growth in personality and character this summer, and I'm sure you will be just as proud of her as we are."

Both of these excerpts quoted have qualities of positive suggestions and attention to important areas of personality development.

Judging Camp Results.- One to two months after camp is closed, a questionnaire is mailed to the parents, asking them if they have noticed a carry-over in habits, attitudes, and behavior from the camp experience.

The questionnaire, "Judging Camp Results", is reproduced below:

Dear Camp Parents:

Lake Lure is interested to know if its emphasis on personality and character values has had a carry-over. Changes in habits, attitudes, and behavior result from camping. Would you return this questionnaire so that we may know if you have observed any changes?

A. CHANGES IN ATTITUDE.

Kindly check the following behavior changes in first column if improvement has been noticed; in the second column if no change has been noticed; and in the third column, if unfavorable change seems to have resulted.

	Improve ment	No Change	Loss
1. More confidence in self.
2. More self-reliant (resourcefulness and initiative).
3. More considerate of others welfare.
4. Volunteers for service more.
5. More self control in annoying situations.
6. More receptive to criticism, not making alibis.
7. More appreciative of parental authority, and responsive to suggestions.
8. Cooperating more readily.
9. Meeting disappointment more cheerfully.
10. More modest when exhibitionism could be displayed.

B. CHANGES IN HABITS.

Check "X" if Practicing, if not, "0".

1. Better posture.
2. Better attitude toward eating.
3. Better personal hygiene.
4. Better personal tidiness.
5. Better etiquette.

C. Changes in Interests and Skills

Check if Increased Appreciation or Participation.

- | | | |
|--------------------------------|---------|-----------|
| 1. Fine Arts: | Music | Craft |
| | Dancing | Dramatics |
| 2. New skills learned at camp: | | |
| | Riding | Swimming |
| | Tennis | Golf |
| | Archery | Riflery |

TABLE VII
PARENTAL ESTIMATE OF CHANGES IN ATTITUDES

Changes in Attitude	No. Showing Improvement	No. Showing No Change
1. More confidence in self.....	91	10
2. More self-reliant (resourcefulness and initiative.....)	92	3
3. Cooperates more readily.....	90	8
4. More considerate of others' welfare.....	89	13
5. More receptive to criticism (Not giving alibis for mistakes and deficiencies.)....	89	4
6. More appreciative of parental authority and responsive to suggestions.....	88	7
7. Volunteers for service more.....	87	5
8. More self-control in annoying situations..	87	12
9. Meets disappointment more cheerfully.....	88	8
10. More modest when exhibitionism could be displayed.....	87	12
11. More orderly with belongings and neater...	87	6
12. Better mixer and more poise in girl-boy affairs.....	85	5

Parents' Evaluation of Results.- Table VII is a compilation of the questionnaires returned for seasons 1937, 1938, and 1939. Less than one-third of the parents respond each season in returning the questionnaire. Many give oral reports and previous to this write most satisfactory letters about the summer's experience. An analysis of Table VII shows that none of the changes listed stands out on the positive side, but items one, four, eight, and ten show most returns were on the "no change" side. However, most parents were of the opinion that the camp experience was of value. Their child returned to them not only with new skills, new knowledge, and new interests, but with increased self-reliance and self-control.

Summary

The anecdotal records supply data for reports sent home to the parents in the form of a letter. These letters may suggest ways which the camp personnel has found best to use with the camper and offer evaluations of outstanding abilities and interests. The summary reports are the only means at command of the camp for aiding in the continuance of adjustment begun or stimulated in camp.

The data from the anecdotal journal furnish an excellent basis for the interviews with parents after the camp season is closed. This aids not only the parents but others in planning adjustment work.

The camp provides a unique opportunity to observe campers' adjustment. Accurate observation is of great value to the parent or the school. It may give a better understanding to the parent, and this is possible only if summary reports are made from anecdotal records.

CHAPTER VIII

GENERAL SUMMARY

The Problem and Procedures

Problem.- The problem of this investigation is to analyze and evaluate the contributions which the case method, as developed on the basis of anecdotal records, may make to the guidance of adolescent girls in summer camp life.

The data of this investigation, collected at Lake Lure Camp for Girls, permit answers to the following four questions:

- (1) What contributions do anecdotal records make to the counselor's primary function - that of guiding in the development of personality and of meeting the emotional and social needs of the camper?
- (2) What contributions do anecdotal records make to the development of a rich and educationally valuable camp program?
- (3) What contributions do anecdotal records make to the evaluation of behavior changes?
- (4) What contributions do anecdotal records make to parental guidance in relation to the campers?

General Sources and Procedure

The major sources of material for the present investigation consist of records kept through a five-year period, covering the seasons from 1935 through 1939, in the form of an anecdotal behavior journal. Numerous other records have been used, as shown in Table I, page 3.

The general procedure of this investigation is that of case studies. The records have been studied individually and are presented primarily in the form of individual reports. In a few instances the data are tabulated to show trends and to support the general conclusions. The basic evidences, however, are those obtained on individual girls and are presented in case sketches as illustrations of the possible values of the anecdotal procedure.

Timeliness of the Study

The modern summer camp has changed from an institution primarily interested in recreation to one whose chief concern is the guidance of youth. Its philosophy and primary purpose are to bring about the maximum of happiness and satisfaction, and the greatest degree of personality growth possible for campers while in camp.

A survey of the related literature indicates the timeliness of this study, for thus far this is the first report of the contributions of the anecdotal method as a guidance technique in a summer camp.

Contributions of the Anecdotal Method

More effective leadership of personnel through the use of the anecdotal method has materially aided the individualization of the camp program. The following are contributions of the anecdotal method to the camp guidance program, as revealed over a period of five seasons:

Staff Insight Value.- The social and personal adjustment of the camper is greatly aided by the use of the behavior journal. The staff of the camp is given an increased insight into the problems of each girl. On the basis of the journal records, it can help the camper to attain recognition and status from her cabin group and from the camp as a whole.

Counseling Value.- Much material is provided by the journal for more successful conferences between the camper and counselor, and between the camper and director. The counselor is better able to help the girl evaluate personal goals in the light of her own strengths and weaknesses.

Pre-Camp Value.- The cumulative body of evidences which relate to habits, ideas, and personality is significant for guidance services in pre-camp conferences. Instructional benefits as well as those of guidance accrue from staff conferences.

Staff Training Value.- The journal furnishes material for staff training during the season. Growth in insight is greatly increased from the illustrative material which is available for discussion in meetings. Here again, instructional as well as guidance benefits result from staff meetings.

Program Planning.- A study of the records by program cruisers and supervisors enables translation of insights obtained into better program practices. Program experiences are provided on the recommendation of the cruiser to meet adequately the interests and needs of: (1) the unadjusted camper, (2) the maladjusted camper, (3) the individually different camper, and (4) the returning camper.

Personnel Administration Value.- The anecdotal method is of great value to the administrative duties of the director of the camp. Some of the advantages are:

(1) The method develops a genuine motivation on the part of the staff to provide adequate leadership for the campers.

