

A STUDY OF THE RELATIONSHIP BETWEEN A RESIDENCE
CAMP EXPERIENCE AND THE DEVELOPMENT OF
SELF-DISCIPLINE AND SELF-RELIANCE

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CHAPTER I

INTRODUCTION

Statement of the Problem

The recreational experience in group living in the out of doors for a period of time at an organized site under supervision of trained personnel known as camping is an educational venture with four broad objectives. These objectives in terms of pupils' needs include: self-realization: to properly direct one's life; human relationships: to learn social skills; economic efficiency: managing one's life; civic responsibility: to find one's place in the community and to better the community. Camping is making an effective effort to achieve these aims. While vocational training is not specifically taught at camp, attitudes of self-reliance, independence, and perseverance, which tie into job efficiency are goals to be achieved at camp.

Need for the Study

The question of the value of camping objectives is raised when they do not actually result in the desired educational changes promised. The purpose of this study

The important questions asked at the conclusion of every season by camping personnel are, "Have the objectives printed in the publicity and presented to the clientele actually been realized? Have the ideals we stated as objectives become a part of the camper's whole person, or have they remained in the pages of the brochures and in the minds of the camping personnel and participants as mere words?"

Purpose of the Study

This study will attempt to determine if there is a relationship between the experience at a residence camp and the development of two attributes, self-discipline and self-reliance. The purpose of this study was to determine the influence that a residence camping experience could have on the development of self-discipline and self-reliance in its participants.

The study sought to answer the following questions:

1. What constitutes a self-disciplined and self-reliant child?
2. To what degree does each child exhibit these qualities during the camp period?
3. What effect does the camp experience have on the development of self-discipline and self-reliance?
4. If development of self-discipline and self-reliance occur, to what degree are these objectives realized during the camp experience?

Need for the Study

The question of the value of camping objectives in terms of what they do in actuality to the camper is one which professional camping personnel are constantly seeking to ascertain. The results of this kind of study can serve as a guide for the future rather than depending on someone else.

criteria for change in the present programs and in determining what activities may be added or stressed to bring about the fulfillment of these objectives.

There is very little data in existence concerning the values of the camping programs to the camper and few studies have been done in the area of realization of objectives.

Limitations of the Study

Purpose of the Study

This study was limited to fifty participants in one camp setting. The participants in the study were selected at random that a residence camping experience could have on the development of self-discipline and self-reliance in its participants. Some had previous camping experience and some had not.

Due to the Definition of Terms Used, this study was limited to:

Residence camping - a recreational experience in group living in the out of doors for a period of time at an organized campsite under the supervision of trained personnel.

Citizenship - the responsibility of every person within a group to fulfill his duties to make congenial and successful living possible.

Procedure of the Study

Self-discipline - throughout the study the term self-discipline shall be interpreted as meaning a self-imposed ability to regulate one's conduct. It implies the ability to subordinate activities and to display restraint. The self-disciplined child is one who accepts responsibility for himself in all the areas of association with a group. He feels a responsibility in a group to perform in an acceptable manner. His conduct therefore is controlled by principle rather than depending on someone else.

Self-reliance - it is interpreted in this study as meaning the ability to rely on oneself for his own subsistence. It implies being able to do routine tasks for oneself rather than depending on someone else.

Character - a pattern of behavior or personality, moral constitution or strength, self-discipline and fortitude.

Limitations of the Study

This study was limited to fifty participants in one camp setting. The participants in the study were selected at random and were girls within an age range of 9 to 10 years. Some had had previous camping experience and some had not.

Due to the wide scope of the subject this study was limited to two important objectives of the camping programs of the Wichita, Kansas, Young Women's Christian Association Residence Camp.

The review of literature was limited because research and writings in this area were not numerous.

Procedure of the Study

The procedures for acquiring the material for this study were a review of pertinent literature, questionnaires and personal observations.

Investigation in the literature was made to determine what constitutes self-discipline and self-reliance. From this review a questionnaire was constructed.

Information about each participant's degree of self-discipline and self-reliance was obtained before the camping

experience. The participant was observed and rated during her experience at camp. A follow-up survey was conducted to determine to what extent the participant had grown or developed in these areas as a result of the camp experience.

Questionnaires were mailed to parents of fifty campers enrolled in one or more sessions at the Wichita Young Women's Christian Association Residence Camp. The questionnaire was first sent to the parents two weeks before the child attended camp, and again two weeks after the completion of the camp experience.

Each of the fifty campers was personally observed and rated by the researcher and a staff of twelve counselors under the direction of the researcher. The participants were rated by criterion designed by the researcher.

The data received from the two responses to the questionnaire and from the personal observations were analyzed by comparing them to criteria established for human relations there can be no doubt. Authority is the determining self-discipline and self-reliance for girls in this age range and by a study of the possibilities of character development as a result of such an experience.

¹Robert Taylor, The Disciplined Life (Kansas City, Missouri: Beacon Hill Press, 1962), p. 26.

²English, H. B. & A. C., A Comprehensive Dictionary of Psychological and Psychoanalytical Terms (New York: Longmans, 1958), p. 54.

³English, Horace S., Dynamics of Child Development (New York: Holt, Rinehart and Winston, Inc., 1961), p. 12.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

complex of interwoven (1) dependence-compliance, (2) resistance, (3) love, (4) hatred. These are combined in many different patterns according to the child's differing experiences with adults. Authority patterns is first

formed in the home and is transferred almost intact to the school and other activities where it determines the way be components of character learned and developed in children in which the child accepts the teacher and other adults as soon as they are able to interact with their environment. Leadership.

These components develop as a result of a variety of influences. A child must be taught obedience but obedience is merely

a means to an end to be exercised only when the end makes it necessary. Taylor¹ has stated self-discipline grows out of imposed discipline from authority. Authority has been defined as power over the behavior of others. Psychologically it is, children themselves restrain & pressurize impulses in order to "a relationship between two or more persons where the commands, suggestions, or ideas of one of them influence the other."² There are many kinds of authority and many ways of exercising it. But of the fact of authority in human relations there can be no doubt. Authority is the basis of all discipline and leadership as well.³ Authority has its origin in the universal experiences of the human infants which lead them to react to adult superiority with a

¹Robert Taylor, The Disciplined Life (Kansas City, Missouri: Beacon Hill Press, 1962), p. 26.

²English, H. B. & A. C., A Comprehensive Dictionary of Psychological and Psychoanalytical Terms (New York: Longmans, 1958), p. 54.

³English, Horace B., Dynamics of Child Development (New York: Holt, Rhinehart and Winston, Inc., 1961), p. 22.

complex of interwoven attitudes; (1) dependence-compliance, (2) resistance, (3) love, (4) hatred. These are combined in many different patterns according to the child's differing experiences with adults. The authority pattern is first formed in the home and is transferred almost intact to the school and other activities where it determines the way in which the child accepts the teacher and other adult leadership.⁴

Character has to do with those phases of man's behavior other than intellectual.
 A child must be taught obedience but obedience is merely a means to an end to be exacted only when the end makes it necessary. Obedience is not a primary virtue or end in itself, self-discipline is. Self-discipline means that the children themselves restrain a present impulse in order to attain a more distant goal. Self-discipline is something the child does; external discipline is done to the child.⁵

The child is presented with a diversity of behavior patterns as soon as interaction begins in the home and environment. These patterns are imposed upon the child without her choosing. After a period of time, hopefully, this behavior becomes a part of the child's total character and she performs these responsibilities without an outside influence.
 Self-reliance, as self-discipline, is a quality that must be learned as the child begins to feel an independence

⁴American Camping Association, "Character Building--The Light of Camping," *Camping Magazine*, 32:70 (January, 1940), p. 70.
⁴English, *op. cit.*, p. 23.

⁵*Ibid.*, p. 89.
 Hill Book Company, Inc., 1935), p. 12.

from authority. The child learns to assume responsibility for her own welfare rather than depending upon parents, teachers, counselors and other figures of authority. Character has been defined as the distinguishing mark signifying what our training habits and thoughts have made us.⁶

McKown⁷ lists eight "character-istics":

1. Character has to do with those phases of man's behavior other than intellectual.
2. Character is observed in the crystallization of definite traits.
3. Character represents an organization of behavior.
4. Character is related to conduct.
5. Character in a limited (and usual) sense refers to moral character, that is one's behavior relative to the conventions and standards of society.
6. Character is the result of an evolution.
7. Character has to do with the outward expression of inner attitudes or dispositions.
8. Character in a limited sense refers to socialization.

Webster says, "Character is an individual pattern of behavior or personality, their moral constitution or strength, self-discipline and fortitude. He further states that discipline is the training that develops self-control, character, (The World Publishing Co., 1962), p. 330.

⁶Richard S. Doty, The Character Dimension of Camping (New American Camping Association), "Character Building--The Light of Camping," Camping Magazine, 32:70 (January, 1960), p. 70.

⁷Harry C. McKown, Character Education (New York: McGraw-Hill Book Company, Inc., 1935), p. 12.

orderly conduct and efficiency.⁸ developed through life
 exper Doty⁹ says that character consists of something positive
 which must be learned; it does not result automatically when
 something wrong is unlearned. Any organization dealing with
 character must have something to give children and not
 merely supply a method for taking away obstructions.

situat Character development is not so much changing wrong
 attitudes which will cause them to seek, choose, learn and
 grow in such a way as to release their potential for them-
 selves and for society. Self-discipline, like anything, is
 learned only by the person's own actions--what the adult
 does helps develop self-discipline and character only as it
 evokes in the child self-controlling behavior.

Self-discipline does not grow when the child yields to
 every passing inclination nor when he yields with or without
 constraint to authority. It grows when she successfully
 masters and integrates her own unruly and conflicting impulses.¹⁰

A person's character is her conduct in situations that
 involve other people. Her character is good to the extent that
 she respects the rights of others and seeks their welfare as

⁸Webster's New 20th Century Dictionary, 2nd Edition,
 (The World Publishing Co., 1962), p. 520. (1953), pp. 457, 112

⁹Richard S. Doty, The Character Dimension of Camping
 (New York: Association Press, 1960), p. 16. University of Chicago
 Press, 1953, p. 134.

