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EVALUATION OF THE EFFECTIVENESS OF THE UNIVERSITY OF MICHIGAN'S SUMMER COUNSELOR EDUCATION PROGRAM AT THE NATIONAL MUSIC CAMP

by
Bettye Blanche Myers

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy in the
University of Michigan
1960

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CHAPTER I

GENERAL OVERVIEW OF THIS PROJECT

From the very beginning of the camping movement in the late 1800's to the present camping "session," owners and directors faced with the problem of hiring counselors have been decrying the lack of persons adequately trained for leadership. This is true despite the fact that camping conventions have devoted many sessions to the problem of training counselors. Participants in these sessions have included both administrators (owners, directors, personnel directors) and counselors--all attempting to arrive at a solution which must be reached if camps are to attain their objectives.

And what are these basic objectives? Indeed, this is a difficult question to answer. There are many types of camps with diverse aims in operation in the United States. An often-used classification of camps is:[1]

1. Organized--Girls, boys, co-educational, adult, family
   Day, week-end, weekly, seasonal.
   a. Private
      Day Camp
      Pre-school
      School age
      Farm
      Work

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[1]Marie Hartwig and Florence Petersen, Camp Counselor Training Workbook (Minneapolis: Burgess Publishing Co., 1950), p. 9.

Special Interest
Guidance or therapy
Physical disability
b. Organizational
National Youth Agencies
Scouts
Y
4 H
Church
School
Labor Union
2. Unorganized
a. Public
City Camp Grounds
State Camp Sites
National Camp Sites

The American Camping Association has set forth basic objectives that should be used as guides for developing a camping program regardless of the type of camp or its professed purpose. These objectives are at present under revision by the Standards Committee, but the revision of 1947 seems to be satisfactory as background material relative to the camping movement.

1. Development of self-reliance, insight, and resourcefulness through direct experience of group living.
2. Development of new skills, appreciations, and knowledge of how to live in the out-of-doors.
3. Development of spiritual growth through an appreciation of the higher values of life.
4. Development of new leisure-time activities high in carry-over value.
5. Development of keen joy and zest for life.
6. Development of a sounder personality.
7. Development of physical health.[1]

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[1]Renel Benson and Jacob Goldberg, The Camp Counselor (New York: McGraw-Hill Company, Inc., 1951), p. 27.

In all camps, regardless of classification or professed purpose, two things remain constant: there must be campers; and all camps must have counselors. Since children are pretty much children wherever they happen to be, certain characteristics are necessary if counselors would handle them successfully. The American Camping Association has set forth specific standards for camp personnel. The 1950 revision reads as follows:

> All members of the program staff (exclusive of junior counselors or counselors-in-training) should possess the following qualifications:
>
> 1. Emotional maturity
> 2. Good health and vitality
> 3. Enjoyment of out-of-door living
> 4. Liking for children and the ability to understand the needs of the campers and the camp ahead of personal desires
> 5. Ability to work as a member of a group
> 6. Interest in contributing to the achievement of the objectives of the camp
> 7. Particular skills and abilities for the specific responsibilities they are to carry
> 8. Good moral character and integrity
> 9. Two years of college education or the equivalent in experience significant for camping
>
> All counselors should be at least 19 years of age, and the average age should be considerably higher.[1]

College students, by far, make up the largest number of camp counselors. Next come teachers. It has been estimated that close to 100,000 counselors are employed each summer.

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[1] Ibid., p. 35.

Where do the "beginning" counselors receive their training? What kind of training are they receiving? Unfortunately many of them have had no previous experience with children and, because there is a shortage of well-trained counselors, camp directors are forced to hire young people who are not always able to meet the standards of the American Camping Association. In addition to their lack of knowledge about children, many come to camp with no specific camping skills. Directors attempt to meet this situation by conducting a pre-camp session for counselor training. Such sessions vary in length from one day to a week or more. During the specified time, whatever its duration, the new counselor is expected to learn not only the objectives of the specific camp, but a multitude of facts and skills to be "prepared" to do the job expected of him or her by the campers' parents.

Be these things as they may, the pre-camp session is not the time to teach how to be a counselor; rather, it should be designed only to acquaint all counselors new to the camp with the camp's basic philosophy and its particular way of doing things. To hope to succeed in doing much more than this is to dream of the impossible. In a recent article in the Camping Magazine, Kline wrote,

> As I observe the scene, most camps engage in some form of pre-camp training and let it go at that. From time to time groups in the Camping Association have tried to evaluate the effectiveness of pre-camp training. In most instances studied, the demonstrated results of pre-camp counselor training have been disappointing. Yet we persist in relying

upon it almost wholly for our training programs.[1]

In contrast, Counselor-in-Training (C.I.T.) programs, through in-service experience, provide opportunities for young people to acquire camp counseling knowledges and skills. Such programs are generally conducted by camps or by colleges and universities and their programs differ in many respects.

Camps which offer C.I.T. programs generally do so for two reasons: (1) to retain the older campers and keep them involved in camping; (2) to train young people so that they will remain at a particular camp as counselors for additional sessions. Witnout doubt there are many otner worthy reasons, but in the main the two primary ones are stated above.

It is desirable to point out that probably there are many worthwhile outcomes of camp-conducted C.I.T. programs. For instance, it is reasonable to assume that young people are stimulated to remain in tne camping movement longer than perhaps they otherwise would have done. They have opportunities to learn advanced camping skills and they get a "taste" of what it is like to serve in a leadership capacity. But it is also necessary to point out tnat, in practice, there are certain undesirable aspects of such programs. One sucn is that too often the C.I.T. is a fourteen-, fifteen-, or sixteen-year old, wno even at the

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[1]Alan F. Klein, "Improved Staff Means Improved Performance," Camping Magazine, February, 1956, p. 30.

completion of the course lacks the age and maturity to be a full-time, responsible counselor. Again, occasionally some camps offer advanced C.I.T. courses for such youngsters the succeeding year in order to retain them. Furthermore, private camps often have the reputation of maintaining "slave labor" programs. That is, they charge the C.I.T. the full registration fee less a minimal amount, then use him or her for various and sundry menial tasks about the camp.

Another incidental but undesirable feature lies in the area of supervision. The person in charge of the C.I.T. program too often has other camp duties and consequently is not able to devote the necessary attention to the program. Then, too, not infrequently the supervisor has had little or no previous experience in supervision, or in guidance work, or in group leadership and therefore cannot function adequately in these areas.

Many camps do offer good C.I.T. programs and it would be unfair not to recognize this fact. But too often at the completion of such a program, the C.I.T. still cannot meet the standards recommended by the American Camping Association for all members of the camp program staff. These include: having reached the age of nineteen; having at least two years of college education or the equivalent; possessing the necessary qualities of emotional maturity; and the ability to understand the needs of campers.

In recent years colleges and universities have been

offering camp counseling courses in an attempt to help meet the need for trained counselors. Many of the same criticisms that are leveled at the camp-conducted programs also apply to these courses. Many of them are "sit-behind-the-desk" theory courses and the student never comes in contact with children during this so-called training. Some schools offer week-end internships at a near-by camp, with the campers being the college students themselves. Other institutions are fortunate in having actual school camps available for a limited internship. Of course, this arrangement is better than nothing. At least the students have an opportunity to work with children although a school camp by no stretch of the imagination can provide all the varied situations that confront a counselor at a summer camp. Some colleges and universities are able to utilize a city's recreation program for internship experience but so few institutions have this arrangement that it must be regarded as an exception rather than the rule.

In an attempt to provide an internship in a camping situation with children, some higher institutions make appropriate arrangements with private camps but retain the responsibility for providing the required theoretical work. Unfortunately, in such a situation, effective supervision of the internship generally is an unresolved problem. By and large, someone at the camp is assigned this function; but too often this someone is either the director or assistant director who already has a demanding, full-time administrative

job. On week-ends, or probably once or twice within the summer, the college or university instructor visits the camp to see how the students are doing. In most instances it is financially impossible for either party to provide a full-time supervisor. No doubt myriad teaching moments are lost because of this lack of on-the-spot supervision.

The problem of training counselors is not so much a matter of promoting the skills and techniques involved in camping (i.e., fire building, nature knowledge, and the like) but of equiping the individual with a basic knowledge and understanding of children and providing guidance toward the personal maturation of the prospective counselor.

Support for the foregoing opinion is amply available in camping literature. Mitchell and Crawford, authors of the book that has become almost a "bible" for people in camping,[1] describe the characteristics of a good camp counselor as follows:

> . . . one who counsels; he is parent, teacher, friend, companion and guide to his charges--the campers--and must have vision enough to see their possibilities and wisdom enough to anticipate and accept their limitations. He must be patient with and appreciative of the ungifted, handicapped or maladjusted child as well as the talented one, and he must have no illusions, realizing that both will turn up in the assortment of personalities with which he deals.

The same authors impose additional requirements for counselors:

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[1]Viola Mitchell and Ida B. Crawford, Camp Counseling (Philadelphia: W. B. Saunders Company, 1950).

> With the change in camp philosophy and program has come a demand for counselors who love children and are interested in them and whose sympathy with child nature enables counselor and camper to live together in mutual confidence and good will. Program specialists are still needed in such activities as campcraft, swimming, crafts, dramatics, and so forth, but the big demand today is for general counselors of sterling character, with wide interests and skill and, most important of all, a deep understanding of children.[1]

Benson and Goldberg state that,

> Counseling requires a real interest in children. The good counselor should find it enjoyable to be around children and to participate in their activities, in both their work and play. A person who is bored with children or easily irritated by them will not be of much use as a camp counselor.[2]

The same idea has been expressed in these terms:

> The camp counselor, of the various members of the camp staff, is the one who comes closest to the campers and, therefore, has the greatest influence on the character of the camping experiences received by the individual camper. Experience has also shown that individuals who understand the growth and development of children and youth, and who enjoy working informally with them, will be effective in a camp situation regardless of their specialization.[3]

If Counselor-in-Training programs are to turn out counselors who can meet the previously-mentioned requirements recommended by the American Camping Association and who can fulfill the obligations imposed by leading authorities on camping, then the curriculum of such a program must provide opportunities for the C.I.T. to study in the area of child growth and development and to intern under supervision

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[1] Ibid., pp. 17-18.

[2] Benson and Goldberg, op. cit., p. 41.

[3] Ibid., p. 41.

in a camping situation with children for a period that will permit adequate observation of growth processes in children. Support for the internship aspect of a training program is certainly in evidence in Klein's statement:

> The art and skill of working with children are best learned and hence taught on the job. This can be accomplished through supervision and training sessions with small homogeneous groups of counselors. Supervision is an educational process through which a person who knows more teaches someone who knows less on a face-to-face basis. The prime factor is that the learner be helped to solve his own problems as they arise on the job. Learning is achieved when the learner is active and is engaged in solving problems that have meaning to him or to her. For this reason on-the-job-learning is faster and more effective than pre-camp learning.[1]

Counselor-in-training programs must provide opportunities for the C.I.T.'s to work toward their own maturation. Anyone who has had to write recommendations for prospective counselors can testify that directors ask for more information regarding the individual's personal characteristics than his knowledge of specific camping skills. At camping conventions, directors have said over and over again that in hiring counselors they want, first of all, individuals with sterling character, emotional maturity, ability to get along with others, and love for children. If they can find these qualities, camping skills can be acquired or improved on the job. Further, directors want information regarding the personal maturation of the individuals applying for counseling jobs. That maturity is essential, all camping literature attests. Benson and Goldberg state this

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[1]Klein, op. cit., pp. 31-32.

fact adequately by saying, "Emotionally mature counselors are essential for the proper functioning of a camp and for the effective service to the campers. Children normally experience emotional growth under the guidance of adults who are themselves emotionally mature."[1]

In 1957, Reynold Carlson reported that ". . . 200+ colleges and universities now provide some type of camp leadership training. Some colleges have their own camp facilities and conduct their training programs in camp, often with actual practice leadership with children."[2]

In an attempt to obtain data regarding these Counselor-in-Training programs throughout the country, this investigator wrote to the National Office of the American Camping Association, asking for such specific information as how many colleges and universities offer such courses, how many courses provide an internship with children, the length of the internship, the kind of supervision that is generally available during the internship, and what data are at hand concerning the success of such courses. The disheartening news came back from the chairman of the Leadership Committee that at this time the National A.C.A. Leadership Committee does not have the answers to these questions but is working on areas related to them. Thus, one sub-committee is

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[1] Benson and Goldberg, op. cit., p. 41.

[2] Reynold E. Carlson, "Organized Camping," Annals of the American Academy of Political and Social Science (Philadelphia: September, 1957), p. 86.

interested in the revision of college course outlines for the training of camp counselors; another is attempting to find out what colleges and universities throughout the United States give field credit for camp counseling experience in conjunction with college courses; and finally, a third is trying to collect current information on Counselor-in-Training programs conducted in all types of camps throughout the country. In June 12, 1959, the chairman wrote as follows:

> All of this work is under way, but it will take us many months as a committee before we will be in a position to release findings. We are hopeful that we will have material to share with our Sections in the Fall of 1960. However, right now we are in the very beginning stage of developing questionnaires, corresponding with individual A.C.A. members or colleges and universities, therefore, your concerns are also concerns of the National A.C.A. Leadership Committee.

It is apparent to those who are acquainted with the camping scene that the desire to be a counselor is not enough. One must receive training somewhere for the demands a camp counselor must meet. Whether this training is obtained as a C.I.T. in a camp-sponsored program or in a college or university with or without an internship, or whether it be from group work with children through teaching, church work, or scout work, or whether it be in a limited pre-camp training period, the fact remains that training is necessary. It is also apparent from the lack of information regarding current training programs that much effort needs to be put forth to determine the success of such programs. When such information is provided, perhaps effective

structures and curriculums for Counselors-in-Training can be established.

The Basis Hypothesis

The basic hypothesis of this inquiry may be stated as follows:

> The University of Michigan's Counselor Education program at the National Music Camp contributes measurably toward (1) the favorable development of the personal maturation of the Counselor-in-Training and (2) the Counselor's-in-Training attitudes toward children of different age groups.

Definition of Terms

Personal maturation: psychological and social growth as measured by the instruments employed in this study

Attitude: ". . . an enduring organization of motivational, emotional, perceptual, and cognitive process with respect to some aspect of the individual's world."

University supervisors: the three University of Michigan instructors employed full-time to teach and supervise the C.I.T.'s

Immediate supervisors: the division administration: director, assistant director, program director

Cabin counselor: the counselor with whom the C.I.T. lives

Juniors: campers between the ages of eight and eleven years

Intermediates: campers twelve to fourteen years of age

C.I.T.: Counselor-in-Training

G-ZTS: Guilford-Zimmerman Temperament Survey

MTAI: Minnesota Teacher Attitude Inventory

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[1]David Krech and Richard S. Crutchfield, Theory and Problems of Social Psychology (New York: McGraw-Hill Book Company. Inc., 1948), p. 152.

Possible Implications of the Study

1. If the findings of this study verify the hypothesis, the University of Michigan's Counselor Education program at the National Music Camp could serve as a model for other Counselor-in-Training programs offered by other colleges and universities.

2. This study could provide the Leadership Committee of the American Camping Association with valuable information regarding methods for evaluating Counselor-in-Training programs.

3. The results could serve as a challenge to colleges and universities offering Counselor-in-Training programs that do not provide (1) a required internship in an accredited camp, and (2) a person (representing the institution which gives credit for the course) to live in the camp and have the full time responsibility for directing and supervising the Counselor-in-Training program.

CHAPTER II

HOW THIS INQUIRY WAS CONDUCTED

How this study was conducted will be discussed under these headings: Sources of Data, Selection of Measuring Instruments, and Method of Collecting Data.

Sources of Data

Three groups of young women, one experimental and two control, provided the data upon which this study is based. The experimental group consisted of thirty-one students enrolled in The University of Michigan's Counselor Education program at the 1957 National Music Camp, Interlochen, Michigan. One control group was made up of thirty-one university women concurrently enrolled in some phase of the University Division other than the Counselor Education program at the camp. The other control group comprised thirty-one women enrolled in the Recreational Leadership course on the Ann Arbor campus during the spring semester of 1958. That the reader may clearly understand the circumstances surrounding each of the three groups, the following detailed description is offered.

Counselor-in-Training Group

During the summer, The University of Michigan offers a course in Counselor Education under the auspices of the

Department of Physical Education for Women in the College of Education. On the theory that one will never know whether one likes to work with children until she tries it, The University has developed a program at the National Music Camp which has been acclaimed by educators throughout the land. The first course in the C.I.T. program was offered in the summer of 1944.

Although its original purpose was to provide opportunities for women students majoring in physical education at The University of Michigan, the course now provides the opportunity to gain eight weeks' experience in the art of counseling children, to students with varied backgrounds and interests from many different colleges and universities throughout the United States. For many it is a "get-acquainted-with-self" summer to determine whether or not they are interested in pursuing a curriculum that would involve working with children and to determine the age level for which they are best suited.

The course, like the setting in Michigan's colorful northern pine country, is unique. In an atmosphere of culture embracing the talents of the nation's most gifted youth, the Counselors-in-Training study, work, and play, always under the supervision of three full-time University faculty members who live on the camp grounds and devote their complete time to the Counselor Education Program. Supplementing the efforts of the three faculty members, the directors and administrative staff of each division do

everything possible to make the four weeks in their respective divisions a worthwhile learning experience for the students.

The internship consists of four weeks as an assistant counselor in the Junior Division, living and working with children between eight and eleven years, and the other four weeks in the Intermediate Division with campers twelve to fourteen years old. The C.I.T. lives in a cabin with the children and a full-time counselor.

Combined with the internship, the students spend five hours in class work a day. A two-hour daily lecture period includes discussions on child growth and development with particular emphasis on psychological and physical characteristics of different age groups. Skills related to nature, campcraft, arts and crafts, storytelling, games of low organization, campfires, and campfire singing are demonstrated as techniques that a counselor might use in handling the group-living of her campers.

Two activity classes are included in the C.I.T.'s daily schedule. Since there is such a great demand for swimming counselors in summer camps, all C.I.T.'s spend two hours a day in swimming and small-craft activity classes. Opportunity is provided for each student to progress as far as her own ability will allow. The Red Cross Life Saving certificate and the Water Safety Instructors Rating are available to all who can complete the requirements within the eight weeks.