(2) The method enables the director to have more fruitful contacts and conferences with the staff.

(3) The method helps the director to note the understanding of the counselors, and to see how well they understand the needs and satisfactions of the campers' personalities, as these are indicated in the anecdotal journals.

Program Administration Value.- The anecdotal method is of great value in the administration of program by the program director and director. Some of the advantages are:

(1) The method tends to keep program administration democratic. It means pooling of the counselors' comments from their journals, discussing these in staff meetings, and securing corresponding suggestions about the difficulties and progress of each camper. The cabin leaders are encouraged by this technique to report needs to the various directors, and the staff is encouraged to discuss situations and methods of satisfying needs.

(2) The method provides evidence to show whether or not the camper has balanced her program interests. The records show whether she is participating in the aesthetic and social types of activity as well as the physical.

(3) The method provides a basis for evaluating the program

in terms of campers' comments, as these are recorded in the journal.

(4) The method provides suggestions for desired trips, overnight hikes, canoe trips, and rides; and also for a specialized hobby and interests that do not have a scheduled instructional period, such as photography, sketching, and a poetry hour.

(5) The method aids in making the weekly report filled in co-operatively by the camper and counselor and mailed to the parent.

Parental Guidance Value.- Summary reports provide the chief means at command of the camp for aiding in the continuance at home of adjustment begun or stimulated in camp. The anecdotal records supply data for these reports sent home in letters to the parents. These letters may suggest ways which the camp personnel has found best to use with the camper and may offer evaluations of outstanding abilities and interests. The data from the anecdotal journal also furnish an excellent basis for interviews with parents after the camp season is closed.

Appraisal Value.- The camper's anecdotal behavior journal provides quantitative and qualitative records for evaluating the personal growth of the camper and her development in socialization. Illustrative case sketches indicate ways in which anecdotal records reveal integration and growth in the camper's interests, achievement, and personality.

Limitations of the Anecdotal Method

The anecdotal behavior Journal can be of significant value if the following considerations are taken into account. If not, its guidance value is definitely limited.

(1) The quality of the information reported and the completeness of the report of any particular incident vary with the insight of the counselor. It is essential to provide instructions for counselors who are to record their observations in the journal.

(2) The incompleteness of the anecdotal record from the clinical point of view is an important limitation. Quite frequently serious behavior problems occur and camps do not have available the family history and genetic development record of the child in order to help diagnose and plan a remedial program.

(3) The recording of anecdotes is costly in time and energy. Only a low camper-counselor ratio permits the keeping of adequate records.

(4) The effectiveness of an anecdotal record system depends upon the competence and efficiency of the camp leadership. The record-keeping might easily become an end, not a means.

(5) Periodic summaries, which interpret and synthesize the running notes, must be made.

(6) There is need to record behavior objectively and not to give opinions or statements of behavior in abstract terms.

Supplementary Techniques

The anecdotal behavior journal can be more effective for guidance service if it is supplemented by the following information.

(1) The health certificate should give an adequate picture of the camper's state of health, as she enters camp, and reveal the health history previously. The health history is valuable since it may show up the

cause or causes of unusual behavior.

(2) Confidential information secured from the parent about the life history and social status of the camper at home, obtained by confidential questionnaires and through interviews, is essential.

(3) Records of the camper's health while in camp and of visits to the health service should augment the journal.

(4) A weekly activity report by the activity counselors is of value in order that the cruiser may determine whether the camper is obtaining a sense of achievement by growth in skills.

(5) Staff conferences and discussion of campers' needs and satisfactions augment the value of the journal.

(6) A rating by counselors on the "socialization" scale aids in more objective evaluation of behavior.

Significance of the Study

There is indication of the timeliness of this investigation, as revealed by a survey of related literature. Data reveal increased attendance in summer camps; yet no fruitful attempts have been made to standardize their procedures. There is a wide diversity of opinion and practice in the administration of record keeping in camps. At the same time, there is an increased appreciation by parents and educators of the camp as a great potential educative asset.

The use of the informal method of appraisal, known as the anecdotal method, is rapidly gaining prestige among progressive educators.

The method has shown its worth in a number of school and college studies, but not in any camp study thus far reported. This is the first camp study reporting the values of the anecdotal behavior journal as a camp guidance program.

This study contains material that may have value in the formulation of guidance policies in other summer camps; especially those interested in guiding behavior.

The results of the study seem likely to have further value to those working with the adolescent in other fields.

More narrowly, this study should help in the evaluation of procedures and results in the camp studied, and at the same time may have considerable significance for other camps wishing to evaluate their work.

Lake Lure Camp for Girls has accepted the idea that guidance is at the heart of camping. The primary goal of its guidance program is the relationship of personal adjustment to satisfaction of needs of the campers. The starting point in this educational process is the understanding of the individual by the leadership personnel. The anecdotal technique has contributed to added insight as a basis for guidance service.

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APPENDIX

Individual Folder

Cumulative Individual Folder.- The following records of Ann

Jane Brown are included in the individual folder:

1. Application for Enrollment.
2. Confidential Questionnaire.
3. Anecdotal Behavior Journal.
4. Socialization Scale.
5. Testimony of Ann Jane.
6. Sample Activity Schedule.
7. Summary Letter to Parent.
8. Parent's Weekly Report.
9. Office Copy of Summary of Personality Growth.
10. Office Copy of Health Record and Report made Parents.
11. Health Service Record.

APPLICATION FOR ENROLLMENT
LAKE LURE CAMP, INC.
LAKE LURE, NORTH CAROLINA

.....April.29..... 1938..

Mrs. Edna Warner, Director
LAKE LURE CAMP FOR GIRLS
LAKE LURE, NORTH CAROLINA

I hereby make application for the enrollment of my daughter for the coming season, subject to the conditions as outlined in your camp catalogue. Enclosed find a deposit of \$25.00. (It is understood that the balance \$250.00 on tuition is due on the opening day of camp.) There will be no refund of the initial deposit of \$25.00 after June 1st, 1938.

Name in full . Ann Jane Brown Age . 15
Birthday . May 3, 1924 Height . 64 1/2 Weight . 113
School now attending . Junior High
Particularly interested in . Swimming and horseback
Religion . Presbyterian
Signed

Parent or guardian

Business address.. Main Building, Chicago, Ill.....

Mail application and make checks payable to Mrs. Edna Warner, Lake Lure Camp, Lake Lure, North Carolina.

I became interested in Lake Lure Camp
through
Please give name of person or publication.

Permission is given to use pictures in which my daughter may appear in Lake Lure Camp catalogue or other camp advertising. (Laws of certain states require this permission.)

In order to maintain a regular and proper diet, parents are urged to refrain from sending boxes of edibles to camp.

It is also important that campers be instructed to cooperate with the Camp Bank in an effort to keep expenditures within reasonable limits. Not over \$25.00 for the season. The above amount to cover incidentals such as stamps, stationery, personal laundry, camper's spending money.

Signed . E. R. Brown

NOTE: The signature of parents approving the above policy, or written suggestions referring to the same, will be appreciated.