¹⁰English, op. cit., p. 89.

¹¹Webster's New Collegiate Dictionary (Sp. 1951) 4.
 and C. Merriam Co., 1963, p. 301.

well as her own.¹¹ Character is developed through life experiences rather than by being told what to do, or by reading about the character of others. Studies show most youth understanding right from wrong, but practice approved behavior only to the extent that they have the opportunities to discover through experience how to act in particular situations.¹²

It is thus evident from these statements on self-discipline and self-reliance that they are not separate aspects of a person but are an integral part of character and a combined sum total of what the person is and will become. Further, character as discipline and reliance is learned and developed through socialization throughout one's life.

Influences on the Child's Character

Development

The Family

Webster refers to the family as that ". . . body of persons who live in one house, and under one head or manager: a household including parents, children and servants. . ."¹³

¹¹ Raymond G. Kuhlen, The Psychology of Adolescent Development (New York: Harper and Brothers, 1952), pp. 257, 376.

¹² National Society for the Study of Education, General Education Fifty-First Yearbook (Chicago: University of Chicago Press, 1952), p. 134.

¹³ Webster's New Collegiate Dictionary (Springfield: G. and C. Merriam Co., 1963), p. 301.

their actions and father generally have a major part in the acquisition of both social motives and self restraints.¹⁴ McKown notes:

The home offers by far the most important opportunity for character education found in the life of the individual (and this) is indicated by two facts: first, it is his environment during the most impressionable age of his life, and second, it influences very vitally everyone of his important day to day interests--mental, physical, spiritual, moral, social and recreational. The basic patterns of personality are formed in the first five to six years of life. These facts place a great responsibility on parents, for personality is formed largely through parent-child relationships.

Parental standards define "right" and "wrong" for children when they are too young to understand the difference. Admonitions and demands imposed on children are therefore vitally important in the formation of their conscience.¹⁵ Parental standards also have an important part in the origin of ambition.¹⁶ Psychoanalytic theory regards the mother and father as doing much to shape children's motives and ideals. Most of the motives involved in social behavior are derived from a smaller number of biological drives. The acquisition of inner controls and inhibitions is an important aspect of the socialization process. Parental figures are instrumental in the development of such self-controlling mechanisms. Children's imitation of or identification with

¹⁴ Harry C. McKown, Character Education (New York: McGraw-Hill Book Company, Inc., 1935), p. 409.

¹⁵ Ruth L. Munroe, Schools of Psychoanalytic Thought, (New York: Dryden Press, 1959), p. 210.

¹⁶ G. S. Blum, Psychoanalytic Theories of Personality, (New York: McGraw-Hill, 1953), p. 113.

their mother and father generally have a major part in the acquisition of both social motives and self restraints.¹⁷

Psychologists and psychiatrists maintain that moral behavior as well as moral judgments depend on the formation of strong consciences. This is developed almost entirely by association, restrictions and punishment administered by parents. Children get approval for carrying out desired actions and some form of punishment if they depart from their parents' standards. With time and learning they control themselves because of the hopes of obtaining rewards such as social approval or their fears of obtaining punishment such as spanking, or merely disapproval.¹⁸

To illustrate further the important role of the home as an influence on the development of character, Sears¹⁹ has said, "Parents teach their children how to act in certain situations by the examples they provide for their offspring as well as by their explicit commands and prescriptions. Parental discipline can also shape a child's behavior."

¹⁷Albert Bandura and P. H. Walters, Social Learning and Personality Development, (New York: Holt, Rhinehart and Winston, 1963), p. 527.

¹⁸Leonard Berkowitz, The Development of Motives and Values in the Child. (New York: Basic Books, Inc., 1964), pp. 55-56.

¹⁹R. R. Sears, Patterns of Child Rearing, (Austin, University of Texas Press, 1957), p. 153.

Arnold L. Gesell, The Child From Five to Ten. (New York: Harper and Brothers Publishers, 1947), p. 3.

²⁰Harry C. Hoelz, Character Education (New York: McGraw-Hill Book Company, Inc., 1935), p. 11.

Parents' actions set an example for their children. If the mother and father are characteristically law-abiding and nonaggressive, there is a good chance that their children will behave in a similarly moral and socially responsible fashion. On the other hand, parents may have only themselves to blame if their sons and daughters display frequent immorality and aggressiveness in their daily lives; to some extent at least the children are likely to emulate their elders.²⁰ The parent-child relationships of family life are of determining importance in the early patterning of personality: a well-ordered home which provides normal parental care is the best guarantee of mental health in the growing child.²¹

The School

The school is the "second home" of youngsters between ages of 6 and 16. Here boys and girls meet other children of their own age, and new values are developed. Many extra-curricular activities have been stressed in the school's curriculum making it possible for a student to actively participate with his peers and learn how to react to other individuals and how they react to him . . . the schools are making serious attempts to train for complete or all-round living.

¹⁹ Ibid., p. 11.

²⁰ Leonard Berkowitz, *op. cit.*, p. 83.

²¹ William B. Ragan, *Modern Elementary Curriculum*. Ed. Arnold L. Gesell, The Child From Five to Ten. (New York: Harper and Brothers Publishers, 1946), p. 32.

²² Harry C. McKown, Character Education (New York: McGraw-Hill Book Company, Inc., 1935), p. 11.

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²¹ Arnold L. Gesell, The Child From Five to Ten, (New York: Harper and Brothers Publishers, 1946), p. 32.

²² Harry C. McKown, Character Education (New York: McGraw-Hill Book Company, Inc., 1935), p. 11.

McKown stated "a community does not need valedictorians half as much as it needs good citizens, for basically a community is not a group of scholars, but an organization of citizens. So the modern school is making headway in emphasizing training in all-roundness, and what is all-roundness but personality and character spelled in a different way?"²³ The school builds character in many ways that are impossible for the family, because many parents will not accept the responsibility for building character. Children are not to be considered as candidates for membership in the culture, they already are members and are entitled to their share of happiness that comes from participation in the life of the group. Schools must recognize their responsibility for helping children acquire the social skills needed for getting along and for becoming effective group members. These skills like others are learned through meaningful experiences. The practice of democratic skills in the classroom provides the basis for effective citizenship in wider groups of the community, state and nation.²⁴

The need for security is met in modern schools through helping each child develop efficiency in the use of such important skills as reading, writing, using numbers, and

²³ Koselina Cassidy, Curricular Development in Physical Education, (New York: A. S. Farnes and Company, 1950), p. 45. Ibid., p. 11.

²⁴ William B. Ragan, Modern Elementary Curriculum. (3rd Ed. New York: Holt, Rhinehart and Winston, 1966), p. 60.

speaking in accordance with his abilities; through discovering special needs and interests, through providing opportunities for the development of social skills in group situations; through supplying understanding and assistance to atypical children; through using praise and criticism discriminatingly; and through developing a classroom environment for happy cooperative living.²⁵

The fact that democracy is the highest social ideal of the American people and the school is society's chief formal agency for preserving and improving the democratic way of life are agreed upon by all educators. However, these are not new concepts. It was more than 150 years ago that Webster wrote, "If, then, the youth were to grow into citizens capable of furthering democracy it must be by means of an education suited to a democracy."

The task of the school today in any society and at any period of time is to prepare the individual of that society for successful living. Our time is one of rapid change, fabulous invention and application of scientific research in every respect of our daily lives.²⁶

²⁵ Ibid., p. 62.

²⁶ Rosalind Cassidy, Curriculum Development in Physical Education, (New York: A. S. Barnes and Company, 1950), p. 46.

²⁵ American Camping Association, "Camp is Our Friend," Camping Magazine, 5:31-32 (January 1926), p. 31.

²⁶ Richard S. Gray, The Character Education of Camping, (New York: Association Press, 1907), p. 19.

As we look ahead at the task today and ask what must be the purpose of the elementary school and higher education in the United States in these next years of the twentieth century, we at once realize two distinct trends. First, that our time is and will continue to be full of uncertainty and rapid change. Second, that valid factual data upon which to build our programs in education are difficult to secure and too complicated to make operative quickly in school practice. These two facts make it evident to educators that wherever schools are to function adequately in preparing our citizens to live effectively in their day and time, it is essential that machinery be set up for constant study, planning and re-planning in education and that this process of study, plan, tryout, restudy, replan, be premised on a steadfast belief in a fluid functional educational program for Americans of all ages.²⁷

4. Vocation

Camping

5. Citizenship

There are many organizations designed to implement the building of character. Some of these are the church, clubs, and various recreational programs of which camping is foremost. These apply to the camping program as well as to education

Camping is education. Eliot,²⁸ president of Harvard

University, has said, "the greatest individual contribution which has been made to the education of American youth is the summer camp." It can be said then that organized camping serves to supplement educational, recreational and religious influences. Camping can change character for in its fairly isolated environment the camper is free to begin anew.²⁹

²⁷Ragan, op. cit., p. 101.

²⁸NEA Cardinal Principles of Secondary Education (Washington, D. C., 1918), p. 101.
²⁸American Camping Association, "Camp is Education", Camping Magazine, 32:21-52 (January 1960), p. 1.

²⁹Richard S. Doty, The Character Dimension of Camping, (New York: Association Press, 1960), p. 16.

Camping is a series of purposeful, related experiences in real life situations and is therefore an educational process. Camping is thus guided and aided by the aims of education for a wider and fuller interpretation of its aims and goals. The Commission of Reorganization of Secondary Education presented the aims of education as follows:³⁰

1. Health
2. Command of fundamental processes
3. Worthy home-membership
4. Vocational experience.
5. Citizenship
6. Worthy use of leisure
7. Ethical Character

These apply to the camping program as well as to education and have aided in interpreting the aims and values of camping. The camp provides opportunity for an unusually wide range of activities. It is difficult to find any one type of education which provides for all of them. The camp program, however, closely approximates this.

In support of the camp as an education program which contributes to the development of moral and social ideals in children, Gibson³¹ has stated, "a worthwhile camp will have school."