A choice of a second activity is permitted. The students may choose archery and badminton (four weeks each), tennis, dance, or applied music. One hour a day is devoted to this activity. Those who select applied music do so, knowing that they may not participate in any performance or concert. This regulation is necessary to insure that the students' time, outside of classes, will be devoted to the internship aspect of the course.

The student earns six hours of undergraduate credit. The fees are the standard summer school tuition schedules set by The University of Michigan, plus a camp privilege fee. Room and board for each student are provided by the camp in exchange for services rendered as assistant counselors.

Dr. Joseph E. Maddy, president and founder of the National Music Camp, has been enthusiastic about the C.I.T. program since its inception in 1944. "In line with the camp's educational aspects, the training has benefited both the students and the campers," he says.

The summer class of 1957 began with thirty-two women and one man. At the end of the fourth week, one woman had to withdraw from the course and leave camp due to impaired health, and it was not possible to collect complete data on the male student for several reasons. Therefore, the data representing the C.I.T. group were supplied by the thirty-one young women who completed the course.

University Women's Group

In addition to the Counselor Education program, The University of Michigan offers course work at the National Music Camp in art, speech, drama, radio and television, dance, and music. Some of the University students earn remuneration from the camp by working on the food staff, in the program or ticket office, or as practice supervisors of the junior or intermediate campers who are taking private music lessons. Many of the University women are enrolled as full-time students and have no connection with the functioning of the camp. All University women reside in camp-provided housing units and have absolutely no responsibility connected with the cabin life of the children. Some of these University women may come in contact with children during the course of their work on the food line in the campers' dining room or in the practice studio, but for many their only contact with the children is in passing them as they go to and from concerts.

Since this investigator had no connection with these University students, arrangements were made with the Dean of Women to attend their first group meeting. This meeting was held on Monday night of the first week of camp, due to the fact that University students do not have to attend the pre-camp session which is designed primarily for counselors. At this meeting the investigator described the nature of the study and the types of the measuring instruments to be used. The women were told that if they were interested in

volunteering to participate in the study, private interviews would be arranged for those who wished to discuss their scores on the instruments in question. Thirty-six women volunteered. For various reasons, of the original thirty-six, only thirty-one completed the eighth week of testing.

Recreational Leadership Group

Since one of the objectives of this study was to evaluate the internship aspect of the Counselor Education program at the National Music Camp, the second control group was selected for specific reasons: (1) As taught on the campus at Ann Arbor, the Recreational Leadership Course provides classroom experiences plus an internship. In this respect, the course is similar to many camp counseling courses taught in colleges and universities throughout the country. (2) The primary purpose of the course is to train young women for camp counseling positions or for playground leadership positions during the summer. (3) Two of the instructors who teach the Counselor Education course at the National Music Camp are in charge of the Recreational Leadership Course in Ann Arbor. (4) Internships with children are provided for students in Recreational Leadership. Each is assigned to one of several groups in Ann Arbor; such as Brownie Troops, Girl Scout Troops, Dunbar Center (now called Ann Arbor Community Center), and the Recreation Department of The University Hospital. For one semester the student spends from two to three hours a week with one of them. The original choice of group is left

entirely to the student. When the choice has been made, the intern then comes under the direct supervision of the adult in charge while the University instructors serve as secondary supervisors. The Recreational Leadership course meets weekly for two hours and the internship of two to three hours a week is carried on outside of class time and adjusted to the student's University schedule.

Because the course is in great demand--the students are in a leadership position with children almost immediately at the beginning of the semester--and it requires a great deal of time "beyond the call of duty" (it does not carry University credit), it is necessary to screen the applicants carefully. Each must fill out an application blank which asks for information regarding the individual's previous experience in working with children, the reasons why she wants to take the course, and whether she has an immediate use for it and the internship in applying for a summer job. The application blanks are examined by all members of the faculty of the Women's Physical Education Department. From their recommendations, the final selections are made. This procedure, it is assumed, nets a highly selected group.

The same procedures were used when volunteers from the Recreational Leadership class were being selected for the writer's project at the National Music Camp. The writer, also an instructor in the course, spoke with the students at the first class meeting. At this time she discussed the nature of the study, described the types of measuring

instruments to be used, and informed the students that, if they were willing to volunteer to participate, private interviews would be arranged to discuss the profile that would be developed from their scores. (Since the women in this group were taking the course to prepare themselves for positions as counselors in summer camps or as playground leaders, she felt that it would be beneficial for them to know the results of their scores.) They were assured that their willingness to participate in the study would have no effect on their course work, their grades, or their recommendations for employment at the completion of the course. Thirty-five volunteered. Of this number, thirty-one completed the eight-week testing. The data for this group are therefore based upon that number.

Selection of Measuring Instruments

Personal Maturation

Personal maturation was defined earlier as the psychological and social growth of the C.I.T.'s as measured by the techniques employed in this study. In the first chapter, leading authorities in the field of camping were quoted as spelling out very specifically some of the qualities necessary for a good camp counselor. These qualities include emotional maturity, ability to work with others, objectivity in reasoning, friendliness, thoughtfulness, and the ability to work with ungifted, handicapped, or maladjusted children as well as talented ones. For the

writer's project, the problem became one of finding an instrument, or instruments, that would best render statistical measures of these qualities. To measure maturation, two standardized tests were selected, the Guilford-Zimmerman Temperament Survey and the California F Scale. Two subjective techniques were devised for obtaining additional data on the C.I.T.'s. These were a rating sheet to be filled out by supervisors, and the Paired Comparison ranking scheme.

Guilford-Zimmerman Temperament Survey

The writer wishes to describe the character of this instrument at some length. It is essentially a pooling of ten factors originally derived and measured on the STADCR and GAMIN scales, and the Personnel inventories developed by Guilford. More specifically it consists of factors G (general activity), R (restraint), A (ascendance), S (sociability), E (emotional stability), O (objectivity), F (friendliness), T (thoughtfulness), P (personal relations), and M (masculinity). Of these factors sociability, thoughtfulness, restraint, general activity, ascendance, and masculinity were taken directly from the earlier tests mentioned above. Factor O (objectivity) comes from the Personnel Inventory without change of name, but Co (cooperativeness) and Ag (agreeableness) from this test are now called P (personal relations) and F (friendliness) respectively. Factor E (emotional stability) is a result of a consolidation of factors D (depression) and C (cycloid

disposition) in the earlier inventories. Factors I (inferiority versus confidence) and N (nervousness versus composure) of the original inventories were discarded here because of their high intercorrelation with E (emotional stability). Attention must be called to the fact that the Guilford-Zimmerman Temperament Survey is in no way a rehash of the earlier inventories, but in essence represents a new instrument derived from the three inventories mentioned earlier. It was constructed with the same care as the previous tests designed by Guilford and his associates.

The Guilford-Zimmerman Temperament Survey consists of 300 items. In contrast to other inventories of a similar type, all items are stated affirmatively rather than in question form, using the second-person pronoun. Guilford and his associates believed that statements employing "You . . . ," would seem to the examinee as coming from an interviewer. The authors of the inventory state in the Manual that "It is a historical fact that the personality inventory grew out of the interview method. It is, in essence, a systematic, impersonal interview, which can be scored."[1] The person being tested is given a choice of three answers for each item: "Yes," "?," "No." These three alternatives were determined by the results of a polling of student attitudes toward different kinds of response

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[1] J. P. Guilford and Wayne Zimmerman, The Guilford-Zimmerman Temperament Survey Manual of Instructions and Interpretations (Beverly Hills, California: Sherman Supply Company, 1948), p. 4.

alternatives. The choice of items for each trait in the present form of the inventory was determined by factor-analysis supported by extensive item analyses.

Detailed reliabilities for each factor will be found in the Appendix. They range from 0.75 to 0.85.

The authors point out that the internal validity of the scores is fairly well assured by the factor-analysis and the extensive item analyses cited above. The inter-correlations between the ten trait scores are generally low. This fact supports the claim of relative uniqueness and good definition of the categories involved. From the standpoint of practical validity, Guilford and Zimmerman point to the fact that some of the most impressive validity data have come from the use of the inventories with supervisory and administrative personnel.

Guilford and Zimmerman obtained normative data from 535 college men and 389 college women in one Southern California university and two junior colleges for all but trait T (thoughtfulness). The ages of these men and women ranged from eighteen to thirty, with a mean of about twenty-three. The final form of the inventory, with the T items included, was administered to a group of high school seniors and to their parents (116 males and 136 females). The ages of the parents ranged from thirty-seven to sixty-two. The effect of age was found to be negligible; therefore, the authors felt justified in using the data on the T (thought-fulness) factor thus obtained, in conjunction with the data

obtained from the first group. With the exception of factor M (masculinity), there are no marked sex differences for the other factors.

Since its inception, the Guilford-Zimmerman Temperament Survey has been used extensively in research where paper-pencil inventories were necessary. Mann, in a survey of 125 studies pertaining to the relationship between personality factors and leadership, found that the tests most frequently used in the studies were the Guilford-Zimmerman Temperament Survey and the Sixteen Personal Factors. A specific measure of leadership was not the purpose of the present writer's study, but since leadership is an important instrument in the camp counselor's "box of tools," it is interesting to note some of Mann's findings. "While no single measure of adjustment can be expected to be an efficient predictor of leadership, there is strong evidence to indicate a positive relationship between the individual's adjustment and the leadership status he is likely to attain."[1] He concluded that no single measure of Extroversion is consistently related to leadership, with the possible exception of the relevant Guilford-Zimmerman scales. Although the trend is not very strong, these data suggest that the dominant or ascendant individual has a greater chance of being designated leader. Interestingly

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[1]Richard Mann, "Relationship between Personality Characteristics and Individual Performances in Small Groups" (Unpublished Ph.D. dissertation, University of Michigan, 1959), p. 18.

enough, he found that no single measure of masculinity relates to leadership in a consistently positive direction, and that the correlations between the two are uniformly low. Mann concluded that "A number of relationships between an individual's personality and his leadership status in groups appears to be well established. The positive relationships of intelligence, adjustment, and extroversion to leadership are highly significant. In addition, dominance, masculinity, and interpersonal sensitivity are found to be negatively related to leadership."[1]

A leadership study by Bass and associates using the Guilford-Zimmerman was made with 140 sorority women at the Louisiana State University. Bass found that "Personality differences tend to be more discriminating among university leaders and non-leaders than among sorority leaders and non-leaders. Women higher in university leadership status tend to be more socially bold, emotionally stable, and active and effective in leaderless discussions."[2] But Gordon found different results regarding personal factors in leadership. The consistency of his findings suggests that the ability to assume responsibility may be a general factor in leadership. He noted the absence of relationship between sociability and leadership. He suggested that followers must also mix with

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[1] Ibid., p. 27.

[2] Bernard Bass, Cecil Wurster, Paddy A. Doll, and Dean J. Clair, "Situational and Personality Factors in Leadership among Sorority Women," Psychological Monograph, LXVII (1953), No. 16.

people in order to follow.[1]

The Guilford-Zimmerman Temperament Survey has been used by business and industry for both selection and placement. Conflicting opinions regarding its value for selection or placement can be found in the research literature. Here it will suffice to present only two studies to indicate its use for these two purposes. For instance, the Prudential Insurance Company of America used the Guilford-Zimmerman for selection of its insurance salesmen. When the raw score distributions of the criterion groups for each of the scales were studied, it was discovered that at a cut-off score of 18 on Sub-Test A, 19 per cent of "low" agents could be rejected with no loss of "high" agents. It was felt that this sub-scale represents a very useful addition to the selection process. In reporting this Prudential study, Hedberg included the following footnote: "The names of the sub-tests have not been given because it seems desirable not to have field management speculating on these 'traits' during their interview with candidates. We chose to rely on the test scores rather than on lay interpretation of interview information."[2] An inquiry pertaining to the selection and placement of engineers arrived at a different conclusion. "The failure of the Guilford-Zimmerman Temperament Survey to

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[1]Leonard V. Gordon, "Personal Factors in Leadership," Journal of Social Psychology, XXXVI (1952), 245-248.

[2]Raymond Hedberg and Brent Baxter, "A Second Look at Personality Test Validations," Personnel Psychology, X (1957), 160.

demonstrate appreciable validity for the prediction of job performance, while it differentiated significantly between major types of engineers, suggests that the personality questionnaire may be more useful for placement than for selection."[1]

Leeds provides another illustration. She administered the Guilford-Zimmerman to 300 public school teachers. In addition, she obtained scores for the teachers on the Minnesota Teacher Attitude Inventory. The scores of the teachers were compared with the norms obtained for college students in the validation of the Guilford-Zimmerman. The teachers proved to be more emotionally stable, more restrained, more objective, more cooperative, and more friendly. The college students had more drive and energy and more social boldness. Leeds concluded that the personality traits most closely related to the MTAI scores were R (personal relations), F (friendliness), O (objectivity), and E (emotional stability).[2]

Other studies with the Guilford-Zimmerman Temperament Survey are mentioned in the writer's bibliography. The reader is directed to a particularly interesting one by Weitzenhoffer on "Hypnotic Susceptibility as Related to

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[1]James Kirkpatrick, "Validation of a Test Battery for the Selection and Placement of Engineers," Personnel Psychology, IX (1956), 226.

[2]Carroll H. Leeds, "Teacher Attitudes and Temperament as a Measure of Teacher-Pupil Rapport," Journal of Applied Psychology, XL (1956), 333-337.

Masculinity-Femininity."[1]

From such evidence, although somewhat equivocal, the present writer concluded that she would use the Guilford-Zimmerman Temperament Survey in her study. The fact that the Survey based its norms on normal subjects of college age was an important consideration. Further, the ten factors seemed to represent the qualities necessary for a good camp counselor and the negligibility of age was paramount. The G-ZTS Profile Sheet for transcribing scores for counseling purposes would be useful, too, since, as already pointed out, each participant was to have an opportunity privately to discuss the results of her scores.

California F Scale

The California F Scale was the second selection. One needs only to browse through psychological literature to note that this scale has received considerable attention. It has been mentioned in almost each issue of the Annual Review of Psychology since 1950. Many studies present positive claims for its validity while many others dispute such claims. Despite this controversy, a great deal of evidence seemingly supports the positive side. For instance, Titus and Hollander reviewed more than sixty studies published between 1950 and 1955 which used this Scale. They concluded that some distinguishable points do stand forth. "Notable among these

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[1]Andre M. Weitzenhoffer, "Hypnotic Susceptibility as Related to Masculinity-Femininity" (Unpublished Ph.D. dissertation, University of Michigan, 1956).

is the evident fact that the F Scale correlates most systematically with other paper-and-pencil measures."[1] Influenced by such favorable evidence, the present writer chose it to supplement the Guilford-Zimmerman, although, as indicated, she was fully aware of the equivocal evidence concerning its validity.

A short description of the F Scale is now in order. It has two principal purposes: (a) to provide an indirect measure of anti-Semitism and ethnocentrism; and (b) to determine anti-democratic trends at a deeper level of personality. It was labeled the F Scale to signify its concern with implicit prefascist tendencies. After several revisions, it emerged with thirty items. According to the authors, ". . . the item should have a maximum of indirectness, in the sense that it should not come close to the surface of overt prejudice and it should appear to be as far removed as possible from our actual interest."[2] Each item has an apparent and a concealed meaning. To summarize, the F Scale is a battery of stimuli indirectly arousing a characteristic mode of response to various social situations.

In the Authoritarian Personality, Adorno and his co-authors devote several chapters to the various techniques

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[1]H. Edward Titus and E. P. Hollander, "The California F Scale in Psychological Research: 1950-1955," Psychological Bulletin, LIV (1957), 62.

[2]T. W. Adorno, Else Frenkel-Brunswik, Daniel J. Levinson, and R. Nevitt Sanford, The Authoritarian Personality (New York: Harper, 1950), p. 241.

they used in validating the F Scale. One chapter, "Case Studies: the F Scale Responses of Mack and Larry," deals with validation. In this instance, detailed analysis is given of two persons with extreme scores on the E (Ethnocentrism) scale in regard to their responses on the F Scale. Another chapter is concerned with "Criminality and Anti-Democratic Trends." It describes an experiment in which fifteen criminals scoring at the extremes on the E Scale were both interviewed and given projective tests. The chapter on psychological ill health and potential fascism deals with 121 cases. Those scoring at the extremes on the E scale were compared in regard to initial psychiatric interviews; diagnostic categories; and the MMPI clinical scores. The authors validated the F Scale by correlating it with the Anti-Semitism (A-S) Scale, and the E Scale constructed by the California group, and with criteria measures of prejudice. They found that the F Scale was related significantly to the A-S Scale and the E Scale, correlating on the average at .53 with the former and .73 with the latter. The third index of validity was based upon criterion group scores. This technique compared various groups displaying "objectively ratified predispositions" in terms of mean scores on the measures concerned.

During the early vintage of the F Scale Lasky wrote, ". . . it seems apparent that the validity and reliability of the scale have not been rigorously established."[1] However,

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[1]J. J. Lasky, "Relations of Experimentally Induced

in that same year, 1950, Himelhoch reported a study in which he used a sample of 169 Jewish students. He correlated a variety of ethnocentric measures with the F Scale. He also compared high and low F scores with various Rorschach indices. His results indicated that fifteen signs derived from Rorschach did significantly differentiate (at the 5 per cent level or better) two extreme groups on the F Scale.[1]

In 1952, Cohn published an article entitled, "Is the F Scale Indirect?" using information derived for his doctoral dissertation which appeared the next year as "Factors Related to Scores on the F (Predisposition to Fascism) Scale." The article was based on sixty-four cases. He advanced the hypothesis, "The more intelligent people are able to penetrate the meaning of the F Scale and thereby respond in the 'proper' manner."[2] The data tended to support his hypothesis.

Many other studies support the validity of the F Scale. One had to do with the reputations of five college social fraternities. A "Guess Who" questionnaire was administered to the members to determine each fraternity's

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Changes in Ethnocentric Statements to Underlying Personality Variables" (Unpublished Ph.D. dissertation, University of Michigan, 1950), p. 14.

[1]J. Himelhoch, "Tolerance and Personality Needs: A Study of the Liberalization of Ethnic Attitudes among Minority Group College Students," American Social Review, XV (1950), 79-88.

