

THE MODIFICATION OF ATTITUDES AS A RESULT OF A
SELF-DIRECTED METHOD AND A TRADITIONAL METHOD
OF PRE-CAMP TRAINING FOR CAMP COUNSELORS

A THESIS
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS IN RECREATION
ADMINISTRATION IN THE GRADUATE SCHOOL
OF THE TEXAS WOMAN'S UNIVERSITY

COLLEGE OF
HEALTH, PHYSICAL EDUCATION AND RECREATION

BY

MARY EVERETT, B. S.

DENTON, TEXAS

AUGUST, 1970

Texas Woman's University

Denton, Texas

August, 19 70

We hereby recommend that the thesis prepared under
our supervision by Mary Everett

entitled "The Modification of Attitudes as a Result
of a Self-Directed Method and a Traditional Method
of Pre-Camp Training for Camp Counselors"

be accepted as fulfilling this part of the requirements for the Degree of
Master of Arts.

Committee:

Chairman

Betha Myers

Virginia Hicks

Ruth E. Tandy

Accepted:

J. L. Morrison
Dean of Graduate Studies

ACKNOWLEDGMENTS

It is impossible to express adequately appreciation to those who have made this study possible. The investigator is most grateful to Doctor Bettye Myers as director of this thesis, without whose patience, knowledge and interest in the field of camping, and her desire for academic excellence, this paper could not have been successfully completed.

Gratitude is extended to the other members of the Thesis Committee comprised of Doctor Elizabeth Tandy and Doctor Virginia Hicks.

Mrs. Scottie Hubbard and her staff at Camp Rocky Point deserve special recognition for their cooperation and participation in the study.

The investigator wishes to express appreciation to the staff and volunteers of the Circle T Girl Scout Council for their interest and encouragement in this endeavor.

Finally, deepest appreciation is extended to the members of the investigator's family and friends who have been most encouraging and inspiring in their support.

TABLE OF CONTENTS

ACKNOWLEDGMENTS	iii
LIST OF TABLES.	vi

Chapter

I. INTRODUCTION TO THE STUDY	1
Statement of the Problem .	
Definitions and/or Explanation of Terms	
Purposes of the Study	
Delimitations	
Review of Literature	
Summary	
II. DEVELOPMENT OF THE STUDY.	22
Selection and Description of the	
Two Camps	
Description of Subjects	
Description of the Two Training Methods	
Selection and Description of the	
Instruments	
Method of Collecting Data	
Treatment of the Data	
Summary	
III. PRESENTATION, ANALYSIS, AND INTERPRETATION	
OF THE DATA	46
Initial and Final Status of the Two Camps	
Analysis of Variance	
Relationship Between Attitudes	
Summary	
IV. SUMMARY, CONCLUSIONS, IMPLICATIONS AND	
RECOMMENDATIONS FOR FUTURE STUDIES.	59
Summarization of Data	
Conclusions	
Implications	
Recommendations for Future Studies	

BIBLIOGRAPHY.	69
APPENDIX.	71
RAW SCORES ON FOUR ATTITUDE INSTRUMENTS FOR CAMP COUNSELORS AT CAMP ROCKY POINT.	72
RAW SCORES ON FOUR ATTITUDE INSTRUMENTS FOR CAMP COUNSELORS AT CAMP TIMBERLAKE	73
MATERIAL USED DURING PRE-CAMP TRAINING AT CAMP TIMBERLAKE.	74
MATERIAL USED DURING PRE-CAMP TRAINING AT CAMP ROCKY POINT	103

LIST OF TABLES

Table	Page
1. Means, Standard Deviation and Difference Between Means for Camp Rocky Point and Camp Timberlake on the Minnesota Teacher Attitude Inventory, Attitude Toward Self and Others, California F Scale and Attitude Toward the Supervisor. . . .	47
2. Analysis of Variance of Scores Among the Two Groups on Initial and Final Scores on the Minnesota Teacher Attitude Inventory.	51
3. Analysis of Variance of Scores Among the Two Groups on Initial and Final Scores on the Acceptance of Self and Others	52
4. Analysis of Variance of Scores Among the Two Groups on Initial and Final Scores on the Attitude Toward the Supervisor Inventory. . . .	53
5. Significance of the Difference Between Initial and Final Mean Scores on the Attitude Toward the Supervisor for Each Camp.	54
6. Analysis of Variance of Scores Among the Two Groups on Initial and Final Scores on the California F Scale.	55
7. Correlation of the Difference Between the Initial and Final Scores Among the Minnesota Teacher Attitude Inventory, Acceptance of Self and Others, Attitude Toward the Supervisor, and the California F Scale.	57

CHAPTER I

INTRODUCTION TO THE STUDY

Camping is a vital part of the Girl Scout program. It is so vital that the Girl Scouts of the United States of America recommend that every Girl Scout have at least one camping experience in each year. The total girl membership of this organization as of September 30, 1969, is 3,250,000.¹ If every girl could have the opportunity to camp at least one time in a year it would mean that over three million girls could share the unique experience of group living in the out-of-doors. There are various types of camping--troop trip camping, day camping and resident camping--available to Girl Scouts.

In 1968, Girl Scout Councils numbering 328 owned and operated 890 camp sites, nationally. During this same year 166,821 girls enjoyed the fun and excitement of Girl Scout resident camping during the summer.² The operation of these summer resident camps can be done only with the employment of approximately 20,000 camp counselors to work and supervise

¹Program Specialist, National Branch Office, Girl Scouts of the United States of America, Kansas City, Missouri, telephone interview, April, 1970.

²Ibid.

the campers. The success of the total Girl Scout program in camping depends upon the ability of the young women employed as camp counsellors to add to the enrichment of the camping experience for the children.

Adequate preparation and training of the camp counselors is the best way to insure the camper of an enriching camping experience in a resident camp. An important aspect of preparing the camp counselor to function well in her job is pre-camp training. Edith Klein, professor at the University of Georgia, believes that:

The period allotted for in-camp, pre-camp training is precious. . . . The effect a good camp training program can have on your entire camp season cannot be calculated in dollars and cents.¹

Reimann has said, "The entire staff should be briefed on the basic purposes of the camp to unite them in making it a success."² The importance of pre-camp training has been supported by many authors. Robert Hill stated that:

The impressions that we make during the staff conference pre-camp period of dedication, concern, interest, warmth, or of fatigue, tension, hostility and aloofness, are those that will tend to continue through a good part of the summer.³

¹Edith Klein, "Pre-Camp Staff Training," Camping Magazine, XXXIV (May, 1967), 12.

²Lewis C. Reimann, The Successful Camp (Ann Arbor, Michigan: The University of Michigan Press, 1958), p. 135.

³Robert Hill, "Staff Training," Camping Magazine, XXXVI (January, 1964), 16.

Wasserman wrote that, "With rare exceptions, we have found that as orientation pre-camp goes, so goes the season."¹

A few of the specific factors suggested by Dimock² that are of value to the camp director and to the camp counselor during pre-camp training are: (1) new staff members have the opportunity to become accustomed to the camp environment and the facilities which are available, (2) camp directors have the challenge during the pre-camp training conference to begin to build cohesiveness and unity between new staff and experienced staff, (3) the total staff can be exposed to the objectives and ideals of the camp community and discuss policies, regulations, and methods of operations within the camp, and (4) the camp director has the opportunity to stimulate and develop a sense of readiness in camp counselors. The overall value of pre-camp training as a meaningful experience cannot be overemphasized.

The Girl Scouts of the United States of America, in 1946, set forth the following basic philosophies to assist camp directors in Girl Scout camps in planning their pre-camp sessions:

1. The more participation the staff members have in the training through discussion, activity, and planning, the more they will get out of it.

¹Rona B. Wasserman, "How One Camp Operated Its Successful Counselor Training Program," Camping Magazine, XLI (April, 1969), 9.

²Hedley Dimock, Administration of the Modern Camp (New York: Association Press, 1967), p. 106.

2. Staff members who have recently taken camp counselor training courses should be given an opportunity to share with the rest of the staff some of the things they have learned.
3. So that more can participate, no one staff member should be given too much responsibility in the pre-camp training.
4. Plenty of time needs to be allowed for rest, recreation, and fun, even though it may mean that one of the director's pet subjects has to be omitted from the outline.
5. The director is not the only one who will have ideas. The director's attitude toward her staff in pre-camp training will determine to a large extent the attitude the staff members take toward the girls.
6. Time should be allowed for small group meetings.
7. Every staff member should have an opportunity to talk with the director alone during the pre-camp period.
8. The director should be as conscious of the adjustment of the staff members to each other during the pre-camp period as she is conscious of the content of the training course.¹

At the National Council Meeting of the Girl Scouts of the United States of America, in 1966, a self-directed method of training was launched--the Design for Learning. The Design for Learning was initially developed for the in-town Girl Scout Troop Leader. Since its inception, the Design for Learning has been adapted for use with Boards of Directors, local Girl Scout Council administrative personnel, Girl Scout Professional Workers, and camp counselors. Girl Scout camp directors are encouraged to use this self-directed method of training in their pre-camp conferences. However, it is not mandatory that any camp director do so.

¹Girl Scouts National Organization, The Established Camp Book (New York: Girl Scouts of the United States of America, 1946), p. 198.

The adaptation of the Design for Learning as a self-directed method of training Girl Scout camp counselors is still in the experimental stage.

More important than the method is the adherence to the philosophy in support of the self-directed method as a meaningful learning experience. The philosophy of adult education in Girl Scouting is directly related to the program beliefs of Girl Scouting itself. This philosophy is:

1. The learner learns best when he takes the major responsibility for his own learning.
2. The uniqueness of each individual learner must be recognized, protected, and provided for.
3. The learner, to feel valued for himself, must feel that his life experience is valued in the learning situation.
4. The learner will learn best when he sees a clear relationship between what he must know and do to be competent on the job and the learning opportunities offered.
5. The learner sees his learning needs as immediate--as related to problems that are here and now.
6. People learn most effectively when the learning is job or problem oriented rather than subject matter oriented.¹

In total adherence to the aforestated philosophy, the Design for Learning was developed. There are three distinct phases within the design--Taster Activities, Learning Activities, and the Sharing Phase.

Taster Activities in essence means self-diagnosis. During these Taster Activities the learner is provided with a quick overview of her job, and the activity is constructed

¹Girl Scouts of the United States of America, "Design for Learning," Memorandum (New York: Girl Scouts of the United States of America, March, 1969), p. 1.

in such a manner that questions are raised as to what the camp counselor needs in knowledge and/or skill to help her feel more comfortable in her position. An example of the steps followed by a camp director in administering the Taster Activity for Troop Management is provided below:

1. An individual review of the description of each counselor.
2. The director asks the individual counselor to consider what the implications are for her in relation to her job.
3. The director then presents a filmstrip depicting Troop management.
4. After the filmstrip, the director may ask several questions constructed so as to stimulate discussion within small groups.
5. From this discussion the director could ask the counselor to indicate questions to which she would like to learn answers.

All the Taster Activities are administered prior to the introduction of the Learning Activities.

A short amount of time is given for the counselor to consider which of the learning areas she feels the need to pursue first. There is an area of learning for each Taster Activity in the design. There may be several Learning Activities within a learning area.¹ After the counselor

¹Preparing to Help Leaders (New York: Girl Scouts of the United States of America, 1967), p. 41.

makes the decision as to which learning area she will enter first, groups are formed according to the number of other counselors selecting the same learning area. The counselor may work in a group or individually. The following is a step by step outline which the counselor follows in a Learning Activity in Troop Management.

1. Focus for Study

(To help guide the counselor into the correct activity for her, several learning activities may be included in this area)

How to organize girls into a well-coordinated troop.

2. The Patrol System

(The counselor would follow or create her own steps in the Learning Activity)

Step 1. View the filmstrip "Why Troop Government." How does it fit into a camp setting?

Step 2. View the filmstrip on troop management for Juniors or Cadettes. What is your role as an adult?

Step 3. Check over Chapter 7 in the Leader Notebook.

Step 4. Share your findings with the members of your group.

After the counselor has completed as many Learning Activities as she considers to be necessary, she is ready to share her learning with the total camp staff.

Sharing is the third phase of this self-directed method of the Design for Learning. Sharing sessions may take various forms, such as, teaching a game, a skill

demonstration, audio-visual aids display, role play and discussions. The members of the group, or the individual, who have been involved in the Learning Activity decide and present their share in the manner they consider best suited to their needs and the needs of the total staff. The purpose of Sharing is to reinforce what the individual has learned. As a result of Sharing, information is transmitted and other camp counselors are often stimulated to explore other learning areas. There also is a welding together of thoughts and philosophies of the counselors. (Specific detailed Examples of Taster Activities, Learning Activities and Sharing are included in the Appendix.)

The investigator has been a Girl Scout Camp Director for three summers and has used both the old and the new training methods endorsed by the National Council of the Girl Scouts of the United States of America. Curiosity prompted her to wonder if research findings were available to substantiate the claim that the new Design for Learning method was superior to the old method for training camp counselors. She found that the Design for Learning method was field-tested in several camps throughout the United States during the summer of 1968 although results of the study were elusive. In an effort to gain more information about the findings of the 1968 field study, the investigator wrote to individuals occupying the following positions in October, 1968: (1) Director, Training Division, New York;

(2) Director, Camping Division, New York; (3) Camping Specialist, Camping Division, New York; and (4) the Training Administrator, National Branch Office, Kansas City, Missouri. Information received by the investigator from these sources was negligible.

The present study was conceived by the investigator during the summer of 1968 while she was using the Design for Learning method of pre-camp training for her counselors at Camp Timberlake.

Statement of the Problem

The investigation entailed a study of seventeen camp counselors working at Girl Scout Camp Rocky Point and nineteen camp counselors working at Girl Scout Camp Timberlake, during the summer of 1969, to determine the significant difference between the expressed attitudes toward children, toward self and others, toward the supervisor and toward authoritarianism of camp counselors trained under a self-directed method of pre-camp training and those trained with the traditional method of pre-camp training.

Definitions and/or Explanation of Terms

For purposes of clarification, the following definitions and/or explanation of terms were established for use in the inquiry:

A. Training: The investigator accepted the definition "to instruct so as to make proficient."¹ The further interpretation was:

Learning is the process of gaining knowledge, understanding, and skill: it occurs when one feels a need to learn. During the process the learner adapts or reinforces her action, attitudes, and understanding in relation to that need.²

B. Traditional:: The investigator accepted the definition "conventional."³ For this study the traditional method was interpreted to be that one or combination of methods of presenting material which does not allow the camp counselor to determine her own learning needs.

C. Self-directed:: The investigator accepted the definition of self as "one's own welfare or interest"⁴ and directed as "to manage the affairs of."⁵ The investigator interpreted these statements to mean a person (camp counselor) is self-directed when she can manage the affairs which influence her own welfare or interest in learning the knowledge and skills necessary for her to function effectively as a camp counselor.

¹David B. Guralnik, ed., Webster's New World Dictionary (New York: World Publishing Company, 1956), p. 786.

²Barbara N. Stone, Guide for Girl Scout Trainers (New York: Girl Scouts of the United States of America, 1961), p. 16.

³Guralnik, p. 785.

⁴Ibid., p. 672.

⁵Ibid., p. 213.

Purposes of the Study

The basic hypothesis which guided the development of this study was: A self-directed method of training camp counselors has more influence than another training method in modifying specific attitudes of counselors. The investigator proposed to test this hypothesis by means of the following working hypotheses:

- A. There is a significant difference between the attitude toward children of camp counselors who were trained under a self-directed method and camp counselors who were trained under another method as measured by the Minnesota Teacher Attitude Inventory.
- B. There is a significant difference between the attitude toward self and others of camp counselors who were trained under a self-directed method and camp counselors who were trained under another method as measured by the scale Acceptance of Self and Others.
- C. There is a significant difference between the attitude toward the supervisor of camp counselors who were trained under a self-directed method and camp counselors who were trained under another method as measured by the questionnaire Attitude Toward the Supervisor.
- D. There is a significant difference between the attitude toward authoritarianism of camp counselors who were trained under a self-directed method and camp

counselors who were trained under another method as measured by the California F Scale (Form 40).

- E. There is a significant difference between the inter-relationships in the modification of attitudes with respect to the objects of the attitude of camp counselors who were trained under a self-directed method and camp counselors who were trained under another method as measured by the four instruments utilized in the study.

Delimitations

The present study was subject to the following delimitations:

- A. A total of seventeen women between the ages of eighteen and twenty-seven years who were employed as camp counselors in a Girl Scout camp which did not utilize a self-directed study method of pre-camp training for camp counselors during the summer of 1969.
- B. A total of nineteen women between the ages of eighteen and twenty-seven years who were employed as camp counselors in a Girl Scout camp which utilized a self-directed study method of pre-camp training for camp counselors during the summer of 1969.
- C. A pre-camp training period of five and one-half days.
- D. A camp season of eight weeks.

- E. The degree to which the selected instrument measures attitude toward children.
- F. The degree to which the selected instrument measures attitude toward self and others.
- G. The degree to which the selected instrument measures attitude toward the supervisor.
- H. The degree to which the selected instrument measures attitude toward authoritarianism.

Review of Literature

A comprehensive review of the related literature disclosed that the present investigation was not identical to any previous study. A brief review of some of the more pertinent research related to the present inquiry is provided on the following pages.

In 1963, Perry¹ investigated certain factors which were considered to be related to the success or failure of a camp counselor. The various aspects of (1) mental functioning, (2) personality and temperament, (3) attitudes and (4) vocational interest were explored to see if any significant relationship existed between them and the success or failure in camp counseling. Perry also attempted to determine if there was any measurable relationship between job proficiency and the level of emotional maturity and social

¹Marian L. Perry, The Relationship of Selected Variables to the Success of Camp Counselors (Martinsville, Indiana: American Camping Association, 1964).

adjustment of camp counselors. During the summer camping season of 1960, a battery of tests were administered to 168 male and 224 female camp counselors employed at twenty private and youth agency camps in Southern California.

Perry developed a rating scale for the supervisory evaluation of the behavior of camp counselors and of their performance on the job. There were twenty-one individual performance characteristics in the rating scale which were grouped into four major categories: (1) personal characteristics, (2) program abilities and skills, (3) leadership ability and (4) professional attributes. A single rating of overall job performance was also obtained for each counselor. Numerical values ranged from zero to eight.

The null hypothesis was used in determining the statistical significance of the difference found to exist between the most and least successful counselor sub-groups. The major findings resulting from the Structured Objective Rorschach Test were (1) successful and unsuccessful private camp counselors were not found to differ significantly on any of the traits of temperament or mental functioning measured by the Structured Objective Rorschach Test; and (2) successful counselors in one or more of the agency women's groups scored significantly higher than the least successful agency women counselors on structuring, aggressiveness, and consistency of behavior, and lower than the least successful agency women counselors on theoretical, induction,

and human relationship. Results from the Kuder Preference Record-Vocational Form C, showed that least successful private men counsellors received significantly higher scores on the scientific scale than did the most successful private men counselors. A significant difference was found to exist between the scores of the most and least successful private women counselors on the clerical scale. The least successful counselors received the highest score. The most successful women counselors received significantly higher scores on the social service scale than did the least successful women counselors. From the Factor Analysis of the Rating Scale, reasonable reliability was found. The coefficient of correlation between the overall job performance scores as given by two raters was .78. The majority of the correlation coefficients between the overall rating and the individual variables were grouped in the upper 70's and 80's.

Perry concluded that persons with different personalities, interests and attitudes and from diversified environments can reach success as camp counselors. The success, however, was greatly dependent upon the interaction of these traits within the individual and in the group setting. Success in camp counselors was the result of the interaction of the multitude of complex factors and should be defined within the frame of reference of the particular camp setting.

The purpose of the study undertaken by Crook and two of his colleagues¹ was to observe individuals in small groups and to categorize the emerging behavior. Two dimensions of leadership behavior were studied. These dimensions were "initiating structure in interaction," and "showing consideration." Before it was possible to estimate the predictive validity of such an approach, it appeared necessary to estimate that (1) a group of raters can be trained to agree consistently about the classification of observed behaviors, (2) the observers are stable and consistent from one situation to another, and (3) the categories employed are sufficiently independent of each other to yield pertinent information about each individual in accordance with underlying concepts of effective leadership.

Thirty-two subjects were randomly selected from students in the graduate division of Queens College. Each subject was observed while participating in two thirty-minute discussion situations in rooms with one way vision. Four trained observers were used to rate the subjects.

The three writers jointly developed a rating sheet. This tally sheet contained two divisions: "initiates structure in interaction" and "shows consideration." If a person identifies the problem, suggests some procedure for finding a solution to a problem, or opens a channel of communication

¹Robert Crook, Stanley Drophin and Marvin Taylor, "Assessing Emerging Leadership in Small Discussion Groups," Journal of Education Psychology, LI (1961), 12.

with the group, then a plus is placed in the "initiates structure" column. Should a person support another or identify with one of the group, this person receives a plus in the "shows consideration" column. If a subject is sarcastic, caustic, or attacks another member of the group, this person receives a minus in the "shows consideration" column.

