A case study of personality and sociometric changes in a group of young boys in summer camp.

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Thesis

A CASE STUDY OF PERSONALITY AND SOCIOMETRIC
CHANGES IN A GROUP OF YOUNG BOYS IN SUMMER CAMP

Submitted by
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(B.S., University of Oklahoma, 1952)

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CHAPTER I
INTRODUCTION

1. Introduction to the Study

Parents and educators are becoming aware of the inadequacy of the school environment to equip the individual child for life. The school does not offer many direct contacts with nature, nor an opportunity for relationships which can only be developed through full-time group living. The summer camp counselor and director are also aware of these inadequacies. They have observed that changes in personal-social relationships manifest themselves during the summer camp. Few attempts have been made to record the changes in relationships. There are no records which describe the background of the camper or the camp environment which may have influenced these changes. Since the camp may be an important influence in the formation of personality, and thousands of children attend camps yearly, more studies should be conducted in summer camps.

2. Statement of the Problem

The purpose of this study is to describe personality changes in a group of young boys during summer camp. It was undertaken: (1) to review the literature of personality and personality change; (2) to describe the camp, the subjects, and the measurements used; (3) to make a case study of each boy in the seven to nine year old group of the camp; and (4) to present group changes in personality measurements.
with regard to individual ages, intelligence, previous camp attendance, and broken homes and/or absence of siblings.

3. Justification of the Problem

Young children were chosen as subjects because less emphasis in personality study is placed upon this period in life. This lack of study is due to two primary factors. First, it is commonly believed that personality is more subject to change in the young child. Second, it is difficult to analyze his relationship to the environment. Therefore, personality becomes more difficult to measure. Jones and Burke state that personality traits are organized around a set of habits and attitudes which are essentially fixed early in life and may be added to and modified by the experiences of the child. In the older personality, habits and attitudes are more inflexible. Since the experiences of the young child may modify his habits and attitudes, all experiences are important in his formation of personality traits.

The summer camp was chosen as the site for this study since it provides an interesting experience for the child. It is a good laboratory for experimentation in democratic living. Freedom, equality, and brotherhood characterize the basic philosophy and practice of camping. Methods of management and operation are free to change from week to week. Most of the activities of a community are present in the camp situation, as well as most of the problems. Phases of the life of the camper are generally under the control of the camp administration. A controlled environment offers an excellent situation for observations. Boorman

1/ Mary C. Jones; Barbara Stoddard Burks; Personal Development in Childhood, Monographs of Society for Research in Child Development, Vol. I, No. 4, 1936, Published by the National Research Council, Washington, D. C., p. 112.
explains that the camp provides a positive, purposeful, carefully planned program of enjoyable living.\textsuperscript{1/}

\textsuperscript{1/} Ryland W. Boorman, Developing Personality In Boys, The Macmillan Company, New York, 1929, Chapters I and II.
CHAPTER II

REVIEW OF THE LITERATURE AND RELATED RESEARCH

1. Approaches to the Study and Interpretation of Personality Growth

Authorities agree that there is no single approach to the study and interpretation of personality growth. Chave suggests that personality is the product of three interacting forces, heredity, environment, and the growing self.¹ He feels that the limitations set by heredity are real boundaries for the individual and for the race; however, unlimited opportunities for personality development are present within the boundaries. He cites four approaches to the study and interpretation of personality growth: the biological, the behavioristic, the socio-psychological, and the functional-psychological. The biological approach reveals personality as a factor which is predetermined at birth. The behavioristic focuses primary attention on organic behavior, making personality the result of a set of habits, or conditionings of innate patterns. The socio-psychological approach features personality determination by dominating cultural patterns, where the individual attempts to play a satisfying role in various groups of society, family, school, and other groups to which he belongs. The functional-psychological approach deals with the display of innate and acquired desires.

¹ That which causes the individual to move from the lower animal level to the higher more complex personality form.
This includes the ego, a sub-conscious phase, and it often attempts to explain all behavior on the basis of two desires, food and sex.¹

2. Influences Responsible for the Development of Personality Traits

Many influences are responsible for the development of personality traits. Curti describes the six factors which influence the development of personality traits as being physical conditions, differences in intelligence, position in the family, racial or national status, sex, and individual differences. In regard to physical conditions, she describes the child who has general good health as one who displays characteristics of cheerfulness, impulsiveness, optimism, and aggression. The child who has poor health, however, will show lack of confidence, moodiness, slowness, sadness, and pessimism. Concerning differences in intelligence, bossiness, selfishness, inferiority, and social inadequacy traits may be displayed in both high and low measures of intelligence. Curti defines position in the family as the number of family members older or younger than an individual. In individual cases, such traits as selfishness, self-confidence, aggression, and social adequacy may be observed. Various races or nationalities as groups tend to develop certain traits; i.e., the Chinese are more polite, Negroes are more submissive, French are more vivacious, and the American Indians are more stolid. Curti describes the development of typically

¹/ Ernest J. Chave, Personality Development in Children, the University of Chicago Press, Chicago, 1938, pp. 314-320.
"feminine" traits as being due to the specific social conditions to which girls are ordinarily subjected from babyhood. Females are: more emotional; more tender; more sympathetic; more tactful; and more inclined to be jealous, spiteful and intolerant. The "masculine" traits, opposed to the "feminine" traits are coarseness and destructiveness. Individual differences include differences in physique, health, and learning abilities and are often determined by hereditary and environmental factors.¹

In regard to the race and nationality influence which Curti suggested, it would be interesting to compare children of different races in situations where the environment has had less chance to affect personality.

An interesting group study concerning position in the family was made by Rogers. In this study, he shows "only children" in a family are essentially "normal."²

With regard to differences in intelligence, Kinder made a study of the social adjustment of retarded children. He found, contrary to expectations, that there is relatively little correlation between the degree of retardation and the degree of social adjustment.³

Jones and Burke discuss two major influences in the development of personality traits: First, the cultural influences which are due to the individual's sensitivity to various objects in the environment; and Second, the educational and social influences. Of all the social


influences, family and home influences on personality traits are the most important. Over several generations, however, significant personality differences appear in family groups separated by temporal, geographical, and socio-economical distance. Jones and Burke continue that an influence that has been less investigated on "normal" children, is intelligence and physical factors. They state that the results of the small number of investigations have not shown enough relationship to make a positive contribution to the concept that intelligence and physical factors influence personality. In most of these studies, children with extremes of intelligence and those with personality deviations were used. Studies of this nature can only clear the way for future investigations.¹

Mead reports the influences of time and place on personality. He conducted studies of adolescent conflicts among children growing up in a society where they were allowed experimentation in sexual activities, and were not subject to over-strict discipline by any one group. They acquired an early recognition of private property, and showed a freedom from adolescent conflicts.² ³

Two studies which indicate the influence of socio-economic status are those of Olson, and Hurlock and Sender. Olson found no relationship between birthplace or occupations of father as factors in nervous habits of children.⁴ Hurlock and Sender found pre-adolescent negativism in a

---

¹/ Mary C. Jones; Barbara Stoddard Burke, op. cit., p. 110-120.
higher incidence among children from "inferior surroundings."\(^1\)

Walsh concluded, when he compared a group of twenty-two nursery school children with twenty-two non-nursery school children of similar socio-economic status, that the nursery group became "less inhibited," more spontaneous, and more sociable with training. In this study of the influence of nursery schools upon personality, Walsh used a questionnaire twice in a six month period. The interpretation of this study is limited because of the small sample.\(^2\)

An inquiry by Hartshorne, May, and Maller showed some evidence that school morals, class morals, and some teachers' influence affected scores on tests of deceit, moral knowledge, service, and self-control. No correlation was found, however, when the length of time the child had attended a given school was correlated with the raw scores.\(^3\)

Hartshorne found that children who attended summer camps did not exceed the average on tests of service, persistence, or inhibition.\(^4\)

Agreeing that environment does influence the development of personality traits, it is interesting to observe the personality reactions of individuals who discover obstacles in the environment. Emory Bogardus

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has pointed out that individuals, as a result of meeting environmental obstacles and defeat, may react in one of five different ways. Figure 1 illustrates this interesting theory.

Reactions to Defeats:

I. Accepts the disability as defeat and gives up

II. Defeat energy is turned into "lower levels" and something destructive is done

III. Delays reactions and hopes that the environment will change and the obstacle will be removed

IV. Energy is redoubled and disability is turned directly into ability

V. Defeated energy is turned into more spiritual channels and compensation saves the day

Figure 1. Personality Reactions to Environmental Obstacles


3. Personality Traits and Trends

There is disagreement as to the number and nature of personality traits. The division between habits and traits is not well defined. Functional relationships exist between habits and traits; but nevertheless, they are usually distinguishable in a total life activity. There is even disagreement whether or not personality traits exist. Some believe that behavior, and consequently personality, is a reaction to the immediate situation in which the individual finds himself.

The Character Education Inquiry, reviewed by Arthur Traxler, gives some interesting information. After a study of it, Traxler concludes that an individual may be honest in matters concerning money, but dishonest in taking an examination. An individual may be submissive in a classroom situation, but may display dominance on the playground. From this point of view, Traxler feels that an individual would be too variable even to be described accurately. If this is true, perhaps it should not be interpreted to mean variability, but rather it might support the above theory that personality traits are exhibited by the individuals depending upon the specific needs of the immediate situation. With this in mind, one should not categorize an individual as being submissive or dominant. One should study the personality traits which he exhibits in all situations. If this study were made, it might be able to predict how the individual would be likely to react in a given similar situation.

Bennett and Burks have structured a chart showing that they believe the five types of personality traits to be physical, mood and emotion, volitional, intellectual, and social. They have grouped personality trends, a combination of types of traits, under three areas: Group Adjustment; Life Attitudes; and Self Attitudes. This chart is illustrated in Figure 2.

Upon examination of this chart, however, a term which is used to describe a personality trait of one type may, in other circumstances, be classified as another type. For example, courage, listed under volitional traits, might be exhibited in at least three ways, two of which may not be considered volitional. Courage could be shown by the individual who calculates the risk, then attempts to save the life of the drowning boy. Courage could also be shown by the individual who, without calculating the risk, as a reflex action, jumps in and pulls the boy ashore. Further, courage might be shown by a policeman who, when ordered to save the drowning boy, does so as a result of the command. The last two acts are not necessarily volitional, yet courage is shown. Considering the chart as a whole, if one were able to isolate a particular group of traits in an individual's personality, that individual could be classified under a particular trend in all three areas. It does not seem necessary to have three areas under trends. If one area of trends is group adjustment, it

would seem logical that the other group of trends should be personal adjustment, instead of life attitudes and self attitudes. The chart, however, does list many of the important traits which are mentioned throughout the literature.

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<td></td>
<td></td>
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<tr>
<td>aggressive</td>
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<td>1. Group adjustment</td>
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<td>submissive</td>
<td>dreamy</td>
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<td>A. Adaptable person</td>
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<td>attentive</td>
<td></td>
<td>1. who leads</td>
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<td>2. who follows</td>
</tr>
<tr>
<td>friendly</td>
<td>accurate</td>
<td></td>
<td>3. who does both</td>
</tr>
<tr>
<td>unfriendly</td>
<td>indefinite</td>
<td></td>
<td>B. Person who neither</td>
</tr>
<tr>
<td>cooperative</td>
<td>prompt</td>
<td></td>
<td>1. submissive type</td>
</tr>
<tr>
<td>perverse</td>
<td>procrastinating</td>
<td></td>
<td>2. artistic type</td>
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<tr>
<td>good sport</td>
<td>persistent</td>
<td></td>
<td>3. grouchy type</td>
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<td>poor sport</td>
<td>easily</td>
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<td>4. callous type</td>
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<td>evasive</td>
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<tr>
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<td>feminine</td>
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<tr>
<td>sense of humor</td>
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<td>literal-minded</td>
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Figure 2. Traits and Trends Chart

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1/ M. E. Bennett, op. cit., pp. 128-129.
4. Various Approaches to Child Study

Goodenough and Anderson summarize various methods used in child study. Munkres and Anderson give other summaries. Thomas and her associates present techniques of observation in a scientific manner, and Symonds reviews the approaches to the study of personality.

By observation, Arrington established a technique for checking the social behavior of nursery school children in categories. The recording was done at five second intervals and the results were treated statistically. Nervous symptoms, particularly the oral manifestations, were studied in a large group by Olson as a basis for establishing norms. He noted nervousness occurring one or more times within a five minute interval.


Casual observations by teachers of social relationships of children in a nursery school were made by Isaacs, who treated the results from the viewpoint of psychanalysis. Buhler made an exhaustive inventory of the items of observable behavior, keeping detailed diary records of children during the first year of life.

Of those approaches combining observation with tests, ratings, or experiments, Shirley used notations on incidental personality reactions in babies to supplement a psychological examination. A five-point rating scale and ten experimental situations were combined with observation by Berne in order to measure the social behavior of preschool children.

Observation was supplemented by controlled experiment, plus the use of a rating scale and recording chart, by Moore, who studied the mental health of a group of young children. A random sampling of five-minute intervals was used by Reckless, who checked the results according to categories which he set up from observations, psychological tests, physical examinations, and interviews. From these he recorded case

1/ Susan Sutherland Isaacs, Social Development in Young Children, Harcourt Brace and Company, 1933.


5/ Elizabeth S. Moore, The Development of Mental Health In a Group of Young Children, Vol. IV, No. 6, Iowa Child Welfare Research Station, University of Iowa, May 1931.

A rating scale was developed by Marston to show traits of introversion and extroversion, and he used experiments to check the results.

Examination and experimentation were used by Hartshorne and May, who studied deceit, self-control, and service as types of behavior of social significance.

A detailed inventory of habits of children from two to five years of age was made by Andrus, who used the inventory as a basis for a rating scale, following observation and recording. Blatz and Bott, Haggerty, Olson, Yepsen, and Stutsman combined other uses of the inventory, check lists, and ratings to make contributions.


2/ Leslie R. Marston, The Emotions of Young Children, University of Iowa Studies, Studies in Child Welfare, University of Iowa, 1925.


5/ Ruth Andrus, An Inventory of the Habits of Children From Two to Five Years of Age, Bureau of Publications, Teachers College, Columbia University, 1928.


8/ Willard C. Olson, Problem Tendencies in Children, University of Minnesota Press, 1930.


The interview technique was employed by Jersild to discover children's fears, daydreams, wishes, dislikes, likes, pleasant, and unpleasant memories.

The child's reaction against the background of the home environment was interpreted by Anderson and Foster, who presented one hundred abbreviated case studies of children two to six years of age. Physical and psychological examinations were combined with family history and home background by Zachry, who made personality studies of seven children of school age.


5. Measuring Personality

In the measurement of various facets of personality, certain approaches that were mentioned in the preceding section of child study are useful when pertinent.

According to Brooks, personality is possibly a total of motives, habits, and attitudes. This means that various aspects, phases, and parts of the total may be measured. Brooks believes, further, that there is no such thing as a measurement of an individual's total personality, since personality is not a single entity. It is difficult to determine how much traits are integrated, therefore measurement is limited.

Brooks, Engle, and Breckenridge agree that many methods of measuring traits have little value in estimating personality. These are: Estimating personality from differences in head and skull formation; Differences in appearance and in physical characteristics; Appraisals from photographs; Judging traits from voice, gait, posture, etc.; Appraising personality from handwriting; and, Estimations of personality traits by personal interviews unless some objective check-sheet is used. They conclude that rating scales, questionnaires, tests and observations, and interviews, combined with objective techniques, are more valuable methods.