DOCTOR'S HEALTH CERTIFICATE

Name .Anna .Jane .Brown..... Date of Birth .May .3, .1924..

Age..15..... Lungs .Normal... Heart .Normal..... Kidneys .Normal.....

Has she had contagious disease recently?..No.....

Is she free from all infection?..Yes.....

Any Limitation in Athletics? ..No.....

Physical defects ..No.....

Advise to diet or exercise. Allergic to tomatoes, fish, scrambled eggs, suggest high caloric dietary regime.

Remarks:

Physician's Signature

Address

Date

QUESTIONNAIRE

Candid answers to the following questions will enable the personnel to more effective guidance.

1. Has she been a camper before? Where? ..No.....
2. Does she enjoy the out-of-doors?..Yes.....
3. Does she mingle readily with others?..Yes.....
4. Has she any brothers?..No..... any Sisters? ..No.....
5. Are there grandparents or other relatives living in the home?..No.....
6. Is your daughter mature? Average? or Immature for her age? Average.....
7. Is she accustomed to visiting away from home? ..Not often.....
8. Has your daughter any special needs? Relaxation, underweight.....
9. Has she any special interests and talents? Diving and swimming.....
10. What skills would you like her to develop at camp? Riding.....
11. What would you like her to accomplish during her stay at Lake Lure Camp?
...To develop self-confidence and social consciousness.....

CONFIDENTIAL QUESTIONNAIRE

In order that the staff of Lake Lure Camp may help your daughter in the greatest possible development during the camping season, we ask your cooperation in filling out the following questionnaire and returning it to the Personnel Director at least three days before she leaves for camp.

If we know her habits and temperament we can more easily help her adjust herself to camp life. She may have special abilities which might not be discovered immediately without some hint from you. If there are certain ways in which she needs encouragement we can better help her if we have this information before she enters camp.

Name Ann Jane Brown Age 15 Grade 10 Teacher _____

Address Main Building, Chicago, Ill. School Attending Junior High

Is this her first experience from home? Yes

Has she attended any other camp? No

Did she enjoy this experience? _____

Check those which are true:

Likes--to play games x to read No to be with friends x to be alone No to work with hands No to write stories No to sew No to hike Yes cook No Poetry No.

Plays--piano little violin No other instruments No sings No swims x tennis x.

Friends are--her own age x younger No older No gets along well with grown ups x plays with boys No makes friends easily x not interested in boys x prefers to be alone No is she popular? _____.

Health--likes all food No dislikes _____ eats between meals Yes eats regularly _____ constipated No usually well x takes cold easily Yes retires when 9:30 rises 7:30 sleeps well x walks in sleep No how much time lost from school last year None reason _____.

Traits--helpful x neat x stubborn No shy x generous x self-assertive No responsibility x considerate x finicky No lazy Yes if she has any fears list them Reptiles, bugs.

Disposition--cheerful x moody No quick-tempered x even tempered No jealous No bossy No.

Is she looking forward to camp? Yes

If she is reluctant--why? _____

Why does she want to come to camp? Meet girls her own age.

What do you want her to gain from her experience at camp? To develop self-confidence and social consciousness.

Father living x Mother living x No. brothers None sisters None

Occupation Lawyer other relatives in home No

Edna Warner
Director

ORIGINAL DATA IN JOURNAL

Anecdotal Behavior Journal.- The following data are transcribed from the original journal of Ann Jane Brown - Cabin 4 - Counselor, N. Smith.*

Undoubtedly spoiled. She seems to be very moody, one minute she's laughing and very loud and the next she's down in the dumps. She's quite interested in the things she likes - diving for instance. She's good in it, but don't worry she knows it. All this sounds terrible and really, she's very likable and quite attractive. She is finicky about eating.

July 4th.- She acts very queer around and about boys. She is definitely boy crazy. The other girls in the cabin introduced her to boys at Chimney Rock and she wouldn't speak to them and walked off.

July 5th.- I sat at the table with her and she acted terribly. Grabbed three cakes and three oranges. Too loud at the table and leads the others in being loud after taps. She doesn't seem to have the slightest idea of cooperation with or about anything. She always has to ask which color shorts to wear today - her green, blue, etc.

July 6th.- (Equestraaan's comments) Came into ring with an idea in her noodle that she knew it all. Decided to ride without stirrups. I'M thinking we made her feel we were hard boiled. She doesn't ride so well but told me she had ridden for five years. There's a complex --I really feel for her, and she won't be liked until she changes a lot.

July 7th.- She, as well as the rest of the cabin, was supposed to get up for a 6:30 ride--well, they got dressed and went to the barn for their horses and she finally dragged down to the ring late - just sleepy, that's all. She is improving in her attitude towards rules and things. Acted very interested in the "scavenger hunt."

July 8th.- She just loves to be in the limelight. Especially around the boys around camp. I heard that out on the hike she used a rather peculiar way of getting attention--proceeded to try on someone else's shirt right out on the road in broad daylight. Loud voicing of comments, food being one her specialities, is her usual method. Self-centered entirely. Very nervous. She laughs for hours over nothing. She also loves to brag about the amount of spending money she has, cost of her things, etc. I don't think she would ever dream of putting herself out for anyone. She just doesn't think of it. Just has worlds of energy at times.

July 9th.- I don't know whether it's just that I'm getting used to her and know her better or not, but she seems to be improving a little in her attitude. Very tickled about the cabin planning an overnight breakfast outfit. I think she has her bones on her mind- by that I mean spraining ankles and wrists and scared of getting poison ivy (more so than most people.) She is acting more friendly and gets lots more natural after

* No attempt has been made to correct sentence structure or grammatical errors. The original anecdotes are submitted.

you talk with her awhile. I think she would really like to be "good friends" with the girls, but she just doesn't understand or know how to forget herself a minute.

July 10th.- She wants to do just what she wants to do when she wants to. Every other girl in the cabin went down to the lodge to practise for the stunt but Jane, because she preferred to do something else. She still has no idea of how to get along with the group and always thinks only of herself. Just hasn't become adjusted one bit. She's perfectly happy and content I'm sure and doesn't realize in the least that she acts differently than the other girls. She gets one idea into her head and isn't content until she has done that. For instance - fixing her radio where she should have been doing something else. Just loves to argue and never accepts what you tell her the first time.

July 11th.- She continues to act rather babyish and loud at times. She is improving in her talking, etc. after taps.

July 12th.- She still strives continually for attention, using such methods as handsprings, etc. when in a crowd. The rest of the cabin is planning a breakfast hike for tomorrow, get up early so as to get the cabin cleaned up before leaving - but Jane said that she just couldn't possibly be disturbed so early, that she felt that she wanted to sleep late, so just to wake her up just before leaving on the hike or she couldn't possibly go. That is just a sample of her attitude.

July 13th.- To my surprise, the girls in the cabin like Jane. Really she is good natured and a lot of fun in her own way. She likes to get permission to do as many things as possible - just any excuse to move around during rest hour.