An analysis of variance was utilized to establish subject consistency, subject stability and rater agreement. Coefficients in "initiates structure" ranged from .52 to .77. The range of relationship between observers' ratings for "success in initiating structure" ranged from .81 to .91. The "shows consideration" category ranged from .73 to .92. All of these coefficients were significant beyond the .01 level of confidence. When treated statistically subjects' consistency and stability within each leadership behavior category were: (1) coefficients of stability of performance ranged from .07 to .51, and (2) coefficients of consistency of performance ranged from .07 to .51, and (3) coefficients were significant beyond the .01 level of confidence.

Three conclusions were drawn from this study. First, raters could be trained to observe individual behavior in small group settings and consistently agree upon actions. Secondly, behaviors in "success" and "consideration" are highly stable and consistent from one discussion situation to another when the group membership is held constant and

when problems of a similar nature are being discussed. The third conclusion was that three categories seemed sufficiently independent to be considered as three distinct types of observed behavior. Correlation between "success" and "consideration" seemed to suggest the mediating variable of effective leadership.

Schmitt,¹ in 1965, studied the characteristics of successful cabin counselors. The primary purpose of the study was to determine the characteristics of successful girls' camp cabin counselors. A secondary purpose of the study was to compile a list of selected characteristics that camp directors believed to be important to the success of the camp counselor.

The sampling included camps in the State of Texas which were members of the American Camping Association. Forty-two camps met the criteria and were listed in the 1964 Camp Directory of the Texas Section of the American Camping Association. Schmitt included fourteen Camp Fire Girls camps, eighteen Girl Scout camps, seven private camps and three Young Women's Christian Association camps. Camp directors affiliated with various camps were requested to select their most successful counselors.

¹Patricia Schmitt, "Characteristics of Successful Girls' Camp Cabin Counselors and Their Attitude Toward Children" (unpublished Master's thesis, Texas Woman's University, Denton, Texas, 1965).

A statistical technique referred to as paired comparisons was utilized in evaluating characteristics essential for success in cabin counseling. These characteristics were: shows good health and vitality, exhibits emotional maturity, enjoys the out-of-doors, likes children, understands needs of campers, considers needs of the camper first, works easily with others, contributes to the objectives of the camp, demonstrates skills for specific responsibility, exhibits moral character and integrity, adjusts readily, and shows willingness to learn. Schmitt determined the reliability of the difference between the percentages by using the t-test. It was applied to the ranking of characteristics by each camp director and was compared with every other camp through the use of the Spearman rho technique. All four categories of camp directors ranked "exhibits emotional maturity" and "moral character and integrity" first and second, respectively. Those characteristics which were ranked as least important were "shows good health and vitality," "enjoys the out-of-doors," and "demonstrates skills for specific responsibility." Significant differences in the rankings of Camp Fire directors existed with respect to "exhibits emotional maturity" and "moral character and integrity"; and the tenth and eleventh ranked characteristics "shows good health and vitality" and "enjoys the out-of-doors." Significant differences in the ranking of Girl Scout directors existed with respect to the second and third ranked characteristics, "moral character and

integrity" and "works easily with others"; and the eighth and ninth ranked characteristics, "liking of children" and "contributes to the objectives of the camp"; and the ninth and tenth ranked characteristics, "willingness to learn" and "demonstrates skill for specific responsibilities." In the Young Women's Christian Association camp directors' group the only significant difference was between the first and the second ranked characteristics, "exhibits emotional maturity" and "moral character and integrity." The Spearman rho method of correlation revealed that a significant relationship existed among all the directors, regardless of the type of camp they represented, as to the value they attached to each of the characteristics of success.

The results of the Minnesota Teacher Attitude Inventory were as follows. With the counselors' educational background taken into consideration, the highest score in standard deviation units was 2.50 units above the normative mean and lowest score in standard deviation units was 2.80 units below the normative mean. The Camp Fire group had 41.94 per cent of their scores above the normative mean and 58.06 per cent of their scores below the normative mean. From the private camp group 47.37 per cent scores above and below the normative mean, respectively. The Young Women's Christian Association group scored 40.00 per cent above the normative mean and 60.00 per cent below the normative mean. From the total group 42.48 per cent scored above the normative mean

in standard deviation units and 56.52 per cent scored below the normative mean in standard deviation units.

No significant differences were found to exist between the cabin counselors' raw score means of the various types of camps represented by the camp counselors. No significant difference was found to exist between the percentile mean scores of the various types of camps.

Summary

In this chapter, the investigator discussed the value of pre-camp training for camp counselors. The philosophies of the Girl Scouts of the United States of America toward pre-camp training in 1946 and the present day were also included. The investigator gave examples of Tasters Activities, Learning Activities, and Sharing as they relate to the Design for Learning method of training camp counselors.

Within the chapter the investigator presented the research design of this inquiry under the headings: Statement of the Problem, Definitions and/or Explanation of Terms, Purposes of the Study, Delimitations and a Review of the Literature.

Chapter II will describe the procedures used in the development of this study.

CHAPTER II

DEVELOPMENT OF THE STUDY

The development of the present inquiry will be discussed in this chapter under the following major headings: Selection and Description of the Two Camps, Description of Subjects, Description of the Two Training Methods, Selection and Description of the Instruments, Method of Collecting Data, and Treatment of the Data.

Selection and Description of the Two Camps

The major criteria which guided the selection of the camps for participation in this study were: (1) a Girl Scout camp which did not utilize a self-directed method of pre-camp training and (2) a Girl Scout camp which did utilize a self-directed method of pre-camp training. The camps selected for inclusion in this study are located in the North Central portion of the State of Texas. Each of the camps was owned and operated by local Girl Scout Councils. The two camps selected for participation in this study were Camp Rocky Point and Camp Timberlake.

Camp Rocky Point

Camp Rocky Point is owned and operated by the Texas Girl Scout Council, Dallas, Texas. This camp is located eight miles from Denison, Texas, on Lake Texoma. The camp is a fifty-four acre site. Camp Rocky Point serves 110 campers in each of its four, two-week sessions. The program emphasis is waterfront oriented and includes swimming and canoeing. There is a general program which includes camp-craft, arts and crafts, hiking, and badge work. Camp Rocky Point is open to all girls nine through seventeen years of age, scout or non-scout. The employed staff totals twenty-six and includes the director-business manager, three swimming instructors, seventeen unit personnel, three cooks, the caretaker, and the handyboy. The method of training camp counselors during the pre-camp training period at Camp Rocky Point during the summer of 1969 was the traditional method.

Camp Timberlake

Camp Timberlake is owned and operated by the Circle T Girl Scout Council, Fort Worth, Texas. The camp is located five miles from Azle, Texas, on Eagle Mountain Lake. The camp is a 129 acre site. Camp Timberlake serves 138 campers in each of its four, two-week sessions. The program emphasis is small craft oriented and includes canoeing, sailing, and rowing. A general program which includes camp craft, arts, crafts, swimming, hiking, bicycling, and badge work is also

available for camper participation. Camp Timberlake is open to all girls nine through seventeen years of age, scout or non-scout. The employed staff totals thirty-four and includes the director, the assistant director-business manager, three swimming instructors, three small craft instructors, nineteen unit personnel, five cooks, the caretaker, and the handyboy. The investigator served as camp director of Camp Timberlake and utilized the self-directed method of training camp counselors during the 1969 pre-camp training period.

Description of Subjects

The criteria which governed the selection of subjects were: (1) the camp counselor must complete the total pre-camp training period and (2) the camp counselor must be employed for the complete camping season. Seventeen camp counselors of the total employed staff of twenty-six at Camp Rocky Point met the criteria and were selected to participate in this study. Nineteen camp counselors of the total thirty-four employed at Camp Timberlake met the criteria and were selected to participate in this study.

Camp Rocky Point

The seventeen subjects employed as camp counselors at Camp Rocky Point in 1969 ranged in age from eighteen to twenty-seven years. The previous camp counseling experience of the seventeen counselors was: (1) two camp counselors had four seasons of experience, (2) three camp

counselors had two years experience, (3) one camp counselor had three years of experience, (4) six camp counselors had one year of experience, and (5) five camp counselors had no experience. Nine of the seventeen camp counselors had been employed at Camp Rocky Point for the 1968 camp season. The camp director did have prior experience as a director, however, the summer of 1969 was her first season to direct Camp Rocky Point.

Camp Timberlake

The nineteen subjects employed as camp counselors at Camp Timberlake in 1969 ranged in age from eighteen to twenty-six years. The previous camp counseling experience of the nineteen counselors was: (1) one camp counselor had five years experience, (2) one camp counselor had four years experience, (3) two camp counselors had three years experience, (4) five camp counselors had two years experience, and (5) ten camp counselors had no experience. Seven of the nineteen camp counselors participating in the present study were returning counselors from the season of 1968. Five of the seven returning camp counselors had been trained under the self-directed method at Camp Timberlake during the pre-camp training period for the summer of 1968. The investigator was the camp director in 1968 and 1969.

Description of the Two Training Methods

The content for the pre-camp training for Camp Rocky Point and Camp Timberlake were similar. The difference was in the manner of presentation. The director of Camp Rocky Point presented the content material in the traditional form, while the director of Camp Timberlake presented the content material within the framework of self-direction using the Design for Learning method described in Chapter I.

Training Method at Camp Rocky Point

Content material for the pre-camp training program at Camp Rocky Point included songs, history of the camp, history of Girl Scouting, how to cookout, Girl Scout Program, camp craft skills, counseling skills, responsibilities of camp counselors, how to handle behavioral problems, and program crafts. Within the traditional method of pre-camp training the following techniques of presenting material were utilized: lecture, group discussion, demonstration, and simulation of how to teach various activities. The investigator sights the following examples of some of the material covered in pre-camp and the technique used for presentation of the material follows.

<u>Material</u>	<u>Technique</u>
History of Girl Scouting	Lecture
Progression in cooking out	Lecture Demonstration
	Group Discussion
Counseling skills	Lecture
Badge work	Lecture
	Group Discussion

In the traditional method of training camp counselors, the responsibility for deciding what the counselors need to learn is solely that of the camp director. The director pre-determines and controls the following factors within the application of this method:

1. Order of presentation of content
2. The method utilized to dispense information
3. Who will participate actively and who will not
4. In what areas each individual camp counselors needs added knowledge and/or skill.

This period of pre-camp training is divided into fourteen training sessions. One session is conducted in the morning, one in the afternoon, and one in the evening during each of the five days. A complete outline of the pre-camp training schedule used at Camp Rocky Point in 1969 is contained in the Appendix to this manuscript.

Training Method at Camp Timberlake

Content material covered during the 1969 pre-camp training at Camp Timberlake included Girl Scout Program, girls as individuals, troop management in camp, health and safety, working with others, and finding and using resources. A book entitled the "Design for Learning for Camp Counselors" was given to each counselor during the initial training session. Within this self-directed method of pre-camp training the technique utilized by the director was the introduction of the Taster Activities. Taster Activities

were developed for each of the above mentioned learning areas. The investigator sights this example: The camp director introduces the learning area as being troop management in camp. After the introduction the director proceeds in the following manner.

1. Reads the model which describes the responsibility of the camp counselor in troop management. Model Statement: A camp counselor helps her girls gain knowledge, skills and attitudes necessary to initiate, plan, carry out and evaluate troop activities with less and less dependence upon adults.
2. Asks the question--What are the implications for you in relation to your job?
3. Shows the filmstrip "Girl Planning for Camp Fun."
4. Divides the group into small clusters of two or three counselors.
5. Asks these questions to stimulate discussion:
What are some of the plans and techniques used in working with girls in planning? What are some of the signs of growth on the part of the girls?
6. From the discussion within clusters, the counselors are asked to raise questions that are indicated by the discussion.
7. Asks the counselors to check or write in their individual questions on the Question and Concern page of the "Design for Learning for Camp Counselors" book.

Question and Concern page:

What do you want help on right away?

1. How do I find out how much planning the girls can do and how much depends on the counselor?
2. Where do ideas for troop activities come from? How?
3. What is the patrol system? How does it work?
4. How do the troop leader and the assistants divide responsibilities?
5. How can I help girls learn to manage their own activities?

You may add any additional questions you have.

After all six Taster Activities are administered, the counselors are given time to consider which area of learning they would like to pursue first. This decision is an individual matter for each counselor. After each counselor has decided which learning area she wishes to undertake first, groups are formed on the basis of suitable learning areas. For example, of the twenty-five camp counselors in attendance at the first session in 1969, five chose the topic "girls as individuals," five chose "Girl Scout program," two chose "troop management," two chose "health and safety," three chose "working with others," and six chose "finding and using resources." Once the determination of which learning area is made, the counselor turns to that section of her book to discover which Learning Activities have been indicated. However, if the counselor

thinks that the Learning Activities as stated do not meet her needs she may develop her own Learning Activities. The following is an example of Learning Activities in the area of Troop Management, and the resources available for the learner to use.

Focus for Study

How to organize girls into a well coordinated troop.

What should be done to increase girl responsibility.

How to let girls plan with adult help.

The Patrol System

Note: If you want to find out more about the patrol system and how it affects girl planning, this is for you.

1. View the filmstrip "Why Troop Government." How does it fit into a camp setting?
2. View the filmstrip on troop management for Juniors or Cadettes. What is your role as an adult?
3. Check over Chapter 7 in the Leader Notebook.
4. Share your findings with the members of your group.

Girl Planning and Responsibility

Note: If you want to look further into girl planning, this is for you.

1. Do you know how to inject ideas that stimulate the imagination of children? Check through the resources under program for some ideas.

2. Read the case study "Food for Thought" in Training Camp Counselors. How could this situation have been avoided? Whose responsibility is it to see that it does not happen again?

Resource Materials

Leader Notebook

Handbooks for Juniors and Cadettes

Training Camp Counselors in Human Relations

Staff Manual

Patrol Handbooks

Filmstrips: "Why Troop Government"

"Troop Management for Juniors"

The third step in the self-directed method of pre-camp training is Sharing. The purpose of this step is to crystallize the individual's learning, impart enthusiasm for the material, and to impart to the other counselors not involved in the same learning area some of the information assimilated by the counselor doing the sharing. Sharing is done when a group believes that the members are ready to do so. Sharing may take many forms. The investigator sights these examples: discussion, dramatization, active participation of the total group (i.e., in learning a dance), showing of films or filmstrips and role play.

After the total group of counselors has participated in a Sharing experience, new learning areas are chosen. At that time new groups are formed and study upon a new topic

begins. The cycle of the learning activities and the sharing may reoccur as many times as time will allow or as few times as the total group deems necessary.

By utilization of the self-directed method of training camp counselors, responsibility for all of the learning is solely that of the counselor. The director acts as a guide and assists in this manner only. The camp director develops the written book which the camp counselor is given, compiles the resources for use in the study of all six learning areas, and administers the Taster Activities.

Within the framework of the self-directed method the individual is allowed to control and determine the following factors:

1. Own learning needs.
2. How best to satisfy these needs.
3. What knowledges and/or skills she already possesses.
4. Own priorities in knowledges and/or skills needed.

The major difference between the two methods of pre-camp training--traditional and self-directed--is the placement of the responsibility for the counselor's learning. In the traditional method the responsibility is that of the camp director. In the self-directed method the responsibility is that of the individual camp counselor.

Selection and Description of the Instruments

The criteria established for the selection of attitudes to be measured in this investigation were: (1) the

attitude should be essential in the resident setting, (2) the attitude should be common to Girl Scout camps, (3) the attitude should be modifiable, and (4) the attitude should be one for which there were existing instruments with which it could be measured. The attitudes selected in accordance with the above stated criteria were: (1) attitude toward children, (2) attitude toward self and others, (3) attitude toward the supervisor, and (4) attitude toward authoritarianism. Each of these selected attitudes are important in a resident camp setting. The essence of the job of the camp counselor suggests that she must work with other staff members, be supervised by someone, and work and play with campers. Therefore, because of the nature of the job, the camp counselor's behavior will be affected by the aforementioned attitudes sometime during the camp season.

The instruments utilized in this investigation were selected in accordance with the following criteria: (1) appropriate for the age of the subjects, (2) established and adequate validity and reliability, and (3) administrative consideration to be given regarding paper and pencil design, ease of scoring, and the reasonable cost of the instrument, and (4) a reasonable length of time necessary to complete the answer sheets. The instruments selected in accordance with the aforestated criteria were the Minnesota Teacher Attitude Inventory, Acceptance of Self and Others, Attitude Toward the Supervisor, and the California F Scale (Form 40).

Minnesota Teacher Attitude Inventory

The primary purpose of the Minnesota Teacher Attitude Inventory is to measure those attitudes which predict how well a teacher will get along with pupils in interpersonal relationships.¹ The camp counselor's primary responsibility is to assist the camper in her adjustment to a group living situation in the camp setting. More important than the teaching of camping skills by a camp counselor to a camper is the interpersonal relationship that the camp counselor creates and maintains. The relationship of teacher to pupil and camp counselor to camper is similar. The Test Manual states that "the use of the inventory may possibly be extended to other areas, such as measuring effectiveness of a teacher education program or measuring the ability to work with youth groups (Boy Scout, Girl Scout, etc.)."²

The Minnesota Teacher Attitude Inventory is appropriate for the high school, college, and adult age groups. Answer sheets may be completed in pencil. The amount of time required to complete the answer sheets is approximately half an hour.

The validity of the inventory is defined as the degree to which each of the items discriminated between teachers with the desired and those with the undesired types

¹Walter W. Cook, Carrol H. Leeds, and Robert Calis, Minnesota Teacher Attitude Inventory Manual (New York: The Psychology Corporation, 1951), p. 3.

²Ibid.

of teacher-pupil relations indicated by the rating of principals.. The validity was determined by the authors of the inventory by administering the inventory to a random sample of 100 teachers of grades four through six and correlating their scores with three outside criteria of teacher-pupil rapport. Reliability was determined by utilization of the split-half method and is reported to range from .88 to .93.¹ Leeds' study noted:

.. . . teacher's attitudes toward pupils and their behavior are related to teacher-pupil rapport in the classroom. It has shown further that these attitudes can be measured with as high a validity (.595) as can academic aptitude.²

The inventory is composed of 150 opinion statements which are marked either strongly agree, agree, undecided, disagree or strongly disagree. The answer sheets may be scored by counting the right scores, counting the wrong scores, and subtracting the wrong scores from the right scores.. The end result of the scoring is to obtain the attitude score. A high score is indicative of a positive or more desirable attitude toward the teacher-pupil relationship. The investigator purchased answer sheets, a scoring key and a Test Manual from the Psychological Corporation. Cost of the 100 answer sheets, Test Manual, and answer key was \$12.20. The booklets were borrowed from the College of

¹Ibid., p.14.

²Carroll H. Leeds, "A Scale for Measuring Teacher-Pupil Attitudes and Teacher-Pupil Rapport," Psychological Monographs, LXIV (1950), 24.

Health, Physical Education and Recreation, Texas Woman's University, Denton, Texas.

Acceptance of Self and Others

The Acceptance of Self and Others attitude inventory is in reality two scales--one to measure attitude toward self and the other to measure attitude toward others. The self-acceptance scale has thirty-six items and the acceptance of others scale has twenty-eight items. This inventory was developed by E. Berger in 1952.¹

The Acceptance of Self and Others inventory is appropriate for the high school, college, and adult age groups. A space for the answer to each question is adjacent to the question; therefore, a separate answer sheet is not necessary. Copies of the inventory were duplicated from the publication Scales for the Measurement of Attitudes.² Answers can be recorded with pencil or pen. The amount of time required to complete the inventory is approximately twenty-five minutes.

To determine reliability, Berger took a sampling from day and evening session college students, prisoners from the city jail, stutterers, speech problem cases, adult classes at the Young Mens Christian Association, and counselors from

¹E. Berger, "The Relation Between Expressed Acceptance of Self and Expressed Acceptance of Others," Journal of Abnormal Social Psychology, XLVII (1961), 778.

²Marvin E. Shaw and Jack M. Wright, Scales for the Measurement of Attitudes (New York: McGraw-Hill, 1967), p. 433.

the Dayton, Ohio, area. The subjects comprised six groups, which ranged in size from eighteen to 183 subjects. The split-half method was used for determining reliability which ranged from .894 for the acceptance of self scale and .884 for the acceptance of others scale. To establish validity the author asked a group of twenty subjects, similar types of persons as in the reliability study, to write freely about their attitudes toward themselves and another group of twenty subjects to write about their attitudes toward others. These statements were then rated by four judges and the mean ratings correlated with the appropriate scale scores. The correlation was .897 for self-acceptance and .727 for acceptance of others.¹

The inventory has sixty-four opinion statements to measure the acceptance of self and others. The responses with their point values are: 1--Not at all true of myself; 2--Slightly true of myself; 3--About half-way true of myself; 4--Mostly true of myself; and 5--True of myself. For items expressing a favorable attitude toward self and others, the numerical value, as stated above, was given to the respective response. However, the direction of the scoring is reversed for negatively worded items. After adjustments have been made, the score for the inventory is the sum total of both scales. A high score indicates a favorable attitude toward self and others.