2/ Ibid.


Traxler believes that the keeping of anecdotal records presents a stronger case and is a more ideal form of measuring personality than any existing personality tests. He states that observers should systematically record their observations of the behavior of children without attempting interpretations. If many different persons over a period of years brought together and periodically summarized observations for each child, a behavior pattern would be developed and each individual item of behavior could be interpreted. A difficulty is the desire to collect voluminous items of behavior, making the interpretation more complex. Traxler cites the study of Smith, who, in an Eight-Year Study of the Progressive Education Association, developed the "Behavior Description Forms," as an attempt to short-cut and standardize the technique for obtaining reliable records. So far, this form has been successfully used in many school systems.

The sociogram is another way in which the individual's relationship to the group may be measured. Sheridan points out that group dynamics does influence individual behavior and the sociometric measure is able to aid, at least, in the understanding of the individual.

This measure is often used to verify the leaders and followers of a given group. Buhler describes the leader as one possessing a wealth

1/ Arthur E. Traxler, op. cit., p. 28.
of ideas, being very active, and having a gift for organization. 1

Bogardus describes the leader as one who exerts special influences over a large number of people. He states that everyone exercises special influence over at least a few other persons. He does not believe, however, that such an activity constitutes leadership. Both special influences and numbers of people involved must be the basis of leadership. Bogardus explains that in a study of leadership one must clarify the types of leadership. First, they may be grossly classified as the direct and the indirect types. The direct leader appears in person, and requests individuals to act, while the indirect leader merely sets in motion the forces which result in action. Second, there are the partisan and scientific types. The partisan leader acts in behalf of some cause or someone, while the scientific leader gives up his own interests in search of objective results. Third, there are the social, mental, and executive types of leaders. The social leader is one who guides social groups; the mental leader works out practical ideas, usually in seclusion; and, the executive leader combines both the social and mental types of leadership. Last, are the autocratic, paternalistic, democratic, and specialist types of leadership. The autocratic leader rules others without consulting them, while the democratic leader draws purposes and plans from the group. The paternalistic leader uses the "fatherly" approach, considering the welfare of the group members; and the specialists constitute the group referred to as "experts," "bosses," and "prophets." 2

Leadership is one aspect of personality in action under group conditions. It includes the dominant personality traits of one person and receptive traits of many persons, and cannot be overlooked in a study of personality which deals with group interaction at any age level.

6. Discussion of Personality and Personality Change

**Personality.**—The term "personality" is often used loosely and without the realization that the definition of personality may have different meanings.

Curti defines personality in each person as a unique pattern or organization of traits which implies more consistency and organization than is present in an infant.

Bogardus believes that personality in the sense of the popular phrase "he has personality," means personal magnetism, not a mere totality of traits.

Standiford defines personality as "...what he really is; it is the state of being a person...," feeling that it includes the hereditary, physiological, and psychological elements of personality and the interaction of these with the environment.

Jones and Burks believe that personality can be described in three ways, the integrated person, specific traits, and additive factors, the

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1/ Margaret Wooster Curti, *op. cit.*, p. 50
latter designating any behavior tendency which is given separate statistical handling in research studies.

Traxler defines personality as the sum total of an individual's behavior in social situations. This behavior includes not only the overt acts, but the "inward feeling tone" resulting from the situation as interpreted by the individual. Traxler includes the inward reaction in his definition because the majority of personality tests attempt to obtain from the individual, statements as to how he feels in various situations.

Chave points out the necessity of differentiating the terms "personality" and "character." He feels that "personality" is the more inclusive term and that "character" has an ethical connotation.

Thrasher suggests that the three uses of the term "personality," (1) the popular, (2) the behavioristic, (3) the sociological, need to be distinguished. The "popular" use of the term means that the personality consists of those traits which enable him to attract attention, hold interest, and get action from others - traits which are pleasing, forceful, and which win popular favor. The "behavioristic" use is the sum of the organization of the reaction patterns, both inherited and acquired. This is essentially the psychological idea of personality. The "sociological" use is the role which the individual plays in his group. The personality traits exhibited by him are a product of his struggle for a place in the

1/ Mary C. Jones; Barbara Stoddard Burks, op.cit., pp. 110-120.
2/ Arthur E. Traxler, op. cit., p. 4.
group with reference to all the other individuals in that group.

**Personality Change.**—Breckenridge suggests that the old heredity-environmental controversy comes to light in the discussion of whether or not personality patterns change as individuals grow and develop. The problem still remains, however, that if change does occur, what produces it, how much change can be produced, and in what direction does the change take place?  

Roberts and Fleming studied in detail the life histories of twenty-five, college-trained women. They found that as the individual passes through certain kinds of experiences, some personality traits change; however, each person seems to preserve a central stability, or a "central core" which does not change. This study shows that some individual personalities are more flexible, while others have a firm quality which seems to withstand violence from the environment. But, most all personalities seem to preserve a balance of traits or quality of organization which is relatively constant.  

Regardless of this firm quality or organization of personality which tends to endure throughout life, G. Allport confirms that individual traits do change, and are more subject to alteration through influence of the environment than is physical status or intelligence.  


2/ Marian E. Breckenridge; E. Lee Vincent, op. cit., p. 430.


A few studies have been made which show the influence of the environment and training upon the formation of young personalities. Arrington discusses two studies which show children with variations in behavior from situation to situation, while other children show more continuity.

It is reasonable to believe that if the most favorable environment for variations (change) could be defined, a molding of some traits might be possible without disturbing the "central core" which Roberts and Fleming discuss. Breckenridge cautions, however, that even a young child can be forced only so far from his core of personality without danger of stress.

Jack was one of the first to study modification of personality in groups. She paired four-year old children and showed on a scale how much each child dominated or was dominated by the other. She learned that the basic difference between the ascendant and nonascendant child was the degree of self-confidence which he felt in a given situation. Then she trained each nonascendant child in three different things which the other children did not know. After re-matching, only one child failed to increase his ascendancy score. This would indicate that after specific training children can, in some areas, gain


3/ Ruth E. Arrington, op. cit.

4/ K. E. Roberts; E. V. Fleming, op. cit.


self-confidence which would improve leadership possibilities. Page's study based on Jack's, found that ascendant behavior is subject to training, and that the effects of training can be cumulative, or after gaining confidence with other children in one skill, it is not difficult to persuade him to learn other skills.  

Updegraff and Keister have demonstrated that a personality reaction to failure may be changed favorably. In this study it is pointed out that the older the child, the more difficult it is to train him in group techniques. Perhaps this is a result of the skills of the other children becoming keener, and the individual's increasing conviction that he is a nonascendant person.

7. The Camp Program and Personality Changes

in Camps

The Camp Program.—The history of the summer camp in America was reviewed by Ellwell. He states that the first camp was a private summer boy's camp, established in 1881 by Ernest Balch. The idea behind the camp was to develop an atmosphere in which wealthy boys might spend the summer in an interesting and educative fashion. The idea soon caught on, and by 1900, Mrs. Elizabeth Ford Holt had organized the first camp for girls. In 1903, the first camp for young boys between the ages of eight and fourteen appeared. After 1910, the number of private summer camps increased.


increased and many were set up by social agencies for the underprivileged.

Just as educators ponder the problem of a school curriculum, various authorities realized a need and suggested theories for organization of the program of activities for the summer camp.

Mason states that the summer camp should provide an opportunity for the youngster to practice qualities of good citizenship with self-satisfaction. He feels that in the summer camp, more than in any other existing situation, this may materialize. The program director must be careful not to provide an atmosphere which is too far removed from the atmosphere of the camper's previous experience. A perplexing atmosphere might lessen the individual's ability to adapt himself.

Sharp recognizes the individuality of the camper, and that activity planning must consider his interests, abilities, and needs. Sharp feels that the camper, with as few restrictions as possible, should be responsible for the organization and activation of the camp program. He suggests the following nine criteria before an activity may be included in a camp program:

"An Activity Should

1. be of such nature and should be conducted in such a manner that desirable learning goes on.
2. have practical use in camp and be considered worthwhile by the camper because he has helped select it and finds that it satisfies his needs.

1/ Alcott F. Elwell, *The Summer Camp - A New Factor In Education*, Unpublished Thesis submitted for the Doctor's Degree, Harvard University, May 1, 1925.

3. provide for individual growth of the camper insofar as the camper may wish to progress in that particular activity during the time he spends in camp
4. provide for the individual differences of the camper
5. fit into the whole scheme of the life and spirit of the camp, as well as into the other activities of the camp program
6. increase and enrich the social life of the campers taking part in the activity
7. aid in the formation of desirable habits and attitudes
8. stimulate a desire for participation in other camp activities.
9. help create a spirit of happiness and enjoyment in camp.  

Brown believes that the philosophy of "let the camper do what he wants all the time," only heightens inferiority and results in withdrawal from the group. He states that the child will not wish to participate in new things because he will feel inadequate.

The camp counselor has a vital role in establishing a fine relationship that makes the young child, as well as the adolescent, identify himself with the counselor and the group. Since contacts with outside individuals are infrequent in the boarding camp, the child's acceptance of the camp's and counselor's ideals is of great importance. Hero-worship and imitation are likely to occur. This result stresses the need for qualified camp personnel. The camp personnel should realize the opportunity of giving the child a chance to demonstrate his ability. They should establish his feeling of belonging to the group while he acquires new skills.

2/ Francis J. Brown, op. cit.
Dimock investigated the values of camp life by consulting both boys and their parents. The parents felt that camp life increased confidence, and developed courtesy and consideration for the welfare of others. Camp improved the ability to mix and co-operate with others, increased the regard for property, developed unselfishness, improved resourcefulness and initiative, established qualities of leadership, and increased the sensitivity to the feelings of others. The boys felt that camp life aided in developing such skills as swimming, canoeing, and campcraft. Camp helped them to get along better with others, to keep better health, to be more unselfish and willing to help others, and to gain more self-confidence, self-reliance, and courage, while meeting new friends. These values would indicate that at least some camps have set and achieved worthwhile goals in program planning.

**Personality Changes in Public and Private Camps.**—The literature does not reveal many studies of personality changes in camps. Watson investigated health knowledge, "honest confession" attitude toward law, freedom from prejudice, and ideas of camp value in twenty-five different Young Men's Christian Association camps where boys attended camp for one month. Of the twelve hundred boys included, the average gain of scores of each boy was negligible.


Dimock and Hendry made a study of camping and character in an eight week private camp. This study was compared with Watson's results, taken from the public camps. They were able to record only slightly greater gains in the private camp. Records of the counselors indicated, however, many more behavior problems improved than problems unimproved. More improvement was registered for the younger boys than in the older group, when a behavior rating scale was used by the counselors.

A study of service and self-control by Hartshorne, et. al., revealed that children who attended summer camps did not exceed the average non-camper on tests of service, persistence or inhibition.

3. Summary of Chapter II

From reviewing the literature one realizes the necessity of a multiple approach to the study of personality development as a whole.

It is frequently pointed out, that, disregarding innate characteristics, the home environment has the greatest influence on personality development.

There is no general agreement regarding the number of or existence of personality traits. Most authorities do, however, believe that traits exist, and suggest that additional investigations be made to

1/ G. B. Watson, op. cit.


clarify their value, influence, prominence, and flexibility in shaping the whole personality.

Of the many approaches to child study available including observations, rating scales, tests, questionnaires, sociograms, inventories, and interviews, most investigators do not rely upon one method alone. They rely upon a combination of various methods to obtain results.

Various methods of measuring personality such as Phrenology, photographs, voice, handwriting, posture, gait, and appearance have little value.

The concept "personality" means one thing to the layman and quite another to the psychologist. Even those whose profession it is to deal with personality and its problems, have different approaches to the meaning of personality.

Studies are available which indicate that many different influences are at play in changing personality traits. The individual preserves a central core of personality traits, however, which do not change.

In setting up the activities for a camp program, each activity should be evaluated critically. The campers themselves should have some part in planning the activities. Those activities should provide for the needs and interests, with regard to personality development of individuals in the group.

Few investigations concerning facets in personality or changes during the summer camp have been published. A study indicated subjective changes in younger children.
CHAPTER III

PLAN, SCOPE, AND PROCEDURE OF THE STUDY

1. Personality Defined

In this study, the term "personality" means the total of an individual's behavior in social interactions, and how he feels in various situations. The writer wishes to accept the definitions of Thrasher which uses the term "personality" to refer to the individual's popular, behavioristic, and sociological display of traits. Further, the term is used to refer to the effectiveness with which the whole individual meets his personal and social problems.

2. Description of the Site of the Study

The study was made at a private camp for boys located on Newfound Lake in New Hampshire. The camp was established in 1903 and is nationally prominent. It is actively associated with the New England Camping Association.

The active area of the main camp comprises about sixty areas which extend along the lake. Over sixty acres of mountain woodlands adjoin it, providing adequate area to carry out the camp program.

The camp is divided into two age groups, ages seven to ten, and ages ten to fifteen. Tuition of the camp for the summer is approximately five hundred to five hundred-fifty dollars for boys in each group. The

1/ Frederick M. Thrasher, op. cit.

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two groups have separate sleeping and play areas, sharing the craft shop, swimming areas, tennis courts, outdoor chapel, and an infirmary which houses a full time registered nurse. Each of the two areas is provided with its own campfire circle, library, permanently constructed quarters, running water, assembly halls, and athletic equipment. There are approximately thirty-two buildings, including dormitories, offices, assembly halls, counselor and visitor cabins, equipment buildings, a store, craft shop and maintenance buildings, toilets, rifle range, and the dining porches which are located in one large house.

In the summer of 1955, there were eighty-two boys in the older group. Eleven boys were in the younger group. The staff was comprised of forty-six members including the two directors, two superintendents, senior counselors and junior staff members. Junior staff members are graduates who return and assist the counselors, paying only part tuition. Of the forty-six members comprising the staff, six members worked with the younger group. Approximately twenty-five percent of the campers were sons of former campers. A part-time physician gave physical examinations once a week and was available for first aid. Outside speakers were often engaged for nature discussions, talks on worthwhile topics, and for special entertainment. An experienced dietitian supervised several chefs and the meal planning.

Each counselor was given a handbook outlining instructions and rules which had been developed from fifty years of experience. The counselor

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1/ Two additional campers were present, but arrived too late to participate in the study.
agreed not to smoke, not to use intoxicants of any kind, and to carry out all individual duties. These duties included program planning and instruction, night dormitory supervision, life-guarding at the waterfront, and attendance at all camp activities except on days off. Days off occurred approximately once a week. Each camper and counselor was required to furnish several uniforms which were worn at all times.

More specifically the younger group of which this study is concerned, consisted of a "mother," "father-director," two senior counselors, and two junior staff members. The director's responsibilities included the following: (1) planning the daily schedule; (2) assigning duties; (3) preparation of a history for the year's activities; (4) preparation of camper reports, one per week for each boy; (5) preparation of a weekly newsletter for parents; (6) recording individual records of achievements for award presentations; (7) enforcement of all rules; (8) responsibility of the general good health of the group; (9) carrying out camp traditions; and (10) keeping the head-director informed as to all activities, problems, and progresses. The "mother" was responsible for the following: (1) handling correspondence with parents; (2) managing visiting hours; (3) keeping the health charts; (4) preparation by each camper of one letter per week which was mailed home; (5) keeping accounts; (6) checking laundry; (7) handling bedwetters; (8) directing some craft activities; and (9) seeing that each camper maintained good health, cleanliness, and happiness. The counselors directed the activities of the program. They supervised the duties of the campers and took charge of rest periods, reading at the rest periods from time to time. They alternated in taking night dormitory duty, and kept records for the
director. The junior staff members helped prepare the tables for meals, built the evening campfires, did clean-up and maintenance work, and assisted the other staff members when needed. All staff members maintained table etiquette, and aided at both wash-up and bed-time.