[2]Thomas Cohn, "Is the F Scale Indirect?" Journal of Abnormal and Social Psychology, XL (July, 1952), No. 3.

authoritarian reputation. The average score of each organization on the California F Scale was found to correspond to the fraternity's position on the authoritarian-nonauthoritarian reputation continuum. The results were interpreted as evidence in favor of the F Scale's validity.[1]

Carey, Rogow, and Farrell claim that their inquiry is one of several which support the view that the F Scale measures both agreement with anti-democratic ideas and agreement with the manner in which the ideas are presented.[2]

Jensen recently wrote in the Annual Review of Psychology, "There are many instances in which the F Scale continues to show significant correlations with a wide variety of external, non-questionnaire criteria which appear to be related to the dynamic concept of the authoritarian syndrome originally formulated in the Authoritarian Personality."[3]

One other report seems of particular importance to the present writer's project; namely, Mann's survey of 125 studies pertaining to leadership. It has already been cited. He revealed that "The California F Scale, a measure of authoritarian trends within the personality, has been used

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[1]William D. Wells, Gene Chiaravallo, and Seymour Goldman, "Brothers under the Skin: A Validity Test of the F Scale," Journal of Social Psychology, XL (1957), 35-40.

[2]Gloria Carey, Arnold Rogow, and Calista Farrell, "The Relationship between the F Scale and Aphorism Usage and Agreement," Journal of Psychology, XL (1957), 163-167.

[3]Arthur R. Jensen, "Personality," Annual Review of Psychology, IX (1958), 308.

ten times in the prediction of leadership. In each case, high F-, or authoritarian, individuals were found to be rated lower on leadership than non-authoritarian individuals."[1] As the present writer sees it, Mann's findings alone would justify the use of the California F Scale in her project at Interlochen.

Additional Measures

Paired Comparisons.--In addition to the Guilford-Zimmerman Temperament Survey and the California F Scale as measures of personal maturation, this investigator employed two subjective techniques to gain supplementary data regarding maturation of the experimental group. These were Paired Comparisons and a rating sheet. Her particular reason for doing so was to obtain data directly pertaining to the internship aspect of the program.

Although the paired comparisons procedure is not new, the writer will discuss it briefly.

In 1927, Thurstone developed this method for the measurement of attitudes.[2] In 1931, Guilford[3] utilized it to correlate the racial preferences of various groups. His subjects were 1,100 college students enrolled in seven

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[1]Mann, op. cit., p. 20.

[2]L. L. Thurstone, "The Method of Paired Comparisons for Social Values," Journal of Abnormal and Social Psychology, 1927, pp. 384-400.

[3]J. P. Guilford, "Racial Preferences of a Thousand American University Students," Journal of Social Psychology, II (1931), 179-204.

widely scattered institutions.

But interestingly enough, the method of paired comparisons has been used very sparingly in recent years as a research tool. This lack of use no doubt can be attributed, at least in part, to the researchers' unfamiliarity with the method. Many textbooks on personality make no mention of it, and quite a few statistical treatises do not include it as a measuring device. In fact, this investigator might also have been a member of the "I never heard of it" group were it not for a particular course related to personnel and industrial psychology in which she had enrolled. Because of her fascination with the method, several years ago she employed it in evaluating the results of her counseling with a group of students. In that instance, she found it to be extremely satisfactory.

Returning to Thurstone: we have just said that he first used it to determine attitudes toward nationality groups. In that setting he demonstrated that the law of comparative judgment could be used to describe such attitudes objectively. He asserted, "The same method can undoubtedly be used also for describing the attitudes of a group toward other social values which are saturated with prejudice and bias. The method is free from the effects of personal bias of the individual investigator."[1]

That this method does minimize personal bias gives

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[1]L. L. Thurstone, "An Experimental Study of Nationality Preferences," Journal of General Psychology, I (1928), 423.

it an advantage over other methods of ranking. Ordinarily a judge is asked to arrange in order an array of people or things by means of a selected criterion. If the list be a long one, the judge is faced with an almost insurmountable task. In spite of his attempts to be unbiased, unfortunately bias does affect the results. Industry has frequently used paired comparisons in ranking employees. It has found that it is much easier to judge which of two men is superior than to arrange members of a large group of workers in order of excellence.[1] By paired comparisons, the rater compares each individual in the group with every other one. The final rankings are determined from the number of times each was judged better than the others.

Krech and Crutchfield[2] state that this method can yield for the whole group not only the respective rankings, but also the distance between any two subjects on the scale as well. This investigator was interested in finding out not only the rankings of the thirty-one C.I.T.'s within the array, but also the distance between those occupying leadership positions in the group. In regard to personal maturation as revealed by leadership, paired comparisons seemed to provide information better than any other scheme.

The writer divided the C.I.T.'s into two groups on the basis of their first internship assignment. Fifteen

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[1]Edwin E. Ghiselli and Clarence W. Brown, Personnel and Industrial Psychology (New York: McGraw-Hill Book Co., Inc., 1948), pp. 94-95.

[2]Krech and Crutchfield, op. cit., p. 225.

students began their internship in the Junior Girls Division and the other sixteen in the Intermediate Girls Division. At the end of four weeks each group switched but the membership within the respective groups remained constant. The paired comparison sheets were set up on the basis of the initial internship experience of the two groups. In filling out the sheets, the raters were asked to circle the answer to the question, "Which C.I.T. has contributed the most to the welfare of your Division?" The raters were instructed that they had to make a decision between each pair listed. They were also informed that they need not sign the individual sheets since their signatures were not necessary for the purposes of the study.

In arranging the pairs, Guilford's[1] recommendations were followed very closely. Studies have indicated that some individuals are prone to respond more often to items on the left side of a page, while others generally react more favorably to those on the right. To control this possible bias, great care was exercised to see that each C.I.T.'s name appeared equally often on the right and on the left. Another factor of extreme importance was to make certain that no name was given in two successive pairs but was spaced as widely as conditions would permit. Samples of both groups of Paired Comparisons may be found in the Appendix.

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[1]J. P. Guilford, Psychometric Methods (New York: McGraw-Hill Book Company, Inc., 1936), p. 159.

Rating Scale.--When the object of study is so complex a phenomenon as the human personality, methods of investigation must inevitably be varied and often highly technical. In addition to the California F Scale, the Guilford-Zimmerman Temperament Survey, and the Paired Comparisons, an appraisal of the Counselor's-in-Training performance on the job was needed to determine whether the student was able to demonstrate in actual situations the characteristics of a good camp counselor. Stagner claims that "for the study of personality in terms of social-stimulus value, the best method is the rating technique."[1] Good and Scates have indicated in their Methods of Research that "Rating scales have been used extensively in evaluating teachers and in assessing personality and character."[2] Guided by such opinions, the writer adopted the rating scale technique for collecting data regarding the C.I.T.'s success, or lack of success, in the internship aspect of the training program.

The construction of a rating scale necessitates several considerations, not the least of which is the ability of the judge to judge. Taft[3] did an extensive study pertaining

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[1]Ross Stagner, Psychology of Personality (New York: McGraw-Hill Book Company, Inc., 1948), p. 27.

[2]Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 662.

[3]Ronald Taft, "The Ability To Judge People," Psychological Bulletin, LII (1955), 1-23.

to the qualities of a good judge. He considered such characteristics as age, sex, intelligence, training in psychology, esthetic ability and sensitivity, emotional stability and character integration, self-insight, and social relations. He concluded that the main attributes of the ability to judge others seem to lie in three areas: possessing appropriate judgmental norms, judging ability, and motivation.

Allport has suggested that the ability to judge others is analogous to artistic competence in that it is neither entirely general nor entirely specific. Said he, "Of all the characteristics of a good judge of others, 'esthetic' ability stands above the others, and can even compensate for such things as lack of intelligence and experience."[1] In his discussion of factors that tend to lower the validity of ratings, Stagner[2] lists five errors that tend to occur most frequently: (1) errors of definition (judgments must be made in terms of trait names, but not all people use the same terms and, even when two individuals use the same descriptive adjective, they may not have the same meaning in mind); (2) errors of distribution (judges are often found to differ on their concepts of high, low, and average for a given trait); (3) errors due to unequal units (ratings are made on the assumption that units of judgment

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[1]Gordon W. Allport, Personality: A Psychological Interpretation (New York: Henry Holt, 1937), p. 514.

[2]Stagner, op. cit., pp. 30-33.

are equal--some judges do not, for one reason or another, stick to this rule); (4) halo effect (some central fact--friendship, high intelligence, beauty, or some other trait of importance to the judge--or an influence radiating out to change the ratings on other traits); and (5) stereotypes (the judge sees only his mental picture of a type--racial, religious, national, et cetera--not the real person).

Furthermore, the number of judges has a measurable effect on the reliability of ratings. Generally speaking, the reliability of a single judge will be too low for much reliance to be placed on his judgments; therefore, one method of increasing reliability is to increase the number of judges. Symonds[1] found that the self-consistency of the average judge on a single trait is only about .55. To raise the figure of .55 to .82 (about equal to the reliability of a short intelligence test) would necessitate the use of four judges.

The decision to use the rating scale technique in this study was based in part on the knowledge that the judges who would be involved were experienced people in supervisory work and that they had had considerable experience in judging people by means of rating scales. This investigator was aware that the judges would have ample opportunity to study her rating scale, to meet for discussion of the listed traits, and to reach some verbal agreement as to a uniform understanding of the units or degrees of judgments called for.

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[1] P. M. Symonds, Diagnosing Personality and Conduct (New York: Appleton-Century Company, Inc., 1931).

The complexities of constructing a rating scale are very aptly described in Good and Scates' statement:

> The problems of constructing rating scales are primarily the difficulty of securing satisfactory categories, and of providing criteria by which the satisfactoriness of the scale may be carefully determined. The investigator must have categories that possess approximately the same significance for all who will use the rating scale, and the categories must fit together into a satisfactory pattern, so that, when taken together, they will provide an adequate picture.[1]

In constructing the rating scale used in this study it was necessary to consider three aspects of the C.I.T.'s internship: (1) her work with the children, (2) her work with the counselor staff of the division, and (3) her personal maturation. In addition to ratings regarding the C.I.T.'s attitudes toward children and her personal maturation, supervisors would be asked to indicate whether they would recommend that the C.I.T. be rehired the following summer as a full-time counselor. The investigator believed an additional measure of the effectiveness of the Counselor Education Program at the National Music Camp would be provided by this last stipulation regarding employment, because the supervisors had the authority to recommend to the Personnel Director to hire or not to hire. Therefore, a recommendation that the C.I.T. be hired the following summer as a full-time counselor could be construed as the additional evidence just referred to.

The form of the rating scale was dictated by the

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[1]Good and Scates, op. cit., p. 682.

standard rating form used with all personnel at the National Music Camp. Thus the judges were asked to use a five-point scale in estimating each of the qualities. The scale: 1 (Outstanding), 2 (Creditable), 3 (Acceptable), 4 (Poor), and 5 (Detrimental). The qualities:

(1) Understands basic motives, needs, and problems of campers
(2) Is sympathetic and helpful to "difficult" campers as well as to "good" campers
(3) Maintains unemotional and objective attitudes toward undesirable conduct of campers
(4) Has the confidence and respect of the campers
(5) Helps to foster a good group relationship with the children
(6) Treats all campers with equal courtesy and respect, showing no favorites
(7) Works well with division counselor staff
(8) Demonstrates qualities of dependability
(9) Has the personality for group work with children
(10) Has shown evidence of personal maturation during past four weeks

Since the rating scale was to be used for guidance purposes in addition to furnishing data for this study, the judges were asked to expand on each rating by giving anecdotes of observed behavior to support their respective ratings and to illuminate the impressions they intended to convey. Finally, as explained above, the judges were asked to indicate whether they would recommend that the C.I.T. be rehired the next year as a full-time counselor. They were

to check one of three decisions: Yes, without reservation; Yes, with reservation; or No. Space was provided for the judges to state the reasons for their decisions. A copy of the rating scale is in the Appendix.

Attitudes toward Children

The second component of the major hypothesis of this inquiry is that the Counselor Education program at the National Music Camp contributes measurably toward favorably developing the Counselor's-in-Training attitudes toward children. The means adopted for determining the extent to which this was accomplished will now be considered.

Minnesota Teacher Attitude Inventory

The Minnesota Teacher Attitude Inventory Form A was selected as the instrument for testing this hypothesis. The authors of this inventory state their philosophy regarding the characteristics of a good teacher by saying,

> It is assumed that a teacher ranking at the high end of the scale should be able to maintain a state of harmonious relations with his pupils characterized by mutual affection and sympathetic understanding. The pupils should like the teacher and enjoy school work. The teacher should like the children and enjoy teaching. The teacher and pupils should work together in a social atmosphere of cooperative endeavor, of intense interest in the work of the day, and with a feeling of security growing from a permissive atmosphere of freedom to think, act and speak one's mind with mutual respect for the feelings, rights and abilities of others. A sense of proportion involving humor, justice and honesty is essential. Group solidarity resulting from common goals, common understandings, common efforts, common difficulties, and common achievements should characterize the class.[1]

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[1]Walther Cook, Carrol H. Leeds, Robert Callis, Minnesota Teacher Attitude Inventory Manual (New York: The Psychological Corporation, 1951), p. 1.

It seems to this investigator that it is entirely appropriate to substitute the words "counselor, camper, and camp" for "teacher, pupil, and class" because to do so would approximate a nearly perfect description of the ideal camping atmosphere. Support for this opinion is found in camping literature. In that regard, it is worthwhile to restate the opinion of Mitchell and Crawford, two of the outstanding leaders in the camping movement:

> With the change in camp philosophy and program has come a demand for counselors who love children and are interested in them and whose sympathy with child nature enables counselor and camper to live together in mutual confidence and good will. Program specialists are still needed in such activities as campcraft, swimming, crafts, dramatics, and so forth, but the big demand today is for general counselors of sterling character, with wide interests and skill and, most important of all, a deep understanding of children.[1]

Benson and Goldberg express the same idea in somewhat different words:

> Counseling requires a real interest in children. The good counselor should find it enjoyable to be around children and to participate in their activities, in both their work and play. A person who is bored with children or easily irritated by them will not be of much use as a camp counselor.[2]

On the bases of the claims the authors make for the inventory and of the demands that leading authorities set forth regarding qualifications of counselors, it would seem that the MTAI measures the qualities camping people are looking for in a well-trained camp counselor.

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[1]Mitchell and Crawford, op. cit., pp. 17-18.

[2]Benson and Goldberg, op. cit., p. 45.

It seems to this investigator that it is entirely appropriate to substitute the words "counselor, camper, and camp" for "teacher, pupil, and class" because to do so would approximate a nearly perfect description of the ideal camping atmosphere. Support for this opinion is found in camping literature. In that regard, it is worthwhile to restate the opinion of Mitchell and Crawford, two of the outstanding leaders in the camping movement:

> With the change in camp philosophy and program has come a demand for counselors who love children and are interested in them and whose sympathy with child nature enables counselor and camper to live together in mutual confidence and good will. Program specialists are still needed in such activities as campcraft, swimming, crafts, dramatics, and so forth, but the big demand today is for general counselors of sterling character, with wide interests and skill and, most important of all, a deep understanding of children.[1]

Benson and Goldberg express the same idea in somewhat different words:

> Counseling requires a real interest in children. The good counselor should find it enjoyable to be around children and to participate in their activities, in both their work and play. A person who is bored with children or easily irritated by them will not be of much use as a camp counselor.[2]

On the bases of the claims the authors make for the inventory and of the demands that leading authorities set forth regarding qualifications of counselors, it would seem that the MTAI measures the qualities camping people are looking for in a well-trained camp counselor.

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[1]Mitchell and Crawford, op. cit., pp. 17-18.

[2]Benson and Goldberg, op. cit., p. 45.

In addition to the foregoing testimony, the writer wishes to point out that the authors of the MTAI say, "Logically, the use of the Inventory may possibly be extended to other areas, such as measuring the effectiveness of a teacher-education program or measuring the ability to work with youth groups (Boy Scouts, Girl Scouts, etc.)."[1] In light of such opinions, she selected the MTAI for use in this project. Her judgment was further fortified in regard to the use of the MTAI because:

a. Norms are available for:
   High school seniors
   University freshmen
   Beginning juniors in education
   Graduating education seniors
   Graduate students
   Experienced teachers

   (These norms adequately covered all categories of students participating in the study.)

b. Norms based on the scoring method of "rights minus wrongs" have consistently produced reliability coefficients of .93.

c. The validity factor is R = .63 for a multiple correlation combining three criteria (T-scores of principals', experts', and pupils' ratings).

Form A of the Minnesota Teacher Attitude Inventory consists of 150 items to which the person tested must respond by indicating a choice of five degrees: strongly agree, agree, undecided, disagree, or strongly disagree. Prior to the construction of Form A, two experimental studies were completed. From the experience thus gained, the items selected for Form A were determined by the consideration of

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[1]Cook, Leeds, and Callis, op. cit., p. 1.

six factors: (1) the discriminating power of the item; (2) the extent to which item responses are influenced by professional education courses; (3) the extent to which item responses are influenced by teaching experience; (4) the extent to which the content of the item duplicates that of another item; (5) the clearness of the statement; and (6) the consistency of the response patterns of the superior and inferior teacher.

Of the 150 items in Form A, 129 were taken from a form which had yielded a validity coefficient of .60 when correlated with three outside criteria. The other twenty-one items were selected from still another form. As a further check on validity, using the items in final form the authors undertook two additional studies. They claim that the communities represented in all studies were industrial and agricultural regions, mercantile areas, and wealthy residential districts. The schools represented were average in regard to educational philosophy and practice.

In use, raw scores on the Inventory are converted to percentile scores by means of the table of norms in the manual. The number of students participating in the validation studies made by the authors of the MTAI are shown in the following categories: university freshmen, 384; beginning education juniors, elementary level, 228; beginning education juniors, nonacademic secondary level, 238; graduating education seniors, elementary level, 150; graduating seniors, nonacademic secondary level, 185; and graduate students, 200.

The authors endeavored to determine the susceptibility of the Inventory to faking. The resultant evidence constitutes the basis for their conclusion that the MTAI is only slightly susceptible to attempts to "fake good." They do point out, however, that this evidence is based on young students, first-quarter juniors in a college of education, who were perhaps only moderately test-wise. The authors feel that there is no practicable way of really proving how much an experienced teacher applying for a real job can load responses in his own favor. This investigator felt that faking would not be a problem in her study because the students were young, with little or no previous experience with attitude tests, and because there would be no incentive to "fake good." Only the private interview each would have with the investigator, as described earlier, could be affected by the results. Even this interview was not mandatory for the University Women or the Recreational Leadership groups.