¹Ibid.

Attitude Toward the Supervisor

The Attitude Toward the Supervisor¹ inventory is designed to measure an individual's attitude toward his supervisor. This inventory, which was developed by B. F. Nagle, consists of twenty-two items.

This inventory is appropriate for the college and adult age groups. A space for the answer to each question is adjacent to each question, therefore, a separate answer sheet is not necessary. The investigator duplicated copies from the publication Scales for the Measurement of Attitudes. Answers can be recorded in pencil or pen. The amount of time required to complete the inventory is approximately twenty minutes.

Nagle determined the split-half reliability to be .865.² Subjects for the original study were employees of International Harvester Company and represented fourteen different departments within the company. In an effort to establish validity, Nagle correlated the scores from the Attitude Toward the Supervisor inventory with several other inventories designed to measure various aspects of the company and obtained the following r's: -.71 with a company sensitivity scale, -.90 with a measure of the supervisor's sensitivity and .67 with a cooperation scale. The Attitude

¹Ibid., p. 444.

²B. F. Nagle, "Productivity, Employee Attitude, and Supervisor Sensitivity" (unpublished master's thesis, Purdue University, 1953).

Toward the Supervisor score also correlated negatively with department size ($r = -.40$).¹

The inventory has twenty-two opinion statements to measure the attitude toward the supervisor. The subject is instructed to check one of the alternatives which best represents his feelings about his supervisor. Each favorable response is given a score of one (1) and all other answers receive a score of 0. The Attitude Toward Supervisor score is the sum of the item scores. The higher the score the more favorable the attitude is toward the supervisor.

California F Scale (Form 40)

The California F Scale (Form 40)² measures the potentially anti-democratic personality. There are thirty statements that can be organized into nine clusters: conventionalism, authoritarian submission, authoritarian aggression, anti-intraception, superstition and stereotypy, power and toughness, destructiveness and cynicism, projectivity, and sex. However, a total sum score of the F Scale is most frequently used for research purposes.

This scale is appropriate for the college and adult age groups. A space for the answer to each question is adjacent to each question, therefore, a separate answer

¹Ibid., p. 89.

²T. W. Adorne, Else Frenket-Brunswik, Daniel J. Levinson, and R. Nevitt Sanford, The Authoritarian Personality (New York: Harper and Brothers, 1950), p. 255.

sheet is not necessary. The investigator duplicated copies of the California F Scale publication The Authoritarian Personality.¹¹ The answers can be recorded with either pen or pencil. The amount of time required to complete the scale is approximately twenty-five minutes.

One thousand and eighteen subjects--workers, university students, and housewives--made up fourteen groups for the initial study of the potentially anti-democratic personality. The average reliability coefficient for the instrument was .90. When political-socio-economic conditions are generally the same, scores on the California F Scale will be the same or within narrow limits above or below the initial score. The authors, Adorno, Brunswik, Levinson, and Sanford, stated: "Despite the scale's relative lack of surface homogeneity, the items do 'hang together' in the sense that each is significantly correlated with the scale as a whole."²

The scale has thirty opinion statements to measure the anti-democratic personality. Respondents are asked to indicate their opinions by marking the numerical value in the appropriate space adjacent to each statement. The numerical values are: plus 3, strong support, agreement; plus 2, moderate agreement; plus 1, slight support, agreement; minus 3, strong opposition, disagreement; minus 2,

¹Ibid., p. 92.

²Ibid., p. 255.

moderate opposition, disagreement; and minus 1, slight opposition, disagreement. Numerical values are given each response: 7 for plus 3, 6 for plus 2, 5 for plus 1, 3 for minus 1, 2 for minus 2 and 1 for minus 3. An "undecided" answer is recorded as a point value 4. The attitude score is the sum of the item scores. The lower the score the less authoritarian the attitude.

Method of Collecting Data

Permission for the counselors employed at Camp Rocky Point to participate in the study was secured by the investigator from the director of Camp Rocky Point in March, 1969. She also agreed to be responsible for the administration of each of the instruments to her counselors during the designated study.

The investigator met with the cooperating director on four occasions to establish guidelines to insure that the research design of the study would be followed in as nearly an identical manner in each camp as was possible. The first meeting included a discussion of the background for the study, the role of Camp Rocky Point in the study, an explanation of each of the instruments to be administered, and a comparison of the pre-camp schedules that would be followed in each of the camp settings. The second meeting between the camp directors included a discussion of the manner in which the administration of each of the instruments would be

concluded. Each of the camp directors agreed to implement the following method in administering the instruments:

1. Distribute the instrument and a pencil to each camp counselor.
2. Introduce the instrument by saying that the only right or correct answer to the questions is the way you feel about it.
3. Read the instructions which accompanied each copy of each instrument.
4. Answer questions--except those which asked for an interpretation of a question or statement on the inventory.

Another outcome of the second meeting of the directors was the determination of the schedule for administering each of the instruments for both the initial and final phases of the study. The schedule decided upon was:

Minnesota Teacher Attitude Inventory--first day
between 9:00 A.M. and 11:00 A.M.

Acceptance of Self and Others--first day between
2:00 P.M. and 4:00 P.M.

Attitude Toward the Supervisor--second day between
9:00 A.M. and 11:00 A.M.

California F Scale--second day between
2:00 P.M. and 4:00 P.M.

The schedule for the final administration of the instruments was to follow the same order as used for the initial testing.

The directors agreed that the final administration would be during the first three days of the eighth week of the camping season. This extra day for the final administration was to anticipate the possibility of unforeseen factors that might occur in the closing week of camp. The directors agreed that the main lodge in each camp was the best location for the administration of each instrument. Each of these was equipped with an adequate supply of tables and benches and was easy to ventilate. Pencils and answer sheets for each administration of the four instruments were provided by the investigator in both camp settings.

The third meeting between the directors occurred just prior to the beginning of the pre-camp training period for both camps. At that time the investigator delivered to the director of Camp Rocky Point an ample supply of booklets and answer sheets for both the initial and final administrations of each instrument. It was agreed that the director at Camp Rocky Point would retain the answer sheets from the initial administration of the four instruments and would mail them to the investigator at the time she sent the final answer sheets and booklets.

Insofar as was humanly possible, each camp director adhered to the agreed upon guidelines and schedule for the conduct of her pre-camp training program and for the initial and final administrations of each of the four attitude inventories to the selected counselors in her camp. To the

investigator's knowledge, there is no reason to doubt the credibility of the research design having been followed in each camp.

Copies of the materials utilized in pre-camp training by both directors may be found in the Appendix.

Treatment of the Data

The investigator obtained the initial and final raw scores for each camp counselor in each camp on all four attitude inventories by hand-scoring each instrument twice. The second scoring was an attempt to avoid human error as much as possible. For Hypotheses A, B, C, and D the investigator computed the initial and final means and their standard deviations. The formula¹ utilized for computing the means was $M = \frac{\sum X}{N}$ and the formula² used for determining the standard deviations was $SD = \frac{\sum X^2}{n-1}$. An analysis of variance was computed between the initial and final scores on each instrument for each group of subjects and between the experimental group and the control group for each instrument. The formula utilized in this statistical procedure followed the steps outlined in "Two-Factor Mixed Design: Repeated Measures on One Factor."³ Following the analysis of variance computation

¹Robert H. Koenker, Simplified Statistics (Bloomington, Illinois: McKnight and McKnight Publishing Company, 1961), p. 4.

²Ibid., p. 10.

³James L. Bruning and B. L. Kintz, Computational Handbook of Statistics (Glenview, Illinois: Scott, Foresman and Company, 1968), p. 54.

significant F's were subjected to a t-test. The t formula employed was the one for Significance of the Difference Between Means of Independent Groups:¹

$$t = \frac{M_1 - M_2}{\left(\frac{zX^2}{N_1} + \frac{zY^2}{N_2 - 2} \right) \left(\frac{N_1}{N_1} + \frac{N_2}{N_2} \right)}$$

For Hypothesis E the investigator utilized the Pearson Product-Moment Correlation technique² to determine the degree of relationship which existed between the object of the attitudes within each group and between the two groups of subjects.

Summary

In Chapter II the investigator presented, in detail, the procedures followed in the development and in presentation of the research design for this inquiry. The discussion was presented under the following major headings: Selection and Description of the Two Camps, Description of Subjects, Description of the Two Training Methods, Selection and Description of the Instruments and Treatment of Data.

Chapter III contains the detailed analysis and interpretation of the data collected from camp counselors at Camp Rocky Point and Camp Timberlake--Girl Scout camps in Texas--on four attitude inventories.

¹Koenker, p. 87.

²Ibid., p. 55.

CHAPTER III

PRESENTATION, ANALYSIS, AND INTERPRETATION OF THE DATA

The presentation, analysis, and interpretation of the data collected during this study are presented in this chapter. The data utilized in this inquiry were collected to determine if a self-directed method of training camp counselors (Camp Timberlake) was more influential than another training method (Camp Rocky Point) in modifying specific attitudes of counselors. A modification of attitudes toward children, toward self and others, toward the supervisor, and toward authoritarianism were the specific attitudes under investigation. The raw data collected from the two administrations of the instruments utilized in this study appear in the Appendix.

Initial and Final Status of the Two Camps

Table 1 presents the mean, standard deviation, and the difference between means for each camp on each instrument.

From Table 1 it may be seen that counselors from Camp Rocky Point scored lower on the Minnesota Teacher

TABLE 1

MEANS, STANDARD DEVIATION AND DIFFERENCE BETWEEN MEANS FOR
 CAMP ROCKY POINT AND CAMP TIMBERLAKE ON THE MINNESOTA
 TEACHER ATTITUDE INVENTORY, ATTITUDE TOWARD SELF
 AND OTHERS, CALIFORNIA F SCALE AND
 ATTITUDE TOWARD THE SUPERVISOR

Attitude Instrument	No.	Initial		Final		Difference Between Means
		M	SD	M	SD	
Camp Rocky Point						
MTAI	17	39.3529	33.4047	36.1176	25.8500	-3.2353
A of Self and Others	17	240.1764	16.5049	246.3529	33.6349	6.1765
California F Scale	17	107.4117	13.6949	110.5882	13.7289	3.1765
Supervisor	17	20.0588	0.9987	18.4705	1.9142	-1.5883
Camp Timberlake						
MTAI	19	33.8947	34.5846	31.6315	38.4519	-2.2632
A of Self and Others	19	246.8947	18.4763	243.2631	25.1021	-3.6316
California F Scale	19	109.8421	27.3347	107.3157	23.5310	-2.5264
Supervisor	19	18.8421	2.0069	17.8421	2.7196	-1.0000

Attitude Inventory's final administration than on the initial administration. The mean scores were 36.11 and 39.35, respectively. A decline in positive attitude toward children is indicated by the lowering of the mean. Counselors at Camp Timberlake had an initial mean of 33.89 and showed a decline for a final mean of 31.63; therefore, showing a decline in favorable attitudes toward children. Camp counselors at Camp Rocky Point displayed a difference between initial and final means of -3.23 which was lower than that of counselors at Camp Timberlake whose difference between means was -2.26. Therefore, it can be stated that the attitude toward children of camp counselors at Camp Rocky Point did decline slightly more than did the attitude of counselors at Camp Timberlake.

The table also presents the comparison of the initial and final mean scores on the Acceptance of Self and Others inventory. Camp counselors at Camp Rocky Point showed a higher final mean of 246.35, as compared to their initial mean of 240.17. This result would indicate a more positive attitude toward self and others at the end of the experimental period than at the beginning of the experimental period. The initial mean score of 246.89 was higher than the final mean score of 243.26 for the counselors at Camp Timberlake. Therefore, a decline in a favorable attitude toward self and others is indicated by the lower final mean score. From these data it would appear that counselors at Camp Rocky Point displayed

a more positive attitude toward self and others than did the counselors at Camp Timberlake.

The results of the California F Scale showed a higher final mean of 110.58 in contrast to the initial mean of 107.41, which would indicate a slightly stronger authoritarian attitude of camp counselors at Camp Rocky Point at the conclusion of the camp season. Counselors of Camp Timberlake displayed less authoritarianism at the conclusion of the camp season than at the beginning of the pre-camp session as evidenced by their initial mean score of 109.84 and a final mean score of 107.31. It would seem from these data that camp counselors at Camp Timberlake were less authoritarian at the end of the experimental period than counselors at Camp Rocky Point as indicated by the difference between their initial and final means. Camp Timberlake counselors' mean difference was -2.52 as compared with a mean difference for counselors at Camp Rocky Point of 3.17.

The counselors' attitude toward the supervisor is also presented on Table 1. Camp Rocky Point counselors had an initial mean of 20.05 and a final mean of 18.47, which indicated a decline in favorable attitude toward the supervisor. Counselors at Camp Timberlake indicated an initial mean of 18.84 and a final mean of 17.84 which showed a decline in their expressed attitude toward the supervisor. The difference between means for counselors at Camp Rocky Point was -1.58 and the difference between means for counselors at

Camp Timberlake was -1.00. Therefore, these data would seem to indicate that the counselors at Camp Timberlake declined less in their expressed favorable attitudes toward the supervisor than did the camp counselors at Camp Rocky Point.

Analysis of Variance

In order to determine the significance of the differences between the scores reported on Table 1, a two way analysis of variance was computed for each Camp group's initial and final mean scores on each of the selected instruments utilized in the study.

Table 2 presents the results of the analysis of variance on the scores obtained on the Minnesota Teacher Attitude Inventory. Examination of the table reveals that the F value of .21 between camps was not significant. An F value of 4.08 is required at the .05 level of significance. The F value of .36 between the initial and final trials was not significant at the .05 level. The analysis of interaction between trials and camps indicated an F value of .01 which did not approach the requirement of 4.08, necessary for significance. These results would indicate that there was only slight modification of expressed attitudes toward children for counselors from either camp setting since none of the aforesaid F values approached significance.

TABLE 2

ANALYSIS OF VARIANCE OF SCORES AMONG THE TWO GROUPS ON
INITIAL AND FINAL SCORES ON THE MINNESOTA
TEACHER ATTITUDE INVENTORY

Source	SS	df	ms	<u>F</u>	P
Between Subjects	69,307.12	35			
Camps	443.63	1	443.63	0.21	n.s.
Error _b	68,863	34	2,925.39		
Within Subjects	12,422.00	36	133.39		
Trials	133.39	1	133.39	0.36	n.s.
Trials X Camp	4.32	34	4.23	0.01	n.s.
Error _w	12,284.37	34	361.30		
Total	81,719.12	71			

Note: F value of 4.08 required for .05 level of significance.

Table 3 presents the results of the analysis of variance on scores obtained from the Acceptance of Self and Others inventory. Examination of the table reveals that the F value of .06 between camps was not significant because the instrument requirement of 4.08 at the .05 level of significance was not obtained. The F value of .04 between the initial and final trials was not significant. The analysis of interaction between trials and camps indicated an F value of 1.15 which did not meet the requirement of 4.08 at the .05 level of significance. These results would indicate that neither group of counselors achieved significant

modification in their expressed attitudes toward self and others.

TABLE 3

ANALYSIS OF VARIANCE OF SCORES AMONG THE TWO GROUPS
ON INITIAL AND FINAL SCORES ON THE ACCEPTANCE
OF SELF AND OTHERS

Source	SS	df	ms	<u>F</u>	P
Between Subjects	29,629.44	35			
Camps	59.06	1	59.06	0.06	n.s.
Error _b	29,570.38	34	869.71		
Within Subjects	13,199.00	36			
Trials	18.00	1	18.00	0.04	n.s.
Trials X Camps	431.55	34	431.55	1.15	n.s.
Error _w	12,749.44	34	374.98		
Total	42,828.44	71			

Note: F value of 4.08 required for .05 level of significance.

Table 4 presents the results of the analysis of variance on the scores obtained from the initial and final administration of the Attitude Toward the Supervisor inventory. An examination of Table 4 reveals the F value of 3.50 between camps approached but did not reach the required 4.08 for the .05 level of significance. The F value of 9.66 between trials was significant at the .01 level. This

result indicates that one of the camps achieved significant modification of their expressed attitude toward the supervisor. The analysis of interaction between trials and camps indicated an F value of 15.19 which surpasses the required 12.61 at the .001 level of significance. This result indicated that one of the camps achieved a significantly greater change in its counselors' attitude toward the supervisor than did the other camp.

TABLE 4

ANALYSIS OF VARIANCE OF SCORES AMONG THE TWO GROUPS ON
INITIAL AND FINAL SCORES ON THE ATTITUDE TOWARD
THE SUPERVISOR INVENTORY

Source	SS	df	ms	F	P
Between Subjects	163.44	35			
Camps	15.27	1	15.27	3.50	n.s.
Error _b	148.17	34	4.35		
Within Subjects	179.00	36			
Trials	29.38	1	29.38	9.66	.01
Trials X Camps	46.21	34	46.21	15.19	.001
Error _w	103.39	34	3.04		
Total	342.44	71			

Note: F value of 4.08 required for significance at .05 level.
 F value of 7.31 required for significance at .01 level.
 F value of 12.61 required for significance at .001 level.

The significant F value between the trials and the significant F value between trials and camps necessitated a further inspection of the data. Individual t-tests were applied to the initial and final mean scores for Camp Rocky Point and for Camp Timberlake. Table 5 indicates the significance of the trials for Camp Rocky Point and Camp Timberlake of their expressed attitude toward the supervisor.

TABLE 5

SIGNIFICANCE OF THE DIFFERENCE BETWEEN INITIAL AND FINAL MEAN SCORES ON THE ATTITUDE TOWARD THE SUPERVISOR FOR EACH CAMP

Groups	Initial		Final		Difference Between Means	df	t-Value	
	M	SD	M	SD			<u>t</u>	P
Rocky Point (N=17)	20.05	0.99	18.47	1.91	-1.58	16	2.94	.01
Timberlake (N=19)	18.84	2.00	17.84	2.71	-1.00	18	1.25	n.s.

Note: t-values for 16 df

.05 = 2.120

.01 = 2.921

t-values for 18 df

.05 = 2.101

.01 = 2.878

From Table 5, it may be observed that the camp counselors from Camp Rocky Point showed a significant change between their initial and final mean scores. This change was significant at the .01 level. Results of the F and t statistical computations indicated that counselors trained

under the traditional method were significantly less favorable in their attitudes toward supervisors than were the counselors trained under the self-directed method at the conclusion of the camp session.

Table 6 presents the results of the analysis of variance of the counselors' scores on the California F Scale.

TABLE 6
ANALYSIS OF VARIANCE OF SCORES AMONG THE TWO GROUPS
ON INITIAL AND FINAL SCORES ON THE CALIFORNIA
F SCALE

Source	SS	df	ms	<u>F</u>	P
Between Subjects	28,247.44	35			
Camps	3.18	1	3.18	0.04	n.s.
Error _b	28,244.26	34	830.71		
Within Subjects	3,011.00	36			
Trials	0.50	1	0.50	0.006	n.s.
Trials X Camps	149.57	34	149.57	1.77	n.s.
Error _w	2,860.92	34	84.14		
Total	31,258.44	71			

Note: F value of 4.08 required for .05 level of significance.

An examination of the table reveals that the F value of 0.04 between camps was not significant at the required 4.08 for the .05 level of significance, nor did the F value of 0.006 between trials reach significance. The analysis of interaction

between trials and camps indicated an F value of 1.77 and was not significant. These results indicate that neither group of counselors had a significant change during the summer in regard to their expressed attitudes toward authoritarianism.

Relationship Between Attitudes

One of the purposes of this study was to test the hypothesis that,

There is a significant difference between the relationships in the modification of attitudes with respect to the objects of the attitude of camp counselors who were trained under a self-directed method and camp counselors who were trained under another method.

Coefficients of correlation were computed between each of the instruments to determine the extent of the relationship. The investigator utilized the Pearson Product-Moment method to determine the degree of relationship between the instruments for each camp.

Table 7 reveals the obtained coefficients of correlation among the instruments for both camps. In determining the degree of relationships among the Minnesota Teacher Attitude Inventory, the Acceptance of Self and Others, the Attitude Toward the Supervisor, and the California F Scale for the scores obtained from the counselors at Camp Rocky Point, Point, the investigator found that one of the coefficients of correlation reached the required .482 for significance at the .05 level with fifteen degrees of freedom.

TABLE 7

CORRELATION OF THE DIFFERENCE BETWEEN THE INITIAL AND
FINAL SCORES AMONG THE MINNESOTA TEACHER ATTITUDE
INVENTORY, ACCEPTANCE OF SELF AND OTHERS,
ATTITUDE TOWARD THE SUPERVISOR, AND
THE CALIFORNIA F SCALE

Instruments*	Camp Rocky Point (N=17)		Camp Timberlake (N=19)	
	Value of r	Level of Significance	Value of r	Level of Significance
MTAI-ASO	.055	n.s.	-.151	n.s.
MTAI-CFS	.113	n.s.	.150	n.s.
MTAI-AS	-.123	n.s.	.030	n.s.
ASO-CFS	.221	n.s.	.150	n.s.
ASO-AS	-.012	n.s.	.528	.05
CFS-AS	-.116	n.s.	.070	n.s.