The program for the younger boys was varied from day to day, but consisted of a combination of the following activities: (1) nature hikes; (2) photography; (3) tennis; (4) baseball; (5) riflery; (6) swimming and diving instruction and practice; (7) boating; (8) sand-box play; (9) campfires; (10) free play; (11) assigned duties; (12) rest periods; (13) archery; (14) soccer and team games; (15) overnight camping; (16) excursions by boat and car to places of interest; (17) mountain climbing; (18) indoor games; (19) chapel; (20) movies; (21) crafts; and (22) hobbies such as model airplane building. Visiting parents or guests were not permitted until one month after camp had opened, and then they were permitted only on weekends.

3. Description of the Activities of the Program

A typical day would include the following: (1) an hour of duties such as sweeping out the dormitory and making beds; (2) an hour of instruction in some craft or a skill such as riflery or archery; (3) at least an hour of rest after lunch; (4) an hour of organized athletics or free play; (5) an hour or longer of swimming, depending upon the temperature; and (6) an hour of campfire or organized activity following supper. Each Thursday was the day for trips. These ranged in distance from five to one hundred and fifty miles from the camp to points of local interest. Saturday was a day of special activities in which the entire
camp took part. An example of this was the Day of Watersports. On this
day the camp participated in canoe races, swim relays, and other
competitive games in the water. On Saturday evening a camp-wide
special program was planned. Sunday was a more leisurely day with
milder athletic activities and church.

The boys were expected to make their own beds each day. They
were shown by counselors for the first few days, and then they were
expected to make their beds neatly. Each boy participated in some form
of daily duty around the dormitory, such as sweeping the floor, scrubbing
the wash-porch, raising or lowering the flag, or setting the tables.
Thusly, responsibility was assigned to each boy.

Each was expected to wash his hands and face and comb his hair, or
was sent back from the dining hall to do so before he could eat.

Boys were encouraged to be creative in the craft shop, and to make
at least one special project for their parents.

They were encouraged to achieve some special skill such as riflery,
archery, tennis, or swimming; and each was rewarded with certificates and
medals for achievement. Each boy was introduced at some time to all of
the above mentioned athletic skills, but usually was able to participate
more in those he liked best.

These young boys were divided into two teams as evenly as possible
early in the camp term. The two teams competed on the basis of
excellence in performance of duties and athletic activities. In the
final results, after a very competitive series of activities, the two
teams were tied in total points to the surprise of everyone but the
staff. Each boy received the prize of a candy bar for his good
Performance. Participation on these teams by reluctant boys was encouraged by the staff as well as by fellow team members. The teams were small, and consequently needed every member in such activities as soccer.

It was necessary for the boys to remain quiet during rest periods and after taps. Failure to do so resulted in an assignment of a few minutes extra rest time in bed, or deprivation of a few minutes swimming time. Punishments for major rule infractions, which were rare, consisted of the same extra rest time or decreased swimming time. Major rule infractions included fighting in the sand-box, ducking a non-swimmer underwater, and talking during rest periods.

Due to the large staff and well equipped facilities, there was always something available that a boy wished to do. If a problem arose such as homesickness, which actually occurred in only two cases, or if a boy's interest in an activity flagged, a staff member was always present. The boy could be offered personal encouragement or advice, or be removed from the group for special instruction.

The emphasis upon the camp program consisted of plenty of sleep—at least nine hours, and good food with a weight gain or loss according to the boy's body build. Plenty of group and individual activity was also emphasized, especially the acquisition of new and the perfection of old skills, based on competition. In addition, self-confidence in swimming and other athletic activities, assumption of responsibilities and duties, and increased appreciation for all things natural were stressed. The boy was expected to grow physically, mentally, and socially at camp. If he apparently did not, special effort was directed in an attempt to help.
4. Description of the Subjects

Eleven boys were used in the study, three from Connecticut, three from Pennsylvania, two from New Hampshire (all from different towns), and one each from Washington, D.C., New York, and Delaware. The ages ranged from seven years and seven months to nine years and ten months, excluding the two boys who did not participate in the study, ages five and seven. Four boys were to be in grade three, two in grade four, and five in grade five in the fall. Four boys came from broken homes, i.e., parents divorced or one parent deceased. One boy of the eleven was returning to camp for the third year, six for the second year, and the remaining four were new. Although no records were available, the writer would estimate five to be in the high socio-economic group, five in the upper middle socio-economic group, and one in the lower middle socio-economic group. The boy in the latter group was attending camp under a scholarship. Religious affiliations included five Episcopalians, two Congregationalists, and one each Presbyterian, Methodist, Protestant, and Christian Science member.

5. Description of the Measurements Used

Three types of tests or measurements were used covering a period of eight weeks. These were the sociogram, Davis-Eells Test of General Intelligence or Problem-Solving Ability, and the California Test of Personality, 1953 Revised edition, Forms AA and BB, Primary.

The sociometric measure provided information as to the individual's relationship, acceptance or rejection, in the group. It was valuable

1/ Allison Davis; Kenneth Eells, Davis-Eells Test of General Intelligence or Problem-Solving Ability, World Book Company, Yonkers-on-Hudson, New York, 1953.
2/ Louis P. Thorpe, et. al., California Test of Personality, Forms AA, BB, Primary, California Test Bureau, Los Angeles, 1953.
in determining the leaders and followers of the group, and it indicated those who were isolates. The test covered three categories, work-with, sit-with, and play-with. It was limited in that the individual had to choose one person as being the one with whom he preferred to work, sit, and play. It is valuable in a group of eleven as the small group size permitted each individual to become well acquainted. It is more valuable in a camp situation than school situation since group living and the life of the camp permit a twenty-four hour observation of each individual.

Another limitation in the first sociometric test might be mentioned. It was possible that those four boys who were new did not have time enough to get acquainted with the others, although about a week elapsed before the test was given.

The Davis-Eells Test of General Intelligence or Problem-Solving Ability (Davis-Eells Games), deals with sixty-two realistic problem areas. They require the child to understand and respond to verbal material, but the test is free from reading requirements. The method of administration stresses a "game" instead of a "test" atmosphere. Interviewing was used to determine the basic validity of the problems on the test. Earlier the problems had been selected after intensive observation and interviews of children in many areas of activity, school, play, and family situations. The authors point out that the test does not have a high correlation coefficient with other intelligence tests or school marks. Most intelligence tests in the past have been constructed to predict academic success in the ordinary school situation. They believe, however, that this test does measure mental ability to solve problems most children have to deal with, and there is good basis
for their opinion.

The California Test of Personality was organized to measure personal and social adjustment, personal adjustment being based on feelings of personal security, and social adjustment being based on the feelings of social security. Each of the twelve sections consists of eight items. The personal adjustment section contains six groupings under which the items appear. These are: (1) self-reliance; (2) sense of personal worth; (3) sense of personal freedom; (4) feeling of belonging; (5) withdrawing tendencies; and (6) nervous symptoms. The social adjustment section contains the following six groupings: (1) social standards; (2) social skills; (3) anti-social tendencies; (4) family relations; (5) occupation relations; and (6) community relations. The groupings have been made equivalent by having each item of Form AA matched with an equivalent item of Form BB as to difficulty. The personal adjustment section for both forms has a correlation coefficient of .91, computed with the Kuder-Richardson formula. The social-adjustment section for both forms has a correlation coefficient of .89 and was computed with the same formula. Six hundred and forty-eight cases were used for computations of the reliability coefficients. In the manual, studies of validity were reported by Ellis, Buhler, and Taylor and Combs, it was concluded that this questionnaire measurement is as satisfactory as the interview method, may produce more self-revealing data, and revealed statistically significant differences in favor of the better-adjusted group. The limitations of the test as

1/ Allison Davis; Kenneth Bells, Manual, Davis-Bells Test of General Intelligence or Problem-Solving Ability, World Book Company, Yonkers-on-Hudson, New York, 1953, p. 6.

discussed by Spencer, include the misunderstanding on a number of items due to language difficulties, and the influence of changing attitudes, the lack of self-knowledge, and other factors which tend to produce discrepancies in responses.

6. Technique and Procedure of Using Measurements and Collection of Data

This study combines the following methods of collecting data: Observations and anecdotal records; tests of personality, intelligence, and sociometric position; interviews; growth records and family data; and counselor ratings.

Observations and Anecdotal Records.--Observations were made at random upon each individual, alone and with a group. The varied activities of the camp predicated the necessity of making irregular observations. The schedule of the camp was so flexible that at certain times on different days, each boy might be participating in a different activity or no activity at all. It was felt that a more complete record could be obtained if observations were made frequently and at random upon each individual. Accordingly, observations were made during instruction periods, during free periods, etc. These observations were recorded in a notebook at the time of their occurrence. Approximately three hours per day for eight weeks was spent in observing individuals and groups. Special instances of interesting behavior were reported to the writer by the director and

1/ Louis P. Thorpe, et. al., op. cit., p. 10.

counselors several times during this period and were recorded.

Tests.--The personality test was given during the latter part of the rest period of three afternoons in the first week of camp. It occurred in a quiet room which was uninterrupted by outside distractions. One third of the group was tested each day. The tests were conducted in as interesting a way as possible, simulating a project in which one must do as well as one can. Each question was read aloud and the administrator determined that each boy knew the appropriate answer space and understood the question adequately. Ample time for considering each question was given; and, although it was conducted in an informal atmosphere, thinking and answering correctly were stressed. Seventy minutes were required for the test, which was twenty-five minutes longer than expected. The test, however, has no time limit. A retest occurred seven weeks later during the last week of camp under similar circumstances. Interest on the part of the boys seemed to be as high as before, and cooperation was undiminished. The retest also took an equal length of time and was given to one third of the group on three successive afternoons. The boys were informed that their answers to the questions would be kept in confidence and would not be given to the camp staff or to their parents.

The intelligence test was given in the same room where the personality test was administered. Thirty minutes each day for six afternoons were required to give the test. Each boy went with one third of the group for thirty minutes on two consecutive days. The test was given during the latter part of the second week, and the first part of the third week of the camp. The test problems were referred to as games as the test manual suggests. The atmosphere of the room was kept relaxed and comfortable.
No reading was required by the boys, because each boy had only a picture to look at in his test booklet. The administrator read the three possibilities of what the picture represented. The boys were instructed to mark the correct box and the administrator observed that each boy understood each question and answered each question seriously. This test was the most enjoyable of the three formal measurements given, since it is constructed in a semi-game fashion. None of the boys asked why they were being given the test, and two of the boys requested later in the summer to play another game with the pictures.

The first sociometric test was given at the beginning of the second week to give the boys a week to become acquainted. This was necessary because four boys had never been to camp previously, and did not know the others. Each was seated on the floor in a circle with a four inch by eight inch name card. The names of every other boy in the circle were visible. In the work-with category, the boys were instructed to choose the other single boy that they would most like to work with, because as it was explained, the information was needed in scheduling duties. Whenever possible, boys were scheduled together on related work duties according to their choices. Next, the boys were asked to select the individual with whom they would like most to play. This was mentioned to the boys as being necessary to formulate the teams. It was not possible to follow their requests for team companionship in every case, because it was important to have the teams as balanced as possible. Last, each boy was requested to choose the boy with whom he would most like to sit in the dining hall. The seating arrangement of the dining hall was followed as requested for the first two weeks. It was then changed in order to give
each boy the opportunity to sit with a different group of fellow campers. In the case of work-with, the duties soon became re-arranged due to special requests and exchanges. In the play-with requests, team membership soon became more important than special requested companionship. And, as mentioned, the seating arrangements were shifted weekly in the dining hall after two weeks. The selections of sit-with, work-with, and play-with essentially were forgotten. Again, in the last week of camp, the sociometric measure was repeated. It should be noted that at this time, none of the boys asked for the purpose of the measurement, and no reason was volunteered to them.

Interviews.--Boys were encouraged to come to the camp mother or other members of the staff on a voluntary basis, whenever they wished. The writer, as one of the above, participated in a major portion of these interviews. In addition to the voluntary interviews, a few requests were made for each boy to "drop in and have a talk," or to "drop in and we'll make handi-crafts." Since the boys always enjoyed these opportunities to talk, the interviews were scheduled in this fashion. Approximately one and one-half hours a week were spent with each child in an interview situation. The interviews were not structured question and answer situations. Often, however, the boy himself came to ask questions and information was given. Usually these questions concerned requests for special activities, information about the floods which were occurring through New England, and information about camp restrictions due to Polio. Interviews to which the boy was invited consisted of informal conversational periods in which they were encouraged to talk about anything they wished while working on some hand project. A few leading
questions, however, were asked that were indirectly related to their responses on the earlier personality test. For example, if a boy scored low on family relations, a question concerning the number and health of his siblings would be ventured in order to steer the conversation. If the boy's reply was slow or evasive, further questions were not offered. They were encouraged to talk about their accomplishments, possessions, wants, and dislikes.

Growth Records and Family Data.—The boy's height was measured at the beginning and at the end of the summer, and a weekly weight check was made every Saturday morning. Previous health records were obtained from office records and parent correspondence. Family data was recorded from office records. This included the number of siblings, parent's marital status, religious affiliations, and residences. Personal informal contacts with at least one parent of all the boys, except one, gave further information about the family.

Counselor Ratings.—The counselor ratings were formulated in the first week of the summer by the director and writer, and again during the last week of camp.
CHAPTER IV

INDIVIDUAL CASE STUDIES

Introduction

In this chapter individual case studies will be presented for each of the eleven boys who were studied in the summer camp.

Each study will present material in the following areas:
Personal History including (1) date of birth, (2) grade level, (3) Index of Problem-Solving Ability, (4) results of the California Test of Personality, Primary form, (5) results of sociometric measurements, (6) health, (7) interests, and (8) previous camp attendance; Family and Home History including (1) location of home, (2) socio-economic status of family, (3) marital status, (4) family religion, and (5) reason boy was sent to camp; Observations of Behavior including (1) recorded statements, (2) observations at work, (3) observations at meals, (4) observations at play; and an Interpretation of the Behavior Patterns.

Some of this information will be presented and compared in Chapter V for the entire group.
The Case of C. M.

History and Recorded Data

Personal History

Date of Birth: August 13, 1945

Grade Level: C. M. will be in the 5th grade in September, 1955.

Index of Problem-Solving Ability: C. M.'s Index of Problem-Solving Ability is 110. He ranks in the 73rd percentile.

Results of the California Test of Personality, Primary:

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<thead>
<tr>
<th>Test</th>
<th>Form AA</th>
<th>Retest</th>
<th>Form BB</th>
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Sociometric Measurement Results:

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Health Record:

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<th>Height</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Beginning of Camp</td>
<td>53 1/4 inches</td>
<td>82 1/4 pounds</td>
</tr>
<tr>
<td>End of Camp</td>
<td>53 1/4 inches</td>
<td>77 3/4 pounds</td>
</tr>
</tbody>
</table>

C. M. was slightly overweight upon arriving at camp, and by restrictions on seconds at meals, he was able to lose several pounds by the end of the summer. C. M. was in good health throughout the summer.

Interests: His parents gave no suggestions concerning C. M.'s special interests.