³⁰ NEA Cardinal Principles of Secondary Education (Washington: U.S. Government Printers, 1947), pp. 10, 11.

³¹ Kenneth B. Webb, Light From A Thousand Campfires. (New York: H. W. Gibson, Camp Management, (Cambridge: The Murray Printing Co., 1923), p. 61.

definite objectives and ideals, towards which every phase of camp life will be directed. These objectives should include health, giving nature acquaintance, wholesome fun, social adjustment, self-reliance, joy of achievement, leadership training, altruistic service, religious worship and character making."

The fact that the camping environment is an ideal place to educate children and to help spread a more adequate ideal of education is exemplified by Webb³² in the following discussion of educational experience. The verb to learn means certain past experience stays with one after it has been lived, so as to come back into present experience to help carry it on. One's life and what one lives stays with him after he has lived it to come back again appropriately into his life. Before a thing can be learned it has first to be lived. If it is a feeling, one cannot learn it until he has first felt it. If it is a thought, one cannot learn it until he first thinks it. If it is a skilled movement, one cannot learn it until he first makes that movement. One learns only and exactly what he lives. This is why a camp is so good for children because it provides real living and so brings learning far better than does the older type school.

³²Kenneth B. Webb, Light From A Thousand Campfires, (New York: Association Press, 1960) p. 43.

(New York: Harper and Row, 1963), pp. 35, 36

definite objectives and ideals, towards which every phase of camp life will be directed. These objectives should include health, giving nature acquaintance, wholesome fun, social adjustment, self-reliance, joy of achievement, leadership training, altruistic service, religious worship and character making."

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³²Kenneth B. Webb, Light From A Thousand Campfires, (New York: Association Press, 1960) p. 43.

The fact that camping is an educational experience is exemplified in the way in which a camp experience can accomplish the basic aims of education. These aims are: (1) to help each child grow into a more adequate self-hood, (2) to help each one enrich his own life by upbuilding himself, and (3) to help each one grow into better social relationships.

Camping aims, objectives and character development.

The philosophy of camping is the basic concept concerning the primary values of life that are related to camping. The ultimate objective is a concise statement of the camp's supreme purpose. Major objectives (goals and aims) are the basic classification of camp purposes. These come directly from one's philosophy. General objectives are the simplest statements of these purposes. Specific objectives are the amplifications or broadening of the general objectives. Methods are the avenues of accomplishing these aims, techniques are the instruments of methods.³³

The American Camping Association gives the following objectives of camping and some possible outcomes.

1. The development of a sense of "at-home-ness" in the natural world and the art of outdoor living.
 - a. Increased understanding and appreciation of the world of nature.
 - b. A keener sense of responsibility for the conservation of natural resources.
 - c. Understanding of man's dependence on nature.
 - d. Ability to use basic camping skills.

³³Floyd and Pauline Todd, Camping for Christian Youth. (New York: Harper and Row, 1963), pp. 55, 56.

2. Education for safe and healthful living.
 - a. Ability to use basic camping skills.
 - b. Improved eating habits and nutritional status.
 - c. Increased vitality, endurance and strength.
 - d. The formation of positive health habits.
 - e. Adjustment to physical defects.
 - f. Safety skills indigenous to the out-of-doors.
 - g. Freedom from mental tensions.

3. Education for constructive use of leisure.
 - a. Ability to camp with ease.
 - b. Development of a variety of skills useful in adult life.
 - c. Creative ability in developing recreational activities.
 - d. Increased understanding and appreciation of the out-of-doors.

4. Contribution to personality development.
 - a. Development of increased self-reliance and initiative.
 - b. Adjustment to physical defects.
 - c. Development of various skills.
 - d. Increased creative ability.
 - e. Freedom from parental control.
 - f. A sense of worth as an individual through belonging to a group.
 - g. Development of ability to analyze, judge, make intelligent decisions.
 - h. Freedom from mental tension.
 - i. An appreciation of comradeship.
 - j. Ability to cooperate and be considerate of others.
 - k. A sense of social understanding responsibility.
 - l. An understanding and appreciation of persons of different religions, cultures, nationalities and races.
 - m. A sense of kinship with and security in an orderly universe.

5. Education for democratic group and individual living.
 - a. Understanding of our pioneer heritage.
 - b. A sense of worth as an individual.
 - c. Development of ability to analyze, judge and make decisions.
 - d. Ability to cooperate and think of others.

- e. A sense of social understanding and responsibility.
 - f. Ability to function effectively in a democratic society.
 - g. An understanding of the worth of every individual.
6. The development of spiritual meanings and values.
- a. An understanding and appreciation for persons of other religions, cultures, nationalities and races.
 - b. A deeper sense of religious values as expressed in all phases of living.
 - c. A sense of kinship with and security in an orderly universe.
 - d. A keener sense of aesthetic appreciation.³⁴

Character traits are learned through experience.

Camping is one facet of life through which children have an opportunity to develop character traits. As the traits do not develop naturally they must be learned. Each child must have varied experiences which afford opportunity to be truthful, honest, fair, trustworthy and just. By practicing self-discipline in situations which offer opportunities of this nature and by being counseled, encouraged and corrected when necessary, each individual develops patterns of behavior which can be carried over into situations not involving camping activities.³⁵

Through camping activities many personal qualities are developed which help provide better individual adjustment.

³⁴Camp Administration Course Outline (Martinsville: American Camping Association, 1961), pp. 4, 5.

³⁵Leslie Irwin, The Curriculum in Health and Physical Education, (St. Louis: C. V. Mosby Company, 1951), p. 156.

Such attributes as courage, justice, patience, tolerance, fairness and honesty can be developed while children are living and playing together in a camping experience. Bad character is developed by the same process that develops good character and the types of character development will depend upon the conditions of the program.³⁶

Mason³⁷ has said, "contact, association is the educating, civilizing, socializing, humanizing factor in life and herein lies perhaps the greatest contribution of organized camping."

Life enrichment and character development. Today most children are brought up in cities or city-like suburbs where park and playgrounds are the closest they get to the country. For these children summer camp provides their only experiences of wilderness life, their only chance to see plants growing wild and animals in their natural state. Camp offers youngsters a chance to learn canoeing, archery, woodcraft and other nature lore. It does not matter that in later life few children will ever have to paddle a canoe, shoot an arrow, blaze a trail or make their own sandals. What does matter is that being able to do these things gives children a sense of accomplishment and self-reliance.³⁸

³⁶ Irwin, op. cit., p. 154.

³⁷ Bernard S. Mason, Camping is Education (New York: The McCall Co., 1930), p. 41.

³⁸ William and Ellen Hartley, "There's A Summer Camp for Every Child," Parents Magazine, 32:29-54 (April, 1966), p. 51.

Camping can enrich life because in our urbanized country the average child has little opportunity to swim, roam the woods, learn trees, build campfires or cook over a fire. Many of these things are offered by the camp. It is an entrancing life to youth and even though most of what is learned cannot be carried back directly to their lives, their lives are forever different because of having lived these enrichments. Books have richer content and life has different hopes.

Camp life can contribute to individual growth because the activities afford opportunity for campers to participate in things for which the camper feels a need rather than a required curriculum. Bonser³⁹ has stated "in accomplishing all of these life purposes--health, practical efficiency, civic and social cooperation and wise and wholesome recreation--the only means of growth is by effective and satisfying participation in these activities."

Kilpatrick,⁴⁰ one of America's greatest educators, has said "camping is (or should be) not just recreation, not primarily a business--or an 'industry' but in the fullest sense of the word a 'leading out' of the richest potential of the human spirit."

³⁹Fredrick G. Bonser, The Elementary School Curriculum, (New York: The Macmillan Co., 1922), p. 57.

⁴⁰William H. Kilpatrick, "The Role of Education Today." Camping Magazine, (February 1942), p. 29.

Democracy and character development. Camping contributes to the development of better social relationships by offering opportunity to learn democracy because campers have the chance to live democratically. Because the camp does not have to follow traditional "fixed-in-advance" activities of learning, as the school does, it can sincerely build itself on living, on honest worthy living, and nothing else.

One of the goals of education, that of training for democracy is stated by Dewey⁴¹ as follows:

A democracy is more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience. The extension in space of the number of individuals who participate in an interest so that each has to refer his own actions to that of others, and to consider the action of others to give point and direction to his own, is equivalent to the breaking down of those barriers of class, race and national territory, which kept men from perceiving the full import of their activity. These more numerous and more varied points of contact denote a greater diversity of stimuli to which an individual has to respond; they consequently put a premium on variation in his actions. They secure a liberation of powers which remain suppressed as long as the incitations to action are partial, as they must be in a group which in its exclusiveness shuts out many interests.

The commission on the Reorganization of Secondary Education has presented an interpretation of democracy which serves as an excellent guide:

The purpose of democracy is so to organize society that each member may develop his personality through activities designed for the well being of his fellow

⁴¹John Dewey, Democracy and Education. (New York: The Macmillan Co., 1922), p. 101.

members of a society as a whole.⁴²

The camp can and does almost inevitably give young people the opportunity to live together on terms that normally make for the desired emotional security and maturity. They have an opportunity to live in a camp situation as a personality among their peers with a minimum of adult domination.

Ellwood⁴³ states "The knowledge more worthwhile in our human world is knowledge of human beings in their relationships--of humans living together and the problems involved therein." The summer camp is the most ideal place for these experiences of human relations to take place.

Needs and desires in relation to character development.

In dealing with each individual camper we must recognize he is a growing, plastic individual, a complete being who cannot be handled a part at a time--as his health, his play, his mind or his body. We must take into consideration his interests, abilities and needs in planning and conducting camp activities.⁴⁴

⁴²NEA, Cardinal Principles of Secondary Education (Washington: United States Government Printers, 1947), p. 9.

⁴³C. A. Ellwood, The Social Problem. (New York: The Macmillan Co., 1927), p. 224.

⁴⁴Lloyd Burgess Sharp, Education and the Summer Camp--An Experiment. (New York: Bureau of Publications, Teachers College, Columbia University, 1930), p. 36.