*MTAI= Minnesota Teacher Attitude Inventory
ASO = Acceptance of Self and Others
AS = Attitude Toward the Supervisor
CFS = California F Scale

Note: Required coefficient of correlation for significance:

15 df .05 = .482
.01 = .605

17 df .05 = .528
.01 = .575

The coefficients of correlation among the scores on these instruments for counselors at Camp Timberlake are also presented in Table 7. The results indicated on Table 7 depict a significant degree of relationship which did exist between the scores on the Acceptance of Self and Others

inventory and the Attitude Toward the Supervisor instrument. This relationship was significant at the .05 level. Other relationships were not significant. These findings indicate that as their attitudes changed toward themselves and others the counselors at Camp Timberlake (self-directed method) significantly modified their attitude toward the supervisor.

Summary

In Chapter III the analysis and interpretation of the data collected from two administrations of four instruments designed to measure attitudes were presented in the form of discussion and tables.

In Chapter IV the investigator will present a summary of the study, conclusions drawn from the analysis of the data, implications of the findings and recommendations for further studies.

CHAPTER IV

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS FOR FUTURE STUDIES

In this inquiry the investigator attempted to examine the effects that a self-directed method of pre-camp training had on the modification of counselors' attitudes toward children, self and others, the supervisor and authoritarianism. Camping literature is replete with statements supporting the value of pre-camp training in laying the ground work for the success of the camping season. Pre-camp is that time designated for the camp staff to be at camp prior to the arrival of the campers. This time is ordinarily used for counselors and other staff members to acquire or reinforce knowledge and skills essential to the successful discharge of their responsibilities..

To examine the value of the self-directed method of training camp counselors it was necessary to study the effects of another type of training as well. Two Girl Scout camps were selected for this investigation. Seventeen camp counselors from Girl Scout Camp Rocky Point and nineteen camp counselors at Camp Timberlake were selected to participate in the present study. The traditional method was interpreted

as the conventional method of pre-camp training which included one or more combinations of methods of presenting material. Specifically, the traditional method does not allow the camp counselor to determine her own learning needs. The self-directed method of pre-camp training assumes that a camp counselor can manage the affairs which influence her own welfare or interest in learning the knowledges and/or skills necessary for her to function effectively as a camp counselor.

The Girl Scouts of the United States of America referred to the self-directed method as a Design for Learning. This method has three distinct phases. The first phase is the Taster Activities. The purpose of administering the tasters is to allow the camp counselor an opportunity for self-diagnosis. The director administers one taster activity for each of six learning areas: Girl Scout Program, Girls as Individuals, Troop Management, Working With Others, Health and Safety, and Finding and Using Resources. The taster is constructed to raise questions about an area of work in which the counselor feels she needs to know more. After the counselor has decided in which of the six learning areas she wants to study first, she then follows the steps as outlined in the second phase--Learning Activities. This second phase is the information gathering phase of the Design for Learning. When the counselor has completed one learning area she is ready to Share her knowledge, enthusiasm, and opinion of the learning area in which she studied. The purpose of this

third phase of the Design for Learning is to reinforce what the counselor has learned. Sharing sessions may take various forms, such as teaching a skill, using audio-visual aids, role play, discussions, and/or demonstrations. Upon completion of the Sharing session, the counselor may then undertake a new learning area and the cycle starts all over again. This process may continue for as long as time permits or until the counselor feels her individual needs have been met.

Four instruments were selected to measure the attitudes studied in this inquiry. The criteria for the selection of these instruments, along with a description of each instrument, was provided in Chapter II. The instruments utilized in gathering the data upon which the findings of this study are based were: The Minnesota Teacher Attitude Inventory, the Acceptance of Self and Others Inventory, the Attitude Toward Supervisor Inventory, and the California F Scale.

Limitations that were imposed on the research design included:

1. A total of seventeen women between the ages of eighteen and twenty-seven years who were employed as camp counselors during the summer of 1969 at Camp Rocky Point--a Girl Scout camp which did not utilize a self-directed study method of pre-camp training for camp counselors.
2. A total of nineteen women between the ages of eighteen and twenty-seven years who were employed

as camp counselors at Camp Timberlake--a Girl Scout camp which utilized a self-directed study method of pre-camp training for camp counselors during the summer of 1969.

3. A pre-camp training period of five and one-half days.
4. A camp season of eight weeks.
5. The degree to which the selected instruments measured the attitudes under investigation.

Permission for use of the camp counselors employed at Camp Rocky Point was secured by the investigator from the camp director. The cooperation of the camp director of Camp Rocky Point was also secured for the administration of each of the instruments for the initial and final periods of the study. No permission was necessary to utilize camp counselors at Camp Timberlake in the study because the investigator was the director of the camp. The camp directors followed the same procedures in administering the four instruments to their counselors. The initial administration occurred within the first two days of the pre-camp session and the final administration of each instrument was completed within the first three days of the eighth week of the camping season.

A two way analysis of variance was utilized to test the significance of the change in attitudes between the initial and final scores on each of the four instruments for both groups of camp counselors. Further tests of significance of mean differences were achieved by the application of

t-tests. The Pearson Product Moment method was employed as the method for determining the relationships among the changes of attitudes as measured by the four attitude instruments for both groups of camp counselors.

Summarization of Data

The basic hypothesis which guided this study was: A self-directed method of training camp counselors has more influence than another training method in modifying specific attitudes of counselors. A summary of the findings is presented in relation to the sub-hypothesis designed to test the basic hypothesis.

Hypothesis A

"There is a significant difference between the attitude toward children of camp counselors who were trained under a self-directed method and camp counselors who were trained under another method as measured by the Minnesota Teacher Attitude Inventory." Rejected.

The F values between camps, between initial and final trials, and between trials and camps for both camps were not significant (Table 2).

Hypothesis B

"There is a significant difference between the attitude toward self and others of camp counselors who were trained under a self-directed method and camp counselors who

were trained under another method as measured by the scale, Acceptance of Self and Others." Rejected.

The F values between camps, between trials, and between trials and camps for both camps were not significant (Table 3).

Hypothesis C

"There is a significant difference between the attitude toward the supervisor of camp counselors who were trained under a self-directed method and camp counselors who were trained under another method as measured by the questionnaire, Attitude Toward the Supervisor." Supported.

1. A significant F value between the means of the initial and final trials of the Attitude Toward the Supervisor indicated that one camp achieved significant modification of this attitude toward the supervisor. The obtained F value for the trials between camps was significant and indicated a significant modification of the expressed attitude toward the supervisor (Table 4).

2. A significant t-value indicated that counselors at Camp Rocky Point had a significant change in a less favorable direction toward the supervisor than did the counselors at Camp Timberlake (Table 5).

Hypothesis D

"There is a significant difference between the attitude toward authoritarianism of camp counselors who were

trained under a self-directed method and camp counselors who were trained under another method as measured by the California F Scale (Form 40)." Rejected.

The F values between camps, between trials and between trials and camps for both camps were not significant (Table 6).

Hypothesis E

"There is a significant difference between the relationships in the modification of attitudes with respect to the object of the attitude of camp counselors who were trained under a self-directed method and camp counselors who were trained under another method." Rejected.

1. There was a significant positive correlation coefficient which resulted from a comparison between the initial and final scores on the Acceptance of Self and Others and the Attitude Toward the Supervisor in the modification of attitudes of camp counselors at Camp Timberlake (Table 7).

2. No other significant correlation coefficients were found to exist from a comparison between the initial and final scores on the remaining instruments measuring the attitudes of camp counselors at Camp Timberlake (Table 7).

3. No significant correlation coefficients were found to exist from a comparison between the initial and final scores on the four instruments measuring attitudes of the camp counselors at Camp Rocky Point (Table 7).

Conclusions

Conclusions based upon the findings of this inquiry may be stated as follows:

1. A self-directed method of pre-camp training for camp counselors was not more effective than the traditional method of pre-camp training of camp counselors in the modification of their attitudes toward children.
2. No significant degree of modification was produced by the self-directed method of pre-camp training for camp counselors as opposed to the traditional method in regard to the attitude toward self and others.
3. A negative modification of the attitude toward the supervisor was evidenced by counselors subjected to the traditional method of pre-camp training.
4. There was no convincing evidence to support the self-directed method of pre-camp training for camp counselors as being more effective in the modification of attitudes toward authoritarianism.
5. As the counselors trained under the traditional method, attitude toward self and others became more negative, and their attitude toward the supervisor also became more negative. The counselors trained under the traditional method showed evidence of a significant relationship existing between their attitude toward self and others and their attitude toward the supervisor. As one attitude became more negative, the other attitude was affected in a significantly negative direction.

Implications

The implications of the findings of this investigation may be stated briefly as follows:

1. The training method utilized during pre-camp training may not be the most effective catalyst in the modification of attitudes.
2. A camp counselor's attitudes at the time of pre-camp training could be so stable and positive that any modification would be unwarranted.
3. Modification of attitudes in a camp setting may be due to interpersonal relationships among counselors and among campers and counselors rather than any training method that might be employed by the camp director.
4. The administrative climate under which the counselors function throughout the camp session may have more influence on the counselors' attitudes than any type of training program that might be utilized during pre-camp.
5. Prior experience under the self-directed method of training may have stabilized the reaction to the Design for Learning in such a way that it had no significant effect on the modification of attitudes for some counselors.

Recommendations for Future Studies

The investigator recommends the following future studies which may be of value to camp directors of Girl Scout camps:

1. A study to determine the role that interpersonal relationships has on the modification of counselors' attitudes in the camp setting.

2. A study to determine the attitude of the camp director toward authoritarianism and its effect on camp counselors as they work with campers.

3. A study to determine the relationship of the attitudes of camp counselors and the attitude profile of their campers.

4. A study to determine the relationships between a counselor's educational background, socio-economic level, and personality structure as they relate to attitudes toward children, self and others, the supervisor and authoritarianism.

BIBLIOGRAPHY

Books

- Adorne, T. W.; Frenlet-Brunwilk, Else; Levinson, Daniel J.; and Sanford, R. Nevitt. The Authoritarian Personality. New York: Harper and Brothers, 1950.
- Bruning, James L. and Kintz, B. L. Computational Handbook of Statistics. Glenview, Illinois: Scott Foresman and Company, 1968.
- Cook, Walter W.; Leeds, Carrol H.; and Calis, Robert. Minnesota Teacher Attitude Inventory Manual. New York: The Psychological Corporation, 1951.
- Dimock, Hedley. Administration of the Modern Camp. New York: Association Press, 1967.
- Girl Scouts National Organization. The Established Camp Book. New York: Girl Scouts of the United States of America, 1946.
- Guralnik, David B., ed. Webster's New World Dictionary. New York: World Publishing Company, 1956.
- Koenker, Robert H. Simplified Statistics. Bloomington, Illinois: McKnight and McKnight Publishing Company, 1961.
- Preparing to Help Leaders. New York: Girl Scouts of the United States of America, 1967.
- Reimann, Lewis C. The Successful Camp. Ann Arbor, Michigan: The University of Michigan Press, 1958.
- Shaw, Marvin E. and Wright, Jack M. Scales for the Measurement of Attitudes. New York: McGraw-Hill, 1967.
- Stone, Barbara N. Guide for Girl Scout Trainers. New York: Girl Scouts of the United States of America, 1961.

Articles

- Berger, E. "The Relationship Between Expressed Acceptance of Self and Expressed Acceptance of Others." Journal of Abnormal Social Psychology, XLVII (1961), 778-85.
- Crook, Robert; Drophin, Stanley; and Taylor, Marvin. "Assessing the Emerging Leadership in Small Discussion Groups." Journal of Education Psychology, LI (1961), 12-26.
- Girl Scouts of the United States of America. "Design for Learning," Memorandum. New York: Girl Scouts of the United States of America, 1969.
- Hill, Robert. "Staff Training." Camping Magazine, January, 1964, pp. 15-16.
- Klein, Edith. "Pre-camp Staff Training." Camping Magazine, May, 1967, pp. 12-13.
- Leeds, Carrol H. "A Scale for Measuring Teacher-Pupil Attitudes and Teacher-Pupil Rapport." Psychological Monographs, LXIV (1950), 22-24.
- Perry, Marion L. "The Relationship of Selected Variables to the Success of Camp Counselors." Camping Monographs (1964), pp. 1-16.
- Wasserman, Rona B. "How One Camp Operated Its Successful Counselor Training Program." Camping Magazine, April, 1969, pp. 8-10.

Unpublished Materials

- Nagle, B. F. "Productivity, Employee Attitude, and Supervisor Sensitivity." Unpublished Master's Thesis, Purdue University, 1953.
- Program Specialist. National Branch Office, Girl Scouts of the United States of America, Kansas City, Missouri. Telephone Interview, April, 1970.
- Schmitt, Patricia. "Characteristics of Successful Girls' Camp Counselors and Their Attitude Toward Children." Unpublished Master's Thesis, Texas Woman's University, 1965.

APPENDIX

RAW SCORES ON FOUR ATTITUDE INSTRUMENTS FOR CAMP
COUNSELORS AT CAMP ROCKY POINT

Subject	MTAI		Self and Others		California F Scale		Supervisor	
	I	F	I	F	I	F	I	F
1	71	57	218	220	102	109	19	19
2	71	76	218	248	119	111	21	20
3	69	65	237	240	98	106	19	16
4	32	21	230	264	102	120	21	19
5	48	7	232	230	90	120	21	20
6	48	4	232	272	118	96	20	20
7	23	45	257	269	77	86	21	21
8	77	50	252	275	88	97	19	20
9	59	65	247	262	108	99	19	21
10	-16	69	214	247	108	115	20	17
11	8	-17	243	254	135	137	19	18
12	61	45	269	258	107	114	21	18
13	25	16	250	133	108	90	18	17
14	46	43	250	273	114	118	21	18
15	44	37	244	263	113	112	20	14
16	57	15	269	268	114	114	21	16
17	-54	16	221	212	125	136	21	20

RAW SCORES ON FOUR ATTITUDE INSTRUMENTS FOR CAMP
COUNSELORS AT CAMP TIMBERLAKE

Subject	MTAI		Self and Others		California F Scale		Supervisor	
	I	F	I	F	I	F	I	F
1	38	26	271	230	150	122	17	15
2	19	13	239	218	123	122	22	12
3	48	33	217	212	75	94	17	18
4	85	79	247	251	101	97	19	17
5	10	24	277	291	132	129	16	17
6	96	96	242	241	80	66	18	18
7	-16	5	282	260	149	148	21	21
8	-20	-50	229	232	135	134	20	15
9	44	56	253	265	84	89	16	21
10	61	62	254	268	89	99	20	21
11	10	- 1	258	270	120	119	17	20
12	63	40	249	248	109	92	20	20
13	55	66	256	277	119	95	20	21
14	30	47	259	249	83	89	20	21
15	-23	-12	241	219	137	121	22	15
16	51	70	217	201	85	108	20	15
17	-17	-16	252	262	150	142	20	20
18	63	57	221	211	107	116	15	15
19	47	54	227	229	59	57	18	17

MATERIAL USED DURING PRE-CAMP
TRAINING AT
CAMP TIMBERLAKE

Camp Timberlake
Pre-Camp Training Conference Schedule
1969

Monday, June 9	2:00 P.M.--Session I Staff arrival and settle in Tour of camp
	4:00 P.M.--Session II Get acquainted
	6:00 P.M.--Supper
	7:30 P.M.--Session III Taster Activities
	9:30 P.M.--Free
Tuesday, June 10	7:30 A.M.--Breakfast
	9:00 A.M.--Session IV Taster Activities--Continued
	12:15 P.M.--Lunch
	2:30 P.M.--Session V Enter first learning activity
	6:30 P.M.--Supper
	7:30 P.M.--Session VI First Sharing Lesson
	9:30 P.M.--Free
Wednesday, June 11	7:30 A.M.--Breakfast
	9:00 A.M.--Session VII Enter second learning activity
	12:15 P.M.--Lunch
	2:30 P.M.--Session VIII Continue second learning activity

6:30 P.M.--Supper
7:30 P.M.--Session IX
Second Sharing Session
9:30 P.M.--Free

Thursday, June 12

7:30 A.M.--Breakfast
9:00 A.M.--Session X
Third Learning Activity
12:15 P.M.--Lunch
2:30 P.M.--Session XI
Third Learning Activity,
continued
6:30 P.M.--Supper
7:30 P.M.--Session XII
Third Sharing Session
9:30 P.M.--Free

Friday, June 13

7:30 A.M.--Breakfast
9:00 A.M.--Unit Assignment
Clean Unit
12:15 P.M.--Lunch
2:30 P.M.--Inventory Equipment
6:30 P.M.--Supper
8:00 P.M.--Investiture
9:30 P.M.--Staff Party

Saturday, June 14

7:30 A.M.--Breakfast
9:00 A.M.--Staff Goals and Objectives
11:00 A.M.--Off

A DESIGN FOR LEARNING
FOR
CAMP COUNSELORS

YOUR JOB AS A CAMP COUNSELOR

- A camp counselor sees that everything that happens in camp helps girls to acquire the values expressed in the Foundation Elements of the Girl Scout Program.
- A camp counselor builds and maintains respect and confidence between herself and the girls in her unit and between herself and other staff.
- A camp counselor makes provisions for the health and safety of campers in accordance with Standards for Girl Scout Camping.
- A camp counselor helps her girls gain the knowledge, skills and attitudes necessary to initiate, plan and carry out, evaluate troop activities with less and less dependence on adults.
- A camp counselor finds and uses resources of the site and surrounding area for the enrichment of program and to meet the needs of the camper.
- A camp counselor understands each girl in her unit and helps her develop her own abilities and to enjoy active participation in the unit.

TASTER QUESTIONS

GIRL SCOUT PROGRAM

A camp counselor sees that everything that happens in camp helps girls to acquire the values expressed in the Foundation Elements of the Girl Scout Program.

What do you want help on right away?

1. _____ What is so special about the Girl Scout Program?
2. _____ Where do ideas for things to do come from?
3. _____ Where can I find help in getting program activities started in my unit?
4. _____ Where can I find help in learning the skills in these activities?
5. _____
6. _____
7. _____

In the above blanks add any additional question you may have.

TROOP MANAGEMENT IN CAMP

A camp counselor helps her girls gain the knowledge, skills, and attitudes necessary to initiate, plan and carry out, evaluate troop activities with less and less dependence on adults.

What do you want help on right away?

1. _____ How do I find out how much planning the girls can do and how much depends on the leader?
2. _____ Where do ideas for unit activities come from? How?
3. _____ What is the patrol system? How does it work?
4. _____ How do the unit leader and the assistants divide responsibilities?
5. _____ How can I help girls learn to manage their own activities?
6. _____
7. _____
8. _____

In the above blanks add any additional questions you may have.

GIRLS AS INDIVIDUALS

A camp counselor understands each girl in her unit and helps her develop her own abilities and to enjoy active participation in the unit.

What do you want help on right away?

1. _____ How will I be able to help a girl build on the
interest she already has?
2. _____ How do I help each girl learn to accept responsi-
bility and take her part in the unit activities?
3. _____ What can I do to help a girl who has a problem?
4. _____ Where can I learn more about what girls are like
at the age of the girls in my unit?
5. _____
6. _____
7. _____

In the above blanks add any additional questions you may have.

HEALTH AND SAFETY

A camp counselor makes provisions for the health and safety of campers in accordance with Standards for Girl Scout Camping.

What do you want help on right away?

1. _____ What are the emergency procedures in camp?
2. _____ What is my role in camp capers?
3. _____ What should I know about first aid?
4. _____
5. _____
6. _____

In the above blanks add any additional questions you may have.

WORKING WITH OTHERS

A camp counselor builds and maintains respect and confidence between herself and the girls in her unit and between herself and other staff.

What do you want help on right away?

1. _____ How do I work with the other counselor connected with my unit?
2. _____ What are some ways to better supervision?
3. _____ How do I become a better listener?.....Communicator?
Observer?
4. _____ How can I learn to understand other people's reactions to me?
5. _____
6. _____
7. _____

In the above blanks add any additional questions you may have.

LEARNING ACTIVITIES

A Camp Counselor sees that everything that happens in camp helps girls to acquire the values expressed in the Foundation Elements of the Girl Scout Program.

FOCUS FOR STUDY

- Understanding the leading values of Girl Scouting and how program activities reinforce these values.
- Providing opportunities for all girls to progress in the activities of the unit and the camp.
- Measuring the quality of program in the unit and the camp.
- Knowledge of some of the activities in camp.

REINFORCING VALUES

Note: If you want a broader view of the Girl Scout Program, this activity is for you.