Price recently completed a study involving 100 seniors enrolled in teacher-education courses. He tested the MTAI with regard to its susceptibility to distortion in relation to changes in response set (selection for a job) and to determine the role professional knowledge and personality factors played in contributing to distortion. Price's subjects included both women and men. The women's ages ranged from nineteen to forty-four, with a mean of 22.8 years. The ages of the men ranged from twenty to twenty-nine,

with a mean of 23.8. Two administrations of the Inventory were given, with one week intervening. On the second administration, one group was instructed to answer as if they were being considered for a teaching job. The other group was charged to fake "bad." Price concluded that response set does play an important role in contributing to the subject's ability to distort the MTAI. He also found a significant positive but moderate coefficient of correlation between Test of Knowledge scores and the point-differences between non-distorted and distorted MTAI scores. At the conclusion of his project, to minimize the risk of obtaining distorted scores, Price recommended that the Inventory should be administered to a candidate before he could establish a response set peculiar to a given job. He also advocated that colleges should administer the MTAI in such a manner that the student would not be pressured to put on a good show.[1] The present study adheres to these recommendations. And it is important to point out that an interval of eight weeks separated the administrations of the Inventory.

Kearney and Rocchio studied the relation between 100 teachers' scores on the MTAI and pupils' ratings of these teachers. They found a significant difference between mean MTAI scores for the fifty-one teachers liked best by the students in four senior high schools and the forty-nine

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[1]Monroe S. Price, "Susceptibility to Distortion of the MTAI" (Unpublished Ph.D. dissertation, University of Michigan, 1956).

liked least.[1]

The 300 public school teachers who participated in Leeds' study took both the Guilford-Zimmerman Temperament Survey and the MTAI. She found that the personality traits that were related most closely to the MTAI scores were personal relations, friendliness, objectivity, and emotional stability.[2]

An additional list of references regarding the MTAI are given in the Bibliography. The MTAI, like the California F Scale, has been used as an instrument in many studies. Almost each issue of the Annual Review of Psychology from 1950 to 1959 reports its use.

Summary

A survey of published materials fortified the writer's judgment that the Guilford-Zimmerman Temperament Survey and the California F Scale would adequately serve the needs of the present study for standard measures pertaining to personal maturation. Then, too, evidence has been presented to justify the use of the method of paired comparisons and supervisors' ratings for obtaining supplementary data on the personal maturation of the Counselor-in-Training group. Finally, reasons for choosing the Minnesota Teacher Attitude Inventory as the instrument for determining the respondents' attitudes toward children have been explained at some length.

[1] N. C. Kearney and F. L. Rocchio, "Relation between a Teacher Attitude Inventory and Pupils' Ratings of Teachers," School Review, LIII (1955), 443-445.

[2] Leeds, op. cit., pp. 333-337.

Method of Collecting Data

Counselor-in-Training Group

Several sources of data on the C.I.T.'s were available to the investigator prior to the opening of the 1957 Music Camp. The application blank which was filled out by the individual and sent to the Director of the Counselor Education program served as the initial source of information in processing the acceptance of the student. In each instance, the Director of the program wrote to two of the four adults listed as references on each application. She asked these individuals to write about the applicant and indicate whether they thought she would be able to pursue the course and benefit from the internship which the program required.

Each applicant was also required to include an autobiographical sketch. This is standard procedure for Music Camp applicants at The University of Michigan. When the 1957 session opened, the Dean of University Women at the National Music Camp made these sketches available to the investigator.

Since the Camp administration considered the C.I.T.'s assistant counselors, they asked them to attend the pre-camp session required of all new counselors. The C.I.T.'s arrived Wednesday evening. Thursday morning a meeting was held for all students in the Counselor Education program. The Director of the University Division at the camp explained registration procedures. Next, the Director of the Counselor

Education program explained the C.I.T.'s role during this pre-camp session and advised them regarding the first class meeting scheduled for the following Monday, when the first week of camp was to begin. The remainder of the time was devoted to explaining the nature of the writer's study in which the C.I.T.'s were being asked to participate.

Every effort was made to secure the cooperation and good-will of the C.I.T.'s. The investigator pointed out that other than for research purposes the data obtained would be used only for guidance, that the scores would be used for developing a profile of each student, that every one would have the benefit of a private interview to discuss the profile and any related matters. The students were assured that the data obtained would have absolutely no effect on their final grade marks for the course. The investigator also explained that for many years people acquainted with the Counselor Education program at the National Music Camp had claimed that during the eight-week course a very definite change could be observed in the personal maturation of the C.I.T.'s, and that this study would attempt statistically to prove or disprove this claim.

Measures Employed

The three standardized measures (G-ZTS, MTAI, and California F Scale) that were to be used were described and the two subjective instruments (paired comparisons and rating scale) were explained. The C.I.T.'s were encouraged to respond to each statement on the standardized measures

as truthfully and honestly as they possibly could. They were told that there were no right or wrong answers and therefore it was not necessary for an individual to attempt to figure how she thought she should respond. They were also advised that the profiles to be developed from their scores would be only as valid as they permitted themselves to be honest in responding to each statement.

The Minnesota Teacher Attitude Inventory (150 items) and the California F Scale (30 items) were then administered. Each C.I.T. was given a copy of the MTAI booklet, the MTAI answer sheet, and the F Scale. Thereupon the writer described each of these items and how it was to be used. In regard to the F Scale, she reminded the students that each statement called for an expression of the degree of agreement or disagreement with each item. The C.I.T.'s were asked to fill out the MTAI answer sheet, take a short break, then complete the F Scale. It was pointed out that there was no time element involved but that the students should work as rapidly as possible.

When a C.I.T. had completed both the MTAI and the F Scale, she brought all the material to a central desk. At this time she was given a Guilford-Zimmerman Temperament Survey booklet (300 items) and an answer sheet. The length of the G-ZTS and the pre-camp time schedule of the C.I.T.'s necessitated that the students complete the G-ZTS in their cabins. Since the nature of the Survey had already been described to all members of the class prior to their seeing

any of the booklets, and since they had been informed that each might take the booklet back to her cabin and fill it out in the privacy of her living quarters prior to the arrival of the campers on Saturday, only one additional direction was given; namely, to read the instructions on the cover of the G-ZTS booklet very carefully and notice that the answer sheet was numbered across rather than down the page in a single column as the MTAI answer sheet had been. The C.I.T. was reminded that she was to return the booklet and the answer sheet the following day, which she did.

During the eighth week of the camp session the Minnesota Teacher Attitude Inventory, the F Scale, and the Guilford-Zimmerman Temperament Survey were administered once more. Class time was taken for the second administration of these measures so that the Counselors-in-Training would not feel pushed or hurried by having to give up their already scarce free-time during the hectic days of the closing week of camp. A two-day schedule was followed: on the first, the MTAI and the F Scale were administered in the same order as before, and on the second the Guilford-Zimmerman was filled out. Prior to distributing the booklets and answer sheets, on both days the investigator again charged the C.I.T.'s to respond to each statement or item as truthfully and as honestly as possible. Again they were admonished to remember that their scores would be only as valid as their reactions to each item were truly representative of their

way of thinking or acting. They were instructed not to attempt to recall how they had answered during the pre-camp exercises, but to answer according to the way they currently felt. Finally, the writer discussed the instructions contained in each booklet with the group preceding each administration.

Subjective Judgments

Two instruments for securing subjective evaluations of the C.I.T.'s were mentioned on pages 35-44. Their use will be discussed in the following paragraphs.

Paired Comparisons.--During class-time on the last day of the second, fourth, sixth, and eighth weeks, the C.I.T.'s were asked to mark paired comparison sheets. Half of the students began their internship in the Junior Girls Camp and the other half began theirs in the Intermediate Girls Camp. At the beginning of the fifth week the groups shifted divisions but the grouping of individuals remained the same; therefore, the peer rankings involved the same individuals within each group, although the internship changed to a different camp. Group One consisted of those who had started in the Junior Division and Group Two, those who began their internship in the Intermediate Division.

The students were instructed to keep in mind that all they had to do was to judge which of a pair of individuals had contributed the most to the welfare of the Division. The investigator indicated that in some instances the decision would be very difficult to make; nevertheless,

the student would have to decide, but she would not be required to justify her action. This reassurance was given to fortify the anonymous character of the operation; because it has been demonstrated that many individuals respond more honestly in making judgments of a very personal nature if they can remain anonymous. Since there was to be no attempt to determine whether any individual has changed her mind about any others in this series of comparisons, all were instructed not to sign their paired comparison sheets.

Staff members also compared the C.I.T.'s. Thus, the Director of the Junior Girls Camp, the Director of the Intermediate Girls Camp, the University instructor who supervised the C.I.T.'s internships in the Junior Camp, and the University instructor who supervised the Intermediate internships also filled out paired comparison sheets for the C.I.T. groups in their respective divisions on the last day of the second, fourth, sixth and eighth week. These four adults were given the same instructions as the C.I.T.'s had been given, with one exception; namely, each supervisor and director was asked to sign her sheet. To have remained anonymous would have been impossible. Since the groups changed divisions at the end of the fourth week, the supervisors ranked each group only twice, in contrast to the peer group rankings which, as shown, were made four times on the same group within the eight-week period.

Staff Ratings of C.I.T.'s.--During the pre-camp session the investigator attended meetings of both the

Junior and the Intermediate Division when all the C.I.T.'s, counselors, and Directors were present, to explain the use of the rating sheet. Each counselor, C.I.T., and Director was given copies. The significance of the ten items, shown on page 43, was explained and their meanings discussed. It was pointed out that the primary purpose of the rating was to help the individual C.I.T. to benefit as much as possible from her internship and that biased ratings would not contribute to that end. Each counselor was asked to fill out the evaluation at the end of two weeks and to discuss it with the C.I.T. concerned, so that if improvement in any area of experience were desired, the C.I.T. would be made aware of that fact and have the remaining two weeks to try to upgrade herself. During the C.I.T.'s fourth week in the Division, the counselors, the Directors, and the Supervisors rated each C.I.T. in their respective Divisions. At the end of the fourth week of camp, Directors of each Division conducted individual interviews at which the counselor, the C.I.T., the University Supervisor, and the Director discussed the C.I.T.'s ratings. At the end of the eighth week, only the Supervisor discussed the ratings with the C.I.T.'s individually due to the fact that the pressures of the eighth week did not permit the counselors or Directors to participate in the interviews.

The University Women

On the evening of the first day of classes, the Dean of Women conducted a meeting with the University women. At its close the thirty-six who had volunteered to participate in the study remained for specific instructions concerning the role they would play in it. They were reminded again that other than for research purposes the data to be derived from the G-ZTS, the MTAI, and the F Scale would be used only for guidance purposes. The scores would be used for developing a profile of each individual who then would be given an opportunity to discuss the profile in a private interview. They were assured that the data would be seen only by this investigator.

The three standardized measures were discussed. Only one of the University women indicated that she had had an opportunity to take any of the three measures. In 1955 she had taken the MTAI. The two intervening years were deemed sufficient to destroy any practice effect, and therefore she was permitted to remain in the group.

The same general instructions were given to the University Women group as to the C.I.T.'s: that there were no right or wrong answers and that they were being asked to report as truthfully and honestly as possible how they generally felt or acted rather than how they thought they should feel or act. They were also informed that the profile of their scores would be of no value to them or to the investigator if the scores were based on guesswork or assumptions.

The Minnesota Teacher Attitude Inventory and the California F Scale were administered on that evening. Each woman was given a copy of the MTAI booklet, the MTAI answer sheet, and the F Scale. The tests were administered in the same sequence as with the C.I.T. group. Information regarding age, classification in school, and major curriculum was obtained on each volunteer. The University Women's group was given instructions as to how to use the MTAI answer sheets and the directions printed on the front of the MTAI booklet were read. The respondents were reminded that when they completed the MTAI they should take a short break and then fill out the F Scale. They were cautioned that both the MTAI and the F Scale called for the degree to which they agreed or disagreed with each item. It was pointed out that there was no time limit on either test but that they should attempt to work as rapidly as possible.

When the student had completed both the MTAI and the F Scale, she returned them to a central desk, whereupon she received a copy of the Guilford-Zimmerman Temperament Survey and answer sheet. Since the G-ZTS had been discussed with the entire group prior to the administration of the MTAI and F Scale, it was necessary at this time only to remind each student as she received her booklet and answer sheet that she should read the instructions printed on the front page of the booklet and to notice that the answer sheet for the G-ZTS was numbered across the page. The women were asked to refrain from using the "?" column if at all possible, but if

there were instances in which they absolutely could not make a "Yes" or "No" decision, they should check "?". Following the same procedure that had been used with the Counselor-in-Training group, the University Women were permitted to take the G-ZTS back to their cabins for completion. The counselors of the University Women's Division collected the G-ZTS booklets and answer sheets from the participating students living in their cabins. The counselors returned the material to the investigator the following afternoon.

On Monday of the eighth week of camp, the counselors in the University Women's Division were given booklets and answer sheets for the Minnesota Teacher Attitude Inventory and the Guilford-Zimmerman Temperament Survey, as well as a copy of the F Scale, for each woman in their respective cabins who had participated in the testing during the first two days of camp. The counselors were asked to have the students fill out the answer sheets in the original order. Following instructions, the counselors reminded the University Women that they were to answer each item as honestly as they were capable of doing and that the scores would be used to develop a profile which would reflect their growth or lack thereof during the eight-week session. They were also advised not to attempt to recall how they had answered during the first administration of the test but rather to answer as they presently felt. When all three tests had been completed, the counselors returned the material to the investigator. Five women who had

participated in the testing during the first week of camp asked to be excused from taking the tests during the eighth week due to limited time and study commitments. This means that complete data on thirty-one of the original number of thirty-six University Women were collected.

Recreational Leadership Group

The reader will recall that this group of women was registered in the Recreational Leadership course at Ann Arbor and not at Interlochen.

The thirty-five who had volunteered to participate in the study remained after the first class meeting to fill out the MTAI and the F Scale. The same sequence for administering the tests to the two groups at the National Music Camp was used with this group at the University. They were given the MTAI booklet and answer sheet, the F Scale and the same instructions as the two Music Camp groups had received. Thus, they were encouraged to answer as truthfully and as honestly as possible and to react according to how they felt about each item rather than how they thought they should answer. They were reminded that there were no right or wrong answers and that they were being asked to indicate the degree to which they agreed or disagreed with each item. The students were assured that their test scores would have no effect on their course work and that they would be seen only by this investigator. Again it was emphasized that the scores would be used to develop a profile for each individual and that such a profile would

be of no value to the individual or to the study if the scores were based on guesswork or assumptions. The students knew from class discussion that an opportunity to discuss the profiles would be made available through private interviews at the completion of the testing. The women were asked to complete the MTAI, take a short rest period, and then turn to the F Scale. The directions printed on the booklet for the MTAI were read. It was pointed out that there was no time limit on either test but that the students should try to move along as quickly as possible in responding to each item.

These volunteers from the Recreational Leadership class met on the following day to take the Guilford-Zimmerman Temperament Survey. They were asked to make a decision of either "Yes" or "No" if at all possible, but that the "?" could be used if need be. It was brought to their attention that the answer sheet for the G-ZTS was numbered across the page. The instructions printed on the booklet were read to the entire group and again the women were reminded that there was no time limit for completion of the Survey but that they should try to answer as quickly as possible.

Eight weeks from the time of the first administration of the three standardized measures, these students met to repeat the three tests. One of the original number had dropped from the class and three others asked to be excused from further identification with the study. Therefore,

thirty-one completed the second administration of the tests. They filled out the MTAI and the F Scale at the first session, and came back the following day to take the G-ZTS. At both sessions they were given the same instructions as before and again they were assured of an opportunity to discuss the profile developed from their scores on the first and second testing.

Summary

The writer made every effort identically to instruct each of the three groups of students at the two administrations of the G-ZTS, F Scale, and MTAI. She had no reason to doubt that all ninety-three students attempted to be truthful and honest in responding to the test items. Clarification of the use of the paired comparisons and ratings of the C.I.T. group was made possible through discussions with the judges prior to using the measures in question. The ages and supervisory experiences of the judges increased the value of the ratings of the Counselor-in Training group.

It was, and is, the writer's hope that the degree of care represented by all these precautions guarantees the integrity of the basic data with which subsequent chapters deal.

CHAPTER III

WHAT THE DATA SAY

The reader will recall that the basic hypothesis, mentioned in Chapter II, which has guided the development of the study is that The University of Michigan's Counselor Education program at the National Music Camp contributes measurably toward the favorable development of (1) the personal maturation of the Counselor-in-Training and (2) the Counselor's-in-Training attitudes toward children of different age groups. The writer proposes to test this hypothesis by means of the following working hypotheses:

I. Personal Maturation

A. Regarding the Guilford-Zimmerman Temperament Survey

1. There is a significant improvement between the mean of the scores obtained at the first testing and the mean of the scores obtained eight weeks later (hereafter referred to as the initial and final means).

2. The difference in the means on each of the ten traits is significantly greater for the Counselors-in-Training than for either the University Women or the Recreational Leadership groups.

B. Regarding the California F Scale

1. There is a significant improvement between the

initial and final means for each of the three groups of students.

2. The difference between the foregoing means is significantly greater for the Counselors-in-Training than for either the University Women or the Recreational Leadership groups.

II. Attitudes toward Children

A. Regarding the Minnesota Teacher Attitude Inventory

1. There is a significant improvement in raw scores between the initial and final means for each of the three groups.

2. The difference in the foregoing means is significantly greater for the Counselors-in-Training than for either the University Women or the Recreational Leadership groups.

III. There is a significant correlation for each of the three groups between improvement in the Guilford-Zimmerman Temperament Survey trait of emotional stability and the F Scale; the Guilford-Zimmerman Temperament Survey trait of emotional stability and the Minnesota Teacher Attitude Inventory: and the Minnesota Teacher Attitude Inventory and the California F Scale.

IV. Counselor Education Group Only

A. There is a significant relationship between the final scores on the Paired Comparisons and the final scores on the Guilford-Zimmerman Temperament Survey traits of general activity, restraint, ascendance, sociability,

emotional stability, friendliness, personal relations, thoughtfulness, and masculinity; the Minnesota Teacher Attitude Inventory; and the California F Scale.

B. There is a significant relationship between the final scores on the ratings and the final scores on the Guilford-Zimmerman Temperament Survey trait of emotional stability; the Minnesota Teacher Attitude Inventory; the California F Scale; and the Paired Comparisons.