July 14th.- I can see that she is getting more adjusted to camp and is fitting in so much better. She has a tendency to be very interested in only one thing at a time. Now it's swimming, diving, etc. I think she would prefer doing just that and dropping the rest of her activities. I don't know how she acts at her classes or if she is trying and improving or not- that is just gathered from her attitude in the cabin. She just loves to be different - even if it's only to have her egg fried when the rest are scrambled - on a hike.

July 15th.- She was in high spirits tonight after going to the show. She kept raving about what a wonderful time she was having. Anything we do that is different, she enjoys thoroughly. She got a lot of pleasure out of some new halters and things we brought her from town - also, showing me her evening dress and slippers. She is just dying for the formal so she can wear them. I think she is improving steadily, getting more natural and less self-centered all the time. She's lots more agreeable and nicer to be around. It's friendship that she needed and it has brought her out.

July 16th.- This morning she just wouldn't stir out of bed until after we had left the cabin when the last bugle had blown for breakfast. She likes to do little aggravating things - such as that, coming in slightly late after taps continually having to be told things more than once, etc. She still has herself on her mind. She told me again today how many sweaters, etc. and how many dozens of socks she brought. She's just like a child. Gets delighted over some small things and pouts at other things.

July 17th.- She can't concentrate or keep her mind on one thing. Always jumping around from one thing to the next without doing anything thoroughly. Definitely doesn't respond to suggestions. Considers herself first at all times. She is never ready to do anything at the right time.

July 18th.- She is very fond of Mary and seems to get "crushes" on people. She's very impulsive. Her attitude is steadily improving. She told me today that she had been trying to have the right spirit and deserve an "L. L. C." That surprised me because I didn't think she gave a kick about it. I still have a feeling that she doesn't understand even what is meant by cooperation, etc. - that is just a supposition. She enjoyed the Sunday canoe trip a lot and acted very well in the canoe. Her moods have mostly been happy ones lately. When she does pout, she's over it in a minute - just forgets all about it. She likes to see just how much she can get away with from the force of habit and when we don't correct her much and let it go she settles down. When you do correct her, she minds exceptionally well. Seems to be used to correction.

July 19th.- She just lay in bed this morning and didn't go to breakfast again. She was still in bed when we came back down. I asked her what she had done during the week in order to make out her report and she just couldn't remember a thing she had done.

July 20th.- Again she lay in bed during breakfast. I told her she just had to get up and so she told me she felt very awful so she remained in bed into the morning. She got up for dinner and went swimming - she wouldn't miss that. She minds well, not only does she do what we tell her, but she follows what the other girls tell her - after pouting a little. She has the habit of borrowing small change too frequently, I think. I told her to get more out of the bank if she needed it. I heard the girls telling her and reminding her to pay back something she owed to somebody. She cheerfully agreed. I believe she really intends to but doesn't remember a thing any length of time.

July 21st.- Last night the riding instructor sent her assistant down to find out if Jane was going to take her early morning ride the next day or not and Jane asked her if they were to ride in the ring or on the trail. It depended on that. Can you imagine such nerve. After hemming and hawing around and expecting to be begged she told her she was going to ride. This morning she would not stir out of the bed and the instructor had a horse saved for her down at the barn. When she found out that Jane hadn't come down she came to the cabin and got her out in a hurry. That surely surprised Jane and she surely needed it. Her tardiness caused the other girls to miss half an hour of their morning ride. They

were all disgusted with her. Tonight she made an ugly remark to Bobbie about not doing well in a race at the party. Jane is always laughing and talking about Bobbie to the others. Jane never does anything on her own initiative as Mary and Evelyn do. For instance on Sunday afternoon and free nights she expects us to just provide something, she would enjoy doing - doesn't think of a thing herself.

July 22nd.- She was a good hiker on the Sugar Loaf trip and enjoyed it a lot. I noticed her being very nice to Mary when she wasn't feeling well. There is something about Jane that makes you like her in spite of her many failings.

July 24th and 25th.- She is always late to every meal and assembly, or just makes it by the skin of her teeth. She doesn't know how to organize what she has to do in order to finish and get places on time. She just idles around and talks. After all that talk about the importance of playing your tennis match, she was going right off to dive instead of playing her match because she doesn't like tennis, but we caught her and made her play it. She always has an alibi for everything. She was very anxious for the leading part in the stunt.

July 26th and 27th.- She didn't enjoy the party particularly and came up rather early. She was tired or something. She always has herself on her mind. That is absolutely the only thing she is capable of concentrating on for very long. She makes the silliest remarks continually,- I've never heard her carry on an intelligent conversation with anyone. She gets very thrilled over something for awhile, then forgets it. She began making remarks about being glad that Bobbie was leaving to the other girls, but didn't get the response that she expected. Even though they didn't like Bobbie very much, they didn't pay much (said some though) about her. Meg said how glad she was that Bobbie was going.

July 28th.- After the girls left we made some changes in the cabin in which Jane was most interested. She swept and cleaned her trunk- which is quite unusual for her. Tonight as we planned our food, she just sat around doing something else and couldn't keep her mind on even that. Every now and then she would come forth with an impractical suggestion - one was to have ice cream in ginger ale for one thing. She is a "copy-cat" in actions and in what she says. Evelyn wore pajamas to the party so she did too but when May wanted to also, Jane just told her not to, etc. She is very selfish about wanting things that she wants when she wants it. Such as an extra mattress. I think she is generous about lending some things and not about others. It also depends on her mood.

July 29th.- She made no contribution whatsoever to the song her cabin-mates created for the original song contest. She rested a good while today, then all of a sudden she jumped out of bed and said she was restless and began strolling around the cabin. She was late to two meals today.

July 30th.- I don't think anybody, not even herself, pays any attention to the suggestions she makes. She usually says what somebody else has said. She is not interested in many activities, and the few that she goes out for she makes no attempt to improve in (except diving.)

July 31st.- She is still nervous and can not keep still very long. She does not concentrate on a thing. When you try to get her to hurry for dinner she will just sit there and talk about ~~the~~ fleas on the dog she

is fondling.

August 1st.- Her parents visited today and she went into Asheville with them.

August 2nd.- She brought back something from Mown for all of the girls. She seems so concerned about losing weight. She always seems to have her health, weight, nerves or something on her mind.

August 3rd.- She never offers advice to the things the cabin is supposed to do. She doesn't even listen when the others make suggestions. She always has an alibi when you make some criticism of her.

August 4th.- While the cabin were planning the party she just sat around. She was late getting up to the dining room to help fix for it. After getting there she cooperated very well.

August 5th, 6th, and 7th.- She was gone two days on the over night trip. She still continues to be late to meals and classes and offers alibis when criticized.

August 8th.- She offered to lend her things to the girls who were dressing for the Chimney Rock dance. She was very generous but she always mentioned the fact that she had done so and so.

August 9th.- She was too tired to remove her pack from the porch after they came back on the Pisgah trip. Previous to this she had been jumping around all over the place; I made her go up and get it and she ended by being very rude. She is never there when anything unpleasant or hard is to be done.