1. What do you hope girls can gain from Girl Scouting?
2. Compare your list with the Foundation Elements on page 15 of the Leader Notebook.
3. As you look at "Ways of Reinforcing Values" do you see yourself with a group of girls? Which way would you use first?
4. Discuss your ideas, information and questions with your team.

ACTIVITIES

Note: If you are new to the Girl Scout Program in camp, this activity is for you.

1. On the check list provided, check the areas you know about and those you do not. What can you do about learning new skills. See the Resource Materials Page. Also use people either in or out of your group as resources.
 2. Of the ceremonies in the Resource Material which one do you feel the campers would gain the most from?
 3. Which ceremonies have stories or legends. Do you know them?
 4. After this look at camp program, develop your own philosophy of program in a camp setting. Share it with your team.
-
-

Note: If you want to learn more about building up to an activity, this is for you.

1. Suppose you are working with a unit of Juniors 9-11 years. Consider the following resources, then plan a weeks activity related to an area you know the most about. For example - star gazing, lashing a table, sketching.

*Leader Notebook pp. 111, 115, 32-33, 36-37,
44-46

*Junior Handbook pp. 30-38

*Patrol Book

2. After you have developed your plan, share it with your team. Look for similarity and difference. Save these, they may come in handy when the campers are here.

QUALITY PROGRAM

Note: If you want to know how to evaluate, this is for you.

1. What are some questions that would be good on an evaluation?
2. See the Program Raiser in the Leader Notebook.
3. Can you see how these can be used in camp?
4. Share your findings with your team.

When your team is ready to share what it has learned with the whole staff, turn to the back of this booklet to "Sharing".

RESOURCE MATERIALS

Leader Notebook, Girl Scouts of the U.S.A. Edited by Betty Sheehy,
New York, 1963

Creative Crafts for Campers, Catherine T. Hammett and Carol M. Harrocks,
Associated Press, New York

Folk Arts and Crafts, Marguerite Ickis, Associated Press, New York

Campcraft ABC's, Catherine Hammett, Girl Scouts of the U.S.A., New York

Cooking Out-of-Doors, Girl Scouts of the U.S.A.

Program in Girl Scout Camping, Girl Scouts of the U.S.A.

Your Own Book of Campcraft, Catherine Hammett, Pocket Books, Inc.

Dramatics and Ceremonies, Girl Scouts of the U.S.A., New York

Nature in Camp, Marie Gaudette, Girl Scouts of the U.S.A., New York

Stargazing - A Leader's Guide - Janet Nickelsburg (Burgess Publishing,
Minneapolis, Minn.

Staff Manual

films

Camp Time Anytime

Let's Go Troop Camping

Refer to Staff Library

TROOP MANAGEMENT

A Camp Counselor helps her girls gain knowledge, skills, and attitudes, necessary to initiate, plan, carry out, and evaluate unit activities with less and less dependence on adults.

FOCUS FOR STUDY

- How to organize girls into a well coordinated unit
 - What should be done to increase girl responsibility
 - How to let girls plan with adult help
-

THE PATROL SYSTEM

Note: If you want to find out more about the patrol system and how it affects girl planning, this is for you.

1. View the film strip "Why Troop Government". How does it fit into a camp setting?
 2. View the film strip on troop management for Juniors or Cadettes. What is your role as an adult?
 3. Check over Chapter 7 in the Leader Notebook.
 4. Share your findings with the members of your team.
-

GIRL PLANNING & RESPONSIBILITY

Note: If you want to look further into girl planning, this is for you.

1. Do you know how to inject ideas that stimulate the imagination of children. Check through the resources under program for some ideas.
 2. Read the case study "Food for Thought" in Training Camp Counselors. How could this situation have been avoided? Who's responsibility is it to see that it does not.
-

When the team is ready to share what it has learned with the whole staff turn to the back of this booklet, to "Sharing".

RESOURCE MATERIALS

Leader Notebook, Girl Scouts of the U.S.A. Edited by Betty Sheehy,
New York

Handbooks for Juniors and Cadettes

Training Camp Counselors in Human Relations, Jerome Beker, Associated
Press, New York

Staff Manual

Patrol Handbooks

Filmstrips

"Why Troop Government"

"Troop Management for Juniors"

GIRLS AS INDIVIDUALS

A Camp Counselor understands each girl in her unit and helps her develop her own abilities and to enjoy active participation in the unit.

FOCUS FOR STUDY

- What can be done to help a girl with a problem
- When to let a girl figure things out for herself and when should a counselor step in to help her
- Characteristics of girls

GIRLS IN GENERAL

Note: If you are not sure what is "usual" for girls of the ages in your troop, or if you want to increase your understanding of girls of this age, this learning activity is for you.

1. The Leader Notebook is full of clues to what might be considered "usual" for girls that age in your unit. Looking through the Notebook, consider Chapter 2 in particular. What clues do you find?
2. The Handbook for your age level is written for the girls in this age range. What do you find out about girls...what do they expect...what are they capable of doing?
3. "All Children Have Gifts" has information concerning ...what children care about...what they are up against ... how to be sensitive to a child's reactions.
4. Consider the appropriate sections in Training Camp Counselors in Human Relations.
5. Discuss your findings and compare them to Chapter 2 in the Leaders Notebook.
6. Summarize the information which has been most helpful to you. Where did you find it? What were the resources other than those in the activity.

RESOURCE MATERIALS

Leaders Notebook by Girl Scouts of the U.S.A. Edited by Betty Sheehy, 830 Third Avenue, New York, New York.

Junior and Cadette Girl Scout Handbooks, by Girl Scouts of the U.S.A., edited by Judy Cook, 1963, 830 Third Avenue, New York, New York

Growing Things, Marie E. Gaudette and Dorothea Spellman, Girl Scouts of the U.S.A. 1966

All Children Have Gifts: Anne S. Hoppoch, Association for Childhood Education International.

Children: Journal for Professions Serving Children

How Children Can Be Creative: Wilhelmina Hill, Helen K. McIntoch and Anna Rundall

Camper Guidance: Joel Bloom & A.Cooper Ballentine, American Camping Association

Children Are Human: Marie Hartwig and Bettye Myers, Burgess Press, Minneapolis, Minn.

Solving Camp Behavior Problems: S. Kenneth Doherty, Association Press, New York

WORKING WITH OTHERS

A Camp Counselor builds and maintains respect and confidence between herself and the girls in her troop and between herself and the other staff.

FOCUS FOR STUDY

- How to give and get help from people
- Refining communication skills (listening & speaking)
- Self-understanding and the role of authority
- Establishing a climate that encourages and supports others
- Dealing with conflicts.

GIVING AND GETTING HELP

Note: The Helping Relationship

A helping relationship is established with another person in order to do just that - to help a person help herself with her responsibilities, tasks, questions, and problems. This relationship is always a two way process. The person asking for help must feel free to do this and must try to find the person who is most likely to be able to give the help needed. The helper must learn to listen and to hear questions and problems from others. She must be sensitive to the needs of others.

1. Read Growing Things and the introduction to Training Camp Counselors in Human Relations. List the phrases which seem best to describe the helping relationship.
2. Consider these questions:
 - What is the difference between the helping relationship and supervision?
 - Who are the people in Camp with whom you will have a helping relationship?
 - To whom do the others go for help?

GIVING AND GETTING HELP - Cont.

3. Create a situation in which help is given or should be. With a partner take turns helping one another.

- After each situation analyze together your skills as a helper.

- Points to consider

- *Do I really understand how she perceives the problem?

- *Do I understand how emotionally involved she is with a problem?

- *Did I deal with the problem as joint exploration?

- *Was I able to identify and to help her identify the resources she has to solve the problem?

- *What questions did I ask that were particularly helpful to her?

4. Summarize your findings

COMMUNICATION

Note: Through communication the camp counselor does her job. Giving and receiving clear pictures of responsibility, keeping up with needs and trends.. promoting ideas and carrying out directions. This applies to communications with staff and campers alike.

1. What are some barriers to good communication?
Please list:

2. How to speak with effectiveness
Consider "Communications".

3. How to get across ideas.
Consider "How to Say What You Mean".

4. After reading and looking at the resources, chart the lines of communication in the camp setting. Include staff and campers.
Consider:

- Where can communication be blocked?

- Why is communication blocked?

- How to open and maintain open channels of communication?

Note: In order to understand the goals, needs, and problems and feelings of other people, it is important that the camp counselor try to understand herself and her role in camp.

1. How Many People Are You?

You probably carry these roles right now: career woman....mother....wife....daughter....student....friend....camp counselor.

In your group discuss the following:

*How many different roles are you expected to carry in a day at camp?

*How do you accomplish what is expected of you?

*Does your behavior depend on you or your surroundings?

*How do your own needs affect your relations with other people?

2. Do you know your part in the scheme of things in a camp situation. Take about $\frac{1}{2}$ hour and contemplate your role and how you can be most effective in it.

SUPERVISION

Note: If you are in a supervisory role (for example: Waterfront Director; Unit Leader, Food Supervisor; Boating Director, etc.) you may find this activity is just for you.

1. Compare the definitions of supervision from different resources.

2. Consider these questions:

*How can you help staff under your supervision evaluate their performance

*What can you do to help them participate effectively as a supervisor?

3. How would your feelings be affected in a supervisory conference if ...

*The counselor is in favor of an idea you are against:

*You have an appointment with a friend 15 minutes after the conference is scheduled to end.

4. Explore other learning activities in this section "Working With Others".

When your team is ready to share what it has learned with the whole staff, turn to the back of this booklet, to "Sharing".

Growing Things - Marie Gaudette and Dorothea Spellman, Girl Scouts
of the U.S.A. 1966

Training Camp Counselors in Human Relations - Jerome Baber,
Association Press, 1962, New York

Communications - Howard Wilson - Administrative Research Association,
1960

How to Say What You Mean - Nations Business

Supervision of Group Work and Recreation - Hedley Democh and Harliegh
Tricker, Association Press, 1949. New York.

The Camp Counselor - Revel A. Benson, Jacob Goldberg, McGraw-Hill 1951,
New York

Camp Counseling - A. Viola Mitchell and Ida Crawford, Saunder,
Philadelphia, 1955.

A camp counselor makes provision for the health and safety of campers in accordance with Standards for Girl Scout Camping.

- What must be done in order to meet standards for food and sanitation services
- How to organize for health services, emergency procedures, etc.
- How to effect safe practices in program activities.

FOOD AND SANITATION SERVICES

Note: This activity will give you help on this part of your job. What is it? What standards are involved?....What is the Food Supervisor's role?

1. Familiarize yourself with standards for storage and handling of food, dishwashing, as set up by Girl Scouts of the U.S.A. and the American Camping Association.
 - Why are these standards necessary? How are they enforced?
 - What do you as a staff member need to know about these standards?
 - How do you determine if these standards are being met?
2. Refer to Standards for Girl Scout Camping.

FOOD SUPERVISOR

Note: What is her responsibility and how does her job relate to total camp?

1. Examine her principal duties in Good Counselors Make Good Camps.
 2. Become familiar with resources that will help carry out job responsibility.
 3. Work on schedule of deliveries, purchases, requisitions, shopping, etc.
 4. Use the Assistant Camp Director as a resource.
-

HEALTH SERVICES - EMERGENCY PROCEDURES

Note: This activity suggests standards involved, the health Supervisor's role, and what to do in case of an emergency.

1. Become acquainted with the Standards for Girl Scout Camping, A.C.A. Standards for Accredited Camps.

*What do you as a counselor need to know?

*How do you use this knowledge?

2. The Health Supervisor

*How does staff relate to the nurse?

*What are the procedures for campers seeing the nurse?
Staff?

*What first aid practices should be used by Camp Staff?

3. Make a list of emergencies in one column and action to be taken in the right hand column.
-
-

When the team is ready to share what it has learned with the whole staff, turn to the back of this booklet, to "Sharing".

SPECIAL ACTIVITIES

Note: This is related to all unit staff and food personnel.

1. What are the standing procedures for securing food and equipment for cookouts?
 2. Can you see any changes that might be made?
 3. Look at the case study "Food for Thought" in Training Camp Counselors in Human Relations. In answering the questions on page 172, think of the attitudes and understandings that will aid you in working with others.
-
-

RESOURCE MATERIALS

Standards for Girl Scout Camping - Girl Scouts of the U.S.A. 1965
New York

Standards for Accredited Camps - American Camping Association

Cooking Out-of-Doors - Girl Scouts of the U.S.A. New York, 1962

Training Camp Counselors in Human Relations .

Safety-Wise - Girl Scouts of the U.S.A., New York, 1965

Leader Notebook - Girl Scouts of the U.S.A., Betty Sheehy, New
York, 1965.

SHARING

While in your learning groups you have been sharing your ideas, feeling, and attitudes with those around you, ideas on information and discoveries involving new skills and have made the sharing a meaningful experience.

Now you are ready to share with the total staff. This Sharing experience helps you crystallize your learning. You will be sharing with the campers in much the same way as you will in this Sharing. The enthusiasm and information you share with the other staff is invaluable to them because they have been concentrating on other parts of the camp counselors job.

In preparation for your sharing, summarize your information and the resources you found most helpful. Decide what seems to be most important, interesting and related to the needs expressed by the group's questions. Take a little time to plan your sharing. You should think of how to share in a lively and interesting way.

Before definite plans are made for a sharing, your group should contact the trainers to be sure you are on the right tract.

Review the following points:

1. Do the plans reflect your enthusiasm for what you learned?
2. Do they include the information you consider essential?
3. Are they related to the other leader's interests?
4. Is the information accurate as far as you can discover?
5. What imaginative touches are you using?

ENJOY YOURSELF. AFTER ALL, YOU ARE THE EXPERT BY THIS TIME!

MATERIAL USED DURING PRE-CAMP
TRAINING AT
CAMP ROCKY POINT

Camp Rocky Point
Pre-Camp Staff Training
1969

TUESDAY - JUNE 3

<u>Supplies</u>	<u>Time</u>	<u>Content</u>
	10-12	Arrive and settle in
	12:30	Lunch
	1:30	Camp Tour
Magic Marker Brown Paper Song Books	2:00 Unit Lodge	Get acquainted Songs History of Girl Scouting History and traditions of Camp Rocky Point Staff Books <u>Kapers</u> Hoppers Dining Hall Kapers (Red scrapper) (Blue stacker) (Green sweeper) Work in kitchen
	3-3:30	Waterfront Instructions
	4:30-5:30	Swim
	6:30	Dinner
Chart on Cooking Prog. Cook Books Menu Sheets	8-10	Cook-Out 1. Menus-Progression Chart Discuss Nutrition using "Cooking Out-of-Doors" book Discuss foods available Discuss foods unavailable 2. Equipment Cooking equipment Fire equipment Clean up equipment Personal equipment

<u>Supplies</u>	<u>Time</u>	<u>Content</u>
		3. Kapers--list and define Form patrols--elect patrol leader Plan menu for Thursday cook-out. Assign badge to be worked on by patrol and report on Friday. Cadette Games or Hiker Junior Collector Rambler

WEDNESDAY - JUNE 4

Filmstrips Projector Screen	9:45-12	Girl Scout Program 1. History of Girl Scouting 2. Program age levels a. Junior b. Cadette 3. Handbooks--Introduce a. Show program sections b. Discuss badges (1) Purpose (2) How to do (3) Signing books 4. Patrol System chalk talk
Jr. & Cad. Handbooks		
Brown paper mounted Magic marker		
	12:30	Lunch
	1:30-2:30	Rest
	2:30-6:00	Waterfront Activity.
	6:30	Dinner
Fire Building Chart Types of Wood	8:00	Teach Fire Building & Toolcraft 1. Types of Fires 2. Types of Wood 3. Fire Safety
	8:20-10	A. <u>Counseling Skills</u> 1. Liking for children-- <u>every</u> individual. 2. Love of the out-of-doors-- don't knock it.

<u>Supplies</u>	<u>Time</u>	<u>Content</u>
		<ol style="list-style-type: none"> 3. Genuine interest in the likes and interests of the camper. 4. Ability to teach skills. 5. Health and safety consciousness, careful supervision is the key. 6. Ability to work cheerfully with others. 7. Faith in the camper--their leadership and creativity. 8. Loyalty to the camp. 9. Emotional maturity. 10. Summary: Patience-Friendliness-Cooperation-Responsibility-Conviction in camping and Girl Scouting.
		<u>B. Responsibilities</u>
		<ol style="list-style-type: none"> 1. We are all responsible for the health, safety and happiness of every child. <ol style="list-style-type: none"> a. The unit staff is the most important staff. You are the ones who work directly with the girls. b. The other staff are here to support and help you. c. Do not ever underestimate your importance or responsibility. 2. Refer to practical pointers.
		<u>C. Behavior Problems</u>
		<ol style="list-style-type: none"> 1. Problem solving.

THURSDAY - JUNE 5

Mimeo sheets	9-10:30	Camp rules and procedures
	10:45-11:30	Swim
	12:30	Lunch
	1:30-2:30	Rest
Staffbooks	2:30-3:30	Records and Reports <ol style="list-style-type: none"> 1. Health Records 2. Cook-out forms

<u>Supplies</u>	<u>Time</u>	<u>Content</u>
		3. C.I.T. Reports 4. Unit Reports 5. Inventories
	3:30-4	Break
Rope Sticks Binders twine	4-5	Skills (by patrols) Knots Lashing Compass
	5-7	Cook-Out
Plaster coffee can paper, pencils sacks	7-9	Hike--Beach hike 1. Make plaster tracks 2. Observe water animals 3. Make lists of observations 4. Collect interesting items
Do requirements for Rambler Badge Page 353.		

FRIDAY - JUNE 6

- 9:45-12 A. Program
1. Define--everything they do--
eat, Kapers, Games, Songs,
Badges, etc.
 2. Types
 - (a) Patrol-Badge activities,
trail, Feathers, cookouts,
skills, crafts, wide games.
 - (b) Unit--campfires, skits,
crafts, games, conservation
projects, special programs,
such as Woodland Fairy,
parties, etc.
 - (c) All camp--camp firest,
church services, special
programs, art show, news-
paper, etc.
 3. Brain Storming--Program ideas
List and apply
Discuss scheduling
 4. Introduce Resource Books

<u>Supplies</u>	<u>Time</u>	<u>Content</u>
	12:30	Lunch
	1:30-2:30	Rest
	2:30-3:00	C.I.T. Director
	3:00-4:30	Program Crafts <ul style="list-style-type: none"> a. Sand painting b. Leather work c. Clay d. Prints, etc.
	4:30-5:15	Swim
	6:00	Dinner
	7:30-8:30	Report on Badge assignments
	9:00-10:00	Camp-fire with E. T. C. Scouts Own Investiture

SATURDAY - JUNE 7

9:00	Clean Unit and make out inventory
10:00	Check-out

SUNDAY - JUNE 8

4:00	Check in and settle in unit
6:00	Dinner
7:30-9:30	Unit Staff Preparations <ul style="list-style-type: none"> Name tags

Reminders:

Hammock Haven

Name tags

A CAMP COUNSELOR'S YARDSTICK.

Suggestions for using the yardstick: The purpose of the yardstick is to evaluate the counselor who works with, guides, and helps the camper, rather than to check the campers who are the resulting product. This evaluation is entirely a personal matter. Check yourself at regular intervals throughout the summer but do not report to others, as this is a personal device to help you. Do not be surprised if your own estimate becomes lower, because the broader your understanding of the camp program and its philosophy becomes, the more critical you will be of yourself.

THE CAMPERS AND THEIR PROGRAM

1. Have I helped to provide the best possible physical conditions for the campers, including cleanliness and attractiveness of living quarters, eating places and activity centers, and have I helped to provide sensible health teachings and standards?
2. Is each camper more alert mentally to what goes on about her, with more specific, worthwhile information at her disposal, than she was at an earlier date.
3. Is each camper finding her place in the group, cooperating as a leader and a follower by turn, sharing her social responsibility for affairs in the tent, encampment and camp? Is each camper more helpful and cooperative; is she more thrifty in use of time, money, and materials? Is she more thoughtful in her personal habits, in her respect for the rights of others, and in her speech?
4. Have I helped each camper in her adjustments to the group? Are shy children more outgoing; aggressive ones more cooperative; those subject to fear, anger and stubbornness, controlling themselves better? Do I better understand the reasons back of their mischief and misbehavior? Are they more tolerant and fair-minded? Are they more courteous and friendly?
5. Have the program activities been challenging, fun and worthwhile? Have they met the needs and interests of the girls I am working with? Have they been of such a nature as to be capable of persisting on the adult level? Does the program give opportunity for creative expression? Is the child better able to carry through to completion, a given task?
6. Have I given the campers opportunity to express their own ideas, wishes and desires? Have I helped them in the development of initiative? Does each child have better ideas to express because of the way I handle discussions?
7. Has there been a satisfactory balance between activity and quietness? Are the activities balanced between the physical, intellectual, aesthetic and social?
8. What specifically has each camper learned in each phase of the program and in what skills has she shown improvement? Have these learnings been so isolated or have they been tied up with other activities in a really life-like way? Do the activities lead on to other activities? What has been the child's gain from her camping experience?