C. Counselors-in-Training who were not recommended for hiring as full-time camp counselors the following year are below the final mean of the Counselor-in-Training group on the ten traits of the Guilford-Zimmerman Temperament Survey; on the Minnesota Teacher Attitude Inventory; on the California F Scale; and on the final staff ratings.

General Information Concerning the Respondents

Three groups of women--one experimental and two control--provided the necessary information for this study. This has been explained in Chapter II. But as we turn to the following statistical interpretations, it may be worth while to re-identify these groups. The Counselor-in-Training (experimental) group consisted of thirty-one women enrolled in The University of Michigan's Counselor Education program at the National Music Camp. One of the control groups--the University Women--was made up of the thirty-one students of the summer school offerings (other than Counselor Education)

at the National Music Camp who volunteered to participate in the study and who completed both the initial and final tests. The second control group--the Recreational Leadership group--was composed of thirty-one women enrolled in the Recreational Leadership course taught on The University's main campus at Ann Arbor in the spring semester of 1958.

We shall now examine in detail the information which the various procedures described at length in Chapter II have produced and see thereby to what extent the basic hypothesis of this venture is supported.

First of all, let us look at some general information about the participants, such as their ages, year in college, and curriculums or areas of concentration. Such data will help us to visualize these students still more clearly than we have yet been able to do. Afterwards we shall turn to the results of the tests and measures about which we have been talking.

Table 1 has to do with ages; Table 2, with year in school; and Table 3, with curriculums or areas of concentration. These are simple tables of frequencies and the like which really tell their own respective stories.

Table 1 shows that the mean age level of the University Women (20.2) is higher than the level of the C.I.T. group and of the Recreational Leadership group, whose respective means are 18.7 and 18.0. This difference is not surprising when one considers the "year-in-school" data of the three groups in Table 2.

TABLE 1

MEAN AGES OF THE THREE GROUPS OF STUDENTS PARTICIPATING IN THIS STUDY

Group	Age								Total	Mean	S.D.
	17	18	19	20	21	22	23	24			
Counselors-in-Training	9	12	6	3	1				31	18.7	1.06
University Women	2	10	5	4	4	2	2	2	31	20.2	1.99
Recreational Leadership	4	25	2						31	18.0	1.37
Total	15	47	13	7	5	2	2	2	93	19.1	1.48

TABLE 2

INDIVIDUALS WITHIN EACH GROUP CLASSIFIED ACCORDING TO YEAR IN SCHOOL

Group	Freshman		Sophomore		Junior		Senior		Graduate		Total
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
Counselors-in-Training	17	54.8	8	25.8	4	12.9	2	6.5			31
University Women	6	19.4	11	35.5	4	12.9	3	9.7	7	22.5	31
Recreational Leadership	31	100.0									31
Total	54	58.1	19	20.4	8	8.6	5	5.4	7	7.5	93

According to the year-in-school classification in Table 2, freshmen make up the largest single group of Counselors-in-Training. They represent 54.8 per cent of the total number. Next come the sophomores (25.8 per cent).

The remaining 19.4 per cent is comprised of juniors and seniors, whereas the junior, senior, and graduate categories account for almost one-half (45.1 per cent) of the University Women. All thirty-one students in the Recreational Leadership group were freshmen. Thus, it is evident that the mean age for the University Women is higher than for either of the other two groups.

One other interesting aspect of general information available on the members of the three groups was the major area of concentration of the individuals concerned. These data are indicated in Table 3. The Counselor Education group was composed of students following thirteen different curriculums during the academic year. The largest single area of specialization was Physical Education, but this major accounted for only five students. Seven college curriculums were represented by the University Women group. Twenty-two or approximately 72 per cent of these women were identified with some area of music: six in "Music" and sixteen in Music Education. Of the thirty-one students participating in the Recreational Leadership group, twenty-nine were enrolled in the College of Literature, Science, and the Arts. This is not surprising in view of the fact that all of these students were freshmen. It is general knowledge that at The University of Michigan the majority of freshmen women are enrolled in the College of Literature, Science, and the Arts. If the reader considers the number of students in each of the three groups pursuing a major

TABLE 3

AREAS OF CONCENTRATION OF THE THREE GROUPS OF STUDENTS PARTICIPATING IN THIS STUDY

Areas of Concentration	Groups			Total
	Counselors-in-Training	University Women	Recreational Leadership	
Literature, Science and the Arts	3	2	29	34
Music Education	2	16		18
Music*	2	6		8
Physical Education	5		1	6
Not indicated**	6			6
English	4			4
Elementary Educ.	1	3		4
Business Admin.		2		2
Science	2			2
Architecture and Design			1	1
Educational Psych.	1			1
Home Economics		1		1
Language		1		1
Medical Technology	1			1
Music Theory	1			1
Pre-Veterinarian	1			1
Psychology	1			1
Speech Correction	1			1

*Specialization in piano, voice, or instrument.

**These students were freshmen. At The University of Michigan they would be registered in the College of Literature, Science, and the Arts.

directly related to College of Education, they would observe that contrary to what might be suspected, only nine Counselors-in-Training indicated such a curriculum; whereas nineteen members of the University Women group were in some area of Education.

Personal Maturation

Results from the analysis of data will be shown for individual groups and then comparisons of the three groups will be presented for each of the standard measuring instruments used in this study.

Here we are dealing with the hypothesis that the University of Michigan's Counselor Education program at the National Music Camp contributes measurably toward the favorable development of the personal maturation of the Counselor-in-Training. Data regarding the Guilford-Zimmerman Temperament Survey and the California F Scale will be described for each of the three groups of students.

Guilford-Zimmerman Temperament Survey

The working hypothesis which guided the presentation of these data was that there is a significant improvement between the means of the scores obtained at the first testing and the means of the scores obtained eight weeks later. To determine whether there was a significant improvement in raw scores between the initial and final means on each of the ten traits included in the G-ZTS, the mean and standard deviation of initial and final scores were determined for

all three groups of respondents. The difference between the two means for each of the ten traits was noted and the standard deviation for this difference was determined. The significance of the difference between means of the scores was tested by the critical ratio on t. Formulas for these and other statistical computations used in this study are included in the Appendix. Table 4 depicts the findings regarding the scores made by the Counselor-in-Training group on the G-ZTS.

TABLE 4

SIGNIFICANCE OF DIFFERENCE BETWEEN INITIAL AND FINAL MEANS OF COUNSELORS-IN-TRAINING ON THE TEN GUILFORD-ZIMMERMAN TRAITS

Trait	Initial		Final		Difference		t Value	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	t	P
General activity	16.58	5.54	18.74	5.50	2.16	.58	3.74	<.001
Restraint	18.55	4.27	19.97	4.56	1.42	.54	2.62	<.05
Ascendance	15.48	4.79	18.29	4.91	2.81	.59	4.75	<.001
Sociability	19.16	6.17	21.90	5.74	2.74	.74	3.70	<.001
Emotional stability	16.06	5.29	20.19	5.18	4.13	.71	5.84	<.001
Objectivity	16.19	4.92	19.29	4.85	3.10	.69	4.50	<.001
Friendliness	17.19	4.28	18.81	4.00	1.61	.81	1.99	
Thoughtfulness	19.48	4.96	21.00	4.40	1.52	.63	2.41	<.05
Personal Relations	19.84	4.66	22.26	4.41	2.42	.59	4.13	<.001
Masculinity	11.55	4.57	12.58	4.67	1.03	.48	2.15	<.05

From this table it appears that during a period of eight weeks the Counselor Education students did show a significant improvement in the personality traits measured by the Guilford-Zimmerman Temperament Survey. For six of the traits the difference between the initial and final means was significant at the .001 level. This level of confidence would indicate that the difference in the means of traits labeled general activity, ascendance, sociability, emotional stability, objectivity, and personal relations would occur by chance less than one time in a thousand. For restraint, thoughtfulness, and masculinity, the difference in the means was significant at the .05 level. Although friendliness does not indicate either conventional level of confidence, its t-value of 1.99 does approach the required figure of 2.04 demanded for confidence at the .05 level. The writer wishes to point out that the six traits which were significant at the .001 level are described by the authors of the Guilford-Zimmerman Temperament Survey as representing characteristics such as enthusiasm; leadership habits; having many friends and acquaintances; seeking social contacts; evenness of moods, interests energy; less egoism; and tolerance of people. The three traits which were significant at the .05 level are described with expressions such as serious-mindedness and deliberation, reflectiveness, and inhibition of emotional expressions. It might be surmised from these data that although significant growth was evidenced in reflectiveness and self-control, the students

in the Counselor Education program showed the most significant improvement in traits related to face-to-face contacts with people.

Table 5 indicates the results of scores obtained by the University Women on the Guilford-Zimmerman Temperament Survey. The reader should note that this group of students obtained a significant positive difference between initial and final means in only one of the ten traits included in the Survey; namely, general activity. For two traits, restraint and friendliness, the University Women had a

TABLE 5

SIGNIFICANCE OF THE DIFFERENCE BETWEEN INITIAL AND FINAL MEANS OF THE UNIVERSITY WOMEN ON THE TEN GUILFORD-ZIMMERMAN TRAITS

Trait	Initial		Final		Difference		t Value	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	t	P
Gen. activity	17.81	6.09	19.45+	5.79	1.65	.59	2.81	<.01
Restraint	18.90	4.58	17.77	5.55+	-1.13	.53	-2.12	<.05
Ascendance	14.03	4.51	14.45+	5.00	.42	.45	.92	
Sociability	19.32	5.01	18.61	5.75	- .71	.56	-1.27	
Emotional stability	17.26	5.74	17.52	5.89	.26	.61	.42	
Objectivity	17.52	5.23	17.19	5.55	- .32	.46	- .69	
Friendliness	18.61	4.97	17.45+	5.40	-1.16	.54	-2.17	<.05
Thoughtfulness	21.45+	3.70	20.61	3.63	- .65	.50	-1.29	
Personal relations	18.77	5.06	19.13	4.93	.36	.62	.57	
Masculinity	12.13	4.96	11.68	4.04	- .45	.42	-1.07	

negative difference between the means significant at the .05 level of confidence. Thus, by and large, with one exception, the University Women failed to show a positive significant difference in their scores on the G-ZTS. The question might be raised as to whether the living conditions of the University Women at the National Music Camp could have been a contributing factor to the negative difference between means on several of the traits included in the Guilford-Zimmerman Temperament Survey. Large numbers living in cramped quarters is never ideal for women.

Table 6 is concerned with the scores of the Recreational Leadership group on the Guilford-Zimmerman Temperament Survey. Here the reader may readily observe that these women showed a significant difference between means in only one trait; namely, thoughtfulness. This difference was significant at the .05 level. Although there was a positive difference in the means for personal relations (t = 1.84), it fell below the required 2.04 for significance at the .05 level. In general, evidence presented in this table fails to disclose a significant difference between means for the Recreational Leadership students in the traits measured by the Guilford-Zimmerman Temperament Survey. The sole exception is thoughtfulness. The question might be raised as to why these students failed to show a significant difference between means on nine of the traits. The writer had anticipated that growth would be evidenced because during the first eight weeks of the Recreational Leadership

TABLE 6

SIGNIFICANCE OF THE DIFFERENCE BETWEEN INITIAL AND FINAL MEANS OF THE RECREATIONAL LEADERSHIP GROUP ON THE TEN GUILFORD-ZIMMERMAN TRAITS

Trait	Initial		Final		Difference		t Value	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	t	P
Gen. activity	18.39	5.38	18.32	5.30	-.07	.69	-.09	
Restraint	18.06	4.64	18.29	4.14	.23	.47	.48	
Ascendance	15.15-	4.92	15.55-	6.09	.00	.59	.00	
Sociability	19.16	5.59	19.42	6.14	.26	.65	.40	
Emotional stability	16.58	5.63	17.42	5.52	.84	.82	1.02	
Objectivity	17.45	4.24	18.32	4.67	.87	.53	1.65	
Friendliness	17.65-	4.64	17.52	5.15	-.13	.65	-.20	
Thoughtfulness	19.06	5.18	20.77	5.25+	1.71	.55	3.09	<.01
Personal relations	19.35	4.99	20.35	4.58	1.00	.55	1.94	
Masculinity	12.03	4.90	12.71	4.80	.68	.41	1.67	

course the students attended eight two-hour classes and were exposed to six internship experiences which were approximately two hours in length. It could be surmised that eight weeks is too short a period for this kind of course to effect a change in personality traits when the students are involved in the multitude of problems inherent in campus-living and academic endeavors at The University.

To test the hypothesis that the difference in the means on each of the ten traits of the Guilford-Zimmerman Temperament Survey is significantly greater for the

Counselors-in-Training than for either the University Women or the Recreational Leadership group, the test for the critical ratio on t was applied. Table 7 exhibits the results when the C.I.T.'s and the University Women were compared. It is evident that the Counselors-in-Training did show a greater positive growth in nine of the ten traits than did the University Women for the eight-week period. "General activity" is the exception here.

TABLE 7

LEVELS OF CONFIDENCE OF DIFFERENCES BETWEEN INITIAL AND FINAL MEANS OF THE COUNSELORS-IN-TRAINING AND THE UNIVERSITY WOMEN ON THE TEN GUILFORD-ZIMMERMAN TRAITS

Traits	Difference between Initial and Final Means		t	P
	Counselors-in-Training	University Women		
General activity	2.16	1.65	.83	
Restraint	1.42	-1.13	3.35	$<.01$
Ascendance	2.61	.42	3.20	$<.01$
Sociability	2.74	- .71	3.72	$<.001$
Emotional stability	4.13	.26	4.14	$<.001$
Objectivity	3.10	- .32	3.34	$<.01$
Friendliness	1.61	-1.16	2.86	$<.01$
Thoughtfulness	1.52	- .65	2.69	$<.01$
Personal relations	2.42	.36	2.41	$<.05$
Masculinity	1.03	- .45	2.32	$<.05$

Table 8 is concerned with similar data for the C.I.T.'s and the Recreational Leadership group. The differences of the means for five of the ten traits was greater for the former than for the latter. Positive growth in ascendance and emotional stability for the Counselors-in-Training was significant at the .01 level and in general activity, sociability, and objectivity at the .02 level. These findings, as evidenced in Tables 7 and 8, are not surprising, in light of the high levels of confidence for differences between means obtained by the Counselor-in-

TABLE 8

LEVELS OF CONFIDENCE OF DIFFERENCE BETWEEN INITIAL AND FINAL MEANS OF THE COUNSELORS-IN-TRAINING AND THE RECREATIONAL LEADERSHIP GROUP ON THE TEN GUILFORD-ZIMMERMAN TRAITS

Traits	Difference between Initial and Final Means		t	P
	Counselors-in-Training	University Women		
General activity	2.16	- .07	2.48	$<.02$
Restraint	1.42	.23	1.66	
Ascendance	2.81	.00	3.36	$<.01$
Sociability	2.74	.26	2.53	$<.02$
Emotional stability	4.13	.84	3.04	$<.01$
Objectivity	3.10	.87	2.56	$<.02$
Friendliness	1.61	- .13	1.70	
Thoughtfulness	1.52	1.71	- .23	
Personal relations	2.42	1.00	1.77	
Masculinity	1.03	.68	.56	

Training group and the general lack of confidence in differences between means for the University Women and Recreational Leadership students on the G-.FS traits, shown earlier in Tables 4, 5, and 6.

With respect to the working hypotheses regarding the Guilford-Zimmerman Temperament Survey, as stated on page 64 at the beginning of this chapter, data presented in Tables 4, 5, 6, 7, and 8 lead the investigator to assume that in general the hypotheses which pertain to the Counselors-in-Training were supported, whereas those related to positive significant growth for the other two groups of students were not confirmed.

California F Scale

Here we are dealing with the hypotheses that (1) there is a significant improvement between the initial and final means for each of the three groups of students and (2) the difference between the foregoing means is significantly greater for the Counselors-in-Training than for either the University Women or the Recreational Leadership group.

Following the procedures set forth in the Authoritarian Personality, cited earlier (page 31), the raw scores on the F Scale were converted into average scores for each respondent. The means and standard deviations were computed for each of the three groups participating in the study. The mean of the differences between initial and final scores of all individuals with each group was determined and its

standard deviation was computed. The significance of the difference between means of the scores was tested by the critical ratio on *t*. Table 9 presents the findings regarding the scores made by the Counselors-in-Training, the University Women, and the Recreational Leadership students on the F Scale. The reader is reminded that a low score on the F Scale is more desirable than a high score. Therefore, a negative difference is indicative of positive growth.

TABLE 9

MEANS, STANDARD DEVIATIONS, AND *t*-VALUES OF THE DIFFERENCES BETWEEN MEANS ON THE F SCALE OF THE THREE GROUPS OF STUDENTS

Groups	Initial		Final		Difference in Means		*t* Value	
	Mean	Deviation	Mean	Deviation	Mean	Deviation	*t*	P
Counselors-in-Training	3.485-	.616	3.265+	.694	-.2194	.1059	-2.07	<.05
University Women	3.305+	.870	3.448	.742	.1429	.0739	1.93	
Recreational Leadership	3.408	.551	3.207	.525	-.2003	.0919	-2.18	<.05

From Table 9 it may be observed that the Counselor-in-Training group and the Recreational Leadership group had a negative difference between means significant at the .05 level. The *t*-value of the difference in means for the University Women indicates a positive score slightly below the value (2.04) demanded for significance at the .05 level of confidence.

Table 10 is concerned with the difference between means of the Counselors-in-Training as compared with the difference between means on the F Scale of the University Women and those in Recreational Leadership. It may be noted that the t-value for the difference between the means of the C.I.T. group on the F Scale was significant at the .01 level of confidence when compared with the difference between means for the University Women. Thus at the end of a period of eight weeks the Counselors-in-Training and the Recreational Leadership students indicated a significantly lower degree of authoritarianism, whereas the University Women demonstrated a tendency toward an increase in authoritarianism.

TABLE 10

SIGNIFICANCE OF THE DIFFERENCES BETWEEN MEANS ON THE F SCALE OF THE COUNSELORS-IN-TRAINING COMPARED WITH THE UNIVERSITY WOMEN AND THE RECREATIONAL LEADERSHIP GROUP

Groups	t	P
C.I.T. vs. University Women	2.80	<.01
C.I.T. vs. Recreational Leadership	1.36	

On the basis of the data contained in Tables 9 and 10, the specific hypothesis regarding significant improvement in mean scores on the F Scale for each of the three groups was supported for the Counselors-in-Training and the Recreational Leadership students, but was not confirmed for the University Women. The hypothesis that the difference

in means on the F Scale is significantly greater for the C.I.T. group than for either the University Women or the Recreational Leadership group was confirmed for the former but not for the latter group.