He enjoyed especially riflery and aquatic activities. He was the originator of the model club and built many plastic airplanes and boats.
Previous Camp Attendance: C. M. had been to this camp the previous summer.

Family and Home History

Home Location: C. M. has lived for the past year with his family and nurse in Arizona. The family maintains their home residence in Bryn Mawr, Pennsylvania.

Socio-Economic Status: C. M.'s father is a retired business executive. The family would be classified in the high socio-economic group.

Marital Status: C. M. lives with his parents, and siblings, some of whom attend private schools during the school year. C. M. and his siblings have been in the care of a nurse at home.

Religious Preference: Episcopalian

Why Boy Came To Camp: C. M.'s older brothers had been to this camp previously. He had attended camp the preceding summer and had enjoyed it. He was promised by the directors that he would be able to transfer to the older section of the camp in the middle of the season. This was discouraged, and he really was never permitted to make a choice. He did not have a great desire to leave the younger group until the end of camp when he expressed the hope of being certain that he would be placed in the older group during the next summer.

Observations of Behavior

Recorded Statements: About his home--"We move around too much."
"I belong to a lot of clubs in Pennsylvania, but now we live in Arizona."
"I would like more clubs in Arizona."

About his parents--"My folks don't say much about my successes."
"I play away from home most of the time."
"They don't get a chance to see what I do, so they can't say I do well."
"Father is a retired doctor, not
really a doctor, but tells people where to work in a hospital."

Concerning his siblings--"My brother is always hacking." "He argues over small things." "We really don't have serious arguments." "My brother is mean to me." "He is thirteen." "He doesn't boss me around too much, but you think he is mean to you because he doesn't let you do the things he does."

About money--"I get to choose what I want to buy, but I can only spend certain amounts." "I buy toys and I save my allowance."

When discussing travel--"I like to travel." "I go to about a new school each year, well, the last two."

Concerning guests--"When we have company, it takes a little while to get acquainted."

About his sleep--"I camp out about once a week and have scary dreams." "I either like to get up real early, four a.m., or at nine or ten." "I stay awake too much, and I have trouble getting to sleep."

About his eyes--"My eyes hurt because I like to look at light bulbs." "They hurt at movies." "I like to rub them." "They give me something to do."

When asked about work--"I think it's a habit, but when I make airplanes and they don't come out, I get mad at myself and the person helping."

About a new boy--"Let's take him for a long walk."

When talking about another camper--"You're just as bad as T. H." "He goes around spanking."

Observations at Work: C. M. was a skilled, competent, and thorough worker who often completed the responsibility assigned and asked for more. He was a sub-leader of one of the teams. This was not an official capacity, but he frequently demonstrated leadership in encouraging or assisting
other campers in completing their work responsibilities.

Observations at Meals: C. M. knew and utilized very good table manners. He was courteous and quiet at the table. He realized that he was overweight and never complained about not getting seconds on food. Upon occasion, he rationed himself on firsts, and took pride in being able to lose more weight than the other campers who were in this slightly overweight category.

Observations at Play: C. M. was very competent in swimming and boating, and often wanted to do all of the rowing by himself. He was good natured and would let other less competent boys help him row. In building model airplanes, he was patient with the glue and when the job was finished he cleaned up all of his papers, put everything away nicely, and disposed of the waste. C. M. liked to work in the craft shop, and had patience and skill to complete good projects in braiding and basket weaving. He was very competent and co-ordinated in team games, and frequently was the outstanding performer. Several times during the course of the summer, he commented that he felt his performance was capable of qualifying him for transfer to the older group, but he never specifically requested the transfer, and hence, was kept in the younger group. C. M. would probably have been chosen as captain of one of the teams if one of the other boys, who was made captain, would have graciously accepted a secondary role. He was capable of the leadership, courteous, and considerate, and would have made an excellent captain. The staff felt that the other boy might derive more from the position than C. M.

Interpretation of Behavior Patterns

C. M.'s total percentile rating in personal and social adjustment fell slightly during the course of the summer. The changes were hardly
significant or indicative. The sociometric measurement fell from seven first choices to four. This was still considerable popularity. The downward personality change and decrease in sociometric choice was slight, but they possibly reflected C. M.'s desire to be with the older group of boys. He was competent enough and realized this; and although, he participated in all activities actively, he possibly did not give as much enthusiasm to this participation as he might have in the older group. In other words, he "knew the ropes," and was just "marking time" until next summer.
The Case of A. G.
History and Recorded Data

Personal History

Date of Birth: July 16, 1946

Grade Level: A. G. will be in the 4th grade in September, 1955.

Index of Problem-Solving Ability: A. G.'s Index of Problem-Solving Ability is 82. He ranks in the 11th percentile.

Results of the California Test of Personality, Primary:

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<th>Test Form</th>
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<td>BB</td>
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<th>No. of Choices</th>
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<tr>
<td>Sit-with</td>
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<td>Sit-with</td>
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<td>Work-with</td>
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<td>Work-with</td>
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<tr>
<td>Play-with</td>
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Health Record:

<table>
<thead>
<tr>
<th>Test</th>
<th>Height</th>
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<tr>
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</tr>
<tr>
<td>End of</td>
<td>54 1/4 inches</td>
<td>67 3/4 pounds</td>
</tr>
</tbody>
</table>

A. G. came to camp slightly underweight. He was able to gain only one and three quarter pounds. When he arrived at camp, he had two small unhealed infections on his feet and was kept out of swimming for two or three days. In the middle of the camp season, A. G. suffered severe heat prostration and, much to his dislike, was in the infirmary for about ten days. He recovered completely, and by the end of the camp was able to return to a full schedule of activities.
Interests: His mother gave no suggestions concerning A. G.'s interests.

A. G. liked to play by himself best of all, and occasionally with small groups of boys younger than himself. He enjoyed building model airplanes, and had a greater interest in nature lore than any of the other campers. He liked to catch and keep alive moths, and butterflies. His pockets were filled with rocks collected, and bird's nests were on his bureau. A. G. enjoyed playing baseball and tennis.

Previous Camp Attendance: This was the third summer for A. G. at this camp.

Family and Home History

Home Location: A. G. lives in Cannan, Connecticut, in a residential home.

Socio-Economic Status: The family would be classified in the upper middle socio-economic group.

Marital Status: A. G. lives with his mother and maternal grandparents. His father has been deceased for several years.

Religious Preference: Congregational

Why Boy Came to Camp: This is the third summer for A. G. and he enjoys camp life very much. His mother feels that it is a good place for him to associate with boys of his own age.

Observations of Behavior

Recorded Statements: Concerning his interest in nature—"When are we going on a nature hike?" "Can we go on one tomorrow?" "Is it all right if I put rocks on my bureau?" "Can you give me a jar to put my butterflies in?" "What do you feed butterflies?"

In performing simple activities, he often asked for help, saying—
"Will you help me build my car?" “Will you wet down the sand-box so we can build tunnels?"

When asked to do an unusual duty, to come out of the water after swimming, or to wash his hands before meals, his frequent question was—"Do I have to?"

Observations at Work: A. G. was often pre-occupied with something other than the particular duty assigned. He would not make his own bed carefully, or arrange his clothing in his bureau neatly without encouragement from his team captain or a staff member. He never volunteered to do extra work, and the effort expended in requesting him to perform an extra function was generally felt to be not worth while by the staff or his team captain. A. G. was frequently not to be found when a responsibility was placed on him. This was apparently not an obvious attempt to avoid the responsibility, but rather it was a pre-occupation or interest with something else.

Observations at Meals: A. G. ate slowly and carefully, with a ravenous appetite, without gaining in weight. Occasionally he would compound a disturbance at the table by yelling or laughing in approbation of someone else’s horseplay. He rarely was a source of horseplay himself. His loudness and laughing seemed to come as much as a surprise to him as to a staff member, and he could not remember to curb this display. He was, therefore, often placed on table silence in order for the meal to progress.

Observations at Play: A. G. best enjoyed playing by himself in the sand-box or wandering in search of objects of nature lore. When requested to play in a team game, he would often stand idly as if pre-occupied with
something else. This was not a popular attitude among his fellow teammates. He was not especially skilled or co-ordinated, but his size and previous camp experience led his teammates to expect more of him than he wished to produce. The only team game which he enjoyed was baseball, at which he was fairly competent. He wished to learn more about tennis, but was not well enough co-ordinated and was therefore rather unsuccessful. His swimming ability was limited, and he preferred to play in shallow water by himself or with the youngest members of the group. A. G. was never an originator of any game or activity, and would participate and co-operate in its success only if especially invited or rather firmly requested to do so by a staff member.

Interpretation of Behavior Patterns

A. G.'s total personality percentile rating rose from 20th to 40th during the camp. His social adjustment percentile remained stationary at the 30th. The entire increase, therefore, was in the personal adjustment percentile, from 10th to 50th, which was significant. His socio-metric position measurement results placed him as a complete isolate, both at the beginning and the end of camp. With regard to A. G.'s Index of Problem-Solving Ability, he was in the 14th percentile, the lowest of any camper. His social behavior patterns more or less did not change during the course of the summer. When he wished to participate in any activity he would do so. If more or less forced to participate, such as in performing duties or team games, he would become pre-occupied, uninterested, and hence, not integrated in the group interactions. A. G. did enjoy the summer and was successful in finding many individual activities which interested him, such as nature lore. This is reflected
in his change from 10th to 50th percentile in the personal adjustment of the personality measurement.

When visited by his mother during the middle of the summer, he exhibited an uncontrollable temper tantrum in her presence and in the presence of the camp nurse. He was put to bed. No such exhibition was ever shown in the presence of the other campers or the staff. The source of the conflict was apparently his desire to return to full camp activities while the nurse, upon the recommendation of the camp doctor, believed he should rest a few more days. His mother concurred in this opinion and his demonstration was for her benefit.

A. G., as shown by the sociometric measure, was never accepted by his peers. They believed that A. G. was either "dumb" or eccentric because he did not always wish to participate in their suggested activities. His low ranking in Problem-Solving Ability was probably one reason for his eccentric behavior. A. G. realized that he was not as "smart" as other boys and discovered an eccentric behavior which was acceptable. Fortunately, this eccentric behavior consisted of interests in all things natural, which is a generally socially acceptable behavior. Although he was not chosen as a first choice in the sociometric measurement, A. G. probably realized that his unusual behavior was acceptable because special pleasant attention was paid to him when he collected unusual natural objects and hence, his social personality adjustment percentile remained fixed.
The Case of T. H.

History and Recorded Data

Personal History

Date of Birth: November 11, 1947

Grade Level: T. H. will be in the 3rd grade in September, 1955.

Index of Problem-Solving Ability: T. H.'s Index of Problem-Solving Ability is 111. He ranks in the 75th percentile.

Results of the California Test of Personality, Primary:

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<th>Retest</th>
<th>No. of Choices</th>
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</table>

Health Record:

Beginning of Camp: Height 48 inches  Weight 51 1/4 pounds

End of Camp: 48 inches  53 pounds

T. H. gained about two pounds during the course of the summer. He was well during the camp season.

Interests: T. H.'s parents wrote that he was interested chiefly in running games, and that he liked to mimic and joke.

He enjoyed swimming and craftwork. He made more craft projects during the summer than any other boy.
Previous Camp Attendance: This is the first year T. H. has been to camp.

Family and Home History

Home Location: T. H. lived in a residential home in York, Pennsylvania.

Socio-Economic Status: T. H.'s father is an official of the state government. The family would be classified in the upper middle socio-economic group.

Marital Status: T. H. lives with his siblings and parents at home. During the summer, the family usually takes a summer cottage two hours driving time from Harrisburg, Pennsylvania, and T. H.'s father is present only on weekends.

Religious Preference: Methodist

Why Boy Came to Camp: T. H. enjoys playing at home with his brothers and sisters and his parents felt that it would widen his associations and improve his self-reliance if he went away from home to a camp for the summer. He was not anxious to come, and was homesick at various times.

Observations of Behavior

Recorded Statements: About playing - "Sometimes I play games I don't want to at a birthday party, because I want to help our team win." "When we play a game, this boy doesn't play fair." "I play and then I get mad." "My brother gets even with him." "I try to play fair." "Other kids tell me I don't play fair."

Concerning his coming to camp - "My folks at home are good to me." "My brother said everybody was older than me." "He was afraid to come here."

About school - "There are two bad boys." "They do everything." "They pick on people, but they all like me."
About his siblings - "When I am close to this flower pot my brother knocks it over." "He knocks it over on purpose and my folks blame it on me." "My brother doesn't like me." "When my brother gets bad marks, he hides his paper." "My brother makes me mad when I try to get a book at home." "My brother is nine." "He won't let me come into his room." "He locks his door." "I have to watch my brother so he won't hurt me."

Concerning courtesy - "I always thank people who help me." "Cause if they do something for me I should appreciate it." "I should mind my folks because they are my parents."

When working with his hands he said - "I like this, yes, I like to work with my hands."

Observations at Work: T. H. was new to the camp and had to learn the routine of activities. He was not especially skilled or competent in handling the brooms for sweeping or in making his bed and straightening his bureau. He progressed very well during the summer. If he could be encouraged specifically to complete a task, he would do so and then be very elated if one would praise him. He would not seek extra work or volunteer, and occasionally could not be found when it was time to perform his assigned responsibility. Other older campers usually had to help T. H. complete his work. Part of this was due to his inexperience, and part of it was due to his lack of interest in carrying out duties.

Observations at Meals: T. H. was not too skillful in using his utensils, but he tried very hard to do as the other boys and the staff member showed him. He was likely to report on others who were not using good table manners. His appetite was excellent, and at times made comments when he was told that he had had his share.
Observations at Play: T. H. was not very skillful in group or team games. This was chiefly due to his age. He liked to be a member of the team and to participate, but he usually was a less than average performer. As at the table, T. H. frequently would go from one staff member to another reporting upon the minor misbehavior of a fellow camper. This improved during the summer. T. H. loved to work with his hands and did much in the craft shop. He was usually quiet in group play and was not too forceful. T. H. often became impatient at the lack of progress of an event or at the omission of his turn in the game. He usually would not assert himself and complain, but would stand around talking to himself until someone would mention that T. H. had been passed over. When this was discovered, T. H. would beam and come swaggering up to bat. He made a lanyard, a lapel pen of leather, a couple of sail boats, a necklace and bracelet of beads for his mother, and several pot-holders for his mother. In each of these projects, he took special pride in their being without flaw. He seemed to thrive on praise; and if praised, would request to make another project right away. T. H. liked to show off in an activity at which he was adept. He could dive very well, and would dive into the water repeatedly each time making sure that someone was watching him, usually a group. If no one seemed to be watching him, he would yell, "Hey, watch me."

Interpretation of Behavior Patterns

His over all total personality percentile rating remained at the 40th. But, his personal adjustment fell from 70th at the beginning to 20th at the end, and his social adjustment percentile rose from 20th to 50th. Concomitant with this rise, he was chosen in the sociometric
measurement by two at the beginning and six at the end of the summer. This is one of the largest increases. T. H. felt quite inadequate during most of the summer. Although he did become fairly popular and well liked, he still was retiring and reserved. Part of his hesitancy was logical because of his small size, young age, and general lack of skill to perform in an outstanding fashion. In the course of the summer he did become much more accepted socially by his peers. The great fall from 70th to 20th in personal personality adjustment percentiles is significant and difficult to explain. It can only be assumed that in spite of his increased social interaction, he also felt increasingly inadequate. This is probably why he reacted so favorably to praise in the craft shop. This was a skill that he could adequately perform. He never completely got over his initial homesickness, and these feelings returned for an hour or two each week, especially at mail call. During the first part of the summer, he was a frequent bed-wetter, the only one in the group. By awakening him in the middle of the night, it was possible to circumvent this obviously distressing and embarrassing situation.
The Case of D. M.