August 10th.- She paddled one of the canoes to the village this afternoon, and typical of her she didn't do her share of the paddling. She rested continually and was "just too tired to paddle home" so she was a passenger. As usual she hadn't brought any money with her, and picked up a "coke" off the counter and began drinking it without saying a word to anyone. I asked her if she borrowed a nickel and she calmly said "No," she hadn't. She didn't seem to comprehend that it cost a nickel so I borrowed one for her.

August 11, 12th, and 13th.- She has gotten into the habit of hurrying others to get up, much to theirs as well as my surprise. She remained in the cabin instead of going to life saving saying "I just don't care about going" when I asked her why she had not attended.

August 14th.- She is helping much better in cabin cleanup even though she still procrastinates.

August 15th.- She has formed the habit of hurrying the girls to meals. I think she is doing this merely to be talking loud to get attention.

August 16th.- She continuously misses her algebra lessons which she is being coached in. She always has an alibi and a poor one at that.

August 18th.- She remained in bed instead of eating breakfast after being told not to. She had done this previously.

August 19th and 20th.- She gets pleasure from unexpected and simple things. She likes to pet the dog, play with Gus and at the moment she is interested to the core in collecting money for kodak films. She is interested vitally in making each girl pay their nickel for the picture of the Pisgah trip.

August 21st.- Her disposition has improved steadily. She pouts much less and cooperates very well when told to do things.

August 22nd.- She is still nervous and jumps around picking at things. She isn't capable of concentrating on the thing that you are telling

her. Her mind is a thousand miles off; on her dog at home or something. I would say that she lives in a world of her own and doesn't realize what is going on.

August 23rd.- She is all excited over dressing for the formal dance. She tells me a hundred times about her many dresses at home. She has many clothes to pack for she brought a great deal and she has asked a million questions how to pack this and that.

Summary.- Ann Jane, a first year camper, has certainly improved. She couldn't do one thing for herself when she came; although there is much room for improvement. She can depend on herself more.

She gets along better with the girls. She thinks and talks about herself more than she should. Her bragging, however, has improved.

At the first of camp she was very nervous and jumpy but she has quieted down and relaxed so much. She has a nice disposition and as a rule pouts only very seldom now when she is corrected.

The girls like her and she seems to be very happy, and gets along nicely with them. She never takes the initiative in cabin affairs, only follows what they suggest. She is respectful for authority and is always polite.

Her interest depends entirely upon the mood she is in, which is most unfortunate for it doesn't give her time to put her mind on a thing and really learn it. She has however, excelled in her swimming and diving and improved in riding.

Ann Jane's Testimony

I have learned not to say "can't" and to make the best of things. I have also learned not to depend on others and I believe I have learned better manners.

Ann Jane's Schedule Third Week

INDIVIDUAL INSTRUCTION SCHEDULE—"LAKE LURE CAMP FOR GIRLS"

Ann Jane Brown		15	4	
Name of Camper		Age	Cabin No.	
	First Period	Second Period	Third Period	Fourth Period
Sunday	Chapel		Swimming Meet	
Monday	Riding	Riflery	Swimming	
Tuesday	Tennis	Riflery	Swimming	
Wednesday	Riding	Algebra	Swimming	
Thursday	Canoeing	Tennis	Swimming	
Friday	Riding	Algebra	Swimming	
Saturday	Tennis	Riflery	Swimming	

LAKE LURE CAMP
SOCIALIZATION SCALE

148

Camper's Name Ann Jane Brown Cabin 4 Week 1st

Counselor N. Smith

Maturation in:	None	Slight	Average	Marked	Outstanding
1. Self-reliance. (Independence and confidence in behavior.)		x			
2. Acceptance of responsibility (Dependable in duties.)	x				
3. Initiative (Achieves leadership by suggestions and skills.)		x			
4. Cooperation (Denies self, considers welfare of group.)		x			
5. Mixing ability (Friendly approach to others than ingroup.)			x		
6. Efficiency (In cabin duties and activities.)	x				

COUNSELORS WEEKLY REPORT

<u>1. Personal qualities</u>					
Neatness (personal)					x
Tidiness (cabin)			x		
Courtesy			x		
Posture			x		
<u>2. Health Record</u>					
Cleanliness			x		
Rest	x				
Appetite	x				
<u>3. Participation</u>					
General Attitude			x		
Adjustment	x				
Acceptance			x		

DIRECTIONS

The scale for maturation in above patterns is to be checked at the opening, middle, and end of camp.

The weekly report is office record and is transcribed from the joint camper-counselor report mailed to parent.

Make anecdotal comment on reverse side of sheet of interests and skills.

Activities principally interested in have been swimming, riding,
and diving

LAKE LURE CAMP
SOCIALIZATION SCALE

Campers' Name: Ann Jane BrownCabin 4 Week 4thCounselor N. Smith

Maturation In:

None Slight Average Marked Outstanding

1. Self-reliance. (Independence and confidence in behavior.)		x			
2. Acceptance of responsibility (Dependable in duties.)	x				
3. Initiative (Achieves leadership by suggestions and skills.)		x			
4. Cooperation (Denies self, considers welfare of group.)				x	
5. Mixing ability (Friendly approach to others than ingroup.)				x	
6. Efficiency (In cabin duties and activities.)		x			

COUNSELORS WEEKLY REPORT

1. <u>Personal Qualities</u>					
Neatness (personal)				x	
Tidiness (cabin)				x	
Courtesy				x	
Posture				x	
2. <u>Health Record</u>					
Cleanliness				x	
Rest				x	
Appetite		x			
3. <u>Participation</u>					
General Attitude				x	
Adjustment		x			
Acceptance				x	

DIRECTIONS

The scale for maturation in above patterns is to be checked at the opening, middle, and end of camp.

The weekly report is office record and is transcribed from the joint camper-counselor report mailed to parent.

Make anecdotal comment on reverse side of sheet of interests and skills.

Swimming and diving are still her principal interests. She was one of the first to swim a mile. She placed third in the water meet and added many points for her side with her diving.

She made the Sugar Loaf hike last week.

LAKE LORE CAMP
SOCIALIZATION SCALE

150

Camper's Name: Ann Jane Brown Cabin 4 Week 8th

Counselor N. Smith

Maturation in:	None	Slight	Average	Marked	Outstanding
1. Self-reliance. (Independence and confidence in behavior.)		X			
2. Acceptance of responsibility (Dependable in duties.)		X			
3. Initiative (Achieves leadership by suggestions and skills.)		X			
4. Cooperation (Denies self, considers welfare of group.)			X		
5. Making ability (Friendly approach to others than ingroup.)			X		
6. Efficiency (In cabin duties and activities.)		X			

1

COUNSELOR'S WEEKLY REPORT

1. <u>Personal Qualities</u> Neatness (personal) Tidiness (cabin) Courtesy Posture			X	X	
2. <u>Health Record</u> Cleanliness Rest Appetite			X H	X	
3. <u>Participation</u> General attitude Adjustment Acceptance			X X X		

DIRECTIONS

The scale for maturation in above patterns is to be checked at the opening, middle, and end of camp.

The weekly report is office record and is transcribed from the joint camper-counselor report mailed to parent.

Make anecdotal comment on reverse side of sheet of interests and skills.