The basic hypothesis that the Counselor Education program contributes measurably toward the personal maturation of the Counselors-in-Training was confirmed, as indicated by data shown in Tables 4 through 10.

Attitudes toward Children

Results from the analysis of the data on the Minnesota Teacher Attitude Inventory will be shown for individual groups and then comparisons of the three groups will be presented. Here we are dealing with the working hypotheses that (1) there is a significant improvement between the initial and final means on the MTAI for each of the three groups of students and (2) the difference between the foregoing means is significantly greater for the Counselors-in-Training than for either the University Women or the Recreational Leadership group.

Minnesota Teacher Attitude Inventory

That the most minute differences might be noted between the means on the Minnesota Teacher Attitude Inventory, and since small differences tend to lose their identity when converted into percentile scores, means and standard deviations were computed from raw scores instead. The significance of the differences between the means of these scores

for all three groups of students participating in the study was tested by the critical ratio on t. Table 11 depicts the findings regarding the scores made by the Counselors-in-Training, the University Women, and those in Recreational Leadership. Here one sees that during a period of eight weeks, the interval between the initial and final scores, the Counselors-in-Training showed a difference between the means of 20.19. The t-value of this difference is .001, indicating that this large a difference would have occurred by chance only once in a thousand times. The University Women and the Recreational Leadership students did not show a significant difference between means on the MTAI.

TABLE 11

RAW SCORE MEANS, STANDARD DEVIATIONS, AND SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF THE COUNSELORS-IN-TRAINING, UNIVERSITY WOMEN, AND RECREATIONAL LEADERSHIP GROUPS ON THE MINNESOTA TEACHER ATTITUDE INVENTORY

Groups	Initial		Final		Difference in Means		Test of Significance	
	Mean	Deviation	Mean	Deviation	Mean	Deviation	t	P
Counselors-in-Training	24.55	25.74	44.74	25.67	20.19	23.28	4.34	<.001
University Women	28.19	36.97	28.77	37.98	.58	20.34	.15	
Recreational Leadership	30.39	20.25	31.32	27.08	.94	21.37	.24	

Table 12 is concerned with the t-value of the difference in the means, based on raw scores made on the Minnesota

Teacher Attitude Inventory, of the Counselors-in-Training as compared with the difference in the means on the same Inventory for the University Women and the Recreational Leadership groups. From these data it may be stated that the Counselors-in-Training showed a greater difference between the means on the MTAI than did either the University Women or the Recreational Leadership students. This difference was significant at the .001 and .002 levels of confidence, respectively.

TABLE 12

SIGNIFICANCE OF THE DIFFERENCE BETWEEN RAW-SCORE MEANS OF THE COUNSELORS-IN-TRAINING AS COMPARED WITH THE UNIVERSITY WOMEN AND THE RECREATIONAL LEADERSHIP GROUP ON THE MINNESOTA TEACHER ATTITUDE INVENTORY

Group	t	P
Counselors-in-Training vs. University Women	3.49	$<.001$
Counselors-in-Training vs. Recreational Leadership	3.39	$<.002$

Curiosity prompted this investigator to convert the MTAI raw scores into percentile scores. The reader is reminded that percentile norms for the Minnesota Teacher Attitude Inventory are based on the year-in-school classification of the respondents and that the women in this study represented five levels of college classifications; namely, freshmen, sophomores, juniors, seniors, and graduates working for a Master's degree. The writer chose to convert the raw

scores into percentile scores based on the elementary level norms rather than the secondary level because, as shown on page 13, the age level of the children with whom the Counselors-in-Training worked during the internship aspect of the course more nearly represented the elementary classification. Means, standard deviations, and t-values of the difference between means, computed from percentile scores, on the Minnesota Teacher Attitude Inventory are presented in Table 15. During an eight-week period the Counselors-in-Training went from a percentile mean score of 57.97 to 70.45. The means of the percentile scores for University Women were considerably lower (43.33 and 43.90) and represented a difference of only .077 between the two testings. The Recreational Leadership students had the highest mean of the three groups at the time of the first administration of the MTAI, 70.35, but were surpassed by the Counselor-in-Training group when the means were computed from data obtained at the time of the second administration of the inventory. The t-values of the differences between means of the three groups of students participating in this study indicate that the Counselors-in-Training showed a positive improvement in percentile scores on the Minnesota Teacher Attitude Inventory significant at the .001 level of confidence, whereas the University Women and the Recreational Leadership students did not show significant improvement.

The sub-hypothesis that there is a significant improvement in raw scores between the initial and final

means on the Minnesota Teacher Attitude Inventory for each of the three groups was supported for the Counselor-in-Training group but was not confirmed for the other two groups. Data presented in Table 12 supports the sub-hypothesis that the difference in the means on the MTAI is significantly greater for the Counselors-in-Training than for the University Women or the Recreational Leadership students.

TABLE 13

MEANS AND STANDARD DEVIATIONS, EXPRESSED IN PERCENTILE SCORES, AND THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS ON THE MINNESOTA TEACHER ATTITUDE INVENTORY

Groups	Initial		Final		Difference in Means		Significance	
	Mean	Deviation	Mean	Deviation	Mean	Deviation	t	P
Counselors-in-Training	59.97	30.72	75.35	21.28	15.39	24.08	4.25	<.001
University Women	43.23	33.01	43.90	33.75	.677	14.73	.26	
Recreational Leadership	76.35	17.40	76.23	22.91	- .129	3.418	-.04	

The basic hypothesis that the Counselor Education program contributes measurably toward the Counselor's-in-Training attitudes toward children as measured by the Minnesota Teacher Attitude Inventory was supported by the data presented in Tables 11, 12, and 13.

Significance of Certain Coefficients of Correlation

Determination of the Significance of Certain Coefficients of Correlation

The product-moment method of correlation was used to determine the linear relationship between final scores on F Scale and Guilford-Zimmerman Temperament Survey trait E (emotional stability); Minnesota Teacher Attitude Inventory and Guilford-Zimmerman Temperament Survey trait T; and Minnesota Teacher Attitude Inventory and F Scale. The reliability of each coefficient of correlation thus obtained was tested against the null hypothesis, which implies that no true difference exists between two variables. Garrett's method[1] of testing the significance of an r, which allows one to interpolate the level of significance directly from a table, was used. This method assumes that the population r is in fact zero. To use the table which provides the correlation coefficients at the .05 and .01 levels of significance, it is necessary to determine the degrees of freedom by using the formula N - 2 (number of cases minus two). Substituting the numeral 31 (number of cases in each group) into the formula, the degrees of freedom for each group in this study was twenty-nine. By means of the Garrett technique, the .05 and .01 significance levels were determined to be $\pm$.355 and $\pm$.456, respectively. The

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[1] Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green, and Co., Inc., 1958), p. 201.

resulting correlation coefficients are presented in Table 14.

TABLE 14

PRODUCT-MOMENT COEFFICIENTS OF CORRELATION BETWEEN FINAL SCORES ON THE F SCALE AND GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY TRAIT E (EMOTIONAL STABILITY), MINNESOTA TEACHER ATTITUDE INVENTORY AND TRAIT E, AND MINNESOTA TEACHER ATTITUDE INVENTORY AND F SCALE

Groups	F Scale and Trait E	MTAI and Trait E	MTAI and F Scale
Counselors-in-Training	-.194	.159	-.393*
University Women	.141	.175	-.320
Recreational Leadership	-.330	.229	-.115

*Significant at .05 level of confidence.

In interpreting the data, the reader should keep in mind that a lower final score on the F Scale is indicative of improvement. From this table it may be observed that no significant linear relationship was discovered for any one of the three groups of students between the F Scale and emotional stability, or between the Minnesota Teacher Attitude Inventory and emotional stability. However, a relationship between the final raw scores on the Minnesota Teacher Attitude Inventory and the F Scale was discovered for the Counselors-in-Training. This relationship was significant at the .05 level of confidence and indicates that those C.I.T.'s who scored high on the MTAI tended to score low on the F Scale. Those who indicated a good "child-centered" attitude seemed to reveal a lesser degree of authoritarian tendencies.

The sub-hypothesis that there is a significant correlation for each of the three groups between improvement in the G-ZTS trait of emotional stability and the F scale, the G-ZTS trait of emotional stability and the MTAI, and the MTAI and the F scale was not confirmed, with one exception. A positive relationship between the Minnesota Teacher Attitude Inventory and the F Scale was revealed for the Counselors-in-Training.

Data Pertaining only to Counselor-in-Training Group

Paired Comparisons

As previously stated (p. 85), the paired comparison groupings were identified with the Division of the camp in which the C.I.T.'s began their internship. The method of paired comparisons as a ranking technique is particularly useful in that it provides the value of the distance between ranks. Since the respondents were instructed to answer the question, "Which C.I.T. has contributed the most to the welfare of the division?," this investigator assumed that the ranks would indicate leadership positions within the groups.

Junior Girls Division

Group I represents data obtained on the fifteen students who began their internship in the Junior Girls Division. Group II indicates the sixteen scores made by the C.I.T.'s who spent the first four weeks of camp in the Intermediate Girls Division. The number of times a student was chosen by her peer group over the other individual in a

pair was noted and averaged to provide each C.I.T. with an average peer score. This average was combined with the scores awarded respectively by the Director of the Division and the University supervisor to furnish a composite score after each administration of the paired comparison sheet. The reader will recall that paired comparison rankings were made during the second, fourth, sixth, and eighth weeks of the camping session. Table 15 indicates the corresponding scores for the students in Group I. When the difference between the first and fourth scores is considered, it may be observed that six students showed a positive gain in score value with the largest single difference being 23.93 points (Student A). Nine C.I.T.'s in Group I (Students C, D, F, H, J, K, M, N, and O) had a decrease in score value between the second- and eighth-week scores with the largest single shift in the negative direction being 16.58 (Student M).

Intermediate Girls Division

Table 16 presents the paired comparison scores for the students who began their internship in the Intermediate Girls Division. Six of them declined between the first and fourth scorings with the largest shift downward represented by Student M (-10.43). In Group II ten of the C.I.T.'s (Students B, E, F, G, I, J, K, L, N, and P) rose in the eighth week over the second week. Here the largest shift in the positive direction represented a difference of 9.69 (Student L).

TABLE 15

SCORES OBTAINED ON FOUR ADMINISTRATIONS OF THE PAIRED COMPARISONS BY FIFTEEN COUNSELORS-IN-TRAINING WHO BEGAN IN THE JUNIOR GIRLS DIVISION

[illegible]	[illegible] Week	Fourth Week	Sixth Week	Eighth Week
A	12.75	25.40	35.67	36.67
B	26.18	25.40	33.33	30.93
C	29.69	28.13	23.87	14.53
D	12.6	10.93	11.0	8.6
E	12.75	17.87	17.6	21.07
F	28.38	18.60	21.53	20.87
G	20.50	7.47	4.13	10.40
H	16.37	11.53	30.27	25.87
I	33.50	24.33	22.93	31.23
J	29.88	32.53	29.87	26.33
K	34.0	30.53	2[illegible].00	27.67
L	19.87	25.27	24.40	25.80
M	41.38	40.67	26.80	24.80
N	11.25	6.60	3.73	2.67
O	10.88	8.80	7.40	6.33

TABLE 16

SCORES OBTAINED ON FOUR ADMINISTRATIONS OF THE PAIRED COMPARISONS BY SIXTEEN COUNSELORS-IN-TRAINING WHO BEGAN IN THE INTERMEDIATE GIRLS DIVISION

Student	Second Week	Fourth Week	Sixth Week	Eighth Week
A	23.88	28.94	21.45	15.44
B	16.6	21.94	17.81	24.69
C	14.4	13.5	17.19	12.69
D	7.9	4.56	7.25	3.13
E	32.3	32.86	23.56	33.37
F	17.56	26.31	30.25	22.37
G	23.56	20.69	25.63	30.5
H	26.81	14.0	19.25	18.44
I	39.06	41.0	42.69	42.56
J	12.0	15.25	13.56	13.44
K	5.4	10.19	12.37	9.0
L	21.06	25.38	28.13	30.75
M	18.37	3.50	3.56	4.94
N	31.3	29.31	34.75	33.81
O	42.3	44.15	40.13	33.45
P	26.25	28.12	29.38	30.31

It was suspected that a relationship might exist between the scores on the Paired Comparisons and the scores on the Guilford-Zimmerman Temperament Survey, the F Scale, and the Minnesota Teacher Attitude Inventory. The product-moment method of correlation was used to determine whether a linear relationship did exist between the final scores in these instruments. Garrett's method for testing the significance of an r was used. As was stated previously, the .05 and .01 significance levels were determined to be $\pm$.355 and $\pm$.456, respectively. The resulting correlation coefficients are presented in Table 17. It may be observed that a significant positive relationship did exist between the final scores on the Paired Comparisons and the final scores on three traits included in the Guilford-Zimmerman Temperament Survey. These traits were general activity, restraint, and ascendance. No significant relationships could be claimed for the other measures.

Since the method of paired comparisons is essentially a ranking scheme, scores were transposed into ranks within the two internship groupings. Table 18 and Table 19 depict how each C.I.T. ranked within her group at the time of the four administrations of the paired comparisons. When the difference between the first and fourth ranks is taken into account, it may be observed that in Group I seven students had a higher final rank, seven were lower, and one C.I.T. retained the same position. In Group II, eight students' final ranks were higher than their first, seven were lower, and one (Student C) was ranked thirteenth both times.

TABLE 17

COEFFICIENTS OF CORRELATION OF FINAL SCORES MADE BY THIRTY-ONE COUNSELORS-IN-TRAINING ON THE PAIRED COMPARISONS WITH FINAL SCORES ON THE STANDARD MEASURE USED IN THIS STUDY

Measures	r	Level of Significance
MTAI	-.153	
F Scale	.107	
G-ZTS		
General activity	.437	$<.05$
Restraint	.373	$<.05$
Ascendance	.375	$<.05$
Sociability	.238	
Emotional stability	.221	
Objectivity	.284	
Friendliness	.271	
Thoughtfulness	.148	
Personal relations	.172	
Masculinity	.181	

TABLE 18

PAIRED COMPARISON RANKS FOR FIFTEEN COUNSELORS-IN-TRAINING WHO BEGAN IN THE JUNIOR GIRLS DIVISION

Students	Administration at Two-Week Intervals			
	1	2	3	4
A	11.5	5.5	1	1
B	7	5.5	2	3
C	5	4	7	11
D	13	12	12	13
E	11.5	10	11	9
F	6	9	10	10
G	[illegible]	14	14	12
H	10	11	3	6
I	3	8	8	2
J	4	2	4	5
K	2	3	9	4
L	9	7	6	7
M	1	1	5	8
N	14	15	15	15
O	15	13	13	14

TABLE 19

PAIRED COMPARISON RANKS FOR SIXTEEN COUNSELORS-IN-TRAINING WHO BEGAN IN THE INTERMEDIATE GIRLS DIVISION

Students	Administration at Two-Week Intervals			
	1	2	3	4
A	7	5	9	11
B	11	9	10	8
C	13	13	11	13
D	15	15	15	16
E	3	3	8	4
F	10	7	4	9
G	8	10	7	6
H	5	12	14	10
I	2	2	1	1
J	14	11	12	12
K	16	14	13	14
L	9	8	6	5
M	12	16	16	15
N	4	4	3	2
O	1	1	2	3
P	6	6	5	7

Generally speaking, several highlights may be noted from data presented in Table 18 and Table 19. Counselor-in-Training students who had low ranks at the beginning tended to retain low ranks throughout the eight weeks. No one individual was able to retain first rank in the four testings. In each group, first place was held by the same individual for the first four weeks and by another during the last four weeks. The middle ranks shifted considerably among the same students during the eight-week period with relatively few individuals obtaining a rank which was extreme in either direction.

The investigator was particularly interested in the ranks of Students I and O in Group II. Student O was an enthusiastic girl with many skills who made friends easily with the children, her peer group and the division staff. During the first four weeks she seemed always to be available whenever a job needed to be done. On occasions she demonstrated very poor judgment when it concerned her own personal health. Shortly after she was chosen chairman of a seventh-week all-camp event, for which the Counselor-in-Training group was responsible, Student O had to spend four days in the hospital with a cold. On the day she got out of the hospital she went swimming in the cold water of Lake Michigan and that night had to return to the hospital for an additional five days. During this time she was unable to assume her chairmanship responsibilities. During the first four weeks Student O was ranked number one. The sixth week

her rank dropped to number two, and her final rank was three. Student I made friends easily but was not particularly versed in camping skills. She had had no previous experience in working with children, other than brothers and sisters, and consequently devoted her time and energy to doing a good job with the children in her cabin the first four weeks. She assisted in many divisional tasks but did not seek attention on that account. During the last four weeks, Student I quietly assumed many of the chairman's responsibilities for the all-camp event which were being left undone because of Student J's sickness. Student I was not assigned to these responsibilities, but she saw to it that things that needed to be done were done. Her peer group, the directors and supervisors ranked her number two during the first four weeks and number one the last four weeks.