History and Recorded Data

Personal History

Date of Birth: December 2, 1947

Grade Level: D. M. will be in the 3rd grade in September, 1955.

Index of Problem-Solving Ability: D. M.'s Index of Problem-Solving Ability is 111. He ranks in the 75th percentile.

Results of the California Test of Personality, Primary:

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<th>Retest</th>
<th>No. of Choices</th>
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Health Record:

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</tr>
<tr>
<td>End of</td>
<td>52 inches</td>
<td>73 pounds</td>
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D. M. was slightly overweight at the beginning of camp and was not permitted second helpings of potatoes, bread or deserts in order to prevent further gain of weight. He came to camp with instructions to wear a patch over one eye for three hours each day in order to strengthen certain eye muscles. In addition, he took each morning, eye exercises for ten minutes under the supervision of the nurse. The patch restricted D. M.'s more strenuous activities, and further he often fell down while
running, causing abrasions of both knees. Mid-way during camp, D. M.'s parents were called because it was felt that the wearing of the patch was seriously interfering with his camp life. They consented to permit him to no longer wear the patch and to wear knee pads to prevent D. M.'s knees from suffering further abrasions and to permit healing.

**Interests:** D. M.'s parents suggest that he is better in mental activities than physical activities. They mention that he is very interested in reading and would like for him to become more out-going and to associate congenially and competitively with boys.

He is interested in reading, singing, writing, craft making, and individual activities, either performing them alone, or with one other boy. He did not wish, early in camp, to participate in group games, especially those with which he was unfamiliar such as soccer and baseball. By the end of camp, D. M. was much more interested in the group activities and games.

**Previous Camp Attendance:** D. M. had never been to camp before, and had never been away from home.

**Family and Home History**

**Home Location:** D. M. lives in a home owned by his parents in a residential area in Portsmouth, New Hampshire.

**Socio-Economic Status:** D. M.'s father is the owner and manager of a large furniture store in Portsmouth, and the family would be classified in the upper middle socio-economic group.

**Marital Status:** D. M. lives with both parents and a younger sister who is attractive, vivacious, and friendly. There are very affectionate bonds between D. M. and his sister.
Religious Preference: Christian Science

Why Boy Came to Camp: The parents were overconcerned about D. M.'s ability to identify himself with boys his own age. D. M.'s father expresses the most concern and his mother agrees. It appears that the father recognizes the adjustment problem. The director and the staff were informed both in writing and by personal conversation that D. M. needed to come to camp to learn to associate with boys his own age. The parents felt that he spends too much time at home in the company of older people, particularly his grandmother, and her 50 year old housekeeper. The parents reported that he had an "abnormal" (without further definition) attachment to the housekeeper and he was not to write to her while at camp. She was not to visit camp and was to write only one page per week. The staff was to open all of her letters and not to give them to D. M. if they were overly affectionate.

The parents instructed the staff to permit D. M. to return home if he did not like camp or became homesick. This is contrary to the procedure at the camp, but he never became homesick and this was no problem.

Observations of Behavior

Recorded Statements: While talking about a 5 year old boy who was observing 3 younger children - "He wants to grow younger so that he can talk with the children." At lunch, "Who was the son of Moses?"

Concerning his eating - "If my sister L. were here, she eats slower than me - you couldn't do anything with her."

Observations of work: D. M. was very thorough with his work, but frequently took longer than average to complete his assignment. He often was unable to do a job without special instruction in the technique.
For example, when required to sweep early in the camp, he had no knowledge of how to hold a broom or how to sweep effectively. D.M. at work was frequently greatly pre-occupied with thoughts that he might or might not be able to explain if interrupted. This pre-occupation was a handicap to the successful completion of a duty or work responsibility assigned to him. He often received caustic and urgent remarks from the staff and his fellow campers to accelerate whatever work he was attempting, and to stop his "daydreaming."

Observations at Meals: It was necessary for D.M. to have a great deal of help to prepare his food at mealtime. He did not seem to know how to cut up his meat, butter his bread, serve himself, or to use his utensils properly. As far as is known, he was never shown at home and most of these things were done for him. After about four weeks, he was able to do these things for himself. He showed a tendency to daydream even at the table. He would sit there, looking straight ahead, or he would appear concerned about someone across the room. Often this would continue for five or more minutes before someone of the staff would remind him to eat his meal.

Observations at Play: A great change took place in D. M.'s play habits during the course of the camp. Initially he did not wish to participate in group games and it was necessary to force him to take at least a minor part for a while in many of these. As the summer progressed, he began to learn the rules of the games and was a more active participant in them. Several times D. M. abraded his knees while at play, but he did not cry. He enjoyed playing in the water but was afraid of putting his head under. He could not swim at the beginning of camp, and by strong encouragement and special instruction, he was able to swim fifty feet.
In the first of the summer it was believed that D. M. was not well co-ordinated. He fell down frequently, partly because he did not watch where he was walking, and partly because of the patch over his eye. D.M.'s pre-occupations did not decrease significantly during the summer. He did, however, become very attached to the camp and some of the other boys.

**Interpretation of Behavior Patterns**

The parents of D. M. probably made an accurate assessment of his close attachment to adults. It was observed that he frequently adopted a more mature behavior pattern than one might expect for his age. He did not cry when injured as one would expect a young boy to do. The most striking evidence of this mature adjustment is revealed by the high total personality percentile rating of D. M. when coming to camp. He seemed to be aware of what was the proper mature response to personality adjustment questions. The personality adjustment score at the end of the summer revealed a 20 percentile over all decrease. This, one would believe, would be a more accurate assessment of D. M.'s age personality status. The fact that D. M. was a complete isolate at both the beginning and the end of the summer indicates his lack of acceptance on an equal basis by members of his peer group. His lack of technical skill to perform work duties, his difficulty in handling eating utensils, and his lack of skill in participation of games, tended to make D. M. unacceptable to the group as a first choice in the sociometric measure. To say that he was unpopular is not true.

The greatest subjective difficulty that D. M. had in work, in eating, and at play, was his great tendency to be pre-occupied. This may have been D. M.'s expression of escape from his lack of acceptance or personal adjustment with his peer group.
The Case of N. G. G.

History and Recorded Data

Personal History

Date of Birth: January 13, 1947

Grade Level: N. G. G. will be in the 3rd grade in September, 1955.

Index of Problem-Solving Ability: N. G. G.'s Index of Problem-Solving Ability is 86. He ranks in the 20th percentile.

Results of the California Test of Personality, Primary:

<table>
<thead>
<tr>
<th>Test</th>
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<th>Retest</th>
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Sociometric Measurement Results:

- **Test** | **No. of Choices** | **Retest** | **No. of Choices**
- Sit-with | 2                  | Sit-with    | 0
- Work-with | 2                  | Work-with   | 0
- Play-with | 2                  | Play-with   | 1

Health Record:

- **Beginning of Camp**
  - Height: 47 3/4 inches
  - Weight: 51 1/2 pounds

- **End of Camp**
  - Height: 47 3/4 inches
  - Weight: 51 1/4 pounds

N. G. G. was in good health during most of the summer. For a period of a week he was in the camp infirmary because of an ear infection and general fatigue. He felt badly a couple of days, but soon wanted to return to full-time camp activity.

**Interests:** His parents wrote to the staff that N. G. G. had won a swimming medal earlier in the summer and liked very much to swim.

They also noted that he liked to sing and build things with wood.
N. G. G. liked nearly every activity that was offered in camp. He was a good swimmer, liked to go to the rifle range, play tennis, and work in the craft shop.

Previous Camp Attendance: N. G. G. had never been to camp previously.

Family and Home History


Socio-Economic Status: N. G. G.'s father is an executive in New York City. The family would be classified in the high socio-economic group.

Marital Status: N. G. G. lives with his parents and siblings. A younger sister attended a girls' camp a few miles away.

Religious Preference: Presbyterian

Why Boy Came to Camp: The parents wished the camp to teach him more sports and to teach him how to make creative projects in wood-work. Several years ago his mother had attended the girls' camp where his sister was, and from that association, wished to send her daughter and her son to the present camp.

Observations of Behavior

Recorded Statements: Concerning adults - "People who live around us are older." "They know more."

About his friend - "I know a boy who has twenty friends, I only have about nineteen friends." "Sometimes I move and lose all my friends."

About his intelligence - "Most people are older and know more."

About his siblings - "I have to tell my sisters to go away lots of times." "My sister once a day loses her temper."

About playmates - "Mother thinks I'm too old to play with the kids I like." "He is only six." "Sometimes I get to play games I like."
"Some of the games are too rough." "My mother doesn't like them." "I have about twenty-five friends, no, about fifteen, there are ten girls." "This boy thirteen is bad to me." "Didn't like me." "Stopped me on the way home from school." "Mother said he was too old."

When asked about what he likes to do - "Well I like to talk."

About sleeping - "I try to wake myself up." "Dreams scare me."

"Every night when I hear ghosts or scary stories, it takes me about an hour to go to sleep." "I want to stay awake." "Sometimes I fall asleep anyhow."

About his Sunday letter home - "I don't want to write home, but I'll write to my sister."

About a new boy he hadn't seen - "Let's bash him over the head like this when he walks in the door." "Let's not treat him too rough tonight." "I'm not going to call him any names." "I'm going to call him Silly Willy."

After meeting the new boy - "He's so little he waddles." "Because he's little I like him." "He doesn't know how to swim." "He doesn't know the boys well, but I liked every boy here the second day."

Observations at Work: N.G.G. was skillful but not very persistent in the completion of a task that might be assigned. He was co-operative, but his interest would soon lag, and he would become distracted. With mild encouragement, however, he would complete the job which was assigned to him. He did not particularly like work, and made no special effort to do any more than the minimum.

Observations at Meals: N.G.G. might start horseplay at the table if he could get another boy to laugh at an antic. He would persist in the horseplay as long as he could keep others laughing at him. He knew and used adequate table manners, but he was not especially courteous or considerate.
Observations at Play: N.G.G. liked to play almost all sports and to participate in crafts. When playing in the craft shop he would not play alone, or work on an object alone. He might, however, slip the piece of wood and sandpaper into a pocket and seek out a group of boys elsewhere. He would again begin sanding. N.G.G. seemed to get bored whenever he played alone. He always sought a group for activities, particularly a group that might pay special attention to his cutting-up or horseplay. N.G.G. was talented with his hands and was able to do intricate work. He was a very capable swimmer, and competent athlete. At times he enjoyed participating in only certain phases of group or team games. For example, he would only bat when playing softball, and upon occasion, would refuse to take his turn at the field unless strongly encouraged to do so. Even with this encouragement, he might soon wander away to find another interest.

Interpretation of Behavior Patterns
N. G. G.'s personal personality adjustment percentile rose from 10th to 50th during the summer. His social personality adjustment percentile fell from 50th to 30th. Along with this fall in social adjustment, the sociometric measure showed a loss of 5 first choices, the greatest loss that any boy suffered during the course of the summer. N.G.G. liked very much to attract attention, and this was the reason for his horseplay in the dining room and during play. When alone, he was not able to get the attention that he desired from other boys, and he therefore constantly sought the larger group. When with the larger group, he desired to play only the starring role. Early in the summer, the boys paid great attention to N.G.G. and his harmless stunting and horseplay. They laughed at him and the staff, too, felt that he was and could be quite amusing. During the course of the summer, however, this stunting became more or less "old
hat" to the boys and to the staff. And, although he never really got into trouble with the staff, everyone ceased to pay attention to him. They seemed to tire of him. This could possibly explain the very marked decrease in sociometric choice from six to one. It also could explain the decrease of N.G.G.'s social adjustment percentile. In falling from 50th to 30th, N.G.G. may no longer have felt that he was receiving the attention, and thus, reward that he should receive in return for his stunting. N.G.G.'s personal adjustment rise was also remarkable from 10th to 50th percentile. N.G.G. had never been to camp previously, and therefore, felt somewhat inadequate during the early part of the summer. Because of his co-ordination and skill, he was able to master many techniques of riflery, athletics, swimming, tennis, and singing which gave him increased confidence in himself. The fact that N.G.G.'s Index of Problem Solving Ability is in the 20th percentile could not be subjectively noticed. He seemed to perform all instructions adequately and intelligently, with only a minimum of distraction.
The Case of N. G.

History and Recorded Data

Personal History

Date of Birth: December 4, 1945

Grade Level: N. G. will be in the 5th grade in September, 1955.

Index of Problem-Solving Ability: N. G.'s Index of Problem-Solving Ability is 139. He ranks in the 99th percentile.

Results of the California Test of Personality, Primary:

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<th>Retest Form BB</th>
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Sociometric Measurement Results:

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<th>No. of Choices</th>
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<td>Sit-with</td>
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</tr>
<tr>
<td>Work-with</td>
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<td>Play-with</td>
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Health Record:

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<th>Height</th>
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<tbody>
<tr>
<td>Beginning of Camp</td>
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<td>92 pounds</td>
</tr>
<tr>
<td>End of Camp</td>
<td>5'4 3/4 inches</td>
<td>87 1/2 pounds</td>
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</table>

N. G.’s mother requested that he take his vitamins daily, and that his feet be watched for the development of calluses. He lost weight during the course of the summer because he was quite active, slightly overweight, and hence restricted from second servings of high calorie foods. Twice during the summer, N. G. became overheated, and had to spend an afternoon in bed relaxing. Due to his slight obesity, it was easy for him to become overheated when playing in the hot sun.
Interests: N. G.'s mother suggested that he should read more at camp, but requested that his sports not be neglected.

N. G. liked to read a great deal, and liked to participate in sports, being captain of one of the teams. His interests were varied and he liked most all phases of camp activity.

Previous Camp Attendance: This was the second year for N. G. to be at this camp.

Family and Home History

Home Location: N. G. lives the year around in Columbia County, New York.

Socio-Economic Status: The family would be classified in the high socio-economic group.

Marital Status: N. G. lives with his mother, his father having died the last day of camp the previous summer.

Religious Preference: Episcopalian

Why Boy Came to Camp: N. G. had attended the camp the previous summer, and according to his mother, was very anxious to return the following summer. No special reason for attending camp originally is known.

Observations of Behavior

Recorded Statements: The first statement made to the director on the first day of camp was - "You're a big improvement over last year."

Concerning the camp, he said - "I like this camp very much and sure hope I can come back next summer, but I hope I can be in the older group next summer."

About the team of which he was captain and often pessimistic about its chances of winning a competitive sports event - "We'll never win,"
or "We have too many slow-pokes on our team." But his leadership was never in doubt and he frequently encouraged the team members with - "Come on you guys, let's get this job done." Often he would use a little crude psychology by adding - "Let's get this job done, so we can go for a swim."

Observations at Work: N. G. would not only take the responsibility for completion of his own duty, but would take the burden for lax members of his team. And, if they could not be encouraged to perform, he often did their duty for them. He was very co-operative in showing other new campers how to perform their work assignments, and never complained about the added burden. His frequent and rather severe and enthusiastic encouragements to members of this team, led occasionally to conflicts. These were always vocal, and a staff member would have to settle the argument usually in N.G.'s favor. His method of constant encouragement, however, made him, at times, slightly unpopular with some of his fellow campers. He enjoyed doing things for others, especially members of the staff.