The program recognizes as an essential part of its purpose the supplying of immediate needs.⁴⁵

Children are not interested in high-sounding objectives such as "personality development" or "growth in democratic processes". A summary of the underlying motives of campers will reveal their goal is to "have a good time" or "to have fun."

The following is a listing of camper objectives:

1. Above all, to have fun
2. Good food
3. Excitement, adventure
4. New experiences
5. Approval and being liked⁴⁶

The objectives or goals that parents want camps to achieve in relation to their children are:

1. Safety of the child, kept from accident
2. Health guarded by proper food, rest and cleanliness
3. Reasonable control, not harsh, dictatorial, but set limits to give the child a sense of security
4. Some skills achieved, such as being taught to swim
5. Progress in getting along with others
6. Learning of some independence
7. Fostering of neatness⁴⁷

It is true camp programs with their many objectives and aims are adult-made. The adult has aims of character-building and personality-molding, et cetera, but the campers' aim in attending camp is fun. They judge every activity on the basis of pleasure and interest. A camp program must be planned with this fact in mind. The adult aims may be met

⁴⁵Ibid., p. 37.

⁴⁶Floyd and Pauline Todd, op. cit., p. 44.

⁴⁷Ibid., p. 45.

in activities planned to meet campers' aims.⁴⁸

An understanding as to why people, campers, individually and in groups act as they do and what the driving forces behind their desires are, serves as a point of departure for planning a camping program and for human motivation. Thomas and Thomas⁴⁹ offer the following formula for such planning as four classes of wishes, (1) the wish for new experience, (2) the wish for security, (3) the wish for recognition, and (4) the wish for response. The desire for new experience is seen in simple forms in the prowling and meddling activities of the child and the love of adventure and travel in the boy and the man. In its pure form the desire for new experience implies motion, change, danger, instability, and social irresponsibility. The individual dominated by the desire for new experience shows a tendency to disregard prevailing standards and group interests. The desire for security is opposed to the desire for new experience. It implies avoidance of danger and death, caution, conservatism. Incorporation in an organization (family, community, state) provides the greatest security.

The desire for recognition expresses itself in devices for securing distinction in the eyes of the public. Some

⁴⁸R. E. Parks and E. W. Burgess. Introduction to the Science of Sociology. (Chicago: The University of Chicago Press, 1921), p. 489.

⁴⁹W. I. Thomas and D. S. Thomas. The Child in America. (New York: A. Kptf and Company, 1928), p. 347.

various modes of seeking recognition are through courageous behavior, showing off through ornament and dress, the display of opinions and knowledge and the possession of special attainments as in the arts. It is expressed alike in arrogance and in humility, even in martyrdom. The desire for response is raving, not for recognition of the public at large, but for the more intimate appreciation of individuals. It is exemplified in mother-love, romantic love, family affection and other personal attachments. Homesickness and loneliness are expressions of it. Many of the devices for securing recognition are used also in securing response.⁵⁰

It is largely the wish for new experience which takes the boy or girl to camp in the first place. The adventure programs in camping give opportunity for new experiences. The camper is very apt to feel secure in camp and even take her security for granted. The camping environment gives way to feelings of security because of its small group structure and the counselor-camper relationship.

The wish for recognition manifests itself in athletic contests, winning of tournaments, development of various skills, knowledge of nature, striving for honors and awards, serving of camp, wearing of styles, use of popular slang and doing the unusual. An act may give satisfaction to many of our elemental wishes or all of them. Participation in

⁵⁰W. I. Thomas, op. cit., pp. 231-289.

canoeing, for example, may mean new experiences and at the same time lead to recognition by others in displaying strong physical ability. Individuals desire not only recognition in large groups, but also response and affection from those who are dear to them. This can be seen in camp friendships with pals, buddies, tent-mates and counselors.

The end results desired must grow out of the present interests the camper has. However anxious the camp staff may be to accomplish specific worthwhile results in character and personality and to develop skills in certain techniques, they must not fail to keep constantly before them the camper-aim of fun and interest, remembering that the camper knows where her interests lie.⁵¹

Character development and change in behavior. There is no doubt that it is difficult to measure or even get a clear idea of what changes there have been in children's attitudes and in their behavior. Yet it is evident that changes do occur during a camp season. Such changes as more sturdy self-reliance, more consistent honesty, more effective co-operation and a host of other qualities are developed which make for a well adjusted individual.⁵²

Webb⁵³ states further that many of the relatively

⁵¹W. H. Kilpatrick. Foundations of Methods. (New York: The Macmillan Co., 1925), p. 136.

⁵²Webb, op. cit., pp. 31, 32.

⁵³Ibid., p. 144.

superficial things such as details about counselors, other campers, details of happy times and even good habits such as keeping their things in order, making beds, et cetera, may not be maintained after they are home and again are members of neighborhoods, schools, and clubs. However the gains made in camp in greater emotional stability, the changes that the camp experience wrought in personality and character, the social adjustment and improved attitude toward authority, the increased feeling of self-confidence based on accomplishments in camp and being accepted by fellow campers as a desirable person will become such a part of the child that he will carry them over into his noncamp environment.⁵⁴

Camping develops character. The development of character, self-discipline and self-reliance as objectives are realized through all of the activities and facets of the camping program. Sports which are included in every camping program necessitate the development of various skills, sharing, working together and an opportunity to gain recognition as an individual. The relationships maintained between campers and counselors involving small group activities and discussions give opportunity for campers to participate and contribute as individuals and develop responsibility for their own person as members of a group. Having to behave in an acceptable manner as part of a group helps to develop patterns of self-discipline and responsibility that cannot be learned by any other means.

⁵⁴Webb, op. cit., p. 147.

The whole philosophy of camping is designed around offering such opportunities.

Another vital factor which must be considered when we analyze the realization of objectives and when we give consideration to the ways in which desirable and constructive patterns of behavior can become a permanent part of their personal lives, is the kind of environment to which the camper will return. It is not reasonable to expect the child to preserve gains made during the summer if he returns to an unchanged environment--certain family relationships, oversolicitous parents, a dominating father, jealousy of brothers and sisters, causes unwholesome reactions in children. Camp may relieve these pressures but it alone cannot change the relationships.⁵⁵

If young children do take on the color of their environment easily and if they cannot be expected to preserve changes in attitude and behavior upon returning to environments that work against such changes it will be most difficult to retain the growth they have acquired.⁵⁶

To help this situation camps have devised ways of interesting parents in the camp programs and welcomed advice and suggestions as to ways of dealing with their children. Camping staffs can make an effort to bring about a closer

⁵⁵Webb, op. cit., p. 154.

⁵⁶Ernest Osborne. "Home Again, So What?" Camping Magazine. (October 1937). 35:29, 43.

relationship between parents and the child's camp experience by helping the parents to understand what may have developed in the child and to further encourage them to new desirable behavior patterns.⁵⁷

What makes organized camps really worth while? They are engaged in a building enterprise, that of building children into self-reliant, purposeful, unselfish and productive adults. Every builder has his problems; that is why the work is challenging. The problems presented in building with brick and mortar are elementary compared with problems of building character.⁵⁸

Psychological and Sociological Characteristics
of Nine-Year-Old Girls

The nine-year-old is no longer a mere child: nor yet a youth, but an intermediate in the middle zone between a child and a junior high teen.⁵⁹ Significant reorientations take place during this intermediate period. The nine-year-old begins new forms of self-dependence which greatly modify her relations to the family, the school, her associates and to culture in general.

⁵⁷ Webb, op. cit., p. 147.

⁵⁸ Ibid., p. 158.

⁵⁹ Winifred Richmond, The Adolescent Girl. (New York: The Macmillan Company, 1925), p. 72.

Self-motivation is the cardinal characteristic of nine-year-olds. They have a growing capacity to put their mind to things, on their own initiative or on only slight cues from the environment.⁶⁰

There are innate differences in the depth and patterns of the ethical sense; but under favorable cultural conditions the nine-year-old is essentially truthful and honest. They are dependable and responsible and like to be trusted. They want a little freedom without supervision. Nine is pre-eminently an age when individuality seeks to reassert and to reorganize itself. An active nine-year-old is not too dependent on praise,⁶¹ may even show surprise when she gets it, but accepts approval and benefits from it.

There is a marked decrease in the more obvious tensional outlets at nine. They need to "let off steam". Nine is apt to groan, mutter, sulk or find fault in relation to specific happenings.

Nine is finally becoming what her parents have been striving for. They deserve and receive outright compliments such as, "she takes more responsibility", "she is both more independent and more dependent", "she can be trusted", and

⁶⁰ Ibid., p. 39.

⁶¹ Maryhelen Vannier, Mary Foster, Teaching Physical Education in the Elementary School. (Philadelphia: W. B. Saunders Company, 1964).

"she obeys well".⁶²

The nine-year-olds are coming within the realm of the more positive emotions. They may say that they hate certain activities, but will try to do them anyway. They may be impatient and quick tempered, and may flare up, but all of these responses are very shortlived. They may cry but only if they get mad enough or are really hurt. Nine-year-olds are more likely to be upset and apprehensive about their own actions.⁶³

Nine is an age when the child becomes impressed with whatever she is told. Strong feelings often prevail. She may show definite signs of empathy. Some of her established emotional reactions, like other characteristics, are variable and she may swing quickly from one extreme to another, as for instance from marked shyness to extreme boldness. Another extreme is shown in her alternation between a "don't care" attitude and an extreme sensitivity to criticism and desire to please.⁶⁴

She still wants some adult supervision during baths and dressing, but on the whole is fairly independent. She still needs to be reminded to brush her teeth and wash before meals,

⁶²Groves, E. R., Personality and Social Adjustment. (New York: Longmans, Green and Company, 1923).

⁶³Ibid., p. 59.

⁶⁴D. A. Thomas. Everyday Problems of the Everyday Child. (New York: D. Appleton and Company, 1927). pp. 169-231.

but usually takes the suggestion good naturedly as though she had been planning to do so herself but had forgotten.

The nine-year-old is not yet very interested in clothes, and prefers to have someone else select them for her. She is more apt to lay them on a chair than hang them up. Girls are interested in trying to do their own hair.