TEJAS GIRL SCOUT COUNCIL, INC.,

STAFF BOOK

ROCKY POINT CAMP

TABLE OF CONTENTS

Objectives of Girl Scout Camping	
History of Rocky Point	
Map of Rocky Point	
What is a Counselor	
General Principles for All Counselors	
Everyone Wants to Know	
Staff Responsibilities	(4 pages)
Camper's Interests	
Health Hints	
Injury Sheet	
Emergency Sheet	
Camp Government	
Unit Kapers (Revised)	
7 Basic Outdoor Skills	
Planning a Cookout	
Outdoor Cooking	
Cookout Orders	
Program Activities	(6 pages)
Daily Schedule	
Outdoor Flag Ceremony	
Scouts' Own	
Wide Games	
Campcrafter	
Pioneer	
Woodcrafter	
Frontiersman	
Counselor's Evaluation of C.I.T.'S Work	
Camp Rocky Point Inventory	
Rocky Point Unit Staff Report	
Waterfront Report	
Emotional Maturity	
I Need From Town	

HISTORY OF CAMP ROCKY POINT

All camps begin as a dream in the hearts of people who know the peace, calm, and contentment to be found in living out-of-doors -- who know the challenge and adventure of daily living in nature, away from the cement, bricks and synthetics of our modern world -- though know the delights of discovering small, furry and hard-shell animals, who respond to the flight of birds, the softness of petals in bloom, the brightness of stars, the patter of rain on a canvas roof, the quietness of a trail through the woods.

..

..

..And so it was with Camp Rocky Point.

The present site was leased from the Army Corps of Engineers on October 19, 1951, for 25 years. Camping then was primitive: Campers and leaders cleared their areas, pitched tents, made fire circles, cooked all meals over campfires, dug drains, and grease pits and latrines, carried water from the lake and purified it for use; they camped, sang, swam in the lake -- all with a spirit of high adventure.

1954: Permanent additions were made to the camp -- unit kitchens, tent platforms, pit latrines, a water system, a pier for the swimming beach, canoes and a rowboat. That year the East and West units (16 girls each) were used for the first time and named by the campers "Lichen Lodge" and "Sunset Lodge". A two-man tent unit was located on the present Tipi site, and girls training for the first Girl Scout Roundup practiced camping skills in preparation. There was also a primitive unit set up in one of the meadows, for girls who still liked to "rough it".

1955: The tipis were added. They are located on the old Butterfield Trail, which was used as far back as 1847 for stagecoach travel between St. Louis and the Gulf Coast. This unit, for 16 girls, was named "Odakoda".

1957: The "once in a hundred years" occurred, when unusually heavy rains brought Lake Texoma to a record high. "Sandy Beach" was 40 feet under water, and our camp located on a lake had no waterfront program for the six weeks of that year's season. Water covered the old Butterfield Road and was within a few feet of the Tipi Unit Kitchen.

1958: A dining-recreation hall was added to the facilities. The first canoe overnights out of camp were made by Established Camp girls.

1959: The Dallas Kiwanis Club equipped the kitchen with gleaming stainless steel automatic dishwasher-sterilizer, a ten-burner stove, maple top tables, walk-in ice box and freezer. An increased emphasis on waterfront program included water-ski instruction. The camp capacity was increased by the addition of another tent and tipi.

1960: A deep well was dug on the campsite; no longer does the drinking water come from the lake. Citizen Band Radios were used for communication.

History of Camp Rocky Point (continued)

1961: Permanent showers and flush latrines were added to all three units. A primitive patrol of 12 girls, one session, did preparatory work for the next Roundup. Another tipi was added, and two tents to East Unit. The camp continued to grow, and its appearance changed yearly.

1962: Our first C.I.T. Unit had 23 girls. An icemaker was added to the kitchen facilities.

1963: Two canoes have been added, for a total of 8. Two Waterfront Units are being offered; one for the waterskiers and one for the canoeists.

1964: Camp newspaper begun. Round trip bus service initiated for campers. First C.I.T. "class" graduates. Trail feather program initiated. Camp opened to all age levels. Hammock Haven built by C.I.T.'s. New trail to the waterfront built by C.I.T.'s.

1965: First integrated camp season.
Green Chapel built.
Air conditioning added to staff house and infirmary.
Staff house remodeled.
Camp bell erected and becomes signal for meals.

1966: Camp Rocky Point had a new look on the waterfront. A new floatation pier was launched and a storehouse for waterfront equipment built. The trails in the units were graveled. Singing Trees was relocated - the area being cleared by C.I.T.'s and a nature tent placed in the old Singing Trees area. Tipi Unit took a new name and new appearances. Tipis were replaced by wall tents and the unit was named Butterfield. The ceremonial firecircle added another totem pole and a Tipi for its formal dedication. A sound movie was made of the Camp for use in promotion. The first Cadette trip to Tyler State Park.

1967: Our own Camp library was begun with donations from troops supplying us with 200 volumes. The C.I.T.'s planned and built a nature trail. A new Hammock Haven was located and cleared by Staff during training. The Cadette trip was to Lake Whitney. A successful year with the Camp full.

1968 The most exciting addition was the two beautiful pontoon barges. They were initiated during staff training and resident troop camp and used for fishing and boat rides. The Caretaker's mobile home was added at the gate along with a new Camp sign.

Camp Rocky Point has had a short past. The future, which starts now, lies in your hands.

OBJECTIVES OF GIRL SCOUT CAMPING

- To promote the physical, mental and spiritual well being of every girl and leader.
- To develop resourcefulness, initiative, self-reliance and recognition of the worth and dignity of each individual.
- To provide opportunities for practice in democratic living.
- To develop a sense of responsibility, qualities of leadership, and an awareness of the capacities of all people.
- To provide an inner satisfaction, a sense of awe and wonder, and a deep enjoyment for both girl and leader.
- To provide a sense of accomplishment.
- To stimulate each girl's awareness of the scope of the natural world.
- To develop the individual's sense of responsibility for conserving the natural world.

THE BROWNIE GIRL SCOUT PROMISE

I promise to do my best to love God and my country, to help other people every day, especially those at home.

THE GIRL SCOUT PROMISE

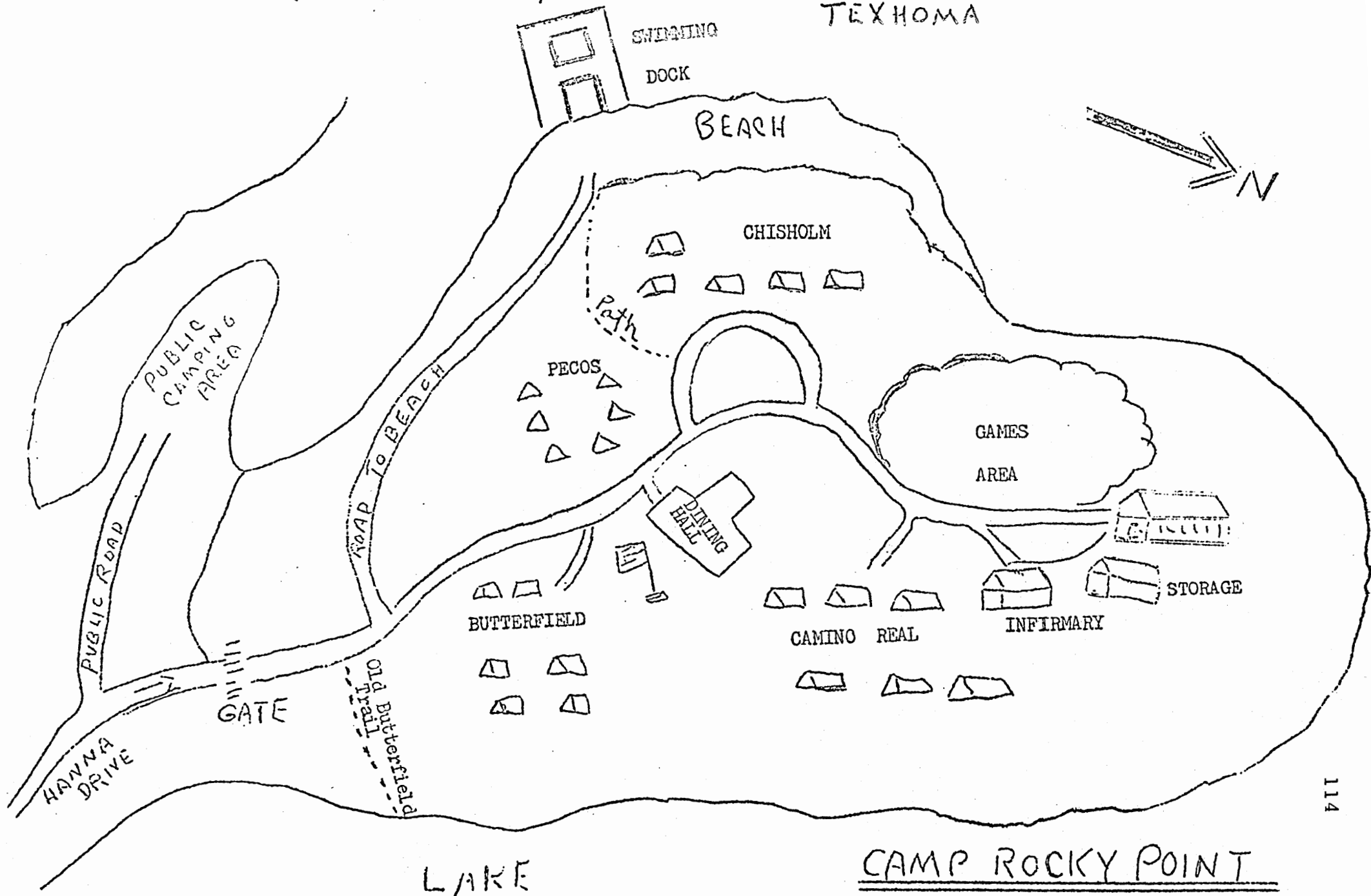
On my honor, I will try: To do my duty to God and my country, to help other people at all times, to obey the Girl Scout Laws.

THE GIRL SCOUT LAWS

1. A Girl Scout's honor is to be trusted
2. A Girl Scout is loyal
3. A Girl Scout's duty is to be useful and to help others
4. A Girl Scout is a friend to all and a sister to every other Girl Scout
5. A Girl Scout is courteous
6. A Girl Scout is a friend to animals
7. A Girl Scout obeys orders
8. A Girl Scout is cheerful
9. A Girl Scout is thrifty
10. A Girl Scout is clean in thought, word and deed

← To GRANDPAPPY'S HARBOR

LAKE
TEXHOMA



WHAT IS A COUNSELOR?

She is FUN!

And because she is fun, camp will be fun. She can maintain order and keep things well under control and still be gay. A good counselor smiles, laughs, jokes; she softens a reprimand because she has a twinkle in her eye, yet the girls know she means business. She has fun herself doing things with rather than for the girls.

She is HELPFUL

A good counselor doesn't boss—she pitches in too, and discovers in the dullest chore something that is fun.

She helps girls open doors on new experiences and adventures.

She helps girls live up to the ideals expressed in the Girl Scout Promise and Laws the best they can.

She puts down stepping stones of good citizenship by helping girls learn responsibility for their own affairs.

She is ADULT...

Perfectly adult in her emotions and judgment,
but...

Not tiresomely adult in her ideas!

PRAYER OF THE CAMPER

God of the hills, grant me strength to go back to the cities without faltering;
Strength to do my daily tasks without tiring and with enthusiasm;
Strength to help my neighbor who has no hills to remember.

God of the lake, grant me thy peace and thy restfulness;
Peace to bring into the world of hurry and confusion;
Restfulness to bring to the tired ones I shall meet every day,
Content to do the small things with a freedom from littleness;
Self-control for the unexpected emergency and patience for the wearisome tasks,
With deep clefts within my soul to bear through the crowded places;
The hush of the night time when pine trees are dark against the skyline;
The humbleness of the sunny days to brighten the gift of friendship-of-life for all.
Fill me with the great tenderness for the needy person at every turn.
Grant that in all my perplexities and everyday decisions that I may keep an open mind.

God of the wilderness, with thy pure wind from the north land drive away from pettiness.
With harsh winds of the winter drive away my selfishness and hypocrisy.
Fill me the breadth and depth and height of the wilderness.
May I live the truth Thou hast taught me in every thought, word, and deed.

-- Irene Mott

GENERAL PRINCIPLES FOR ALL COUNSELORS

If you look in the dictionary you will see that the meaning of the word counselor is one who helps and guides by word and deed. Every staff member at camp must be sure that his words and actions are of good report so that our campers may look up to each one of us, sure in his heart that our words are worth listening to and that our actions are worth following.

1. Your dress and appearance are important.
2. Your manner of speaking to everyone in camp will be listened to and copied. Keep it interesting and free from argument and nasty words.
3. The way you work with your fellow counselors is of great interest to campers. This could set the pattern for the campers' relations one to another.
4. Your table manners - are they worth copying?
5. Your relation to prayer, God and His Church - they must inspire and help your campers feel close to God.
6. Your chit-chat in a room full of campers about your dates and fun - should it all be heard by kids? If so, fine.
7. Is getting out of bed a hard job? Do children annoy you early in the morning? If the answer is yes to either of these questions, think seriously about being or continuing to be a counselor.
8. Do you put your own things away? Are they taken good care of? I'm sure if the campers were asked, they could tell.
9. Are you a good sport? Is the winning more important than the game?
10. Can you take children for a long period of time and keep them happy and interested?
11. Your day off is important to both the campers and yourself. Use it wisely.

Your position as a counselor is a very important one. It carries with it a great deal of responsibility of action and deed. It is not enough to be able to do a thing well, the important thing is, how is it done? What have you and the campers learned by doing it?

Each minute in our lives is a learning process and our goal is to learn those things which are going to make our lives useful and happy. A camp has one primary duty and that is to see that every camper learns to become a better person by being at camp.

Camping can be a truly great educational experience in a child's life. Our camp should be dedicated to the ideal that people come to know and respect one another by living and working together.

EVERYONE WANTS TO KNOW!

LOST AND FOUND

Every effort is made to return lost articles to the owner. All items found are turned in to the office at the end of each session. This is the responsibility of the Unit Leader.

CAMP COUNCIL

The Camp Council is the patrol system (a representative form of democratic self government) on an ALL Camp basis.

TWO from each Unit, ONE from the C.I.T. Unit; one camper is the Chairman of the Court of Honor and the other elected by the Court of Honor. One Staff is appointed from each Unit.

They will meet with the Camp Director as a planning and evaluating group for the entire camp.

RECORDS AND REPORTS

COOKOUT ORDERS: Due at least 24 hours in advance of cookout if using staples already in camp. Due the night before Handyman's trips to town otherwise.

CALENDAR OF EVENTS: Write on calendar in Staff House, special unit events, such as cookouts out of unit, sleepouts out of unit, sunrise breakfast, etc.

DAILY SCHEDULES: Due at end of each session, attached to Unit Staff Reports. A tentative schedule is turned in at the beginning of each week by Unit Leader.

UNIT STAFF REPORTS: Due at end of each session, with Daily Schedule attached. Must be turned in before leaving.

CAMPER EVALUATIONS: These should be discussed with the campers and filled out by Patrols the Friday before closing of each session. Read them carefully and summarize on Staff Report before turning in to the Business Manager on closing day of each session.

INVENTORIES: Sheet of complete unit inventory will be given each Unit Leader. Complete check should be made at end of each session. Turn in to Business Manager at end of camp.

OTHER: Copies of all-camp events should be given the Business Manager (such as all-camp waterfront days, all-camp campfires, Scout's Own, etc.).

STAFF RESPONSIBILITIESCAMP DIRECTOR

PURPOSE: To plan and direct the operation of the Girl Scout program in an established or day camp; to supervise the camp staff; and to make provision for the health and safety of the campers - always working within the framework of the Girl Scout program, and the policies, standards, plan of work, and budget of the Council.

RESPONSIBLE TO: The Executive Director (or to a person designated by the Executive Director, such as the camping administrator).

PRINCIPAL DUTIES:

1. Develops a plan for the camping season including program emphases, staff needs, and budget.
2. Supervises camp staff.
Recruits, selects, places and releases staff.
Plans, conducts, and evaluates precamp and on-the-job training.
Conducts supervisory conferences (including work reviews) with staff.
Interprets and administers personnel policies and practices.
3. Sees that high standards for leadership, program activities and health and safety are maintained.
4. Coordinates camp activities, organization and government.
Promotes understanding and use of the unit plan and the patrol system, including unit Court of Honor (or Brownie Ring where applicable).
Oversees planning and carrying out of the Girl Scout program in the units.
Coordinates schedules for special program features, such as waterfront schedules, and schedules of program consultants.
Meets with the camp council to plan, carry out and evaluate campwide events, camp operations; and to plan use of camp facilities and equipment.
5. Approves purchases and expenses within budget; supervises business procedures and record keeping.
6. Sees that community contacts for health and protection services, religious services, food services, and utility and disposal services are developed and maintained.
7. Sees that emergency procedures for camp (i.e. fire and evacuation drills, health emergency procedures) are developed and observed.
8. Develops and maintains good relationships with parents; sees that they are notified of illness or injury of campers or staff members.
9. Sees that proper care is taken of camp equipment and facilities during the camp season.
10. Sees that arrangements for necessary transportation for campers and/or staff are made.
11. Acts as hostess for camp.

12. Promotes high staff and camper morale.
13. Prepares necessary reports on camp operations and activities and makes recommendations for the following season.

CAMP DIRECTOR

To assist the director in the administration and coordination of the camp operation by carrying duties as delegated; to act for the camp director in her absence.

TO: The camp director.

DUTIES: Carries out duties as delegated by the camp director. Assignments frequently follow one of these patterns:

1. The assistant director carries responsibility for certain administrative and operational activities.
2. The assistant director carries responsibility for development of program activities and sometimes may supervise program staff.
3. The assistant director carries responsibilities for certain business management activities.

Each council must decide which assignment pattern best meets the needs of the camp.

UNIT LEADER

PURPOSE: To perform the duties of a troop leader by helping campers in her unit to understand and live up to the Promise and Laws; develop and use a democratic form of government; plan, carry out, and evaluate activities; and develop enjoyment and appreciation of the out-of-doors. To direct and supervise the work of the unit staff.

RESPONSIBLE TO: The camp director.

PRINCIPAL DUTIES:

1. Knows the girls in the unit and helps them learn to respect the rights of others and to understand differences and similarities of other campers.
2. Teaches camping skills and appreciation of the out-of-doors.
3. Guides activities and experiences in the unit through use of troop government, girl-leader planning and the Girl Scout program.
4. Coordinates unit activities with those of the entire camp.
5. Supervises the unit staff - delegates jobs, guides them in the work, arranges schedules for time off.
6. Supervises unit housekeeping, sanitation, care of supplies and equipment.
7. Assumes responsibility for health and safety of the campers:
 - Maintains a well-equipped first aid kit.
 - Checks with the nurse on supplies needed for a trip outside of camp.
 - Reports accidents promptly.
 - Keeps nurse informed of health status of campers and unit staff.
8. Acts as hostess for the unit.
9. Serves as waterfront guard or watcher, if qualified, for her unit.
10. Keeps records and makes reports as required.

UNIT COUNSELOR

RESPONSIBLE TO: The Unit Leader

PRINCIPAL DUTIES:

1. Sharing in the leadership responsibilities of the unit as delegated and under the supervision of the unit leader.
2. Assisting in keeping records, making reports, and caring for supplies and other responsibilities as required.

WATERFRONT DIRECTOR

PURPOSE: To organize and administer activities at the waterfront consistent with Girl Scout standards and to integrate waterfront activities with unit plans and other specialized camp events; to direct and supervise the waterfront staff.

RESPONSIBLE TO: The camp director or to the assistant director or program director, if so assigned.

PRINCIPAL DUTIES:

1. Develops and carries out, with the waterfront staff, waterfront activities based on unit plans; establishes procedures and coordinates requests for use of facilities.
2. Supervises the waterfront staff.
3. Teaches water safety, swimming, diving, boating, canoeing, sailing and lifesaving.
4. Develops and enforces waterfront safety measures for every person in camp (including staff, visitors and campers) in line with Girl Scout standards; reports accidents to the nurse or camp director promptly.
5. Is responsible for care and use of boats, canoes, lifesaving equipment, and other equipment and supplies; requisitions necessary equipment and supplies before and during camp; requests necessary repairs or maintenance work.
6. Keeps American National Red Cross records for certificates and water testing reports.
7. Plans and conducts special waterfront events as requested by the camp council.

WATERFRONT COUNSELORS

RESPONSIBLE TO: The Waterfront Director

PRINCIPAL DUTIES:

1. Assisting the waterfront director in carrying out assigned responsibilities in the waterfront program.
2. Participating in general camp program outside her field, as time permits, after her specific waterfront duties are performed.

HEALTH SUPERVISOR /NURSE

PURPOSE: To supervise and be responsible for the general health and safety of campers and staff.