Observations at Meals: N.G. knew and used good table manners, but often was boisterous at meals and complained in a half-hearted fashion about the food or the fact that he was rationed on second servings. Many times N. G. was put on silence for the duration of the meal because of excessive loud talking. At some staff member's tables he would turn chairs around, hide silverware, or play other tricks that might irritate his fellow campers, but more especially the staff member.

Observations at Play: N.G. was the most skillful and competent of the campers in all sports activities. In some he was not far superior, but in others, he was. In any event, he always competed in an energetic
fashion and strove to win. Occasionally when he did lose a minor competition, he was a good loser. In play as in work, he encouraged his team members to excel. And when they could not produce, this sometimes irritated him, and he in turn became less popular among his team members and fellow campers. N. G. was a good organizer of his team's activities, and a good sportsman. He excelled in swimming, not so much because of natural ability, but because he did not fear the water.

Interpretation of Behavior Patterns

It should be noted that N.G. ranks in the 99th percentile in Problem-Solving Ability. During the summer, his personality adjustment percentiles rose at least ten points in all phases, but he became less acceptable to his peers. Where he was originally chosen three times in the sociometric measure given at the beginning of the summer, he was not chosen at the end. N. G. had a great deal of drive to perfect himself and excel in everything in which he participated. Perhaps his standard of performance could not be equalled by other members of his team and he felt their performance was therefore below par. His fall in peer acceptibility could possibly be attributed to his domination of the conversation in quantity and loudness, and the great enthusiasm which he tried to enforce upon members of his team and those around him. The decrease in first choices in the sociometric measurement was not obvious to him at any time, and he continued to be greatly involved in all activities and apparently with a successful personality adjustment.
The Case of P. H.

History and Recorded Data

Personal History

Date of Birth: October 4, 1945

Grade Level: P. H. will be in the 5th grade in September, 1955.

Index of Problem-Solving Ability: P. H.'s Index of Problem-Solving Ability is 96. He ranks in the 40th percentile.

Results of the California Test of Personality, Primary:

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Sociometric Measurement Results:

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<th>Test</th>
<th>No. of Choices</th>
<th>Retest</th>
<th>No. of Choices</th>
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<tr>
<td>Sit-with</td>
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<td>Work-with</td>
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<td>Play-with</td>
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Health Record:

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<th></th>
<th>Height</th>
<th>Weight</th>
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<tr>
<td>Beginning of Camp</td>
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<tr>
<td>End of Camp</td>
<td>55 inches</td>
<td>82 1/2 pounds</td>
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P. H. was susceptible to asthmatic attacks whenever he caught cold according to a letter from his parents. They also advised that special care be given to changing his socks daily. P. H. was in very good health during the summer and participated in all activity except for one period when he had a gastro-intestinal upset for a few days and was kept from swimming.

Interests: His parents gave no suggestions concerning P.H.'s special interests.
He participated in every activity and especially enjoyed group games, croquet, and riflery. Inspite of a great fear of the water, and inability to swim, he enjoyed playing in shallow water.

Previous Camp Attendance: P. H. had been to this camp the previous summer.

Family and Home History

Home Location: P. H. lives in a nice residential area in Ansonia, Connecticut.

Socio-Economic Status: P. H.'s father is co-owner of a chain of variety stores. The family would be classified in the upper middle socio-economic group.

Marital Status: P. H. lives with his parents and siblings, and has older and younger siblings living at home.

Religious Preference: Congregational

Why Boy Came to Camp: P. H.'s father had been on the staff of the camp some years ago, and wished for his son to come to camp especially to learn to take responsibility. P. H. has an older brother in another section of the camp who is extremely popular, mature and outgoing, and is quite outstanding in all his activities. He also has a cousin in the older group who is quiet, but competent. P. H. desired at first to move to the older group mid-way during the summer. This practice is not encouraged by the staff; and although the decision was left up to P. H., he decided independently that he wished to remain with the younger group for the rest of the summer.

Observations of Behavior

Recorded Statements: When pushed by a playful camper into water over his head, P. H. was not shocked or panicky as everyone expected
him to be. He accepted the boy's apology by saying, "It's all right, I know you didn't mean to."

When playing tether ball, he might confide to a passerby in a quiet voice, "I'm letting him win, because he doesn't know how to play so well."

"Let me help you," and "Can I help you" were frequent phrases uttered to members of the staff, apparently without attempt to curry favor.

When news of a disastrous flood in his home town reached the camp, he showed much sympathy by saying, "They had such a nice place, and it's too bad." He accepted reports of damage to his father's stores by saying, "There were other people worse hit than we were."

"Want to play croquet," or "Want to play catch," were frequently voiced by P. H. to an unoccupied camper. "Hey, quiet down," and "Take your turn," was heard when P. H. was acting in his frequent role as arbiter and peacemaker.

Observations at Work: P. H. was always conscientious and competent in completing the duty assigned to him. His co-operativeness and reliability often enticed a staff member into giving him further duties or asking him to help a younger or more inexperienced camper with duties. When a staff member wished for a particular instruction to be given to a younger camper, P. H. was the number one choice, because of his patience, kindness, and courtesy in explaining and demonstrating to the unskilled. He was not a leader in the work group, nor was he necessarily only a follower. He participated independently in work activities and seemed to get his work accomplished with a minimum of encouragement or complaint.
Observations at Meals: P. H. ate slowly, was well versed in table manners, and utilized this knowledge. He was very courteous at the table, as well as in his other activities. P. H. would never take the last serving of any food, and would offer to obtain more water or do anything for the comfort of the others around the table.

Observations at Play: P. H. was a willing competitor in group games and individual competition. He played with a thorough enjoyment of the games and with less of a desire to win or excel than others in his peer group. He was one of the oldest and largest of the campers, and his skill frequently made him a winner. P. H. was a good sportsman, very courteous, and usually a quiet participant. If a conflict in rules or technique arose, P. H. was often the peacemaker in settling the dispute and his opinion was usually respected. He came to the camp with a great fear of being in water over his head. Members of the swimming staff worked with him extensively, and he improved somewhat. P. H. was not a leader in group play, chiefly because he did not push himself into that position as strongly as other more vociferous boys. P. H. liked best to play in small or large groups and never played independently or alone.

Interpretation of Behavior Patterns

Being in the shadow of an outstanding, outgoing older brother may tend to make P. H. more quiet and reserved at home than he was at camp. In the absence of this older brother at camp, his total personality percentile rating rose from 50th at the beginning of the summer to 80th at the end. This shows a significant change during the camp season. His sociometric position measurement shows a remarkable increase. This could be attributed to the courtesy, consideration, co-operation,
sportsmanship, and other characteristics which he showed to his peer group. It is difficult to ascertain how much the factor of the flood in his hometown influenced his popularity. The flood occurred very near the end of camp and expressions of sympathy by campers toward P. H. and his family were heard by the staff. The family influence and loyalty toward this camp is very great, and has been instilled into P.H.'s thinking. His independence in work activities seems to indicate a contrast with his lack of independence at play.
The Case of R. G.

History and Recorded Data

Personal History

Date of Birth: March 19, 1946

Grade Level: R. G. will be in the 4th grade in September, 1955.

Index of Problem-Solving Ability: R. G.'s Index of Problem-Solving Ability is 105. He ranks in the 62nd percentile.

Results of the California Test of Personality, Primary:

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Sociometric Measurement Results:

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Health Record:

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<th>Height</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55 3/4 inches</td>
<td>78 pounds</td>
</tr>
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End of Camp

|                   | 55 3/4 inches | 73 1/2 pounds |

R. G. has an allergy to dust. His mother requested that he be kept away from sweeping activities, but this was found to be unnecessary in practice. Nose drops and antihistamines were sent by his parents to be given if he developed nasal obstructions or if mosquitoes bit him. Near the end of camp he developed an infection on the back of his neck from a mosquito bite which prevented him from swimming for about ten days much to his chagrin.
Interests: His parents gave no suggestions concerning R. G.'s interests. He liked to play by himself, or better yet, with small groups. He liked the craftshop and completed several projects. He enjoyed building model airplanes, and swimming.

Previous Camp Attendance: R. G. had never been to camp before.

Family and Home History

Home Location: R. G.'s winter home is in Washington, D.C., where his family has an apartment. In summer, they live in an expensive home on the Atlantic Ocean at York Harbor, Maine.

Socio-Economic Status: R. G.'s father is a lawyer in an important firm in Washington, D.C., and has considerable outside business interests. The family would be classified in the high socio-economic group.

Marital Status: R. G. lives with both parents, his nurse, and older siblings.

Religious Preference: Episcopalian

Why Boy Came to Camp: R. G.'s father had been to this camp some twenty-five years ago, and felt that when the boy's nurse took her vacation during the summer, R. G. could spend the time at camp. It is assumed that R. G.'s father appreciated his summer camp experience and wished his son to have the same experience.

Observations of Behavior

Recorded Statements: Concerning his school — "When I was in the second grade I used to steal things." "Now in the third grade I hesitate, but when something is missing, it's fun." "I love mischief." "In the afternoon I come home from school, have my bottle of pop, and do my homework." "My nurse helps me."

In speaking further of his nurse — "Sometimes I am not punished for things I do." "My nurse punishes me about ten times a week." "My nurse
helps me along, makes my bed, and puts my toys away in the morning."
"I eat with my nurse." "P. (his nurse) gets my clothes ready." "Now
and then she forgets things on purpose." "I go to Sunday School and
Church sometimes, and get sick and always throw up." "It's just a
habit because of the Catholic scents." "P. is Catholic and I go to her
church." "She is in England, taking this boy S. who is very bad." "They
mustn't say no to him, they just let him do what he wants." "No, they
don't really really spoil him." "We go to the park about every day and
watch a program." "We play around in this park."

When another boy was being criticized - "I think T.H. is a nice
boy, I traveled with him on the train."

About his play - "I never like to play against B." "I like to play
with him against this boy who says he is a girl." "He does have a
sister." "I think he is nine, but he always plays with girls." "One
day I was at this farm and three boys beat me up and were all against
me." "They really meant it." "My worst tantrum came one day when I
wanted to play in my boat. My folks said no."

With regard to other things R.G. likes to do - "I have a flag col-
lection." "I eat with my parents on special days and we eat out on
week-ends." "I see my mother every night, morning, and afternoon." "If
I were home right this minute, I would be going down and emptying all
twelve of the waste baskets." "I read newspapers and comic books." "A
neighbor boy comes over to play." "We build things." "His father is an
architect." "I am better than B., his stuff looks terrible." "I'm
going to get two parakeets." "I have a parakeet whose name is Dizzy Dora."
"She sits on your finger and eats bird seed." "I couldn't tell if she's
male or female, she's so light in color." "I would like to make a
hot-pad." "My mother might be able to use one on Sunday because the cooks are sometimes off then and Mother cooks some." "Usually I make her ash trays out of pottery." "We have a nice craft shop at school." "It's newer than this but there aren't so many things to do."

Observations at Work: R.G. was fairly interested in completing the work assignment which was made for him. If he happened to spot a model airplane, however, he might stop and play with it momentarily. He would soon realize that he should be working and would put the plane down and return to his duty. He liked especially to work with boys who were younger in age than himself. He would help them complete their duties. Occasionally R.G. would tackle a work project without its being suggested. He was skillful and competent in fulfilling his work responsibilities.

Observations at Meals: R.G. knew and used outstanding table manners. Upon occasion he might mimic or tease some other boy who was eating sloppily. He was courteous at the table; and upon one occasion, although it was not his duty to wait on the table, he tried to seek special attention or favor from the staff by obtaining the water and the food for his group.

Observations at Play: R.G. liked best to play with a small group, particularly composed of boys younger than himself. He was very capable of creating elaborate fantasies in the sand-pile and elsewhere that drew other boys to him to play. Occasionally he would show off at play with other boys. More frequently, especially early in the summer, if R.G. could not find someone with whom to play, he might make it a point to bother another group of boys at play or destroy their sand castle. He was readily apologetic for doing this, and by the end of the
summer, had ceased this destructive behavior. R.G. played well but not especially skillfully in team sports. In minor sports, such as table tennis, he might not finish his game. R.G. enjoyed the water extremely well, and became quite a competent swimmer.

Interpretation of Behavior Patterns

R.G.'s personality adjustment percentile changed very little in the course of the summer, as did his sociometric measurement. From a subjective point of view, R.G. was a courteous, considerate boy, who in spite of the great care that was supplied by his nurse, is surprisingly well adjusted. His playing patterns which were occasionally destructive at the beginning of the summer, changed slightly, and he was able to be accepted to a greater extent by his peer group. When a new boy arrived, R.G. was the one who helped him get acquainted. In this interpretation of behavior patterns, one must rely solely upon subjective observational changes in acceptance and adjustment because of the very slight objective changes in personality adjustment measurement and sociometric measurement.
The Case of W. H.

History and Recorded Data

Personal History

Date of Birth: December 5, 1945

Grade Level: W. H. will be in the 5th grade in September, 1955.

Index of Problem-Solving Ability: W. H.'s Index of Problem-Solving Ability is 139. He ranks in the 99 percentile.

Results of the California Test of Personality, Primary:

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Health Record:

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<tr>
<td></td>
<td>54 3/4 inches</td>
<td>97 pounds</td>
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End of Camp

54 3/4 inches 95 pounds

W. H. came to camp overweight and an attempt was made to help him lose weight. He lost only two pounds which was not too significant. His slight obesity made him especially susceptible to heat prostration while playing actively in the hot sun. He was, however, generally in good health during the entire course of the summer except for occasional, mildly infected mosquito bites.

Interests: His parents gave no suggestion concerning W. H.'s interests. He liked to play especially at the waterfront where he excelled in
all forms of aquatic activity. He had had experience with his parents along this line. W. H. enjoyed making model boats in the craft shop, and other minor craft projects. He frequently suggested rough games, and enjoyed singing camp songs at campfires. Often he led the group in singing and knew most of the words.

Previous Camp Attendance: This is W. H.'s second summer at this camp.

Family and Home History

Home Location: W. H.'s father, with whom he lives, has an apartment in Wilmington, Delaware. His mother and other siblings were in Reno, Nevada, during the summer.

Socio-Economic Status: His father is a salesman of air-conditioners. The family would be classified in the high socio-economic group.

Marital Status: W. H.'s parents are in the process of being divorced. He lives with his father, and his older and younger siblings live with his mother. W. H. is encouraged by his father not to write to nor accept money from his mother. W. H. has, in the past, been led to believe that his mother is not a nice person. He has not completely accepted this, and as a result, there is a great deal of ambivalence of feeling for his mother.

Religious Preference: Episcopalian

Why Boy Came to Camp: W. H. had enjoyed his previous summer, and hence returned to this camp. His original reason for coming to the camp is not known.

Observations of Behavior

Recorded Statements: When speaking of a yacht that belonged to his mother he said - "I'm going to build a boat just like my boat."
When asked about his mother he said - "Boy she's really caused a lot of trouble." And, in reply to whether or not he liked her he said - "I really don't know, but I think I do."

When he was occasionally teased because of his obesity and hence inability to run as fast as one of the other boys, he would break into tears and cry - "It's not my fault, It's not my fault that my legs hurt and I can't run." "I can't help it if you guys don't have sore legs."

Concerning his desire to help a staff member - "Is there anything I can do for you today?" "Where is your cat?" "Your cat doesn't know how to play because he's too little."