Jane has passed the following achievement test: riflery, marksman and pro-marksman- swimming, the fish test and miler - She was in the form swimming in the pageant. She began her Red Cross Life Saving but dropped it and did not complete the test which she had started.

Parent's Report

Transcribed Summary Letter.- The summary letter of Ann Jane

Brown is reproduced below:

Dear Mr. and Mrs. Brown:

It is our custom to write to the parents of each girl who has been in Lake Lure, giving briefly observations of her while she was in camp. We realize that our judgement of them perhaps is faulty, but it is an unprejudiced observation of her camp experience.

Jane's problem at camp was to make herself one of the group. Although she didn't achieve leadership, she very definitely fitted herself in with her cabin-mates. She was always willing to cooperate with any group activity, but sometimes she seemed a bit too enthusiastic and tried to monopolize the conversation. This was not done maliciously, however, but we do feel that this is a trait that could be overcome with careful guidance. She is keenly interested in people, and tries to be congenial with the group. The efficiency with which her cabin duties were done depended entirely upon her mood. Jane learned to be less moody and conform with the conventions of the other girls while at camp. Her ability to accept constructive criticism from her counselor was one of her chief virtues. Procrastination was one of her chief faults.

Jane has been keenly interested in aquatics this summer, and spent many hours in improving her diving and form swimming. She was always ready to hike, and seemed thoroughly to enjoy everyone. This was a new experience for her, and the thrill of sleeping out and planning supplies for the trip seemed to fascinate her.

Jane sprained her ankle during the early part of the season, otherwise, she was in good physical condition. She has not gained in weight but seems more relaxed and not as nervous which we know will please you as you requested that she rest and relax more. Jane, however, seems conscious of minor ailments and visited the health service frequently.

We are sincere in saying that we feel Jane has gained a lot from her stay here. She has learned to accept criticism well and not to make alibis. She had a hard time overcoming this trait and was quite pleased when her cabin-mates complimented her for it.

We have enjoyed having Jane with us this summer. We hope her stay at Lake Lure proved beneficial, and we wish to assure you of our continued interest in her. If at any time you would like to talk further with us, we will be only too glad to do so.

Sincerely yours,

Edna Warner, Director
Ann Smith, Counselor

Parent's Weekly Report

One of Ann Jane's weekly reports, mailed to her parents is reproduced below. This is made out cooperatively by Ann Jane and her counselor, A. Smith:

X - Participation DAILY CHECK SYSTEM

REPORT FOR WEEK ENDING:	PERSONAL					HEALTH					RECREATIONAL					SOCIAL								
	ADJUSTMENT	ATTITUDE	LAUNDRY	LETTER-HOME	MANNERS	MERITS MADE	APPETITE	CANDY	ELIMINATION	SOAP BATH	TEETH BRUSHED	WEIGHT (Stripped)	Breakfast Hike	Dancing	INDOOR GAMES	FREE CANOEING	FREE SWIMMING	FREE TENNIS	HIKES	COUNCILING	Glee Club	STORY TELLING	SUNDAY SCHOOL	STUNT NIGHT
SUNDAY				X					X X	X X	X X			X		X	X			X			X	
MONDAY	Satisfactory		G					X																
TUESDAY									X X	X X	X X					X	X	X						
WEDNESDAY						Swam a mile							X	X		X	X	X						
THURSDAY				X					X	X	X				X	X	X	X						
FRIDAY	Good				Good	Swam a mile	Fall	X	Laxative	X X	X X			X	X	X	X	X	Sugar Loaf					
SATURDAY									X X	X X	X X	113												X

COUNSELOR: _____ REMARKS: _____

LAKE LURE CAMP REPORT
OF
PERSONALITY GROWTH

Name of Camper: Ann Jane Brown

Date August 24, 1939

As you answer the following questions, please check in your own mind each statement you make with at least one concrete incident to support it. This is for office record only.

Relationship to Cabin-Mates:

1. Did she work well with the group? (i.e. What was the group's effect on her?)
No she did not. She seemed to leave it up to others what to do, and waited to be told what to do. If she was not interested, she did nothing.

She strove for attention and thought and talked of herself more than she should in the early part of camp but the group has changed this attitude a great deal.

2. What was her contribution to the group?
She never contributed any suggestions, but was always enthusiastic about the things that appealed to her and she would follow and cooperate with cabin projects.
3. Was she thoughtful in her personal habits, in her respect for the rights of others, and in her speech?
She was very courteous when she thought about it, it all depended on what kind of mood she was in at the time. She would want to do just what she wanted to do when she wanted to. Example: All the cabin-mates went down to the lodge to practice for the stunt, but she preferred to remain in her cabin reading. The girls liked her and she seemed to be happy even though she was constantly reminded what to do and when to do it.

Psychological Weaning:

1. Did she show growth in self-reliance?
She has certainly improved, for she could not do one thing for herself when she came. There is still much room for further improvement. She can depend on herself more now. Learning to think and do for herself was the most important thing that she gained from camp. One still has to remind her when to do things. She takes the initiative only occasionally and follows what the others suggest.
2. Did she accept responsibility?
No she did not. She did not seem to realize that it was expected of her. She allowed the others to take the lead and carry through in all cabin projects.
3. Did she show balance in her judgments and attitudes?
Not at all. She was most hasty and jumped at conclusions about things. She was inclined to shift interest according to her moods because of her nervous temperament she did not concentrate on one interest for any length of time.

Interests and Abilities:

She was interested in diving, definitely. Her interests changed quickly, she would be exceedingly interested in an activity and then would drop it. Example: Life saving, gave up all activities for it, then did not attend classes when she was almost ready to pass the test. She dives very well and is a graceful acrobatic dancer.

Ann Jane Brown

113

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Fair

Good

Very neat

Good - No illness but practically every day received treatment for minor ailments of which she is extremely conscious.

Fair

At times

Very friendly, didn't "chum" especially with anyone.

Not as much as she could have. Never made any suggestions.

Diving especially. She changed other interests frequently, according to her mood.

Nice attitude toward authority. She cooperated very well after a little urging.

Very Helpful Yes Usually

Sometimes Very Usually

No No outstanding fears.

Eating Scales

The following are scales referred to in Table I and in the developing guidance procedures, Chapter III, page 32.

They are no longer used but are submitted here for inspection.