Table 20 and Table 21 indicate the score value of each rank during the four administrations of the paired comparisons for Group I and Group II, respectively. Several fascinating observations may be made from the data presented in these tables. In Group I, one person (Student M) was clearly recognized as the leader at the time of the first rankings as indicated by the distance of 7.35 score points between first and second place (Table 20). The individuals in positions two and three were separated by a score value of only .50. At the time of the second ranking the leader moved away from her nearest competitor by the distance of

TABLE 20

SCORE VALUES OF PAIRED COMPARISON RANKS FOR FIFTEEN COUNSELORS-IN-TRAINING WHO BEGAN IN THE JUNIOR GIRLS DIVISION

Rank	Administrations at Two-Week Intervals			
	1	2	3	4
1	41.33	40.67	35.67	36.67
2	34.0	32.53	33.33	31.23
3	33.50	30.53	30.27	30.93
4	29.88	28.13	29.87	27.67
5	29.69)	25.40	26.80	26.33
6	28.39)		24.40	25.87
7	26.18	25.27	23.67	25.50
8	20.50	24.33	22.33	24.80
9	19.67	18.60	22.60	21.07
10	16.37	17.87	21.53	20.67
11)	12.75	11.53	17.60	14.53
12)		10.93	11.0	10.40
13	12.60	8.80	7.40	8.60
14	11.25	7.47	4.13	6.33
15	10.88	6.50	3.73	2.67

8.14 (column 3) and third place was separated from the second by 2.0. The leadership position was not so clearly defined the third time the paired comparisons were administered (column 4). At this time the student in the highest leadership position was only 2.34 points above the second rank, although the distance was greater between individuals ranked second and third. The final rankings (column 5) clearly indicated a single leadership position; the distance being 5.44 between ranks one and two. The second and third positions of leadership were almost indistinguishable. The distance between the last two ranks (14 and 15) was very slight during the first three rankings, the distances being .37, .87, and .40, respectively. The fourth ranking period showed the last rank (15) to be lower than the fourteenth rank by 3.66 points. Generally speaking, the score values of ranks show a decided downward trend when the first and fourth ranking periods are considered. Rank one showed a downward shift in value by 4.71 points while rank fifteen's value declined by 8.21. Ranks eight, nine, ten, and eleven were the only ones which indicated a higher score value the eighth week (column 5) than at the first (column 2). In general, the distance between ranks was less at the fourth ranking period than at the first.

In Group II (Table 21) the top leadership role (rank one) differentiated from the second position during four administrations of the paired comparisons by distances of 3.24, 3.15, 2.56, and 8.75. This indicates a clearly defined

TABLE 21

SCORE VALUES OF PAIRED COMPARISON RANKS FOR SIXTEEN COUNSELORS-IN-TRAINING WHO BEGAN IN THE INTERMEDIATE GIRLS DIVISION

Rank	Administrations at Two-Week Intervals			
	1	2	3	4
1	42.30	44.15	42.69	42.56
2	39.06	41.0	40.13	33.81
3	32.30	32.68	34.75	36.45
4	31.30	29.31	30.25	33.37
5	26.81	28.94	29.38	30.75
6	26.25	25.12	28.13	30.50
7	23.88	26.31	25.63	30.31
8	23.56	25.38	23.56	24.69
9	21.06	21.34	21.45	22.37
10	17.56	20.69	17.81	15.44
11	16.60	15.25	17.19	15.44
12	15.37	14.0	13.56	13.44
13	14.40	13.50	12.37	12.69
14	12.0	10.19	12.25	9.0
15	7.90	4.38	7.25	4.94
16	5.40	3.50	3.56	3.13

single leader of the group during the eighth week of camp. The distance between ranks two and three show the reverse pattern to be true for these two positions. These ranks are separated by score distances of 6.76, 8.12, 5.38, and .36, indicating that the competition for the number two leadership position was very keen during the eighth week. This is particularly true when the score values of ranks two, three, and four are considered. The last two ranks (15 and 16) varied in score distance by values of 2.5, 1.06, 3.69, and 1.81. With the exception of rank two, the score values of ranks one through ten were higher at the time of the fourth ranking than they had been when the first rankings were made. A shift in the value of the distance between ranks at the time of the first and fourth ranking periods (columns 2 and 5) was evenly split: one-half showed a greater, and the other half showed a lesser distance.

The sub-hypothesis that there is a significant relationship between the final, or eighth-week scores on the paired comparisons and the final scores on the ten traits of the Guilford-Zimmerman Temperament Survey, the Minnesota Teacher Attitude Inventory, and the F Scale was confirmed for only three of the G-ZTS traits; namely, general activity, restraint, and ascendance.

Rating Scale

The use of a rating scale for obtaining supplementary data on the personal maturation of the students enrolled in the Counselor-in-Training program was not intended to

represent an attempt to measure objective characteristics, but rather to determine the effect of these characteristics on human beings. If we grant that most of the really significant characteristics of a camp counselor have been included in the rating, there is still a question as to whether any mathematical function (such as a weighted sum) of the separate ratings will yield a relative value that corresponds well with one's reaction to the situation as a whole. In keeping with the Gestalt philosophy which holds that something is lost when a complex whole is divided into parts, this investigator chose to analyze the data on the basis of the sum scores of the ten characteristics included in the rating. Each rating was transposed into a numerical score by awarding five points for a rating of one, four points for two, three points for three, two points for four, and one for a five rating. The sum or combined scores of the ratings of the ten characteristics was obtained by combining the scores that were awarded by the counselor, director, and University supervisor. Table 22 reveals these scores for each student on the fourth-week and eighth-week ratings. The means of these two ratings were 114.10 and 121.48, respectively.

The investigator was curious as to whether a linear relationship existed between eighth-week rating scores and eighth-week scores on the Minnesota Teacher Attitude Inventory, the F Scale, the Guilford-Zimmerman Temperament Survey trait of emotional stability, and the Paired Comparisons. Here

TABLE 22

SCORES MADE BY THIRTY-ONE STUDENTS IN THE COUNSELOR EDUCATION PROGRAM ON FOURTH- AND EIGHTH-WEEK RATINGS

Student Number = Internship Group	Fourth Week											Eighth Week										
	Characteristics*										Sum of Scores M=114.10 SD=16.41	Characteristics*										Sum of Scores M=121.48 SD=20.50
	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10	
A 2	10	9	10	12	10	10	12	11	11	10	105	9	11	11	10	11	13	7	8	11	7	98
B 2	12	13	12	12	11	12	12	12	11	12	119	11	12	12	12	11	14	11	14	11	12	120
A 1	12	12	12	11	11	11	12	13	12	14	120	14	14	14	14	15	15	15	15	14	14	144
B 1	13	13	13	13	13	14	12	14	13	13	131	14	14	14	15	14	14	14	15	15	15	144
C 2	10	10	10	10	11	11	10	11	9	12	104	11	11	11	10	11	14	11	13	10	11	113
D 2	7	9	9	8	9	12	8	10	9	9	90	8	8	10	9	7	11	7	8	7	6	81
C 1	11	12	10	13	12	12	12	13	11	11	117	9	11	10	7	10	11	10	7	11	8	94
D 1	12	12	10	11	11	12	10	12	10	10	110	9	9	11	10	8	10	10	10	9	11	97
E 1	11	10	12	10	9	13	10	12	10	12	109	12	10	11	11	12	12	11	13	10	12	114
E 2	12	13	12	13	13	13	13	13	14	13	129	13	13	14	14	14	14	14	12	14	14	136
F 2	11	12	11	11	10	12	11	12	13	12	115	11	11	13	12	10	13	11	14	12	12	119
G 2	11	11	9	11	9	10	10	12	8	10	101	11	12	11	12	12	12	12	15	11	13	121
F 1	12	11	12	13	12	12	11	14	13	12	122	13	14	13	13	14	14	14	14	13	14	136
G 1	9	11	12	10	9	14	8	12	11	11	107	10	10	10	9	10	13	11	9	10	12	114
H 1	8	11	9	9	10	11	9	14	9	10	100	13	13	13	13	14	14	15	15	14	14	138
H 2	9	9	10	10	9	9	9	6	9	9	89	10	11	13	11	9	13	9	10	13	10	109
I 2	13	14	11	14	14	14	14	15	13	13	135	15	15	15	15	15	15	15	15	15	15	150
I 1	12	12	12	11	11	14	12	15	13	13	125	15	14	14	15	14	15	15	15	15	15	147
J 2	8	10	8	11	10	10	10	8	10	9	94	9	9	10	10	10	10	9	8	9	9	93
J 1	12	13	13	15	14	15	15	14	13	13	137	12	14	14	15	14	15	15	14	15	13	141
K 2	8	10	10	10	9	11	10	10	8	10	96	8	10	12	9	9	13	9	11	9	9	99
K 1	13	13	13	12	15	14	15	12	15	14	136	14	13	12	13	13	13	14	14	15	14	135

TABLE 22--Continued

Student Number = Internship Group	Fourth Week											Eighth Week										
	Characteristics*										Sum of Scores M=114.10 SD=16.41	Characteristics*										Sum of Scores M=121.46 SD=20.50
	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10	
L 2	12	12	11	10	11	12	10	13	12	12	115	13	12	13	14	12	14	14	14	13	12	131
M 2	7	10	9	10	8	11	6	7	6	9	83	9	10	11	9	8	12	9	8	7	6	89
L 1	13	14	13	13	13	14	13	14	13	13	133	13	13	14	13	13	15	14	13	13	13	136
N 2	12	13	12	13	12	13	12	12	13	12	124	15	15	13	14	14	15	14	15	15	14	144
M 1	12	11	12	13	14	15	15	15	15	13	135	14	13	13	13	14	15	15	13	15	14	139
N 1	10	10	10	10	10	13	8	12	9	9	101	10	11	12	10	11	13	12	12	9	10	110
O 2	14	14	14	14	14	14	15	15	14	14	142	14	15	14	15	14	15	15	15	15	14	146
O 1	8	10	11	9	8	11	8	9	8	11	93	9	9	10	9	10	12	10	10	7	10	96
P 2	12	11	12	12	13	12	12	12	12	12	120	13	13	13	13	13	14	13	14	13	13	132

*Key to Characteristics:

1. Understands basic motives, needs, and problems of campers.
2. Is sympathetic and helpful to "difficult" campers as well as "good" campers.
3. Maintains unemotional and objective attitudes toward undesirable conduct of campers.
4. Has the confidence and respect of the campers.
5. Helps to foster a good group relationship with the children.
6. Treats all campers with equal courtesy and respect, showing no favorites.
7. Works well with divisional counselor staff.
8. Demonstrates qualities of dependability.
9. Has the personality for group work with children.
10. Has shown evidence of personal maturation during past four weeks.

the product-moment method of correlation was used. A test for the significance of r was made and compared with the .05 and .01 significance levels. These levels had previously been determined to be ±.355 and ±.456. The resulting correlation coefficients are presented in Table 23. It may be observed that a positive linear relationship was found between the eighth-week ratings and the eighth-week scores on the Paired Comparisons. It may be assumed that C.I.T.'s who were recognized leaders within their respective groups also were the students who were judged to have done the most satisfactory job in the internship aspect of the program.

TABLE 23

COEFFICIENTS OF CORRELATION OF EIGHTH-WEEK RATING SCORES MADE BY THIRTY-ONE COUNSELORS-IN-TRAINING WITH EIGHTH-WEEK SCORES ON THE MINNESOTA TEACHER ATTITUDE INVENTORY, F SCALE, GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY EMOTIONAL STABILITY, AND PAIRED COMPARISONS

Measures	r	Level of Significance
MTAI	-.163	
F Scale	.189	
G-ZTS Emotional Stability	.122	
Paired Comparisons	.886	<.01

The sub-hypothesis that there is a significant relationship between the eighth-week scores on the ratings and the eighth-week scores on the G-ZTS trait of emotional stability, the Minnesota Teacher Attitude Inventory, the F

Scale, and the Paired Comparisons was not confirmed, with one exception; namely, Paired Comparisons.

C.I.T.'s Not Recommended for Full-Time Counselor Positions

The old adage, "The test of the pudding is in the eating," might well be reworded to read, "The test of accomplishment and maturation is in the final recommendation." Therefore, for the students in the Counselor Education program, the writer had asked the directors, supervisors, and counselors to indicate on the fourth- and eighth-week ratings whether they would recommend that the individual Counselors-in-Training be hired as full-time counselors for the following summer. The judges were instructed to check "Yes," "Yes with reservation," or "No." Using these recommendations as a guide, the University supervisors, who in the final analysis were directly responsible for the Counselor Education program, made the final over-all recommendation regarding whether a student should be hired as a full-time counselor in any camp the following summer. Seven students were not so recommended. Table 24 shows the rating scale recommendations regarding hiring and the eighth-week Paired Comparison ranks of these seven students. It should be pointed out that during the last four weeks, Students C 1 and H 2 did not abide by the National Music Camp's rules of "No drinking while on camp grounds" and "No smoking except in designated locations." Because of this lack of adherence to important camp regulations late in the camping season, the supervisors believed that these two students did not

exhibit a good over-all counselor potential for the National Music Camp or any other camp in the immediate future. The reader may note at a glance that, with the exception of Student C 1, these particular individuals had low ranks throughout the eight-week training program.

TABLE 24

DATA REGARDING RECOMMENDATION FOR HIRING AND RANKS OF THE SEVEN COUNSELORS-IN-TRAINING NOT RECOMMENDED FOR FULL-TIME COUNSELOR POSITIONS

Student*	Recommended for Hiring			Rankings			
	Yes	Yes with Reservation	No	Second Week	Fourth Week	Sixth Week	Eighth Week
D 2		3	3	15	15	15	16
C 1	3	1	2	3	4	7	11
H 2	1	3	2	5	12	14	10
J 2		4	2	14	11	12	12
M 2		1	5	12	16	16	15
N 1		5	1	14	15	15	15
O 1		3	3	15	13	13	15

*Number indicates internship group identification of student.

Table 25 is concerned with a comparison of the eighth-week scores made by the seven students not recommended for hiring and the eighth-week mean scores of the Counselors-in-Training on the ten traits of the Guilford-Zimmerman Temperament Survey, Minnesota Teacher Attitude Inventory, F Scale, and Rating Scale. This table indicates

TABLE 25

FINAL SCORES OF COUNSELORS-IN-TRAINING NOT RECOMMENDED FOR HIRING AS COUNSELORS ON THE TEN GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY TRAITS, MINNESOTA TEACHER ATTITUDE INVENTORY, F SCALE, AND RATING SCALE COMPARED WITH FINAL MEANS OF THOSE MEASURES

Measures	Mean of Final Scores	Students**						
		D 2	C 1	H 2	J 2	M 2	N 1	O 1
General activity	18.74	24	25	23	13*	14*	10*	14*
Restraint	19.97	15*	18*	9*	21	22	10*	25
Ascendance	18.29	16*	22	18	22	15*	5*	22
Sociability	21.90	26	26	28	24	18*	14*	9*
Emotional stability	20.19	25	22	20	8*	19*	18*	16*
Objectivity	19.29	23	17*	13*	15*	16*	12*	15*
Friendliness	18.81	17*	21	15*	19	17*	16*	15*
Thoughtfulness	21.0	16*	17*	18*	27	26	13*	23
Personal relations	22.26	25	26	25	20*	27	22	16*
Masculinity	12.38	12	12	11*	9*	14	5*	5*
MTAI	44.74	31*	66	29*	57	93	42*	4*
F Scale	3.265+	3.55*	3.21	3.34*	2.97	2.17	2.39	3.45*
Rating Scale	121.48	81*	94*	109*	93*	89*	110*	96*

*Raw score below mean.

**Number indicates internship grouping of student.

that all seven were below the Rating Scale mean, and five scores were more than one standard deviation below it. Six students were below the mean for objectivity on the G-ZTS, and five were below the mean on friendliness. Four students had scores below the mean on traits of general activity, restraint, emotional stability, thoughtfulness, and masculinity; and on the Minnesota Teacher Attitude Inventory.

Over one-half of the seven students not recommended for hiring were below the mean of the Counselors-in-Training on seven of the Guilford-Zimmerman Temperament Survey traits, and on the Minnesota Teacher Attitude Inventory.

In general, the sub-hypothesis that Counselors-in-Training who would not be recommended for hiring as full-time counselors would be below the mean of the C.I.T. group on the Guilford-Zimmerman Temperament Survey traits, the Minnesota Teacher Attitude Inventory, the F Scale, and the eighth-week rating scale was supported.

Summary

In this summary operational matters only will be explained. The extent of support of the hypotheses will be handled in the final chapter.

This chapter has been concerned with the evaluation of the basic data. The data were analyzed and tables included to facilitate the reader's understanding of the findings regarding the scores made by the Counselors-in-Training, the University Women, and the Recreational Leadership group on three standard measures: the Guilford-Zimmerman Temperament

Survey, the California F Scale, and the Minnesota Teacher Attitude Inventory. For these measures, personal maturation and attitudes toward children were the points of reference. Data which pertained only to the Counselor-in-Training group were organized under the headings Paired Comparisons, Rating Scale, and C.I.T.'s Not Recommended for Hiring for Full-Time Counselor Positions.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FUTURE STUDIES

This chapter will include a summary of the present investigation, conclusions based on the findings, and recommendations for future studies pertaining to Counselor Education programs in the United States.

Summary of the Investigation

This study was concerned with evaluating the effectiveness of The University of Michigan's Counselor Education program at the National Music Camp in the summer of 1957. The investigator considered the thirty-one Counselors-in-Training who participated in this study as being a representative sample of all those who had enrolled in the program since its inception in 1944, and those who would subsequently enroll in the program. Conclusions drawn from the information provided by this inquiry and presented elsewhere in this chapter are based on this assumption.

In the first chapter a survey of camping literature was presented. The writers in question support the contention that there is great need for well-trained camp counselors. They also agree that the necessary counselor qualities include emotional maturity, ability to work with

others, objectivity in reasoning, friendliness, thoughtfulness, and ability to work with ungifted, handicapped, or maladjusted children, as well as with the talented ones. The writer called attention to the American Camping Association's standards regarding qualifications for camp personnel. She pointed out that, because of a shortage of well-trained counselors, camp directors are frequently forced to hire young people for counseling positions who frequently do not meet these standards.

This investigator raised the question as to where prospective counselors could receive this necessary training. Pre-camp training sessions, as a form of training, was discussed, and with support from camping literature and from personal experience, she concluded that such pre-camp experiences are not adequate for learning how to be a counselor. Instead, such sessions should be restricted to acquainting all counselors now to the camp with the camp's basic philosophy, its objectives, and its particular way of doing things.

Well-planned Counselor-in-Training programs provide opportunities for young people to acquire camp counseling knowledges and skills. Such programs are generally conducted by camps or by colleges and universities. The writer has pointed out some of the major differences in these curriculums. Two major differences are the amount of supervision the student receives and the internship aspect of the program.

A letter from the chairman of the Leadership Committee of the American Camping Association asserted that at present there is no central source to which one can turn for specific information regarding the number of camps, colleges, and universities that offer Counselor-in-Training programs; the kind of internship, if any, that these programs provide; the effectiveness of supervision that is generally available during the internship; or data pertaining to the success of such programs. This letter provided further support for the study reported in these pages. Accordingly, this investigator proceeded with plans to provide evidence concerning the success of the University-conducted Counselor-in-Training program at the National Music Camp at Interlochen, Michigan.