W. H., as captain of his team, took the responsibility for encouraging them to complete their duties. Encouragement took more of the form of threats than incentives such as - "If you guys don't get this done, we can't go swimming," or "You guys better get this place cleaned up or else we will really be in trouble."

In performing a simple task or skill - "I can do this better than any body else." "We used to do that on our boat." "We did that last summer, let me do it."

Observations at Work: W.H. was skilled and able to complete the responsibilities assigned to him. These duties were not always accomplished perfectly, and he was occasionally distracted, but as a rule, not easily distractible. He performed no more work than necessary unless he could receive credit for it with the single exception of one member of the staff, the camp mother to whom he frequently volunteered his services. W. H. was a good team leader in determining whether or not the team members had finished their assigned responsibilities. His methods of
encouragement occasionally made him unpopular with his own team members.

Observations at Meals: W.H.'s table manners were acceptable, although they were not outstanding. He ate quickly, and complained because he was limited in second helpings due to his excess weight. He sometimes would attempt to bargain with others around the table for extra deserts, but when it was called to his attention that he was to have only one desert, he would look sheepish as if caught, and would pursue the matter no further. His ability to handle utensils was good, and at times he would take the responsibility of showing others less skilled how to handle their utensils.

Observations at Play: W. H., as leader of his team, was active in all of its competitions. He was well co-ordinated and in spite of being slightly over weight, played with enthusiasm and skill. W. H. had a tendency to complain when things were going badly for his team. If his complaint were rejected firmly, no further difficulty ensued. If other members of the team or the opposing team would seize upon W.H.'s complaint, and tease him mildly, such as, "Poor W., can't stand up," upon occasion he would break out crying and become very defensive. The team, which W. H. lead was closer in spirit, possibly because as a leader, he was boastful and loud, as well as optimistic about his team's chances of winning. This spirit seemed to infect less skillful or less interested team members. W. H., when playing in a smaller group, would sometimes bully younger or less skillful group members. This usually met with criticism from a staff member, and W. H. would again become defensive, stating, "It's not my fault." He could not accept defeat graciously, and was not a sportsmanlike winner. W. H. often attempted to get away with unethical or unsportsmanlike activities in
team games. He was inclined to go as far as a staff member would permit and then if severely reprimanded, would cry or become defensive.

Interpretation of Behavior Patterns

W. H. demonstrated obvious deficiencies in acceptable social behavior. He initially ranked in the 5th total percentile of personality measurement, and rose to the 20th total percentile by the end of the summer. According to these measurements, he was the least adjusted boy at both the beginning and the end of the summer in spite of some improvement. On the sociometric measurement, he was better accepted at the end of the summer. W. H., because of his family background, demonstrated the need for personalized attention and love. He received no visitors. His father promised to send him models to build early in the summer, and they were weeks in arriving. This type of neglect seemed to build in W. H. defensive mechanisms of boastfulness, proudness, and bullying. The thin veneer of toughness was frequently broken whenever he was teased or mimiced by younger or smaller campers. He would then demonstrate a mild temper tantrum with crying and defensive appeals usually beginning with - "It's not my fault that..." It should be noted that W.H.'s problem solving ability is in the 99th plus percentile and with the other team captain ranked 24 percentile points above the next highest camper. W. H. is skillful, competent, and intelligent. His chief difficulty in personal and social adjustments with his peer group can probably be traced to his neglect at home and the broken-home family situation.
The Case of N.L.
History and Recorded Data

Personal History

Date of Birth: January 3, 1947

Grade Level: N.L. will be in the 3rd grade in September, 1955.

Index of Problem-Solving Ability: N.L.'s Index of Problem-Solving Ability is 106. He ranks in the 64th percentile.

Results of the California Test of Personality, Primary:

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Sociometric Measurement Results:

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<tr>
<td>Play-with</td>
<td>2</td>
<td>Play-with</td>
<td>2</td>
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</table>

Health Record:

Beginning of Camp

Height 52 1/2 inches

Weight 59 3/4 pounds

End of Camp

Height 52 1/2 inches

Weight 60 1/2 pounds

N.L. was felt to be slightly underweight when he came to camp and attempts were made to have him increase his weight. In spite of N.L.'s high degree of activity, he was able to maintain his weight during the summer.

Interests: N.L.'s mother wished him especially to learn to swim.

He liked very much to play team games such as baseball and soccer at which he was quite accomplished. He knew the rules and followed them. He liked to go into the water, but was afraid to go over his head or to
duck his head, and consequently he never learned to swim well. N. L. was rarely interested in working in the craftshop or with reading.

Previous Camp Attendance: N. L. had been to this camp for the preceding summer.

Family and Home History

Home Location: N. L.'s home is with his mother in a modest rented house in Hanover, New Hampshire.

Socio-Economic Status: N. L.'s mother works as a saleswoman and waitress. The family would be classified in the lower middle socio-economic group.

Marital Status: N. L. lives with his mother, his father has been deceased for several years.

Siblings: None

Religious Preference: Protestant

Why Boy Came to Camp: N. L. wished to return to this camp after enjoying an especially pleasurable summer the year before. His mother has great financial problems, and N. L. is on a complete scholarship through the courtesy of the owners of the camp. N. L.'s mother wanted very badly for her son to be able to return to the camp each summer and derive benefits of association with other boys in a camping atmosphere.

Observations of Behavior

Recorded Statements: One of N. L.'s most frequent comments was—"I don't want to," and, "He's bothering me," to a staff member.

On playing with other boys - "Let's build this garage together."

"We'll both be state police cars."

About a pet that his mother promised him - "My mommy, when I get home, is going to buy me a dog." "I've never had a dog, and she said I
could have one all my own." "She promised me one before I came to
camp and wanted me to come to camp first and said she'd get it for me
when I came home."

About money - "Did you get a call?" "Oh, you're rich." "How much
money do you have?"

Observations at Work: One morning, two weeks after the opening of
camp, for an unknown reason, N. L. began pouting. A staff member later
found while supervising the boy's showers, that N. L. wished to wash his
own hair, which is not the usual "custom." After the staff member told
him he could, N. L. became very energetic and carried several extra
laundry bags. He then re-swept the entire dormitory on his own
initiative doing an excellent job.

N. L., when interested in the work to which he was assigned, was
very enthusiastic. He took special pains to see that others did their
duties, and might report them to a staff member if they had not. He
also took care to see that the flag was raised and lowered, weather
permitting, each day.

Observations at Meals: N. L. had an average or slightly less than
average knowledge of proper table manners. He frequently forgot himself
and would stand up and reach across the table or would interrupt someone
else who was speaking. He ate rapidly and not very carefully and was
often reprimanded by a staff member for his table behavior. He did not
care for his utensils properly and his food would often discolor the
table cloth and his arms up to his elbows.

Observations at Play: One day another camper smashed one of his
tunnels in the sand-box. His reaction was to come whining and
complaining to a staff member, without listening for explanation or
apology for the damage. N. L. was an active participant in team
games, was loud and often domineering in them. He was excitable and
nervous at play and had an exceptional desire to win in individual
competitive events. Sometimes, when he lost, he was not a good sport;
but he seldom lost. N. L. played well with nearly anyone in the
group, but he had a particular affinity for playing with one or two
boys. He would ask these boys to play with him and would be the chief
originator of the phantasy in which the boys would participate. Under
these play circumstances, in a minor position of leadership, he was
usually fair, but not always courteous. In a larger group, where he
was not a leader elected by the group, he would occasionally refuse
to play until it was explained that the group needed his ability. He
was moody, changeable, and one of the least obedient campers, but he
would tend to obey quiet personal instructions, rather than louder
group requests.

Interpretation of Behavior Patterns

N. L. exhibited probably the greatest personality change, rising
from a total percentile rating of 10th at the beginning of camp to
60th percentile at the end of camp. N. L.'s mother was probably very
accurate in her evaluation of his need to be with boys his own age
at camp. N. L. was skilled in the techniques of athletic activity, but
at the beginning of the summer, was discourteous, moody, complaining,
whining, and irritable in his social contacts. He improved in the
latter aspects during the summer. His initial behavior was probably
ascribable to his lack of personality adjustment among his peers during
the school year. He may be pampered at home, spoiled at school, or
shielded in some fashion from the necessity of working out acceptable
social interaction patterns. N. L.'s mother is probably overprotective and plays an important part in his demonstration of lack of the correct social patterns for a boy his age. His mother encourages him to excel probably more often than she should. This results in certain anxiety formations whenever he finds he is unable to excel or doesn't really wish to. In addition, N. L.'s mother was obviously overconscious of the fact that her son was associating with boys from a much higher socio-economic level. When she visited the camp on visitor's day, she and N. L. would withdraw far away from the group, and she would not associate with other parents. This feeling of a lack of socio-economic equality was transmitted somewhat to N. L. and added further drive or stimulus to prove himself to be as hard a worker, as tough a competitor, and as nice a boy to play with.
The Case of H. H.

History and Recorded Data

Personal History

Date of Birth: September 14, 1945

Grade Level: H. H. will be in the 5th grade in September, 1955.

Index of Problem-Solving Ability: H. H.'s Index of Problem-Solving Ability is 88. He ranks in the 23rd percentile.

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Sociometric Measurement Results:

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Health Record:

- Beginning of Camp: Height 55 1/4 inches, Weight 68 pounds
- End of Camp: Height 55 1/4 inches, Weight 69 1/2 pounds

H. H. was slightly underweight when he came to camp and gained during the summer. Two times he was kept from swimming for slight illnesses. Once he was in the infirmary for two days with an earache and was out of swimming for a week. And, later, he cut his foot and was out of swimming for an equal length of time.

Interests: His parents gave no suggestions concerning H.H.'s special interests.

He enjoyed especially craft work, riflery, swimming, model building, and talking.
Previous Camp Attendance: H. H. had been to this camp the previous summer.

Family and Home History

Home Location: H. H. lives in Haverford, Pennsylvania in a nice residential area.

Socio-Economical Status: His father's occupation is unknown. The family would be classified in the upper middle socio-economic group.

Marital Status: H. H. lives with his parents and older siblings at home.

Religious Preference: Episcopalian

Why Boy Came to Camp: He had attended the camp during the preceding summer and had enjoyed it. The reason for his originally selecting this camp is not known.

Observations of Behavior

Recorded Statements: On his playmates - "I don't have too many friends because we live in a neighborhood without other children."
"There is only one family to play with near my home." "I miss one of my best friends." "He moved away July 25th one year ago." "Other kids are smarter and do things better." "They know more things." "Some boys tell things on others." "They tattle." "Some other kids push me and fight." "They should be told to leave me alone."

On playing at home - "I've ridden about every place I can go on my bike." "School is almost two miles." "I would like to go fishing and go on a vacation with my folks and take my bike." "The kids at home don't always play with me." "They aren't always my age." "They drive around in cars." "Sometimes kids try to cheat me." "They don't think I'm smart, and think I won't notice it."
Concerning his siblings - "I have a brother seventeen and a sister sixteen, and I don't know as much as they do." "My brother doesn't have many friends." "He and my sister are mean to me sometimes." "My sister has a girlfriend which is my brother's girlfriend." "My brother has a boyfriend which is my sister's girlfriend." "I throw water on them sometimes when they go outdoors from an upstairs window." "One time it was my father instead."

About his parents - "My folks just don't understand well." "I usually go off on my bike, like I did when my dad spanked me about those smoke bombs."

Concerning work - "I help my mother wash sometimes." "We wash dishes and clothes, but I prefer clothes."

About his interests - "I like to swim and collect stones and make model airplanes."

About other campers - "T.H. always goes around pushing to be the first in line."

Observations at work: H.H., upon different occasions, was very industrious in completing his own work tasks. He would do more than was required or would even request more work. But, he was always certain that his work accomplishment was noted and duly praised by a member of the staff. He was skillful and competent and especially co-operative when instructing newer or younger members of the camp. He enjoyed explaining the various activities and routines of the camp to anyone who would care to listen. H. H. was capable of originating and explaining to his fellow campers a very imaginative phantasy in which they all enjoyed participating. He could weave a story that would interest most
anyone and through this means, try to encourage his fellow campers to help him complete a duty assigned. H. H. did as little physical work on his own part as he was able to get away with, but he was a very capable one at glibly inciting and encouraging his fellow campers to perform his and their duties as all a part of the "game."

Observations at Meals: At the table, H. H. used good table manners and was generally very courteous. With certain members of the staff, he would try to gain their special favor. His extensive conversation was occasionally annoying to members of the staff when he selected them to participate with him in his imaginative dramas. Sometimes his courtesy at the table seemed insincere.

Observations at Play: H. H. was well co-ordinated and enjoyed playing in large group games. He was not a particular leader or outstanding performer. In small groups he frequently was the leader, because his glib tongue and able imagination could originate many interesting activities. He was not especially a tattle-tale, but the staff frequently expressed a feeling that he was not quite as forthright as he should be. He appeared to be insincere when requesting favors or praising others or a staff member. He often tried to gain a staff member's favor through this insincere approach, and hence, was usually not well received. One member of the staff took a special interest in H. H., and he in turn took an increased interest in her. H. H. would enjoy dominating the conversation, telling funny stories, recalling unusual or fantastic stories that he may have heard or read about. This type of behavior seemed to please him most, and was what he enjoyed doing during his free time or at play.
Interpretation of Behavior Patterns

H. H. increased all aspects of his personality measurement during the course of the camp season. He was popular. It is probable that H. H. made an accurate appraisal of his own behavior patterns when he stated that he had no one his own age to play with, and that his parents seemed to lack interest in him. In playing with his older brother and sister and other older children, he developed a pattern of attempting to seek acceptance in two ways. One was to be able to tell jokes or interesting and exciting recaps of life situations, and with his vocal abilities, maintain the attention of his older playmates. Second, he tried to gain the favor of adults or older peers by praising their activities or their accomplishments. This praise was obviously insincere. These two mechanisms H. H. brought to camp and utilized to attract the attention of others, and to be more acceptable to members of the staff. It should be noted that H. H.'s Index of Problem Solving Ability is in the 23rd percentile. There is no subjective evidence of lower ranking. He seems intelligent, skillful, and able to perform as well as the other members of the group.
CHAPTER V
ANALYSIS AND INTERPRETATION OF PERSONALITY AND SOCIO-METRIC CHANGES
WITH REGARD TO AGE, INTELLIGENCE, PREVIOUS CAMP
ATTENDANCE, BROKEN HOMES AND/OR ABSENCE OF SIBLINGS

1. Introduction

The purpose of this chapter is to show the relation of personality and social group position changes to various factors outside of the camp. It is believed that these outside factors may have been as important in bringing about the changes as the camp itself. The outside factors presented are age, intelligence, previous camp attendance, and broken homes and/or absence of siblings. It should not be inferred that these factors are responsible for all of the changes that occurred. These are but a few of the factors which may have caused changes in scores from tests to retests. More basic factors outside of the camp and inside of the camp which could have caused the changes are unknown. This thesis is only a case study and no great statistical claims are made; however, it is interesting to compare the group and its changes from tests to retests with certain outside of camp factors which were not common for each boy.