The nine-year-old is very curious and has a growing capacity for information and a lengthening of the interest span. There is a broadening interest in people and the community. She is developing an awareness of associates, both as individuals and members of the same group.⁶⁵

Nine-year-olds need a great deal of reminding. They are less involved with routine chores, and accomplish more tasks of the moment both when asked and spontaneously. They want to please, to perform a personal service and may prefer a pat on the back for a job well done to a material reward, or even to praise.

It is usually not difficult to discipline the nine-year-olds. Often they are controlled by a look. At times they may need a short isolation period, especially from other children. They accept it and soon return subdued. Nines respond well to a warning or to an actual deprivation.⁶⁶

⁶⁵Gesell, op. cit., pp. 188-205.

⁶⁶Freeman, Dowling, Lacy, Tippet, Helping Children Understand Science. (Chicago: The John C. Winston Company, 1954.).

The nine-year-old really wants to be helpful, but lacks spontaneity in doing things. She is, however, feeling the demands of her age with more privileges and more responsibilities. Although there are fewer battles over chores at nine, if too much is demanded she resents it and speaks her mind. The nine-year-old is so busy that she has little time for chores. Her decisions are made rapidly and easily. She also shows a considerable degree of fore-thought for she can set her mind to a task and can thus carry it through to completion.⁶⁷

To nine-year-olds the gang is more important than the family. Nines are always hurrying somewhere and this may be the reason they cannot keep themselves neat or take the time to worry about personal appearance.⁶⁸ However, nine-year-olds begin to show some independence in personal matters of cleanliness, appearance and care of clothing. O'Keefe⁶⁹ states that children of this age have a longer attention span and will continue one activity for a long time. These nine-year-olds are more skillful in their motor performances and enjoy displaying their skills in team participation, competitive games and self-testing activities. Nine-year-olds

⁶⁷Gesell, op. cit., p. 206.

⁶⁸Martha Mary Reynolds, Children from Seed to Saplings, 2nd ed. (New York: McGraw Hill Book Co., Inc., 1951), p. 173.

⁶⁹Ruth Pattric O'Keefe, Education Through Physical Activities, 2nd ed. (St. Louis: The C. V. Mosby Co., 1955), p.

have a strong sense of fair play.

Psychological and Sociological Characteristics
of Ten-Year-Old Girls

The distinctive characteristics of the ten-year level are best interpreted in terms of the maturity traits of the nine-year-old. While the nine-year-olds are engaged in mastering skill, they work with channelized intentness and are not too easily diverted from one activity to another. In comparison, ten is relaxed and casual, yet alert. They have themselves and their skill in hand and take things in stride. The ten-year-olds often show a genuine capacity to budget their time and energy. Their general behavior, their demeanors, and orientation to the household are more modulated.⁷⁰

The ten-year-olds are becoming more capable of little courteous amenities which have motor basis. Since their whole organization is less channelized, their attitudes are more flexible and they are more responsive to slight cues. This relative fluidity has important cultural implications. It makes the ten-year-old peculiarly receptive to social information, to broadening ideas and to prejudices, good and bad. It is relatively easy to appeal to their reason. This is a golden period for planting liberalizing ideas.⁷¹

The channelized characteristics of the nine-year-old,

⁷⁰Reynolds, op. cit., p. 94.

⁷¹Gesell, op. cit., p. 231.

and the fluidity of the ten-year-old readily lead to bullying and delinquent forms of behavior in an adverse environment. A gang may simply organize their traits for better or for worse.

It is said that the ten-year-old sometimes esteems her gang or club more than her family. This may be partly true, but on the whole she has a fairly critical sense of justice. She is cognizant of partialities and frequently surprises one with the judiciousness of her observations.⁷²

Individual differences apparent at nine years of age become still more manifest at ten. They may show fineness of character, graces of deportment, executive ability, perceptiveness of interpersonal relationships and a wide range of personality traits which have great prognostic import as to their potential vocation or career. In the management of interpersonal relationships they may already show a kind of skill and a sense of justice which signify capacity for leadership.⁷³

Girls are more aware of interpersonal relationships than boys are at ten. Girls are also more aware of their persons, their clothes and appearance. Girls are interested in family life and they are most perceptive of differences in family

⁷²Martha Mary Reynolds, Children From Seed to Saplings, 2nd ed., (New York: McGraw-Hill Book Co., Inc., 1951).

⁷³Groves, op. cit., p. 71.

living and thus are able to adjust to them as they arise.⁷⁴

Gesell has done extensive studies and tests upon various ages of children. He found that the sense of fairness is shared by ten-year-olds. Gesell⁷⁵ cites that ten's standards for right and wrong acts of others are very high. Children ten years of age evaluate their own assets principally in terms of abilities such as those in school or in athletics and in terms of individual personality traits. Ten-year-old girls do not stay angry long and most of them have a best friend, often several friends. They have a strong desire to do the same things and wear the same kind of clothes as those worn by the other girls in the group.⁷⁶ They are generally careless of personal appearance, dislike bathing, caring for their clothes, brushing their teeth and tend to shrug off responsibility.

Ten-year-olds have a great interest in club activities. They form and reform their own short-lived secret clubs. These children are generally easy going and well balanced. Their parents think of them as direct, matter of fact, simple, clear-cut and childish.⁷⁷

⁷⁴Gesell, op. cit., pp. 49-62.

⁷⁵Gesell, Ilg, Ames, Youth The Years From Ten-Sixteen. (New York: Harper and Brothers, 1956), pp. 284-486.

⁷⁶Gesell, Ilg, Ames, op. cit., p. 490.

⁷⁷Ibid., p. 492.

CHAPTER III

DISCUSSION OF DATA

The questionnaire used in this study was constructed for the purpose of obtaining data to support the purposes of the study. The study was to determine the influence that a residence camping experience can have on the development of self-discipline and self-reliance in its participants. The questionnaire was accompanied by an introductory letter to the parent. The parents' questionnaire was constructed from information gathered by the author from talking with parents and campers and from personal observation during six years as director of the camping program. The author also researched the areas to be included in the survey form to determine what should be included.

The questionnaire was divided into two areas, self-discipline and self-reliance. Twenty-one questions were placed under discipline and ten under reliance. Each question was designed to measure or determine development of a particular kind of behavior related to one of the two general areas. The form used by the counseling staff was explained by the author in person. The questionnaire, counselor form and the introductory letter may be found in the appendix.

Construction of and Validation of the Questionnaire

The validation of the questionnaire was determined by a pilot questionnaire which was sent to seven parents not

participating in the survey. Also the questionnaire was evaluated by a former camp program director and by the executive director of the Young Women's Christian Association. The evaluations from the participants in the pilot questionnaire indicated to the researcher sufficient information was included in each of the areas to measure development during the camp experience. They also felt the questions were clear and could be easily understood and responded to by participating parents.

Method of Selecting Recipients

For the Questionnaire

The enrollment at the Young Women's Christian Association Camp at Wichita, Kansas, was approximately two hundred fifty girls in five one-week sessions in residence camp. The questionnaires were mailed to fifty parents of girls enrolled. The selection of participants were the following: (1) the participants were all girls nine and ten years old, (2) the participants were chosen by selecting fifty girls from camp registrations with no particular thought as to whom they were or their previous camping experience, (3) thirty-three per cent of the participating campers had had previous camping experience and sixty-seven per cent had none.

A questionnaire similar to the ones completed by the parents was completed by the senior counselors. The counselors' questionnaire was constructed by grouping the thirty-one questions on the parents' questionnaire into fifteen general

areas of behavior. At the end of the week the senior counselor to whom the girl was assigned during her week at camp completed the form. The counselor rated the camper on each item with always good, good, fair, sometimes or never. The counselor was also asked to make any comments that might help clarify her response.

Results of the Questionnaire

Two identical questionnaires were mailed to parents of fifty campers enrolled in one or more sessions at the Wichita Young Women's Christian Association Residence Camp. The questionnaire was first sent to the parents two weeks before the child attended camp, and again two weeks after the completion of the camp experience.

From the first fifty questionnaires sent out thirty-five were returned, fifteen were not returned. Seventy per cent of the total number sent out were returned. From the second fifty questionnaires mailed twenty-four were returned. Three of these were returned without a signature making them of no value to the study. There were a total of twenty-one pairs of questionnaires or forty-two per cent of the total that could be matched from which data could be obtained to include in this study.

The actual total improvement was made on the basis of the fact that parents rated the participants by four degrees of acceptability. Many were rated under the number one class,

or that their behavior in a particular area was always acceptable, therefore no improvement was possible. The number classified as such has been deducted from total responses, the overall per cent of improvement made was then determined.

The following Tables I and II show the percentages of improvement made by the campers as a result of their camping experience in each of the thirty-one areas of behavior from the 21 matched parents' questionnaires. The percentage of improvement ranges from fifty-six per cent on item number twenty-one to no improvement on item thirteen.

The following graph Table III groups the thirty-one questions on the survey questionnaire into five categories: sociability, citizenship, attitude toward authority, responsibility for person and ability to make decisions.