RESPONSIBLE TO: The camp director. Works under the technical direction of a licensed physician (whose office is nearby).

Health Supervisor/Nurse (continued)

- DUTIES:
1. Establishes and maintains contacts with physician and with local hospital facilities, gives first aid; gives nursing care in cases of illness and accident as directed by physician; takes responsibility for calling the physician when advisable.
 2. Requisitions necessary equipment and supplies before and during the camp season.
 3. Maintains first aid equipment for units, dining hall and kitchen, waterfront, and key locations in camp; provides first aid supplies for trips.
 4. Initiates health education and safety practices; develops and maintains health emergency procedures; instructs staff in first aid during precamp training period.
 5. Establishes and maintains regular infirmary hours.
 6. Checks incoming campers and collects, reviews, and keeps health certificates; records all treatment and other health information; notifies staff members of health precautions of campers (and other staff) when indicated.
 7. Notifies camp director when parents should be advised of serious illness or accident.
 8. Completes and keeps on file necessary reports such as daily treatment log, insurance claim forms, health department reports and other required reports; submits these to camp director for council files at close of camp.
 9. Supervises sanitation and safety practices throughout the camp, including kitchen and dining hall; makes regular visits for checking.

GENERAL QUALIFICATIONS FOR ALL CAMP STAFF MEMBERS

1. Acceptance of and adherence to the purposes and principles of Girl Scouting as embodied in the Promise and Laws. Some knowledge of the Girl Scout program.
2. Understanding of the needs, abilities and interests of girls.
3. Appreciation of creative outdoor living.
4. Willingness to place the needs of girls and camp above personal desires.
5. Integrity, sound judgment, poise, mature sense of humor.
6. Good health and the stamina necessary to live in the camp setting.
7. Ability to make decisions and act wisely in an emergency.
8. Acceptance of all people and ability to live and work with girls and adults of various races, religions and national origins.
9. Belief in democratic principles of government and troop management, including positive attitudes toward girl planning, and ability to promote and use the patrol system (or the Brownie Ring when applicable).
10. Belief in the Girl Scout camping objectives and ability to work toward achievement of them.

CAMPER'S INTERESTS

122

We earnestly desire to have Camp _____ offer your girl the happiest, most profitable camping experience possible. For this purpose we are asking you to help us by answering the following questions regarding her interests and abilities.

Camper's Name _____ Age _____ Grade _____

Address _____ School _____

Church Affiliation _____

Child lives with: both parents _____ Mother _____ Father _____ Other _____

Mother living? _____ Address _____ Occupation _____

Father living? _____ Address _____ Occupation _____

Guardian _____ Occupation _____

No. of brothers _____ Ages _____ No. of sisters _____ Ages _____

Is this the camper's first experience away from home? _____ If not when has she been away before? _____

Boarding School _____ When _____
Camp _____ When _____ Other _____

Did she enjoy this experience away from home? _____

Is she attending camp this year on her own volition? _____

What responsibilities does she have at home? _____

HEALTH HAS BEEN: robust _____ normal _____ below average _____ doctor's care _____

ENJOYS: being in a group _____ playing alone _____ sports _____ sewing _____
cooking _____ reading _____ staying indoors _____ staying outdoors _____
school activities _____ parties _____ hobby _____ which is _____

FRIENDS ARE: many _____ older _____ younger _____ the same age _____
interested in boys _____ gets along with grown-ups _____
makes friends easily _____ shy with new people _____

OTHER INTERESTS: music _____ instrument _____ dramatics _____ singing _____
dancing _____ art _____ other _____

Child attends Sunday School _____ Attends church with parents _____

Participates in family group picnics, swimming parties, family trips, etc. _____

What do you hope she will gain from her experience at camp? _____

If she was at camp last summer, what comment have you to make on her experience? _____

If you wish to give any additional information which you think will be helpful please use the other side of this sheet. Please mention anything which might concern the child while she is at camp, such as parents being away on vacation, a new baby arriving, etc.

Signature _____

Relationship to Camper _____

FIRST AID

Each unit is supplied with a Unit First Aid kit. Smaller kits will be supplied to be taken on all hikes away from the unit. Counselors usually may successfully treat, but later report to the nurse: sunburn, bruises, fainting, prickly heat, chigger, and mosquito bites, small cuts and abrasions that cover only a small area, and the average type splinter. Most serious abrasions are easily avoided if campers are cautioned about running, jumping, and shoving.

Campers may keep any mosquito or chigger lotion brought with them after being checked by the nurse. All other medicine must be taken up by the unit staff, brought to the nurse on check in day, and given according to directions, confirmed by the nurse.

Anything questionable must be reported to the nurse immediately.

Nurse's hours every day are usually held after breakfast and after dinner in the evening. Campers should always clear with their Unit Leader for permission to see the nurse, and should take a buddy with them.

Safety

Accidents occur most frequently at the beginning of the camping periods. Attention should be called to rough paths, loose rocks, hanging limbs, and other camp hazards. Show the children how to recognize poison ivy and encourage them to wash with soap immediately after being on paths where it is. After being on trails which are overgrown or on outings, check for ticks. These are easily removed if they are found early.

Safety Regulations.

1. Campers must stay within boundaries of camp unless accompanied by a counselor
2. Report any injury or illness to the nurse immediately.
3. Shoes must be worn at all times.
4. No halters or sunback suits may be worn.
5. A first aid kit must accompany a unit on a hike.
6. Hazards should be reported to the Camp Director.
7. Any medicine brought to camp must be turned over to the Unit Leader. These are brought to the nurse at check in time.
8. Campers running on camp grounds invite injury.
9. Quiet should be maintained during rest hour and after taps.
10. The Buddy System is used throughout camp. Every girl, upon arrival in camp, should select a tent mate as her buddy; in case of an odd number in a tent, three girls may buddy together. A girl never leaves her unit or her group without permission from the Unit Leader and then only if accompanied by her buddy.
11. Mirrors or magnifying glasses cause fires. Keep them face down or covered.
12. Flashlights are a necessity at night, one per girl.

DATE

NAME

UNIT INJURY

TREATMENT

FOLLOW-UP

REMARKS

EMERGENCY PROCEDURE

For fires or storms you will be notified in person by runners. You will be given instructions.

For lightning storms keep children in tents or the Unit Kitchen.

In event of pending high wind or tornado alert you will be notified to take the Unit to the Dining Hall. Do so quickly and with as little excitement as possible. Girls should bring flashlights and raincoats - warm clothing.

In event of fire you will be notified of where to evacuate to, either to the lake or to the gate.

To report an emergency situation send a Counselor.

All emergencies should be met calmly. Do not excite the girls. Do not give out information unless told to do so. At the point of evacuation all staff members will assume responsibility for keeping the girls calm and in an activity.

Staff is responsible for the safety of the girls. This should be your primary concern.

General procedure for evacuation:

1. Line the girls up in pairs.
2. Check to see that they have proper apparel, e.g., raincoats, etc.
3. Unit Leader in lead of the line - Counselor at the end.
4. Two Counselors check the Unit to make sure everyone is out. Report to the Unit Leader.
5. At evacuation point settle girls in.
6. Unit Leader report to the Director upon arrival.

CAMP GOVERNMENT

- - - Or how the girls learn to manage their own affairs. The Patrol system gives experience in representative government and its common use links us with Girl Scouting and Guiding in other parts of the world.

PATROL

A patrol is a small working group of 6 to 8 girls which has a patrol leader (and an assistant leader) elected by its members. The patrol leader represents her patrol in the Unit Court of Honor which makes plans for the whole unit. There should be at least three patrols in a unit.

COURT OF HONOR

An executive committee composed of patrol leaders, a scribe (secretary elected from the whole unit) and the adult counselors. This court of honor meets as often as is necessary to make plans -- may be every day.

JOB OF PATROLS

Meets every day to discuss and make plans. Decides how to divide their own kapers -- and do their share of unit kapers. Learns new activities, badgework, etc.

CAMP COUNCIL

Meeting of representatives from each unit in camp to make plans for all camp activities and program ideas. Usually meets with Director or her assistant several times during a session.

TO LEARN MORE:

Read the Patrol Leaders Handbook

REMEMBER:

"..... A patrol leader puts her patrol ahead of herself, and her troop ahead of her patrol."

- Lord Baden Powell

These are done each morning in each Unit by the children. Each unit staff is responsible for making their own kaper chart. They are most easily taken care of by using a rotating kaper chart which designates the jobs to be done by tent name and number.

- A. Latrine and shower
 - 1. Sweep and disinfect floor
 - 2. Disinfect john seats
 - 3. Wash lavatories
 - 4. See that there is john paper and towels in each latrine
 - 5. Empty trash
- B. Kitchen and Grounds
 - 1. See that kitchen floor is clean; all dishes and supplies put away and tables wiped off
 - 2. Pick up all paper around unit
 - 3. Empty wastebaskets and burn trash
- C. Wood Gatherers and Campfire
 - 1. Chop and stack wood
 - 2. Build campfire
 - 3. Clean campfire circle

DINING HALL KAPERS

- A. Hoppers
 - 1. Set tables
 - 2. Wait on tables
 - a. Food
 - b. Drinks
 - 3. Take leftover food back to counter
 - 4. Bring dessert
- B. Scrapers
 - 1. Get rubber scraper from kitchen after dessert
 - 2. Scrape all food from all plates at the table
 - Do a good job - it saves time
- C. Stacker
 - 1. Get "bus box" from kitchen
 - 2. Stack dishes in bus boxes - put all plates in with silverware on top plate
 - 3. Return filled bus box to kitchen
- D. Sweepers
 - 1. Collect all paper (napkins and milk cartons) and place in paper container in dining hall
 - 2. After dining hall is dismissed sponge the table and benches
 - 3. Sweep under the table and to the wall. Empty dust pan into paper container

1. Know good manners in the out-of-doors; Know the rules of the road in city and country.

- (1) Leave gates as you find them.
- (2) Leave woods and fields as you find them--unless you make improvements.
- (3) Honor the No Trespassing sign.
- (4) Walk around planted fields, never through them.
- (5) Don't cut into or take bark from a living tree.
- (6) Burn rubbish or put in container-- or take it home with you.
- (7) Be sure your fire is out!

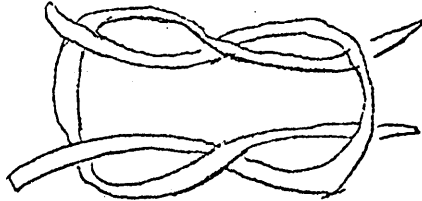
In city or on the highway:

- (8) Stop together at traffic lights.
- (9) Keep hands and feet inside buses and cars.
- (10) Walk singly or by two-- facing traffic.

2. Know how to dress for outdoor activities in all kinds of weather.

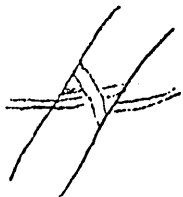
In General -- Plan for the kind of activity and the kind of weather you are apt to meet.

- (1) In hot sunshine keep head covered, wear sun glasses, keep shoulders and legs covered. Go at a suntan gradually. Take it easy on walks in hot sun. Rest, now and then, in the shade.
- (2) When going cross-country or in the woods, protect arms and legs from briars-- wear jeans or slacks that are smooth-- wear knee socks with shorts.
- (3) Walks in the rain are fun-- if you have raincoat, hat, rubbers or boots, and dry clothes at home.
- (4) For hiking wear shoes that are comfortable and that give good support, wear socks with no darns or holes.



3. Know how to tie a square knot

And a clove hitch



4. Know how to use and care for a knife. How to sharpen, oil and clean-- also safe use.
5. Know simple first aid. How to care for cuts, bruises, burns, fainting, shock, etc.
6. Know how to select the spot, build, care for, and put out a fire.
7. Know how to cook something for yourself and your patrol.

Then after a day filled with pleasure and work,
As you trudge back to camp with your trout,
The smell of bacon that's cooking up there,
Is the sweetest of odors, no doubt.

—F. K. Berry

I. At least two days in advance:

Plan menus and check with dietician (if substitutes are necessary, check with her on what might be available).

II. The day before you cookout:

Make complete list of food and equipment needed. Give one copy to the dietician and keep one for your food packers.

III. The day of the cookout:

- A. Check with dietician to be sure all food was available for your menus.
- B. Make all necessary changes on menu, equipment, and kapers.
- C. Have kapers made and see that each kaper group knows what they should do and when to do it.
- D. Be sure the counselors know which kaper groups they are to supervise.
- E. Allow enough time for preparation so that the children will be eating at their usual mealtime.

In planning with your girls for cookouts--keep in mind:

1. Resources at the site (wood, water, fire safety)

2. People

- a. How many
- b. Tastes
- c. Religious rules regarding diet
- d. Experience of the girls

3. Menu

- a. Consider equipment
- b. Plan to include:
 - (1) Something raw
 - (2) Something cooked
 - (3) Something hot
 - (4) Something cold
 - (5) Something sweet
- c. Make it colorful
- d. Make it well-balanced

PROGRESSION

MENU

REFERENCES FOR RECIPES

One Pot Meal	Desert Fish Campfire Stew Chili Con Carne Chowder Jungle Stew American Chop Suey Blushing Bunny	ABC's of Campcraft, page 75 Cooking Out-of-Doors, page 79 ABC's of Campcraft, page 75 ABC's of Campcraft, page 73 Cooking Out-of-Doors, page 80 ABC's of Campcraft, page 75 Jr. Girl Scout Handbook, pages 141-142
Casserole (Individual can for each person)	Hamburger patty, chop or steak sliced potatoes, carrots, onions, ham, sliced sweet potatoes, crushed pineapple (use pineapple juice instead of water)	Cook in round coffee can. Cover contents with one inch water, salt & pepper and pat of butter. Put lid on securely, bake in coals for 20 minutes.
Mud Baking (In No. 10 can)	Potatoes, carrots, onion, baked apple and ham, hamburger patty	ABC's of Campcraft, page 74
Foil Cooking	Biscuits Potato, carrot, onion, apple Steak, hamburger patty or fish Kabobs, Pigs-in-Blanket	Wrap 1/2' biscuits loosely in foil. Bake 10 minutes Add seasoning and wrap in foil. Place on coals Alternate slices of onion and meat on stick. Wrap in foil. Cook 14 minutes. Wrap frank in biscuit dough, wrap in foil, cook 15 minutes
Tin can stoves and Buddy burners	Anything that can be fried in shallow grease; hamburger patty, (After they have been broiled) Eggs, bacon, pancakes, steak, etc.	Heat can with Buddy burner. Add grease to avoid sticking
Stick Cooking	Kabobs Angels on Horseback Pioneer Drumsticks	Brownie Handbook, page 93 Cooking Out-of-Doors, page 103 Cooking Out-of-Doors, page 108

131

COUNSELOR IN CHARGE
of Cook-Out _____

Feeding
How Many _____

MENU	QUANTITY	LIST ALL staples, fresh meat, fresh vegetables or fruit, beverage, bread, seasonings NEEDED	SPECIAL COOKING EQUIPMENT NEEDED

PROGRAM ACTIVITIES

Plant Life

1. Plant Basket. Lash together wood to form a box and plant a small garden in it. Garden may be of wild flowers, cacti, ferns, tropical plants.
2. Terrarium. Plant something in a glass jar. Use a wide mouth coffee jar with screw-on lid. This demonstrates the process of condensation. It will not have to be watered unless you include some animal life in it such as snails, etc.
3. Ornaments From Seed Pods, Nuts, etc. Collect seed pods and paint them with bright colors and tie them together. Equipment: Paint, brushes, shellac, binders twine.
4. Jewelry From Seed Pods, Nuts, etc. Paint them and shellac. Glue a safety pin on the back. Equipment: Paint, shellac, rubber cement, paint brushes. Let each girl bring her own safety pin.
5. Flower or Seed Collections. Press flowers as you pick them. Tell girls the day before to bring a magazine for this purpose. The dried flower or seed is mounted on white paper with scotch tape. Label it, telling name, where picked, whether it is a wild flower or not and scientific name if possible. Let your mounting tell a story - let the flowers be all of one color, or Texas flowers, or wild flowers, etc. Seeds may be collected in the same manner, but information about them should include how they are dispersed - by wind, by falling, by birds, etc. Equipment: Mounting paper, scotch tape, labels. Make test tube garden.
6. Examples of Team Work. Collect such things as soil, bees, air, sun, water. Show how plant life depends on these things.
7. Mount Leaves. Pick leaves and press them in a magazine. Mount them on paper with scotch tape and label them. Let them tell a story - leaves from trees on the campsite, evergreen leaves, deciduous leaves, leaves from trees that has flowers, different kinds of leaves (veining), and an arrangement of leaves (simple or compound).
8.
 - a. Make spatter prints. Lay a flower, leaf, fern, etc., on a sheet of typing paper, hold a four-inch square of screening above the leaf and rub across the screen with an old toothbrush which you have dipped in poster paint. Fine spatter will fall through screen and when you remove the leaf, its silhouette remains. The leaves should be dried and pressed before printing. Equipment: Typing paper, screening, paint, old toothbrush (let girls bring from home).
 - b. Blueprint paper prints.
 - c. Intertube prints.

Identify and label all the trees on the campsite. Equipment: Cardboard, crayons or luggage tags.

10. Naokin rings--- Cut pieces of wood (soft wood) and scrape out inside. Sandpaper it, and shellac. Equipment: jackknife, sandpaper, shellac or tie rings.
 11. Plaster of Paris Prints--- Make print in top of coffee can. Grease top with vaseline. Pour plaster of Paris into this. Put flower, clove, leaf, or any object on top of plaster. When the plaster is set, remove the plant life, and paint the impression, and when it is dry, you may shellac it. To mix plaster: Use a can and a stick for mixing. Fill the can with the amount of water necessary to fill the mold to a depth of about $\frac{3}{4}$ of an inch. Sift plaster of Paris, letting it sink to the bottom. When no more will sink to the bottom, then add a dash for good measure, and stir until it is the consistency of thick cream. Pour into the mold. Do not stir while adding the plaster, nor try to thin it.
 12. Weave with native grasses--- Make sit-upons, baskets, place mats. Get a program aide to help you with this. Suggestions: Parasites, lichens, Spanish Moss, shelf mushrooms, mushroom.
 13. Nature Bulletin Board--- A board, preferably maintained by a group of interested children, guided by the nature counselor, makes nature study a daily adventure at camp. On the board have:
 - Bud vases or chemistry test tubes for specimens of flowers
 - Clippings from magazines or papers
 - Prints or drawings made by children
 - Original poems or reports
 - "Have you seen" notices, such as "Have you seen the wasp's nest near the dining hall door?"
 - Quests: "Can you find the big ant hill behind the lodge?" "How many legs has an ant?"
 - What is it? shelf. Put unidentified objects on the shelf labelled "What is it?" Be sure to include the name of the child who supplies the correct answers.
 14. Nature trails--- If you don't know anything about nature, get some hobbyist to label some interesting objects along a trail so you and your girls may follow it leisurely. However, it's even more fun to make your own labels. Have a nature trail at camp. Your troop might lay a trail in your city park for other children and adults to enjoy. Baggage tags, written in India ink and varnished to protect against weather, make good labels. The label should be short and chatty; it should indicate the relationship of the object to man; when possible, it should ask the reader to touch, listen, taste, smell or feel. Like this: "This lead pencil tree, Red Cedar, is the favorite wood for making lead pencils. It is also used for cedar chests. Smell it!" The trail can include different types of objects, or you might have an all-tree trail for girls working on the Tree Badge. "Teaching trails" direct observation to characteristic features, such as "pointed leaves of the Red Oak" or "the round tipped leaves of the White Oak."
- "Testing trails" ask questions about material which girls have previously learned. They are a good type of review for badge work. Girl writes down her answers as she follows the trail alone.

15. Object hike— Go along a straight path until you have counted 20 wild flowers. Do not pick them. Proceed until you have seen five insects. Name them if you can. Now walk past five trees. Pick a leaf from each. Advance three birds farther. Identify or describe them. Walk until you find an ant hill, a live animal or a plant with a distinctive odor. Note carefully something of insect life that you see at the place where you are now. Come back to the group and tell them about it. Identify. Bring it along if possible.
16. Staking a Claim— Work in pairs. Together with your partner "lay claim" to a piece of land having a radius of one yard. Mark off your circle with twigs. In that circle search for everything you can. List the things under these headings: ANIMALS- PLANTS - MINERALS.
17. Scavenger Hunt— Bring in as many of the following items as you can. With others of your group arrange an exhibit of your findings. (For variety these words may be scrambled, "otw cenists" -- two insects.)
 - The largest leaf you can find.
 - Sketches of two kinds of wild flowers (include leaves)
 - The longest grass you can find.
 - Two insects.
 - Two different kinds of seed-pod
 - A compound leaf.
 - A plant that must grow near water.
 - A twig showing leaf scar and bud.
 - The larva of some insect.
 - Two kinds of mosses.
 - The most interesting thing that you can find. (if you can't bring it, make a sketch of it or describe it briefly.)
 - Be sure the girls know what they are looking for: explain a compound leaf, larva beforehand.
18. Make Sand Pictures— Draw a picture, (make it simple) on a piece of paper. Then glue one part of the picture. Sprinkle sand over the glue. When it has hardened glue another portion of the picture and do the same thing, each time applying a different color of sand. You must first of all dye your sand with food coloring, and be sure that it has thoroughly dried before gluing it to the picture.