In order to present these outside of camp factors and their relation to the changes that occurred from tests to retests, it is necessary to indicate the changes that occurred. Therefore, the changes between the percentile ratings on Form AA and Form BB of the personality measurements can be seen in Table 1. Changes in social group position from Test One to Test Two of the sociometric measures are shown in Table 2. The succeeding tables will present the relation of these changes to the selected group of outside factors previously discussed.
Table I. Changes Between Percentile Ratings on Form AA and Form BB of the California Personality Tests in Personal and Social Sections

<table>
<thead>
<tr>
<th>Names</th>
<th>Personal Section</th>
<th>Social Section</th>
<th>Total of Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Form AA</td>
<td>Form BB</td>
<td>Change</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>C.M.</td>
<td>40</td>
<td>30</td>
<td>-10</td>
</tr>
<tr>
<td>A.G.</td>
<td>10</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>T.H.</td>
<td>70</td>
<td>20</td>
<td>-50</td>
</tr>
<tr>
<td>D.M.</td>
<td>50</td>
<td>40</td>
<td>-20</td>
</tr>
<tr>
<td>H.G.G.</td>
<td>10</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>N.G.</td>
<td>70</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>P.H.</td>
<td>50</td>
<td>90</td>
<td>40</td>
</tr>
<tr>
<td>R.G.</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>V.H.</td>
<td>5</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>N.L.</td>
<td>30</td>
<td>80</td>
<td>50</td>
</tr>
<tr>
<td>H.H.</td>
<td>20</td>
<td>50</td>
<td>30</td>
</tr>
</tbody>
</table>

Table 2. Changes in Social Group Position from Test One to Test Two of the Sociometric Measures

<table>
<thead>
<tr>
<th>Names</th>
<th>Test One</th>
<th>Test Two</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Times Chosen</td>
<td>No. of Times Chosen</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------------------</td>
<td>------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>C.M.</td>
<td>7</td>
<td>4</td>
<td>-3</td>
</tr>
<tr>
<td>A.G.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>T.H.</td>
<td>2</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>D.M.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>H.G.G.</td>
<td>6</td>
<td>1</td>
<td>-5</td>
</tr>
<tr>
<td>N.G.</td>
<td>3</td>
<td>0</td>
<td>-3</td>
</tr>
<tr>
<td>P.H.</td>
<td>2</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>N.G.</td>
<td>3</td>
<td>2</td>
<td>-1</td>
</tr>
<tr>
<td>W.H.</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>N.L.</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>H.H.</td>
<td>5</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>
2. Personality and Sociometric Changes

with Regard to Age

Table 3. Changes in Sociometric Tests and Percentile Changes in Social and Personal Sections of Personality Tests with regard to Age

<table>
<thead>
<tr>
<th>Name</th>
<th>Age in Months</th>
<th>Personal Section Change</th>
<th>Social Section Change</th>
<th>Total of Sections Change</th>
<th>Sociometric Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
<td>(6)</td>
</tr>
<tr>
<td>D.M.</td>
<td>91</td>
<td>-20</td>
<td>-40</td>
<td>-20</td>
<td>0</td>
</tr>
<tr>
<td>T.H.</td>
<td>92</td>
<td>-50</td>
<td>30</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>N.G.G.</td>
<td>102</td>
<td>40</td>
<td>-20</td>
<td>10</td>
<td>-5</td>
</tr>
<tr>
<td>N.L.</td>
<td>102</td>
<td>50</td>
<td>35</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>A.G.</td>
<td>107</td>
<td>40</td>
<td>0</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>R.G.</td>
<td>111</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>-1</td>
</tr>
<tr>
<td>W.H.</td>
<td>114</td>
<td>15</td>
<td>15</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>H.H.</td>
<td>114</td>
<td>30</td>
<td>20</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>N.G.</td>
<td>116</td>
<td>10</td>
<td>20</td>
<td>20</td>
<td>-3</td>
</tr>
<tr>
<td>P.H.</td>
<td>117</td>
<td>40</td>
<td>20</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>G.M.</td>
<td>118</td>
<td>-10</td>
<td>-10</td>
<td>-10</td>
<td>-3</td>
</tr>
</tbody>
</table>

The greatest changes in both personal and social percentile rankings occurred in the younger boys. From ages 91 months through 107 months, the personal section changes varied from a decrease of 50 points on a percentile ranking to an increase of 50 points. From ages 91 months through 102 months, the social section changes varied from a decrease of 40 points on a percentile ranking to an increase of 35 points. It should be noted that three of the five younger boys are first year campers. Although there were instances of larger changes in older boys, the consistency of fluctuation was not as great.

There appears to be no relation between age and sociometric change.
3. Personality and Sociometric Changes

with Regard to Intelligence

Table 4. Changes in Sociometric Tests and Percentile Changes in Social and Personal Sections of Personality Tests with regard to Intelligence

<table>
<thead>
<tr>
<th>Name</th>
<th>P.S.A. %ile</th>
<th>Personal Section Change</th>
<th>Social Section Change</th>
<th>Total of Sections Change</th>
<th>Sociometric Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.G.</td>
<td>99</td>
<td>10</td>
<td>20</td>
<td>10</td>
<td>-3</td>
</tr>
<tr>
<td>W.H.</td>
<td>99</td>
<td>15</td>
<td>0</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>T.H.</td>
<td>75</td>
<td>-50</td>
<td>30</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>D.M.</td>
<td>75</td>
<td>-20</td>
<td>-40</td>
<td>-20</td>
<td>0</td>
</tr>
<tr>
<td>C.H.</td>
<td>73</td>
<td>-10</td>
<td>-10</td>
<td>-10</td>
<td>-3</td>
</tr>
<tr>
<td>N.L.</td>
<td>64</td>
<td>50</td>
<td>35</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>R.G.</td>
<td>62</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>-1</td>
</tr>
<tr>
<td>P.H.</td>
<td>40</td>
<td>40</td>
<td>20</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>H.H.</td>
<td>23</td>
<td>30</td>
<td>10</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>N.G.G.</td>
<td>20</td>
<td>40</td>
<td>-20</td>
<td>10</td>
<td>-5</td>
</tr>
<tr>
<td>A.G.</td>
<td>14</td>
<td>40</td>
<td>0</td>
<td>20</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4 shows a possible relation between the six boys with the lowest intelligence and consistent percentile changes in the plus direction on the personal section of the personality test.

Intelligence and sociometric changes do not seem to be related.

1/ Intelligence or Index of Problem-Solving Ability as determined by the Davis-Bells Test of General Intelligence or Problem-Solving Ability
4. Personality and Sociometric Changes with Regard to Previous Camp Attendance

Table 5. Changes in Sociometric Tests and Percentile Changes in Social and Personal Sections of Personality Tests with regard to Previous Camp Attendance

<table>
<thead>
<tr>
<th>Name</th>
<th>Years Attended</th>
<th>Personal Section Change</th>
<th>Social Section Change</th>
<th>Total of Sections Change</th>
<th>Sociometric Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
</tr>
<tr>
<td>A.C.</td>
<td>3</td>
<td>40</td>
<td>0</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>N.G.</td>
<td>2</td>
<td>10</td>
<td>20</td>
<td>10</td>
<td>-3</td>
</tr>
<tr>
<td>F.H.</td>
<td>2</td>
<td>40</td>
<td>20</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>W.U.</td>
<td>2</td>
<td>15</td>
<td>0</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>H.L.</td>
<td>2</td>
<td>50</td>
<td>35</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>E.R.</td>
<td>2</td>
<td>30</td>
<td>10</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>C.M.</td>
<td>2</td>
<td>-10</td>
<td>-10</td>
<td>-20</td>
<td>-3</td>
</tr>
<tr>
<td>R.G.</td>
<td>1</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>D.M.</td>
<td>1</td>
<td>-20</td>
<td>-40</td>
<td>-60</td>
<td>0</td>
</tr>
<tr>
<td>T.H.</td>
<td>1</td>
<td>-50</td>
<td>30</td>
<td>80</td>
<td>4</td>
</tr>
<tr>
<td>N.G.O.</td>
<td>1</td>
<td>40</td>
<td>-20</td>
<td>20</td>
<td>-5</td>
</tr>
</tbody>
</table>

Table 5 illustrates that with one exception, all second and third year campers stayed the same or increased their personal and social percentile rankings. Of the campers with previous attendance, one decreased both percentile rankings, two stayed the same on social percentile ranking, and four increased both percentile rankings.

The four largest percentile ranking decreases were seen in three of the four first year campers. It should be noted that these three first year campers were also the three youngest. This factor of age may have been as important in bringing about a change as previous camp attendance.

There was no relation between sociometric change and previous camp attendance.
5. Personality and Sociometric Changes with Regard to Broken Homes and/or Absence of Siblings

In this study the boys from broken homes either do not have or do not live with siblings. It is not known whether an absence of siblings or broken homes influence the changes seen in Table 6.

Table 6. Changes in Sociometric Tests and Percentile Changes in Social and Personal Sections of Personality Tests with regard to Broken Homes and/or Absence of Siblings

<table>
<thead>
<tr>
<th>Name</th>
<th>Personal Section Change</th>
<th>Social Section Change</th>
<th>Total of Sections Change</th>
<th>Sociometric Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.H.</td>
<td>15</td>
<td>0</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>N.H.</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>A.G.</td>
<td>40</td>
<td>0</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>J.H.</td>
<td>30</td>
<td>35</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>P.M.</td>
<td>40</td>
<td>20</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>M.G.</td>
<td>40</td>
<td>-20</td>
<td>20</td>
<td>-3</td>
</tr>
<tr>
<td>G.M.</td>
<td>-10</td>
<td>-10</td>
<td>-20</td>
<td>-3</td>
</tr>
<tr>
<td>N.H.</td>
<td>30</td>
<td>10</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>T.H.</td>
<td>-30</td>
<td>30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>E.H.</td>
<td>-20</td>
<td>-40</td>
<td>-60</td>
<td>-1</td>
</tr>
<tr>
<td>R.C.</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>-1</td>
</tr>
</tbody>
</table>

\*W.H.'s parents are divorced and his siblings live with his mother.
\*The fathers are deceased and they have no siblings.

All four boys who came to camp from broken homes increased their personal section percentile rankings. They stayed the same, or increased their social section percentile rankings. These boys had all been to camp previously. There was no consistency of personality percentile ranking changes in the other boys from "normal" homes.

There was no relation between sociometric position change and the family situation.
CHAPTER VI
SUMMARY AND CONCLUSIONS

1. Summary of the Data

Interesting results of the study will be summarized in this chapter. The individual and group measurements of personality change show that:

1. Three boys decreased their personal personality percentile rankings by 50, 30, and 10 percentile points. Eight boys increased theirs by (2) 10, 15, 30, (3) 40, and 50 percentile points.

2. Three boys decreased their social personality percentile rankings by 40, 20, and 10 percentile points. Three did not change, and five increased their percentile rankings by 10, (2) 20, 30, and 50 percentile points.

3. Two boys decreased their total personality percentile rankings by 10, and 20 percentile points. One did not change, and eight increased their percentile rankings by (2) 10, 15, (2) 20, 30, and 50 percentile points.

4. Four boys decreased their sociometric position by 5, (2) 3, and 1. Three boys showed no change and two of these were complete isolates. Four boys showed increases in sociometric position of 1, 2, 4, and 5.

5. The Davis-Fells Games, Index of Problem-Solving Ability revealed boys in the 14th, 20th, 23rd, 40th, 62nd, 64th, 73rd, (2) 75th and (2) 99th percentiles.
The case studies found in Chapter IV give information concerning personal data, family background, and observations of behavior. This information was utilized in making interpretations of behavior patterns for each case study. Behavior patterns are varied. Many different factors are combined to influence personality with the resultant variation in behavior patterns. The more obvious factors of age, intelligence, previous camp attendance, and presence of both parents or siblings in the home are considered to be important outside influences upon a boy's personality changes at camp. The relation of one of these factors which several boys may have in common to an area of personality change is shown in Chapter V and summarized here in brief.

1. Previous camp attendance or age, and broken homes and/or absence of siblings seem to be related to an increase in personality percentile ranking.

2. The group of boys with average or lower intelligence may increase their personal section personality percentile rankings.

3. Younger boys or boys who have never been to camp before show greater fluctuations in personality percentile rankings.

4. All except three boys increased their total personality percentile rankings while at camp. Most of these increases were slight.

5. Sociometric position does not seem to be related to age, intelligence, previous camp attendance or presence of both parents or siblings in the home.

It is impossible to enumerate the multitude of factors within the camp which may influence personality change. An understanding of the types of factors present may be gained from Chapter III and Chapter IV.
2. Conclusions

Personality patterns of younger children are more flexible. This makes it especially difficult to analyze the child's relationship to his environment. Few attempts have been made to record personal-social relationships in summer camps, changes in personality adjustment, and the causative factors thereof. The complexity of a child's personality and many of the multiple interacting forces which affect his personality may be observed in the summer camp. Camp is, therefore, a good place to study a child's personality.

There are many approaches to the study of a child's personality in camp. These include personality, sociometric, and problem-solving ability tests, family and home history records, health, and interest records. Also observations of behavior patterns include recorded statements and observations at work, meals, and play. The study should include a description of the subjects, their activities, and the site of the camp.

The case study is a convenient way in which to present the accumulated information. It is therefore possible to describe each individual's general behavior pattern and to make some interpretations.

There are certain well known factors that influence personality change. These are innate characteristics, family and previous experience factors, and the more obvious factors of the camp environment itself. In reading the case studies one may also see less well known influences affecting a boy's personality and hence behavior patterns.

In Chapter V some factors known to influence personality changes were presented in tabular form and discussed. They were summarized and
it would seem that the personalities of this group of boys were affected by their experiences in summer camp. The boys who are younger, or those attending camp for the first time, show the greatest degree of personality change.

3. Limitations of the Study

The chief advantage of a summer camp as an experimental laboratory is also a disadvantage. To be able to observe twenty-four hours a day is an advantage, but one must remember that he is observing the subject in an "abnormal" environment. The boy is away from home, family, friends, and school. In some cases this absence may be a positive factor as far as his personality is concerned. A personality measure, however, is not always a true evaluation of the boy. In addition to being away from home, there are the added factors of the camp itself with new friends, new activities and new parent figures.

A further limitation in view of some conclusions is the relative lack of a large sample. Nevertheless, with all of the data collected, there are some conclusions that can be tentatively suggested. Furthermore, the accumulation of large amounts of data on a larger group is relatively impractical from the physical and time expending point of view.

The camp lasted a little less than eight weeks and only seven weeks elapsed between the personality testing and retesting. Of course it is only a summer camp, but a longer camp might have shown more striking personality changes.
A limitation in interpreting the results of this study was the lack of previous research in the literature with which to compare the validity of the data.

The study of personality itself has many inherent limitations. A test administered on a "bad day," particularly for a younger person may give erroneous results.

The method of observation by a single person, or even many observers, results in subjective interpretation of data. This must be done in the light of previous experience. One observer may not interpret data in the same fashion as another. This limitation is unavoidable in the observation technique.

There are acknowledged limitations to the measurements used which are discussed in Chapter III.

A limitation to the study was that the subjects were a selected group, chiefly by virtue of being in a higher than average socio-economic group.

4. Suggestions for Further Study

A follow-up of these cases by all of the methods used in the original study would be very desirable. One would suggest that the home and school situation, as well as succeeding summer camps be studied.

Further studies of personality in summer camps would add to the general knowledge of personality development.
Sociogram Test and Retest in Work-With
Sociogram Test and Retest in Sit-With

Test: July 1, 1955
Retest: August 30, 1955
Sociogram Test and Retest in Play-With

Test - July 1, 1955
Retest - August 20, 1955
Areas of Personality Change

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Reliance</td>
<td>40</td>
<td>0</td>
<td>80</td>
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1/Percentile Ratings of the California Test of Personality, Forms AA, BB, Primary, with regard to changes.

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