	1	2	3	4	5
1. Willing to contribute in work	1	2	3	4	5
2. Always tries to reach goals	1	2	3	4	5
3. Shows initiative in work	1	2	3	4	5
4. Always to designate others	1	2	3	4	5
5. Shows responsibility in work	1	2	3	4	5
6. Shows initiative in work	1	2	3	4	5
7. Shows initiative in work	1	2	3	4	5
8. Shows initiative in work	1	2	3	4	5
9. Shows initiative in work	1	2	3	4	5
10. Shows initiative in work	1	2	3	4	5
11. Shows initiative in work	1	2	3	4	5
12. Shows initiative in work	1	2	3	4	5
13. Shows initiative in work	1	2	3	4	5
14. Shows initiative in work	1	2	3	4	5
15. Shows initiative in work	1	2	3	4	5
16. Shows initiative in work	1	2	3	4	5
17. Shows initiative in work	1	2	3	4	5
18. Shows initiative in work	1	2	3	4	5
19. Shows initiative in work	1	2	3	4	5
20. Shows initiative in work	1	2	3	4	5

Behavior Selected from Frequency Scale

1. Available to all people	1	2	3	4	5
2. Willing to help others	1	2	3	4	5
3. Willing to share things	1	2	3	4	5
4. Willing to share ideas	1	2	3	4	5
5. Willing to share information	1	2	3	4	5
6. Willing to share knowledge	1	2	3	4	5
7. Willing to share skills	1	2	3	4	5
8. Willing to share time	1	2	3	4	5
9. Willing to share resources	1	2	3	4	5
10. Willing to share power	1	2	3	4	5
11. Willing to share influence	1	2	3	4	5
12. Willing to share authority	1	2	3	4	5
13. Willing to share responsibility	1	2	3	4	5
14. Willing to share risk	1	2	3	4	5
15. Willing to share honor	1	2	3	4	5
16. Willing to share glory	1	2	3	4	5
17. Willing to share fame	1	2	3	4	5
18. Willing to share wealth	1	2	3	4	5
19. Willing to share property	1	2	3	4	5
20. Willing to share possessions	1	2	3	4	5
21. Willing to share belongings	1	2	3	4	5
22. Willing to share interests	1	2	3	4	5
23. Willing to share hobbies	1	2	3	4	5
24. Willing to share talents	1	2	3	4	5
25. Willing to share abilities	1	2	3	4	5
26. Willing to share strengths	1	2	3	4	5
27. Willing to share weaknesses	1	2	3	4	5
28. Willing to share fears	1	2	3	4	5
29. Willing to share hopes	1	2	3	4	5
30. Willing to share dreams	1	2	3	4	5
31. Willing to share aspirations	1	2	3	4	5
32. Willing to share goals	1	2	3	4	5
33. Willing to share plans	1	2	3	4	5
34. Willing to share intentions	1	2	3	4	5
35. Willing to share desires	1	2	3	4	5
36. Willing to share needs	1	2	3	4	5
37. Willing to share wants	1	2	3	4	5
38. Willing to share preferences	1	2	3	4	5
39. Willing to share opinions	1	2	3	4	5
40. Willing to share views	1	2	3	4	5
41. Willing to share beliefs	1	2	3	4	5
42. Willing to share attitudes	1	2	3	4	5
43. Willing to share feelings	1	2	3	4	5
44. Willing to share emotions	1	2	3	4	5
45. Willing to share thoughts	1	2	3	4	5
46. Willing to share ideas	1	2	3	4	5
47. Willing to share concepts	1	2	3	4	5
48. Willing to share theories	1	2	3	4	5
49. Willing to share hypotheses	1	2	3	4	5
50. Willing to share models	1	2	3	4	5
51. Willing to share frameworks	1	2	3	4	5
52. Willing to share paradigms	1	2	3	4	5
53. Willing to share perspectives	1	2	3	4	5
54. Willing to share insights	1	2	3	4	5
55. Willing to share discoveries	1	2	3	4	5
56. Willing to share findings	1	2	3	4	5
57. Willing to share results	1	2	3	4	5
58. Willing to share conclusions	1	2	3	4	5
59. Willing to share recommendations	1	2	3	4	5
60. Willing to share suggestions	1	2	3	4	5
61. Willing to share advice	1	2	3	4	5
62. Willing to share guidance	1	2	3	4	5
63. Willing to share support	1	2	3	4	5
64. Willing to share assistance	1	2	3	4	5
65. Willing to share help	1	2	3	4	5
66. Willing to share aid	1	2	3	4	5
67. Willing to share relief	1	2	3	4	5
68. Willing to share comfort	1	2	3	4	5
69. Willing to share solace	1	2	3	4	5
70. Willing to share sympathy	1	2	3	4	5
71. Willing to share empathy	1	2	3	4	5
72. Willing to share compassion	1	2	3	4	5
73. Willing to share kindness	1	2	3	4	5
74. Willing to share generosity	1	2	3	4	5
75. Willing to share hospitality	1	2	3	4	5
76. Willing to share friendliness	1	2	3	4	5
77. Willing to share warmth	1	2	3	4	5
78. Willing to share affection	1	2	3	4	5
79. Willing to share love	1	2	3	4	5
80. Willing to share care	1	2	3	4	5
81. Willing to share concern	1	2	3	4	5
82. Willing to share interest	1	2	3	4	5
83. Willing to share attention	1	2	3	4	5
84. Willing to share respect	1	2	3	4	5
85. Willing to share honor	1	2	3	4	5
86. Willing to share dignity	1	2	3	4	5
87. Willing to share pride	1	2	3	4	5
88. Willing to share self-respect	1	2	3	4	5
89. Willing to share self-esteem	1	2	3	4	5
90. Willing to share self-worth	1	2	3	4	5
91. Willing to share self-confidence	1	2	3	4	5
92. Willing to share self-belief	1	2	3	4	5
93. Willing to share self-trust	1	2	3	4	5
94. Willing to share self-respect	1	2	3	4	5
95. Willing to share self-love	1	2	3	4	5
96. Willing to share self-care	1	2	3	4	5
97. Willing to share self-protection	1	2	3	4	5
98. Willing to share self-defense	1	2	3	4	5
99. Willing to share self-assertion	1	2	3	4	5
100. Willing to share self-advocacy	1	2	3	4	5

0- one person
 1- half of persons
 2- several persons
 3- most persons
 4- all persons

BEHAVIOR FREQUENCY RATING SCALE

ale used 1936 and 1957

Name of person rated _____ Age _____

Name of rater _____ Relation _____ Date _____

Length of time rater has known person _____

Forms of Behavior	Out-standing	Marked	Average	Slight	None
Cabin clean up					
Neatness					
Health Habits					
Campus clean up					
Rest Hour					
Retiring hour					
Table conduct					
Leadership ability					
Acceptance of responsibility					
Readiness in cooperating					
Self control					
Mixing ability					
Introversion					
Razzing and teasing					
Crabbing and gripping					
Loss of temper					
Bullying					
Boasting, showing off					
Selfishness with equipment					
Destroying property					
Rough language.					

Weekly Activity Record

Activity _____

Camper	Attendance	Interest	Progress	Project Completed	Project in Process

Personnel Records

The following records are used in obtaining information from parents about personality of camper.

The health service records are submitted for inspection.