The solid area shows the per cent of improvement made in each of the categories prior to considering the area where no improvement was possible. The solid section, plus the crisscross section shows the adjusted actual total improvement made on the basis of the fact that parents rated the participants by four degrees of acceptability. Many were rated under the number one class, or that their behavior in a particular area was always acceptable, therefore no improvement was possible. The number classified as such has been deducted from total responses. The per cent deducted from the total responses can be read from bottom to

TABLE I
 DEGREE OF IMPROVEMENT OF CAMPERS
 FROM PARENT QUESTIONNAIRES

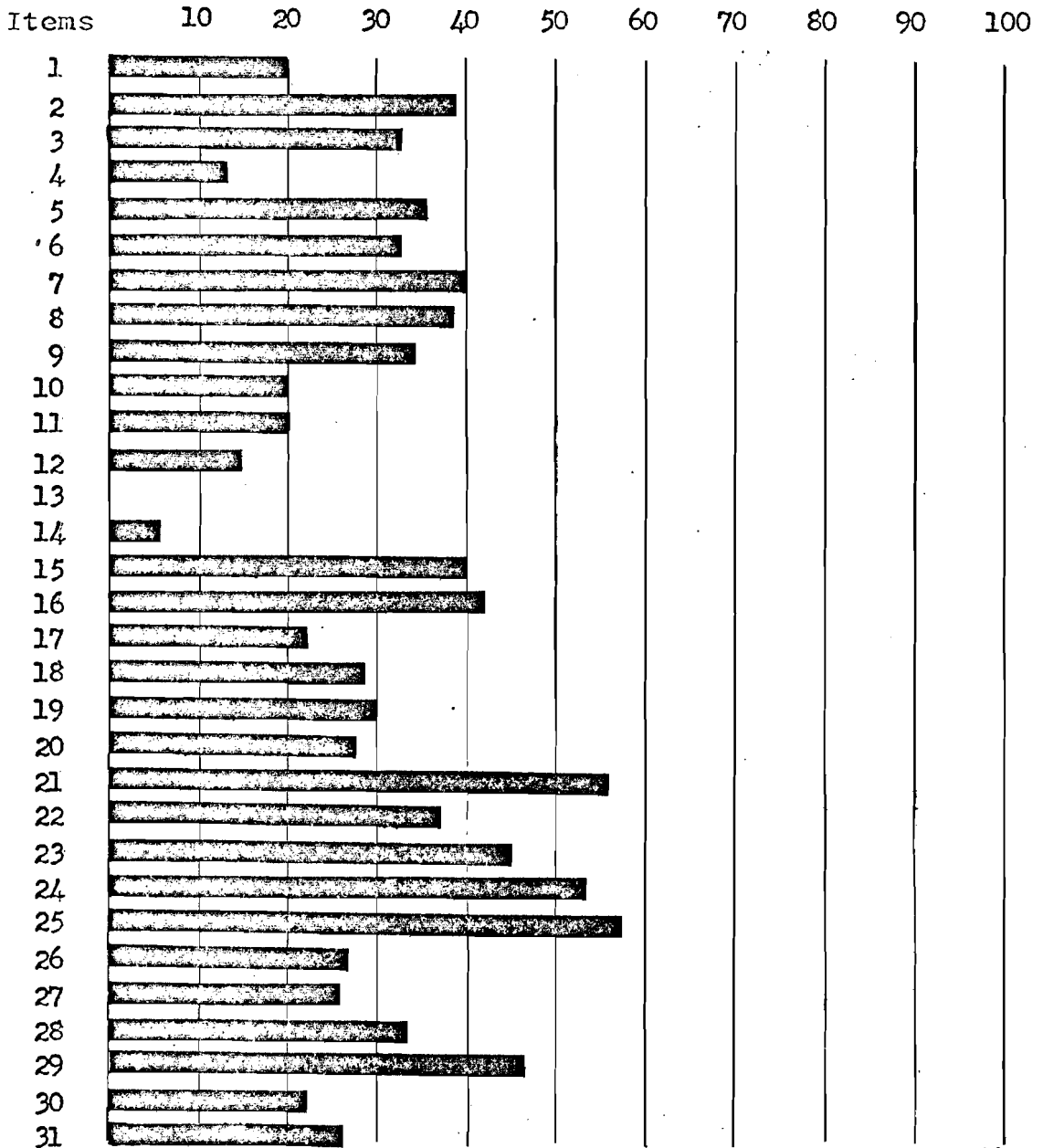
Question	Number responding under No. 1 (Those where no improvement was possible within the framework of the survey)	Number remaining where improvement was possible	Number showing improvement	Per cent showing improvement
1	6	15	3	20
2	3	18	7	39
3	3	18	6	33
4	5	16	2	13
5	2	19	7	36
6	12	9	3	33
7	1	20	8	40
8	3	18	7	39
9	2	19	7	37
10	1	20	4	20
11	11	10	2	20
12	1	20	3	15
13	5	16	0	0
14	6	15	1	6
15	6	15	6	40
16	9	12	5	42
17	3	18	4	22
18	7	14	4	29
19	8	13	4	30
20	3	18	5	28
21	5	16	9	56
22	2	19	7	37
23	1	20	9	45
24	6	15	8	43
25	7	14	8	57
26	10	11	3	27
27	2	19	5	26
28	3	18	6	33
29	10	11	5	46
30	7	14	3	22
31	6	15	4	26

Total responses were 21. Numerals were assigned to the four possible questionnaire answers as: always 1, usually 2, sometimes 3, never 4. Questions 2-6-8-10-12-13 were negatively worded questions, hence the numerals to these six questions have been reversed in this chart to coincide with the other 25 questions.

TABLE II

PERCENTAGE OF IMPROVEMENT ON
THE THIRTY-ONE QUESTIONS

Percentages

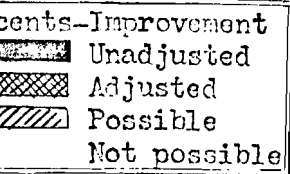


the left. The overall per cent of improvement made was then determined and is reflected by the solid area, plus the crisscross section. Note in question number 25, under ability to make decisions, the parents rated the participant as thirty-five per cent under the number one classification which indicated according to the survey framework that no improvement could be made in this area. Only a sixty-five per cent improvement was possible. Therefore, the number responding which make up this sixty-five per cent was accepted as one hundred per cent possible improvement. The actual per cent of improvement made therefore was fifty-seven per cent as indicated by the solid section plus the crisscross section.

Table IV indicates the number and percentage of no change and retrogression in each of the thirty-one areas of behavior compiled from the twenty-one questionnaires completed by parents of the campers involved in the study. The percentage of no change ranged from ninety per cent in items eleven and fourteen to forty-two per cent on items twenty-eight and thirty to no retrogression on items eleven, fifteen, sixteen and eighteen. Table V shows by means of a line graph the comparison of the percentage of improvement and percentage of retrogression.

Table VI indicates the percentage of counselor evaluation identical to the parents' evaluation of the child following the camping session. The counselor evaluation was completed

PERCENTAGE OF IMPROVEMENT, ADJUSTED IMPROVEMENT, POSSIBLE IMPROVEMENT, AND NO IMPROVEMENT POSSIBLE, IN FIVE CATEGORIES



Percentages

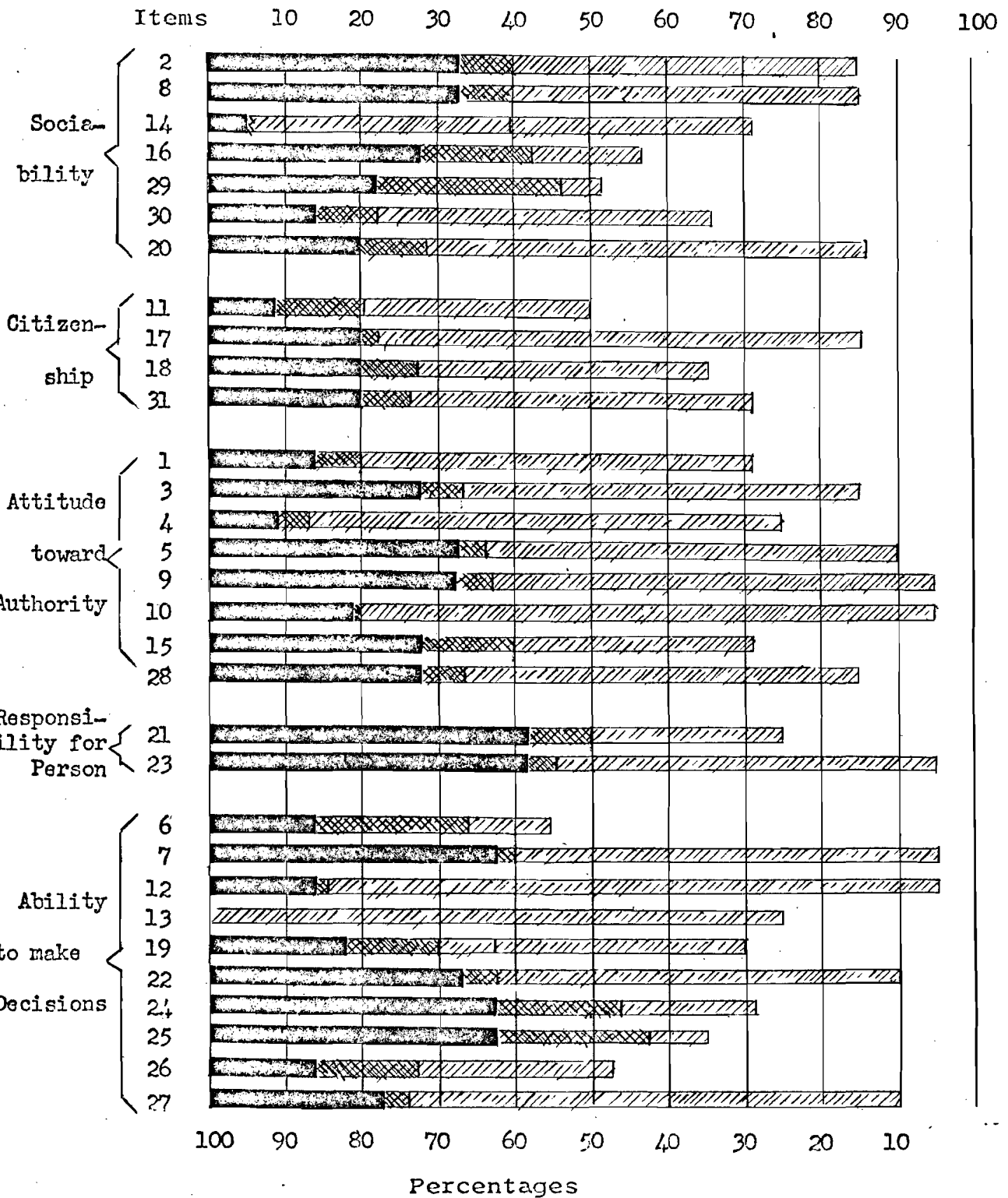


TABLE IV

NUMBER AND PER CENT OF CAMPERS SHOWING
NO CHANGE AND RETROGRESSION

QUESTIONS	NO CHANGE		RETROGRESSED	
	Number	Per Cent of Total	Number	Per Cent of Total
1	17	81.0	1	4.8
2	13	61.9	1	4.8
3	13	61.9	3	14.3
4	15	71.4	3	14.3
5	12	57.1	2	9.5
6	17	81.0	1	4.8
7	12	57.1	1	4.8
8	13	61.9	1	4.8
9	10	47.6	4	19.0
10	14	66.7	3	14.3
11	19	90.5	0	0.0
12	16	76.2	2	9.5
13	18	85.7	3	14.3
14	19	90.5	1	4.8
15	15	71.4	0	0.0
16	16	76.2	0	0.0
17	16	76.2	1	4.8
18	17	81.0	0	0.0
19	15	71.4	2	9.5
20	13	61.9	3	14.3
21	10	47.6	2	9.5
22	12	57.1	2	9.5
23	11	52.4	1	4.8
24	11	52.4	2	9.5
25	9	42.9	4	19.0
26	16	76.2	2	9.5
27	14	66.7	2	9.5
28	10	47.6	5	23.8
29	13	61.9	3	14.3
30	13	61.9	5	23.8
31	13	61.9	4	19.0