INSECTS

You don't have to look for insects. There's a mosquito buzzing around your ear or a fly. The ground is full of caterpillars, grasshoppers, and ants.

Things to look for: How ants carry food. Try to find the queen ant.
 Notice wings.
 Notice color insects—how they camouflage themselves among their environments.
 Notice the noises they make.

Make a collection and mount insects.

1. Make a net, if you choose. Let each girl bring a hanger from home, twist it into a circle, and sew cheese cloth to it, making it square at the bottom and at least twice the diameter of the loop in length. Wind an end of the hanger around a stick (about 2 to 3 feet long).
2. To kill insects fill the bottom of a mayonnaise jar about an inch thick with plaster of Paris. Pour a spoonful or two of carbena in the jar, and screw the top on tight.

3. To mount fill a shallow box with cotton batting and lay the insect on¹³⁵ the cotton. Label it. Cut out the top of the box and tape cellophane in its place. If cellophane wrinkles in pasting it on, rub a damp cloth over it.
4. Organize your collection: Household pests, butterflies, beetles, bees and wasps, insects helpful to man, insects harmful to man.

Watch insects such as a bed of ants and let the girls make up a story about them.

Make insect houses. Bees eat honey, butterflies eat honey or sugar, crickets eat growing plants. Put them in a glass jar. Be sure to make air holes in the lid.

SOILS

Observe the different kinds of soil: Clay, sand humus.

Observe what kind of plant life grows in the various kinds of soil: Cacti grow in a sandy soil, ferns grow best in rich humus, etc.

Watch how water is absorbed in the soil.

Examine particles of soil: Look for crystalline structure.

Examine soil erosion.

OTHER ACTIVITIES

Weather

Barometer: A Clipper Ship barometer may be made from an empty pint ginger ale bottle. Find a cork that fits. Bore a hole in the cork about a quarter of an inch in diameter, fitting a four-inch length of rubber tubing of the same diameter into it. Seal any cracks between cork and tubing with paraffin or candle wax. Make a string or raffin holder for the bottle so that it may be hung upside down. Now you are ready to put the barometer together if it is a fair day. Fill the bottle with water. Insert the cork with its tubing and seal it in with paraffin or wax. Tie the tube up and then turn the bottle up but do not put it near a radiator or directly in the sun.

The barometer measures the weight or pressure of the air. When the air is dry, as in fair weather, it presses heavily upon the mouth of the rubber tubing, keeping the water from dripping out; and it may even force the water up in the bottle, raising the level and resulting in a "rising barometer." When air is laden with water vapor, as it is before a rain, the air is lighter than dry air and the water level of the barometer falls, making a "falling barometer." Thus, a "rising barometer" means fair weather, and a "falling barometer" means wet weather.

Weather flags: Made of cloth, 12 square inches.

White flag means "Fair".

Half blue and half white (blue is on bottom) means local showers.

Blue flag means "rain or snow".

A white flag with a blue square in the center warns "cold wave."

A black triangular flag tells the temperature. When it is flown above the others, it means warmer, when below, colder.

Sundial: Cloud pictures -- with cotton batting or blue construction paper, glue cloud formations showing what different formations cause types of weather.

OBJECTIVES IN RECREATIONAL DRAMATICS

1. Have a progressive experience in dramatics, starting with the very simplest and working up to the more difficult.
2. Plan your dramatics so that the whole group is participating—whether it be in costuming, scenery, or what not.
3. Shift roles around—so that all have had a chance to be the leading lady, the maid, the old witch, etc.
4. Stress always that there is no one most important role—that all the roles, costumes, scenery, are most important contributions to the successful end result.
5. The play leader is democratic, not autocratic. She helps the players understand their roles—helping them to feel rather than ordering them hither and yon to do as she says.
6. Good taste is developed through guidance. Children tend to copy what they know. Funny papers, movies, and the radio will serve as guides unless the leader opens new and wider horizons to the group.
7. Costumes and props are not necessary in simple dramatics. Showing by your actions that you are carrying a suit case, or boarding a street car, or wheeling a baby buggy, is much more interesting than having to have a visible object there to help you!

DESIRABLE STEPS IN DRAMATICS

1. DRAMATIC GAMES—Dumb Crambo, New York, Emotions.
2. DRAMATIZE NURSERY RHYMES
3. PANTOMIME
 - a. Pass out slips of paper with an action written on it to each girl. Each action should be written on two slips of paper. At signal crowd starts dramatizing. Those with the same assignment try to find each other. First couple correctly united wins. Example: Swimming, bicycling, sewing, knitting.
 - b. Write a line describing a dramatic situation on separate pieces of paper. Each girl reaches "blind" into a hat for her slip. The other girls guess what each is portraying. Examples: Walking on hot pavement, handing a kitten to someone else, receiving good news over the phone.
 - c. Group works up a plot surrounding a phrase such as "it's four o'clock already" or "here comes John".
 - d. Put phrases on separate slips of paper with the instructions to say in anger, love, hate, annoyance, etc. Others guess her "state of mind."
 - e. Put words denoting the various emotions on separate slips of paper and let each girl draw one. Without disclosing what is on her paper the girl "emotes" with face and body and others guess. Is it love, hate, fear, anger, anxiety.?

Pantomime is very definite action on part of silent players. It can accompany song or story. Excellent follow-up is story telling or reading.

Group makes up a play surrounding heterogeneous collection of costumes and properties. A suggested list might include a broom, hat, mask, match and newspaper. Divide unit into three or four groups so that there are no more than six people in one group.

5. SKELTON STORY

Divide the group as for nosebag dramatics. All the groups are given the same outline -- a beginning, a middle, and an end. Example: you are a group of people doing something. There is an accident, theft, hold-up. What do you do about it? Give them 15 minutes to half an hour to make a play around it.

6. BALLAD

Group analyzes verse of a folk song; through group discussion piece verses into a story adding imagination where needed to fill out the plot. Several folk songs could be linked into an "opra". Half the group can sing the ballad while the others panomine.

7. PUPPETS

The very simplest may be made from paper bags. The head of each character is drawn on the surface of the closed half of the bag with crayon. The bag is blown out and filled with shredded paper or grass or whatever is handy to make the head. Clothing is made by sewing the neck of the garment to the neck of the paper bag. Neck is made by squeezing open-end of the bag and tying with a string leaving space for girl's middle finger to be inserted. Make small slits in front of garment for protrusion of index and ring fingers which represent the puppet's hand. By working fingers puppet can nod, wave, etc.

VARIATION: Make head out of potato or carrot, clay. Always leave hole at bottom of head for inserting middle finger. Paint heads with show card color.

COSTUMES:

A mere suggestion of a costume is all that is needed for spontaneous productions. A broom for a horse, a clover shain for a crown, etc. If costuming is part of the project, however, old curtains and the like can be dyed and cut into gorgeous gowns as part of the program. Care should be taken not to use new materials. Also anticipate possible boredom by scheduling it in short periods broken by active games or folk dances.

ON-THE-SPOT COSTUMES

Can be made very effectively out of a stack of newspapers and a package of pins and several pairs of scissors (or just tear the paper).

TRY

Chinese drama where there is no scenery. The property man wanders on and off the stage with properties as they are needed. Sometimes the actors wander off the stage and fetch their own equipment as it is needed.

DAY AND DATE

MORNING

AFTERNOON

EVENING

138

- COLOR BEARER:** The sash is over the right shoulder and tied under left arm.
- COLOR GUARD:** Four to eight depending upon the size of the girls and the size of the flag. Sashes are tied around the waist with a square knot on the left side.
- The color guard and color bearer take no part in the flag ceremony - not even in the salute.
- FORMATION:** Girls proceed in single file and form a horseshoe. Color Guard advances to position in front of the flag pole after horseshoe is formed and remains facing the pole during the entire ceremony. At the completion of the ceremony the Color Guard retires first.
- There is absolute silence from the time the procession starts from a specified point until it returns after the ceremony is over.
- CEREMONY:** The ceremony takes place after the flag has been raised (in the morning) or before it has been lowered (in the evening). The ceremony itself varies. The pledge of allegiance, patriotic songs, appropriate poetry can be included.
- Dramatics for Girl Scouts has some excellent examples of ceremonies. "Independence Day", page 7 from Services for the Open has material that could be used in part.
- SALUTE:** The salute begins in the flag raising ceremony when the first loop is fastened to the flag rope and the salute is held until the flag reaches the top of the pole. In the flag lowering ceremony, the salute begins when the flag starts down and is held until the second loop is loosened from the flag rope.
- FOLDING:** The flag is caught by first couple in the Color Guard. It is permissible for this couple to step out of line at any time to keep the flag from touching the ground. The flag is passed back between the rest of the Color Guard.
- The flag is folded lengthwise in half; then again lengthwise in half. Be sure that the blue field remains on the outside. The last couple in the Color Guard begins folding the flag in a triangle toward the Color Bearer. These two fold until they can pass it on to the next guards in line. The flag when folded should be in the shape of a triangle. Fold the canvas and loops under like the flap of an envelope. The Girl Scout Handbook, page 15, has an illustration of the proper way to fold a flag.
- RETREAT:** The Color Guard resumes its original position. One member of the Color Guard hands the flag to the Color Bearer. Each member of the Guard takes one step to the side allowing an aisle through which the Bearer passes after making an about face; the first two follow her; then the second couple, and so on until the last couple is in line.
- The rest of the girls in the horseshoe formation follow, in turn, after the Color Guard, in single file.

SCOUTS' OWN

What is a Scouts' Own? Just what it says -- a program belonging to the Scouts themselves. It provides a needed time for quiet and reverence -- a time set off from the cheerful hustle and bustle of camp life. It is not a "Performance", as everyone is expected to participate (in singing, giving Promise, etc.).

What makes a good Scouts' Own? First, it should have a central theme, to give it unity. Examples:

- Love, truth, beauty, courage, cleanliness
- Some aspect of the Promise
- One or all of the Laws
- A special occasion, such as 4th of July
- An aspect of nature, such as sun, moon, trees, stars
- A well loved poem or legend

When helping girls plan a Scouts' Own, one objective should always be to develop each girl's individual ability to think about and reflect upon the theme. Not being in the habit of reflective thinking, girls may be hesitant at first. Draw them out with questions and be alert for the sparkling eye, the eager intake of breath, the half-opened mouth that shows the struggling birth of thought and the even greater difficulty of stating it before a group. After the theme has been selected, there should be general discussion of it. Have pencil and paper to jot down ideas and phrases as they come from the group.

The second step in planning a Scouts' Own is to provide a period of time in which each girl can get off by herself and write down her thoughts on the theme. These could be in the form of a poem or prose reading. As much as possible, the words used in a Scouts' Own should be the creative efforts of the girls who participate in it. The readings and poems that are produced during the second phase of planning should form the bulk of the program. If some of the girls feel they just cannot write anything of their own, let them spend the time looking for appropriate poems, songs, stories, legends, and readings in resource books.

Finally, have the group meet together again to assemble into a balanced sequence the materials they have written and gathered. The theme may be presented in a variety of way:

- Dramatization
- Solo or choral singing
- Solo or choral reading
- Musical interludes
- Short talk by one of the girls or a counselor

Participation by all is desirable, although the major responsibility may be taken by a nucleus of girls.

Having the group walk in silence to the selected site helps develop the calm frame of mind needed if the inspirational objectives of the program are to be realized.

The wide game is an old Scout tradition and is a wonderful play-way of teaching through fun, adventure, and challenge.

The basic ingredient of the wide game is a trail which can be followed only by knowing and being able to do the things required by certain clues. The trail followers are not able to go on from one clue to the next until they have met the demand of the clue.

Every wide game must be adapted to the people playing it, but half the fun is in the plotting of the trail and the planning of the clues. It can be planned as a single situation or as an all-day outdoor affair.

For Tenderfoot Scouts:

Follow trail signs to first post--where leader or girl is stationed--she must describe the World pin as a password and correct wrongly displayed flags before she may continue on to the end of the trail. Points of the compass may be used to denote the trail--as a message which sends her off NNW in search of the tree with mitten-shaped leaves.

One patrol may make plans and the others follow--or one unit may entertain another in wide games. Some suggestions might be:

1. Skills--tying basic knots, simple first aid, building a fire, using compass, making nature hat.
2. Nature Identity--naming tree used as post, finding an acorn, certain leaf, insect home, identify bird call--etc.
3. Dramatics--acting out a skit, pantomime, etc., to amuse a "hermit" who must be entertained before "he" will divulge the next clue.

These games may be done as individuals or groups--as soon as clue is finished the individual or group progresses to next.

The American Girl Magazine lists the following important steps in a wide game.

1. Choose the Theme--take your idea from local or national history, fiction or the paper--be sure it has plenty of romantic appeal.
2. Pick the Territory--decide where the teams will start and which way they will move.
3. Balance team strength--by carefully choosing the members of each team.
4. Develop rules--be sure neither team is given advantage over the other. Objects representing clues should be left in place, not removed--but reported.
5. Secure equipment needed--have it on hand or placed before the game starts.
6. Decide the start and the finish time--and where the Scouts will meet after the game.
7. Prepare a sealed message--to the leader of each team, to be opened at the start of the game, describing the theme, the objectives the team is to accomplish, scoring and special rules, with a sketch map of the territory.

For more information read the following:
American Girl Magazine (Jan. '57)
Intermediate Girl Scout Leaders Guide

For plans, clues and trails read:
Hiking in Town and Country
Leader's Nature Guide
Adventuring in Nature
Red Cross First Aid Textbooks

TEJAS GIRL SCOUT COUNCIL, INC.

STAFF EVALUATION OF C.I.T.'S

The C.I.T. is placed in your unit as a part of her Counselor in Training program. Rocky Point Staff is a vital extension of that program; therefore, your thoughtful and confidential evaluation of the C.I.T. is necessary. Please complete this form and return to C.I.T. Unit Leader as soon as possible.

Date _____

C.I.T.'S Name _____ 1st Year ☐ 2nd Year ☐

List activities in which C.I.T. was directly involved

[illegible]

Time of Arrival in Unit

Time of Departure _____

<u>Please check</u>	<u>FAIR</u>	<u>AVERAGE</u>	<u>GOOD</u>	<u>EXCELLENT</u>
<u>Teaching Ability</u>				
<u>Ability to get along with campers</u>				
<u>Sense of responsibility</u>				
<u>Mature attitude</u>				
<u>Enthusiasm</u>				
<u>Initiative</u>				

Evaluate Skills:

<u>Planning</u>				
<u>Leadership</u>				
<u>Out-door</u>				
<u>Song Leader</u>				
<u>Games</u>				
<u>Crafts</u>				
<u>Other</u>				
<u>Other</u>				
<u>Other</u>				

Based on the above evaluation what potential do you think this C.I.T. has as a future camp counselor?

 Signed

CAMP ROCKY POINT
INVENTORY

t _____ Session _____ Unit Leader _____ Date _____

LOCATION

CABINETS:

CONDITION

LOCATION

KITCHEN CABINETS ccnt'd)

handled

r

Ice

Knives,

sets

Spoons, handle

ons

Tub

basin

ROCKY POINT
Unit Staff Report

Unit _____ Session _____ Date _____ Unit Leader _____

I. List Staff

1. _____ 3. _____
2. _____ 4. _____

B. Age of Campers _____

C. Experience: None _____ One week _____ Two weeks _____

II. Program

A. Cookouts (Number) _____ Unit _____ Patrol _____

B. Hikes _____
 Type Where Who

C. Badges (include Waterfront and First Aid)

	<u>Name</u>	<u>Complete</u>	<u>Incomplete</u>
--	-------------	-----------------	-------------------

	<u>Preps</u>	<u>Complete</u>	<u>Incomplete</u>
--	--------------	-----------------	-------------------

	<u>Purpose</u>	<u>Where</u>	<u>Who</u>
--	----------------	--------------	------------

F. Unit Activities and Special Unit Projects

What

Where

Who

G. Inter-Unit Activities

What

Where

Who

H. Special Patrol Activities

What

Who

I. Summary of Girl's Evaluation

J. Unit Leader's Evaluation

Attach each Counselor's evaluation

Signed _____
Unit Leader

Date _____

1. Number of girls who progressed _____
 - A. From non-swimmer to beginner _____
 - B. From beginner to advanced beginner _____
 - C. From advanced beginner to intermediate _____
 - D. From intermediate to swimmer _____
 - E. Any other, explain _____
 - F. Did any camper leave camp as a non-swimmer?
No _____ Explanation _____
2. Describe all special waterfront activities _____
3. Boating
 - A. Canoe trips
When _____ Who _____ Where _____
 - B. Use of Barges
Purpose _____ Who _____ Where _____
4. Number in Canoe _____
 - A. Number of beginners _____
 - B. Number who passed to advanced _____
 - C. Number of advanced _____
5. Senior Life Saving
Was it offered _____ Number in class _____ Number who passed _____
6. Recommendations
 - A. Program
 - B. Equipment

Sign _____

Your physical and mental maturity tell nothing of your emotional maturity, for the fact that you are strong as an ox or fleet as a deer does not indicate that you have learned to face up to life squarely and solve your problems in an adult way. Indeed, you may be a straight A student at school and still be unable to apply any of your intelligence to solve your own problems and help you deal more effectively with people. Here is a self-rating chart to help you estimate your emotional maturity.

	Almost never	Seldom	$\frac{1}{2}$ the time	Usually	Always
	1	2	3	4	5
1. Can you accept criticism without undue anger or hurt, analyzing it objectively and acting upon it if justified; disregarding it, if not?					
2. Do you avoid being overcritical of others, denouncing them for each small fault, instead of judging them on the basis of over-all merit?					
3. Are you genuinely pleased at the success of your family and friends? Can you sincerely and wholeheartedly compliment them when deserved?					
4. Do you refrain from listening to and repeating little items of gossip about others?					
5. Watch your conversation for a few days. Do you talk largely about other people and things rather than about yourself?					
6. Are you altruistic, often putting the welfare and happiness of others above your own?					
7. Are you free from emotional outbursts of anger, tears, etc.?					
8. Do you face disagreeable duties promptly and without trying to escape by playing sick or making excuses?					
9. Can you stay away from home a month or more without undue homesickness?					
10. Can you weigh facts and make decisions promptly, then abide by your decisions?					
11. Do you postpone things you want to do now in favor of greater benefits or pleasure later?					
12. Are you usually on good terms with your family and associates?					
13. When things go wrong, can you objectively determine the cause and remedy it without alibis for yourself and blaming it on other people or things?					
14. When disagreeing with another, can you usually work out a mutually satisfactory agreement which leaves no hard feelings?					
15. Can you enjoy informal social events without a wallflower feeling?					
16. Do you get real enjoyment out of doing little things for others, even though you know they will likely remain unknown and unappreciated?					
17. Do you wear neat but modest clothes with no tendency to gaudiness or overdress?					
18. Are you ordinarily free from worry and remorse over past sins and mistakes that can't be remedied now?					
19. When dealing with others, can you make decisions fairly, regardless of personal dislike or resentment?					

Emotional Maturity (continued)

20. When you are the leader of a group, do you use democratic methods and avoid dictating or forcing your will upon others?
21. Are you loyal to your friends, minimizing or not mentioning their faults to others?
22. Are you free from touchiness, so that others do not have to handle you with kid gloves?
23. Do you act according to your honest convictions regardless of what others may think or say about it?
24. Do you have a kindly feeling toward most people, a deep friendship for some, and no unhealthy attachments to any?
25. Do you feel that you usually get about what you deserve? Are you free from a feeling that others have it in for you?

1	2	3	4	5

In order to make a rough estimate of your over-all emotional maturity, total all scores and divide by 25 (the number of item rates). If you have proceeded honestly and objectively, an average of 4 or 5 means that you are quite acceptable, a rating of 3 indicates you are about average, and an average of 1 or 2 shows that you are below average and should take drastic measures to bring your emotional development up to a par with your physical and mental maturity. Here are some suggestions to help you attain emotional maturity:

1. Face your deficiencies frankly and resolve to eradicate them just as quickly as possible.
2. Set out to acquire definite skills and interests which have social rather than selfish or personal values.
3. Make it a point to associate with a number of emotionally mature people. Observe them and try to determine why they are so.
4. If you feel a need for help seek someone qualified and discuss the problem frankly and openly with him. Be willing to act on any recommendations he may make.
5. Get wrapped up in causes so big and worthwhile that they completely absorb you, making you forget about yourself and your troubles.

Date _____

I need from town:

Items: _____

Amount of money _____

Store: _____

Signed

Date _____

I need from town:

Items: _____

Amount of money _____

Store: _____

Signed