* Sample Health History

Used 1939

Lake Lure Camp Health Record

NAME _____ CABIN _____ COUNSELLOR _____

AGE _____ HEIGHT _____ WEIGHT _____

MEASLES _____ MUMPS _____ CHICKENPOX _____ SMALL POX _____ TYPHOID FEVER _____ DIPHTHERIA _____

SCARLET FEVER _____ INFANTILE PARALYSIS _____ TUBERCULOSIS _____ RHEUMATISM _____ WHOOPING C. _____

IMMUNIZATION AGAINST SMALLPOX _____ DIPHTHERIA _____ TYPHOID FEVER _____

SURGICAL HISTORY

	week	1st	2nd	3rd	4th	5th	6th	7th	8th
SKIN									
EARS									
THROAT									
NOSE									
HEART									
LUNGS									
MENSES									
GASTRO INTESTINAL									
EYES									

ACTIVITIES ENGAGED IN

REMARKS:

GENERAL INFORMATION BLANK

TO PARENTS :

This blank is to be filled out by you and to be returned, together with the Personality Record, as soon as possible. This preliminary information is of great help in making plans for the individual camper and the longer time we can have to become familiar with it, the better we shall know the campers when they arrive at camp. The Medical Examination by your family physician should not be made until the week immediately preceding the camp season.

IT IS VITALLY IMPORTANT THAT NO CAMPER WHO HAS BEEN EXPOSED TO A COMMUNICABLE DISEASE SHOULD BE SENT TO CAMP BEFORE THE PERIOD OF INCUBATION HAS ELAPSED.

I. GENERAL INFORMATION.

Name Age was on 19.....

Age of brothers and sisters ?

Church affiliation Does camper attend Sunday School ?

School last attended Last grade completed

Name of principal

Standing in school work (Excellent, good, fair, poor)

I. Q. (If known)

How long an interim will there be between the end of school and the beginning of camp ?

Will camper take College Entrance Examinations in June ?

II. HEALTH HISTORY.

Underline any of the following diseases which camper has had, including year of occurrence:

- | | | | |
|---------------------|--------------------|---------------------|----------------|
|Chicken Pox |Mumps |Tuberculosis |Small Pox |
|Diphtheria |Poliomyelitis |Typhoid Fever | |
|German Measles |Pneumonia |Whooping Cough | |
|Influenza |Scarlet Fever |Measles | |

Underline any of the following illnesses which camper has had :

- | | | | |
|----------------------|-----------------------|-------------------|------------------|
|Bronchitis |Rheumatism |Pleurisy |Hernia |
|St. Vitus Dance |Sinus Infections |Appendicitis |Tonsillitis |

In the following underline any tendency towards :

- | | | | |
|-------------------|----------------------|--------------------|------------------|
|Colds |Fainting Spells |Sleep Walking |Indigestion |
|Constipation |Heart Disorder |Enuresis |Asthma |

Vaccinated for Small Pox ? Date

Innoculated for Diphtheria ? Date

Innoculated for Typhoid ? Date

Does camper eat normally ? Are any foods a source of poison ?

Is there any activity from which camper should be debarred ?

It is urged that campers be immunized through such recognized immunizations as vaccinations, the diphtheria antitoxin, and the typhoid serum. They will also be better able to respond to camp life if they had diseased tonsils and teeth attended to.

Date Parent or Guardian

CONFIDENTIAL PERSONALITY RECORD

To be filled in by parents without referring to or knowledge of children.

This questionnaire has grown out of our desire for the intelligent cooperation of those parents who recognize the educational value of the camp experience. In giving a full and frank statement of what you regard as your child's attitude toward different situations and relationships you are pointing out ways in which the camp may be constructive in its influence toward an all-around development. It will be of interest to you and to us to note changes of attitude during the camp season and to observe how these changes carry over into the school and home situations. Please return the questionnaire together with the General Information Blank as soon as possible.

Camper's name _____ Date of birth _____

I. SCHOOL BACKGROUND

A. Personal relationships

With teachers? _____

With classmates? _____

B. Attitude

Cooperative? _____ Contented? _____ Restless? _____

Attitude toward authority? _____

C. Interests

Favorite school subjects? _____

Is camper interested in athletics? _____ In crafts? _____ In nature? _____

II. RECREATIONAL BACKGROUND

A. Friendships

Are his friends his own age? _____ Younger? _____ Older? _____

Does he prefer exclusive friendships? _____

B. Is he a leader? _____ Does he prefer a group or single friends? _____

C. What are his chief recreational interests? _____

Has he any hobbies? _____

D. Would you like to have him directed toward any special activities or interests this summer? _____

III. HOME BACKGROUND

A. Attitude toward mother? _____ Father? _____

Toward brothers and sisters? _____

B. Is he cooperative in the home? _____ Individualistic? _____

C. Is he fond of reading? _____

Of music? _____ of art? _____

D. Does he have a regular allowance? _____

IV. GENERAL ATTITUDE

To what extent is he accustomed to being away from his parents? _____

Has he marked fear of any of the following:

The dark? _____ Water? _____ Animals? _____ Thunderstorms? _____ Being Alone? _____

Is he pronounced in his likes and dislikes? _____

Is he careful in his use of property: His own? _____ Other people's? _____

V. Draw a line through the characteristics that do not apply:

Timid, aggressive, optimistic, critical, tolerant, sensitive, excitable, submissive, destructive, constructive, enthusiastic, quiet, shy, imaginative, phlegmatic, neat, careless, easily fatigued, easily discouraged.

VI. Has any influence of camp persisted through the winter? _____

Date _____

Parent or Guardian. _____

To be filled in by parents without referring to or knowledge of children.

This questionnaire has grown out of our desire for the intelligent cooperation of those parents who recognize the educational value of the camp experience. In giving a full and frank statement of what you regard as your child's attitude toward different situations and relationships you are pointing out ways in which the camp may be constructive in its influence toward an all-around development. It will be of interest to you and to us to note changes of attitude during the camp season and to observe how these changes carry over into the school and home situations. Please return the questionnaire together with the General Information Blank as soon as possible.

Camper's name Date of birth

I. SCHOOL BACKGROUND

A. Personal relationships

With teachers?

With classmates?

B. Attitude

Cooperative? Contented? Restless?

Attitude toward authority?

C. Interests

Favorite school subjects?

Is camper interested in athletics? In crafts? In nature?

II. RECREATIONAL BACKGROUND

A. Friendships

Are his friends his own age? Younger? Older?

Does he prefer exclusive friendships?

B. Is he a leader? Does he prefer a group or single friends?

C. What are his chief recreational interests?

Has he any hobbies?

D. Would you like to have him directed toward any special activities or interests this summer?

III. HOME BACKGROUND

A. Attitude toward mother? Father?

Toward brothers and sisters?

B. Is he cooperative in the home? Individualistic?

C. Is he fond of reading?

Of music? of art?

D. Does he have a regular allowance?.....

IV. GENERAL ATTITUDE

To what extent is he accustomed to being away from his parents?

Has he marked fear of any of the following:

The dark? Water?..... Animals? Thunderstorms? Being Alone?

Is he pronounced in his likes and dislikes?.....

Is he careful in his use of property: His own?..... Other people's?

V. Draw a line through the characteristics that do not apply:

Timid, aggressive, optimistic, critical, tolerant, sensitive, excitable, submissive, destructive, constructive, enthusiastic, quiet, shy, imaginative, phlegmatic, neat, careless, easily fatigued, easily discouraged.

VI. Has any influence of camp persisted through the winter?

Date

.....
Parent or Guardian.