COMPARISON OF IMPROVEMENT AND RETROGRESSION

Percentages

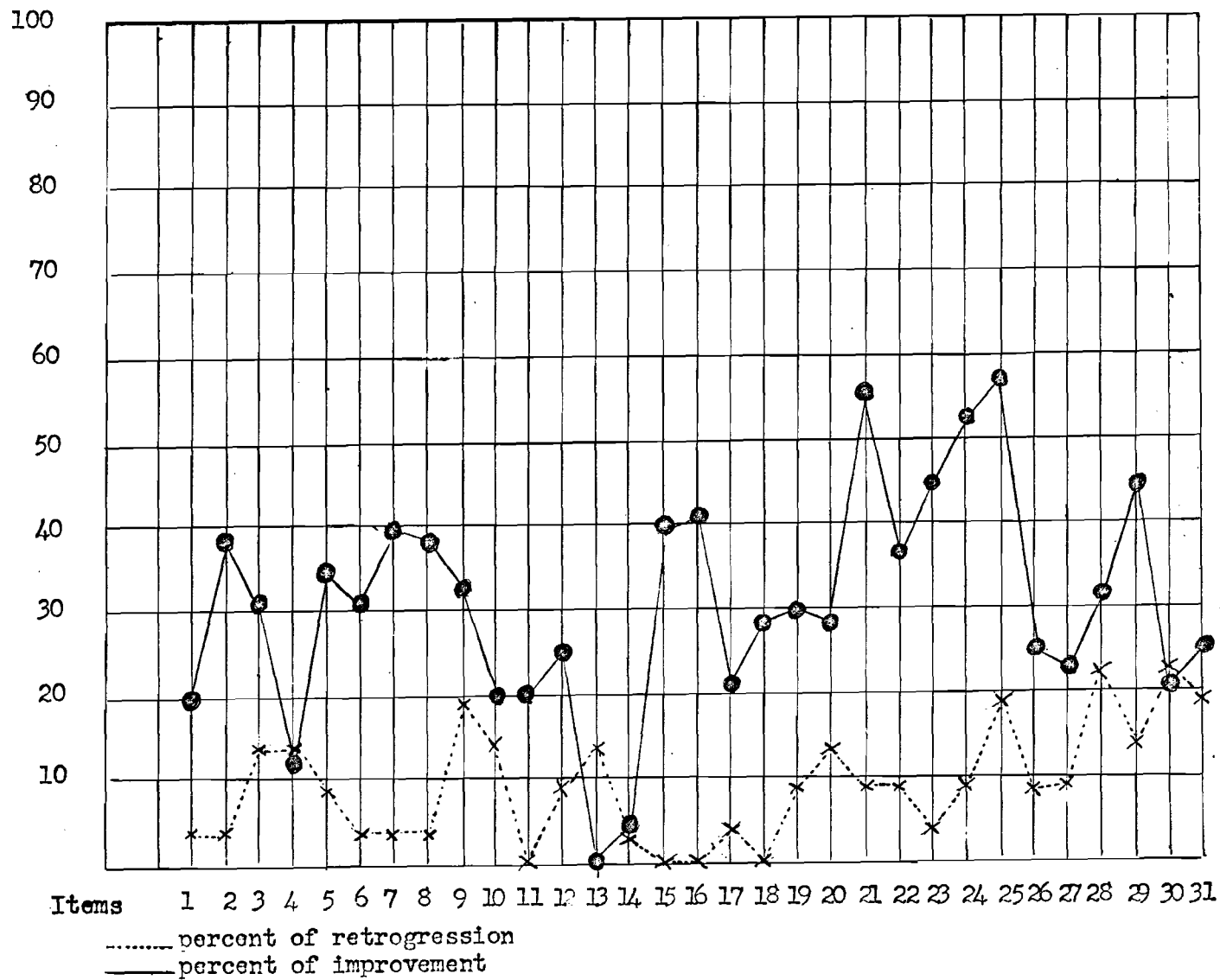
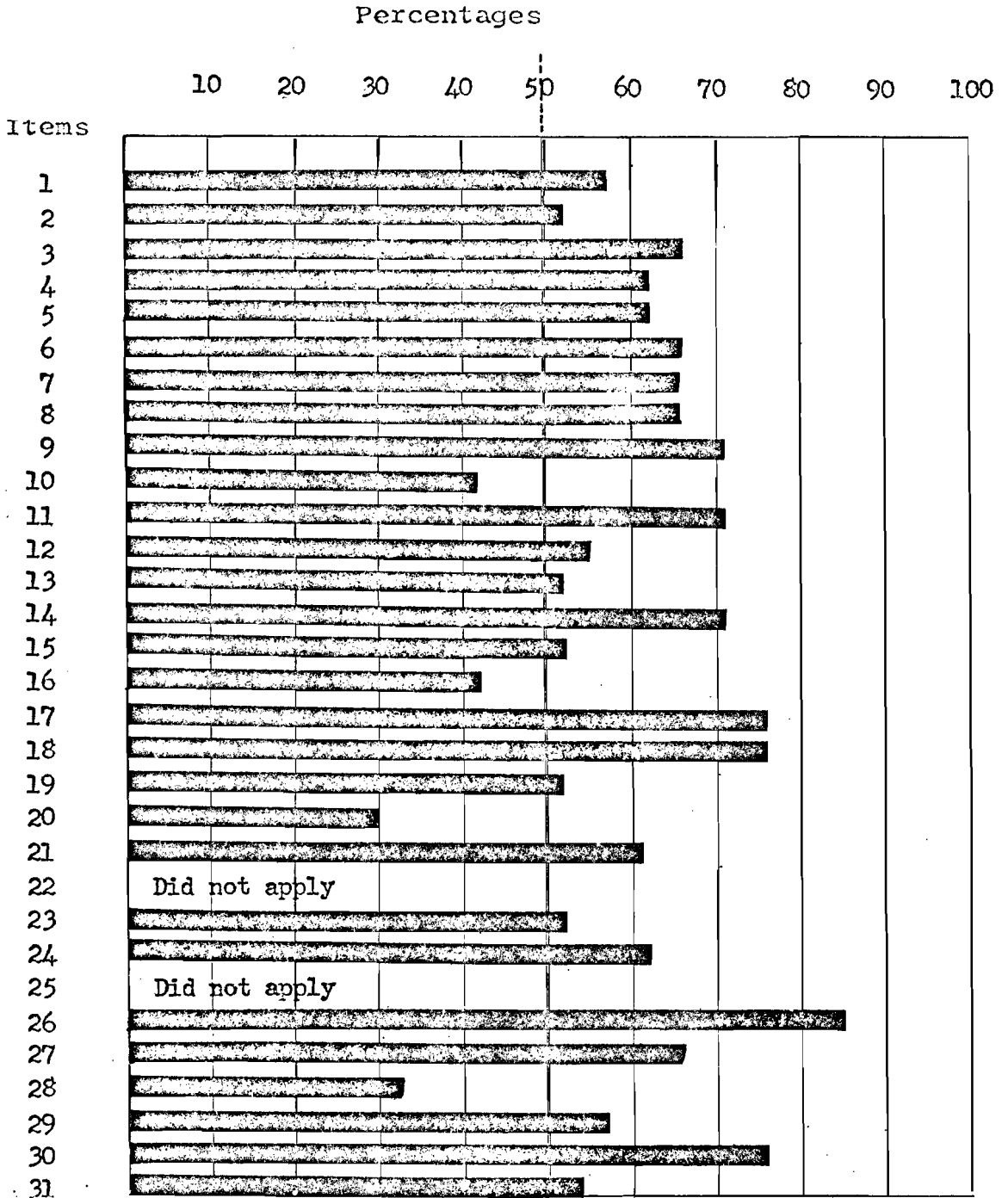


TABLE VI

PER CENT TO WHICH COUNSELORS' EVALUATION
 AGREED WITH PARENTS' EVALUATION



at the end of the week on the basis of observation throughout the session. In all but four items agreement between parents and counselors was well over fifty per cent.

From the information in Tables I and II it seems evident that there is more carry-over value in the areas of responsibility for personal matters and in the ability to make decisions, or it may be that these areas which show the most improvement could be more easily observed by parents. A significant part of the camp program is designed to help campers develop skill in caring for themselves in all areas from keeping their personal things in their proper place in the cabin to taking responsibility for what they wear and their appearance. They are completely responsible for these aspects of living while at camp. They receive correction if they neglect these duties.

Also the camping program is designed to help the campers make choices and decisions that will affect them as individuals, as well as in a collective group. Each camper has opportunity to plan her week's activities within the framework of the total camp program. She has opportunity to select the classes in which she will participate such as swimming, canoeing, archery, crafts and horseback riding. She also decides as a part of a group what many of her meals will be and in what special events she will participate. Each camper also may decide in which cabin she wishes to live, with which counselor she wishes to be and to some extent her cabin mates.

It was brought out in the review of literature an important value of camping is that it gives the participants a chance to make choices and decisions which will help develop patterns of conduct to be carried over into the non-camp environment. This fact is verified in the responses to questions 7, 21, 23, 24, 25, and 29 in the study.

The responses next in line showing most improvement were in the area of the camper's reactions to authority and to other members of the group. For many campers the experience at camp is a first for them in living as a part of a group and they have to learn to give and take to belong. The informal personal relationship of the counselor as a leader is new to most campers. The counselor's position lies somewhere between the intimate relationship they experience with parents and the formal one they experience with teachers in the public schools. They find it easy to respect a figure of authority under these circumstances.

For further clarity the author in Table III has grouped the items on the survey questionnaire into five general categories of behavior: (1) sociability (2) citizenship (3) attitude toward authority (4) responsibility for person (5) ability to make decisions. The author defines sociability or socialization as a process in which a child acquires a sensitivity to the pressures, expectations and obligations of the group and learns to behave in a manner which is acceptable to that group, so she may become an active part

of it. Seven of the questions were designed to try to determine the influence a camping program could have on campers in situations where interaction with members of a group take place.

The author defines citizenship as the responsibility of every person as a part of a group to fulfill her duties to make congenial and successful living possible. Such things as respect for other people's property, obeying rules, being truthful and displaying fairness in relationships with family and friends compose some responsibilities of citizenship and are exemplified by the four survey questions, numbers 11, 17, 18, and 31, in this area. Percentage of improvement ranged from 20% to 26%.

Attitude toward authority incorporates the feelings expressed openly or secretly toward figures of authority, in this case counselors. The experience a camp provides in relationships with authority are unique in that they are of an informal nature which is a new experience for most children, especially during a first experience at camp. This kind of situation lends itself to an understanding, appreciation and growth of desirable attitudes toward this important ideal in democracy. These eight items, numbers 1, 3, 4, 5, 9, 10, 15, and 28, in the area of attitude toward authority were designed to measure growth in this area on the basis of the philosophy of camping which maintains that camping will provide opportunities for these things to happen. Percentage of

improvement ranged from 13% to 40%.

The author interprets responsibility for person as meaning the ability or skill to care for oneself in personal matters. It implies an independence from adults. These two questions, numbers 21 and 23, were designed to determine the growth made in these areas because this is an important aim of camping. Percentage of improvement ranged from 45% to 56%.

The ability to make decisions is self-explanatory. This area is included in the basic objectives of camping because the ability to make decisions is one of the most important ways a child gains maturity and strength as an individual. Ten items, numbers 6, 7, 12, 13, 19, 22, 24, 25, 26, and 27, on the survey questions dealt with this aspect because of its importance. It can be noted that many of these items were among the ones showing the highest percentage of improvement ranging from 0% to 57%. Residence camping provides a great opportunity through choices of activities and experiences for campers to make growth in this area.

CHAPTER IV

SUMMARY AND CONCLUSIONS

This study was conducted in order to investigate the relationship between a residence camping experience and the development of self-discipline and self-reliance in participants in the Young Women's Christian Association camp at Wichita, Kansas. There were 50 campers selected for the study. Investigation was made to determine what constitutes self-discipline and self-reliance. Information about each participant's degree of self-discipline and self-reliance was obtained from the parents before the camping experience. The participant was observed and rated during her experience at camp by the staff. A follow-up survey from the parents was conducted to determine to what extent the participant had grown or developed in these areas as a result of the camp experience.

On the basis of this particular study the following conclusions appear warranted: (1) all of the responses but one showed an improvement. Percentages range from 56% to 4.8%, (2) there was a small percentage of retrogression in all but four areas ranging from 23.8% to 4.8%, (3) the camping experience makes no observable change in a large number of participants in some areas, (4) self-discipline and self-reliance can be developed through participation in a camp program such as the Young Women's Christian Association

camp, (5) the objectives of development of self-discipline and self-reliance are realized and do become a part of the child's behavior as a result of the camping experience, (6) the camping period was too short in duration to allow time for development to take place in observable proportions, (7) there was improvement considering the small number of returns for the conclusion of the survey.

The probable reasons for the percentage of no change are: (1) no opportunity on the part of the parent following the camping experience to observe the change if it had occurred, for example the child's behavior as a part of a group, (2) the camping period was of too short duration for noticeable development to take place (3) the camping program did not offer enough opportunity for improvements to take place (4) the child may have already achieved as much as is possible for her age group before attending camp, (5) for many campers the camping experience is the first time they have been away from their home for any period of time, and they are struggling between having a happy and enjoyable experience and feelings of loneliness or possibly homesickness. This struggle to adjust may hinder possible development or improvement.

Some probable reasons for the retrogressions are: (1) conflicts with counselors and/or other campers creating an undesirable experience since the questions showing the most retrogression are in the areas of sociability and the response to authority, (2) the home environment may have been of such

a nature to cause retrogression because it may seem like a "let down" from the fun, happy environment they had been experiencing for a week at camp away from brothers and sisters and possibly "bossy" parents, and returning to this "sameness" might cause resentment resulting in observable retrogression; (3) the child may have experienced homesickness or loneliness during her week at camp which might have created a state of mind which would cause retrogression to take place in many areas, (4) the child may have experienced illness or injury during her week of camp which may have upset her, thus creating an inner conflict which could result in retrogression in some areas; (5) because some parents force their children to go to camp, and many times go on vacations or do things the child would enjoy the child has strong feelings about this and may experience inner conflicts or frustrations because of resentment for the parents. If this situation does exist there is a strong possibility there may be retrogression in some areas as a result of such feelings. The child may project the feeling she has for the parents, or figures of authority, or other campers, and the feelings may become so much a part of her behavior that it is observable by parents following the camping experience.

In all but four items, agreement between parents and counselors was well over fifty percent. This facet of the survey lends credence to the validity of evaluation by the parents. This strengthens their evaluation because many times

parents are not overly objective when evaluating their own children.

As a result of this study the author wishes to recommend the following: (1) the camping session should be for a longer duration, (2) more conscious effort by the camp staff should be put into the areas of this survey which show retrogression, (3) an improved program of informing parents in what can and does happen to children from a camping experience should be developed.

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APPENDIX

Introductory Letter to Parents

Dear Mrs.

WE NEED YOUR HELP!

This summer I am doing some research for my masters degree. Since my interest for the past six years has been in camping I have chosen to write my thesis on the Relationship of a Residence Camp Experience to the Development of Self-Discipline and Self-Reliance.

You agree the importance of the camping experience cannot be overstated. My desire is to improve the camp program to assure even a greater experience for the camper and to exert even more influence toward helping the camper to become disciplined and self-reliant.

The survey will include two questionnaires, one I am enclosing with this letter. The second, a follow-up questionnaire, I will send to you after your daughter has had the camping experience.

Your daughter's name will not appear in the finished report. The ratings will not be seen by myself or the counselors before camp. We are not testing your child, but rather we are testing our camp program. I would like you to answer each question as you feel it applies to your daughter at the present time. Then following the camping experience there may or may not be a change in any of the given areas, we want to know this. The important thing is to be objective in your evaluation of your daughter both before and after the camping experience.

You may be interested in a copy of the survey when it is completed, if so please indicate on the form. If you have questions feel free to call me, or perhaps you could talk with me when you bring your daughter to camp.

Please use the enclosed, stamped, addressed envelope for returning the questionnaire at your earliest convenience.

Sincerely,

Beulah (Boots) Ott
YWCA Camp Director

BMO:ct
Enc.

Questionnaire for Parents

I. SELF-DISCIPLINE

QUESTIONS	RATINGS - (check one)			
	ALWAYS.	USUALLY.	SOMETIMES.	NEVER.
1. Does your child have respect for authority?				
2. Does your child pout when things do not please her?				
3. Does your child accept correction without pouting?				
4. When being talked to, does your daughter listen?				
5. Does your child display an acceptable attitude toward discipline?				
6. Does your child spend excessive time day dreaming?				
7. Will she accept responsibility for her own actions?				
8. Does she make big things out of little issues?				
9. Does she accept corrective criticism without getting her feelings hurt?				
10. Does your daughter argue when given orders?				
11. Does she respect other people's property?				

ALWAYS. USUALLY. SOMETIMES. NEVER.

12.	Is she inclined to jump into a new activity without thinking through what discipline may be necessary to complete the activity?			
13.	When discouraged with things, does she just give up the whole thing?			
14.	Does she work harmoniously with others?			
15.	Does she accept the decisions of groups and leaders?			
16.	Does she take turns and share with others willingly?			
17.	Does she obey rules even when there is no one around to see that she does what she is supposed to do?			
18.	Is she truthful about her experiences?			
19.	Can she be trusted with personal freedom?			
20.	Does she display patience and tolerance while with friends and family?			
II.	SELF-RELIANCE			
21.	Does your child take responsibility for personal cleanliness? (hair, nails, etc.)			

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ALWAYS. USUALLY. SOMETIMES. NEVER.

22.	Does your child assist with the responsibility of the home without continual correction?			
23.	Does she take responsibility for keeping her personal items in their proper place? (such as clothes, etc.)			
24.	Is she able to make small decisions and carry them out?			
25.	Can your daughter adjust to situations in the home when the parents are not there?			
26.	Can your daughter adjust to changes in routine?			
27.	Is she able to think and reason things out for herself?			
28.	Does she follow given instructions?			
29.	Does she make acquaintances easily?			
30.	Does she enter into new activities without excessive hesitation?			
31.	Does she display fairness in her relationships to members of the family and friends?			

Signed _____

Parent's Name

Questionnaire for Counselors

ITEMS

COMMENTS

-
1. Respect for authority

 2. Pouting

 3. Attitude toward discipline

 4. Accepting responsibility for own actions

 5. Arguing about decisions made by leader or group

 6. Respect for property

 7. Working with group

 8. Taking turns and sharing

 9. Truthful

 10. Adjusting to routine changes

 11. Responsibility for personal cleanliness

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12. Patience and tolerance
with associates

13. Following instructions

14. Making acquaintances

15. Putting her things
where they belong