Hypothesis of This Study

The basic hypothesis which has guided this inquiry follows:

The University of Michigan's Counselor Education program at the National Music Camp contributes measurably toward: (1) the favorable development of the personal maturation of the Counselor-in-Training and (2) the Counselor's-in-Training attitudes toward children of different age groups.

Method of Inquiry

This information was presented under the major headings of sources of data, selection of measuring instruments, and method of collecting data. Under the heading of sources of data, a description of the three groups of women

participating in the study was given. The experimental group was composed of the thirty-one students enrolled in the eight-week Counselor Education program at the National Music Camp in 1957. One control group, referred to as the University Women, consisted of thirty-one students enrolled in some phase of The University of Michigan's summer school offerings at the National Music Camp, other than the Counselor-in-Training program. The second control group, labeled the Recreational Leadership group, included thirty-one students enrolled in the Recreational Leadership course taught on the University's main campus in Ann Arbor in the spring semester of 1958.

A survey of psychological and educational literature was presented to support the selection of the particular measuring instruments employed. The Guilford-Zimmerman Temperament Survey and the California F Scale were chosen to obtain data regarding personal maturation. The Minnesota Teacher Attitude Inventory was selected to measure the students' attitudes toward children. A ranking sheet based on the method of paired comparisons and a rating scale were devised by the investigator to secure additional data on the personal maturation of the students in the Counselor Education program.

A detailed description of the methods used in collecting data on the three groups was given in the latter part of the second chapter.

Summarization of Data

We shall now summarize the information which the various measuring instruments produced.

1. The age level of the University Women, represented by a mean of 20.2 years, tended to be somewhat higher than the age level of the C.I.T. group or the Recreational Leadership group whose respective means were 18.7 and 19.0.

2. According to the year-in-school classification, 54.8 per cent of the C.I.T.'s were freshmen. Nineteen point one (19.1) per cent were upper classmen. The junior, senior, and graduate categories accounted for almost half (45.1 per cent) of the University Women. All thirty-one students in the Recreational Leadership group were freshmen.

3. The Counselor Education group was composed of students following thirteen different college curriculums during the academic year. Seven college curriculums were represented by the students in the University Women group. Twenty-nine of the thirty-one students in the Recreational Leadership group were enrolled in the College of Literature, Science, and the Arts.

4. The Counselors-in-Training showed a significant improvement in the personality traits measured by the Guilford-Zimmerman Temperament Survey. Statistically significant positive differences were found in the means of traits labeled general activity, ascendance, sociability, emotional stability, objectivity, personal relations, restraint, thoughtfulness, and masculinity.

5. The University Women showed a significant positive difference between means on the G-ZTS trait, general activity. These students obtained a significant negative difference on restraint and friendliness.

6. The students in the Recreational Leadership group showed a significant difference in means in only one trait on the G-ZTS; namely, thoughtfulness.

7. The Counselors-in-Training indicated a greater positive growth in nine of the ten traits included in the G-ZTS than did the University Women. The sole exception was general activity. The difference in the means on five of the ten traits was significantly greater for the Counselors-in-Training than for the Recreational Leadership group. These five traits were ascendance, emotional stability, general activity, sociability, and objectivity.

8. The C.I.T.'s and the Recreational Leadership group had a significant negative difference between means on the California F Scale. (The reader is reminded that a negative difference on the F Scale is indicative of positive growth.)

9. The difference between means for the C.I.T.'s on the F Scale was significant at the .01 level of confidence when compared with the difference between means for the University Women students.

10. Students enrolled in the Counselor-in-Training program showed a positive significant difference between means on the Minnesota Teacher Attitude Inventory, whereas the University Women and the Recreational Leadership group did not.

11. Initial and final means based on percentile values on the Minnesota Teacher Attitude Inventory yielded the following results: C.I.T.'s, 59.97 and 78.35; University Women, 43.23 to 43.90; and Recreational Leadership students, 76.35 to 76.23.

12. A significant relationship between the final raw scores on the Minnesota Teacher Attitude Inventory and the F Scale was discovered for the Counselors-in-Training.

13. The product-moment method of correlation revealed a significant linear relationship between the final scores on the Paired Comparisons and the final scores on the Guilford-Zimmerman Temperament Survey traits of general activity, restraint, and ascendance.

14. Counselors-in-Training who had low ranks at the beginning tended to retain low ranks throughout the eight weeks. The middle ranks shifted considerably among the same students during the eight-week period with relatively few individuals obtaining a rank which was extreme in either direction. No one individual was able to retain rank one for the entire eight weeks.

15. In general, for Group I of the C.I.T.'s (students who began their internship in the Junior Girls Division), the distance between ranks on the Paired Comparisons was less at the fourth ranking period than it had been with the first rankings. For Group II (students who began their internship in the Intermediate Girls Division), a shift in the value of the distance between ranks at the time of the first and fourth ranking periods was evenly split: half showed a greater distance, while the other half showed a lesser one.

16. The means for the fourth- and eighth-week ratings of the Counselors-in-Training were 114.10 and 121.48, respectively.

17. A positive linear relationship was found to exist between the eighth-week ratings of the Counselors-in-Training and the eighth-week scores on the Paired Comparisons.

18. Seven C.I.T.'s were not recommended for full-time camp counselor positions the following summer. In general, these students had low ranks on the Paired Comparisons throughout the eight-week training program. All seven students were below the mean on the eighth-week rating. Six students were below the final means on G-ZTS trait, objectivity, and five were below the mean on friendliness. Four students had scores below the mean on general activity, restraint, emotional stability, thoughtfulness, and masculinity; the same was true on the Minnesota Teacher Attitude Inventory.

Extent To Which the Basic Hypothesis Is Supported

The foregoing outcomes may now be organized to show their relation to the basic hypothesis. As stated at the beginning of this chapter, that hypothesis reads as follows:

> The University of Michigan's Counselor Education program at the National Music Camp contributes measurably toward the favorable development of (1) the personal maturation of the Counselor-in-Training and (2) the Counselor's-in-Training attitude toward children of different age groups.

Each of the two divisions of this hypothesis was approached through sub-hypotheses. These are shown below, and whether they were respectively supported or not supported is indicated.

Personal Maturation

1. Regarding the Guilford-Zimmerman Temperament Survey
   a. There is a significant improvement between the mean of the scores obtained at the first testing and the mean of the scores obtained eight weeks later--hereafter referred to as the initial and final means. (Supported for Counselors-in-Training. Not supported for

University Women or Recreational Leadership group.)

b. The difference in the means on each of the ten traits is significantly greater for the Counselors-in-Training than for either the

(1) University Women. (Supported for all traits with the exception of general activity.)

(2) Recreational Leadership group. (Supported for traits general activity, ascendance, sociability, emotional stability, and objectivity.)

2. Regarding the California F Scale

a. There is a significant improvement between the initial and final means for each of the three groups of students. (Supported for the Counselors-in-Training and the Recreational Leadership group. Not supported for the University Women.)

b. The difference between the foregoing means is significantly greater for the Counselors-in-Training than for either the

(1) University Women. (Supported.)

(2) Recreational Leadership group. (Not supported.)

Attitudes toward Children

1. Regarding the Minnesota Teacher Attitude Inventory

a. There is a significant improvement in raw scores between the initial and final means for each of the three groups. (Supported for the Counselors-in-Training. Not supported for the University Women or the Recreational Leadership group.)

b. The difference in the foregoing means is significantly greater for the Counselors-in-Training than for either the University Women or the Recreational Leadership group. (Supported.)

Correlations for the Three Groups

There is a significant correlation for each of the three groups between improvement in the

1. Guilford-Zimmerman Temperament Survey trait of emotional stability and the F Scale. (Not supported.)
2. Guilford-Zimmerman Temperament Survey trait of emotional stability and the Minnesota Teacher Attitude Inventory. (Not supported.)
3. Minnesota Teacher Attitude Inventory and the California F Scale. (Supported for the Counselors-in-Training. Not supported for the University Women or the Recreational Leadership group.)

Counselor-in-Training Group Only

1. There is a significant relationship between the final scores on the Paired Comparisons and the final scores on the
   a. Ten Guilford-Zimmerman Temperament Survey traits. (Supported for traits of general activity, restraint, ascendance. Not supported for the other seven traits.)
   b. Minnesota Teacher Attitude Inventory. (Not supported.)
   c. California F Scale. (Not supported.)
2. There is a significant relationship between the final

scores on the ratings and the final scores on the

a. Guilford-Zimmerman Temperament Survey trait of emotional stability. (Not supported.)

b. Minnesota Teacher Attitude Inventory. (Not supported.)

c. California F Scale. (Not supported.)

d. Paired Comparisons. (Supported.)

3. C.I.T.'s who were not recommended for hiring as full-time camp counselors the following year are below the final mean of the Counselor-in-Training group on the ten traits of the G-ZTS; on the MTAI; on the F Scale; and on the final staff ratings. (Supported.)

Certain Basic Conclusions

The general results of this inquiry, with all details stripped away, may now be very simply stated as follows:

1. The University of Michigan's Counselor Education program at the National Music Camp contributes measurably toward the favorable development of the personal maturation of the Counselor-in-Training.
2. It does contribute measurably toward the favorable development of the Counselor's-in-Training attitude toward children of different age groups.
3. Students enrolled in the Counselor Education program who indicated a good "child-centered" attitude revealed a lesser degree of authoritarian tendencies than did the students who were not enrolled in the program.
4. Counselors-in-Training who were recognized leaders within

their respective groups made the most satisfactory record in the internship aspect of the program.

5. Certain Counselors-in-Training, rated low in desirable "counselor potentials," showed little improvement between initial and final testings for personal maturation and for improvement in attitudes toward children. As a consequence, these C.I.T.'s were not recommended as counselors for the following summer.

Recommendations for Future Studies

Owing to needs expressed by camp directors and the Leadership Committee of the American Camping Association, and through personal observations of the camping scene over the past fourteen summers, the findings of the present study lead the writer to speculate on additional studies pertaining to college- or university-sponsored Counselor Education Programs in the United States.

It appears as if certain inquiries might profitably be made to determine if possible the following:

1. The permanence of change attributable to the eight-week C.I.T. program.
2. The comparative effectiveness of Counselor Education Programs with and without internships with children in an accredited summer camp.
3. The degree to which C.I.T. programs achieve comparable purposes with and without qualified resident full-time supervision.
4. The relative effectiveness of pre-camp training for

individuals inexperienced in camp counseling as contrasted with organized, college- or university-sponsored C.I.T. programs in an accredited summer camp.

APPENDIXES

RELIABILITY OF GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY FACTORS

RELIABILITY OF GUILFORD-ZIMMERMAN

TEMPERAMENT SURVEY FACTORS

(based on odd-even and split half reliabilities corrected for length)

G	=	.79
R	=	.80
A	=	.82
S	=	.87
E	=	.84
O	=	.75
F	=	.75
T	=	.80
P	=	.80
M	=	.85

STATISTICAL FORMULAS

FORMULAS USED FOR STATISTICAL COMPUTATIONS*

Mean $$\bar{X} = \frac{\Sigma X}{N}$$

Key: X = variance

N = number of cases

Standard deviation $$S = \sqrt{\frac{\Sigma (X - \bar{X})^2}{N - 1}}$$

Key: X = variance

$\bar{X}$ = mean

N = number

t-value - test of null hypothesis that no change occurred (final score - initial score = 0)

$$t = \frac{\bar{X}}{\sqrt{\frac{S^2}{N}}}$$

Key: $\bar{X}$ = mean

N = number of cases

S = variance

$$\frac{\bar{X}}{\sqrt{\frac{\Sigma (X - \bar{X})^2}{N(N - 1)}}}$$

df = N - 1

---

*Wilfred J. Dixon and Frank J. Massey, Introduction to Statistical Analysis (New York: McGraw-Hill Book Company, Inc., 2nd Edition, 1957), pp. 115-116, 121.

t-value - test of null hypothesis that there is no difference between two group's difference between means

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\Sigma (X_1 - \bar{X}_1)^2 + \Sigma (X_2 - \bar{X}_2)^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Key: X_1 = change for group one

X_2 = change for group two

$\bar{X}_1$ = mean for group one

$\bar{X}_2$ = mean for group two

N_1 = number of cases in group one

N_2 = number of cases in group two

$df = N_1 + N_2 - 2$

CALIFORNIA F SCALE

PUBLIC OPINION QUESTIONNAIRE

This is an investigation of general public opinion. The following are statements with which some people agree and others disagree. Please mark each one in the left margin, according to the amount of your agreement or disagreement by using the following scale:

+3 strong support, agreement
+2 moderate support, agreement
+1 slight support, agreement
-3 strong opposition, disagreement
-2 moderate opposition, disagreement
-1 slight opposition, disagreement

____ 1. Human nature being what it is, there will always be war and conflict.
____ 2. Obedience and respect for authority are the most important virtues children should learn.
____ 3. No weakness or difficulty can hold us back if we have enough will power.
____ 4. Science has its place, but there are many important things that can never possibly be understood by the human mind.
____ 5. Every person should have complete faith in some supernatural power whose decisions he obeys without question.
____ 6. When a person has a problem or worry, it is best for him not to think about it but to keep busy with more cheerful things.
____ 7. A person who has bad manners, habits, and breeding can hardly expect to get along with decent people.
____ 8. What youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.
____ 9. Some people are born with an urge to jump from high places.
____10. Nowadays when so many different kinds of people move around and mix together so much, a person has to protect himself especially carefully against catching an infection or disease from them.
____11. An insult to our honor should always be punished.
____12. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.
____13. What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom people can put their faith.

____14. Sex crimes, such as rape and attack on children, deserve more than mere imprisonment; such criminals should be publicly whipped or worse.
____15. People can be divided into two distinct classes, the weak and the strong.
____16. There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his parents.
____17. Some day it will probably be shown that astrology can explain a lot of things.
____18. Nowadays more and more people are prying into matters that should remain personal and private.
____19. Wars and social troubles may some day be ended by an earthquake or flood that will destroy the whole world.
____20. Most of our social problems would be solved if we could somehow get rid of all the immoral, crooked, and feeble-minded people.
____21. The wild sex life of the old Greeks and Romans was tame compared to some of the goings-on in this country, even where people might least suspect it.
____22. If people would talk less and work more, everybody would be better off.
____23. Most people don't realize how much our lives are controlled by plots hatched in secret places.
____24. Homosexuals are hardly better than criminals and ought to be severely punished.
____25. No sane, normal decent person could ever think of hurting a close friend or relative.
____26. Familiarity breeds contempt.
____27. It is essential for learning or effective work that our teachers or bosses outline in detail what is to be done and exactly how to go about it.
____28. Some leisure is necessary, but it is good hard work that makes life interesting and worthwhile.
____29. Books and movies ought not to deal so much with the unpleasant and seamy side of life; they ought to concentrate on themes that are entertaining and uplifting.
____30. When you come right down to it, it's human nature never to do anything without an eye on one's own profit.

PAIRED COMPARISONS

GROUP I

Which C.I.T. has contributed the most to the welfare of your division? (Encircle one name of each pair.)

Pat Wensel - Barbara McCallum

Sally Proud - Hayes Warrinen

Marie Katona - Jean Spaulding

Kathleen Brown - Mary Lee Foote

Esther Ruskin - Pat Wensel

Mary K. Bennett - Sally Proud

Barbara McCallum - Barbara Lanehart

Mary K. Hamil - Gretchen Gettel

Estner Ruskin - Sidney Watrous

Hayes Warrinen - Pat Wensel

Louise Johnson - Kathleen Brown

Mary Lee Foote - Mary K. Bennett

Hayes Warrinen - Marie Katona

Sally Proud - Barbara McCallum

Barbara Lanehart - Mary Hamil

Pat Wensel - Jean Spaulding

Gretchen Gettel - Esther Ruskin

Louise Johnson - Jean Spaulding

Mary K. Bennett - Barbara McCallum

Sidney Watrous - Marie Katona

Kathleen Brown - Sally Proud

Mary Lee Foote - Barbara Lanehart

Jean Spaulding - Hayes Warrinen

Mary Hamil - Esther Ruskin

Barbara Lanehard - Hayes Warrinen

Marie Katona - Louise Johnson

Jean Spaulding - Kathleen Brown

Sidney Watrous - Pat Wensel

Barbara Lanehart - Mary K. Bennett

Hayes Warrinen - Esther Ruskin

Sally Proud - Mary Hamil

Kathleen Brown - Pat Wensel

Barbara McCallum - Gretchen Gettel

Louise Johnson - Barbara Lanehart

Pat Wensel - Mary Lee Foote

Esther Ruskin - Marie Katona

Sidney Watrous - Jean Spaulding

Mary Lee Foote - Louise Johnson

Mary Hamil - Mary K. Bennett

Barbara Lanehart - Sally Proud

Barbara McCallum - Esther Ruskin

Mary Hamil - Hayes Warrinen

Marie Katona - Kathleen Brown

Pat Wensel - Barbara Lanehart

Jean Spaulding - Mary Lee Foote
Mary K. Bennett - Louise Johnson
Sally Proud - Gretchen Gettel
Mary Hamil - Barbara McCallum
Esther Ruskin - Barbara Lanehart
Mary Lee Foote - Marie Katona
Hayes Warrinen - Gretchen Gettel
Mary K. Bennett - Jean Spaulding
Pat Wensel - Mary Hamil
Louise Johnson - Barbara McCallum
Kathleen Brown - Sidney Watrous
Barbara Lanehart - Gretchen Gettel
Marie Katona - Mary K. Bennett
Louise Johnson - Hayes Warrinen
Jean Spaulding - Esther Ruskin
Sally Proud - Louise Johnson
Gretchen Gettel - Marie Katona
Barbara McCallum - Kathleen Brown
Sidney Watrous - Mary Lee Foote
Barbara Lanehart - Marie Katona
Louise Johnson - Mary Hamil
Mary K. Bennett - Gretchen Gettel
Mary Lee Foote - Hayes Warrinen
Jean Spaulding - Barbara McCallum
Gretchen Gettel - Mary Lee Foote
Sally Proud - Sidney Watrous
Kathleen Brown - Barbara Lanehart

Mary Hamil - Marie Katona
Barbara McCallum - Hayes Warrinen
Gretchen Gettel - Jean Spaulding
Pat Wensel - Sally Proud
Barbara McCallum - Sidney Watrous
Esther Ruskin - Louise Johnson
Kathleen Brown - Mary Hamil
Gretchen Gettel - Hayes Warrinen
Mary Lee Foote - Sally Proud
Sidney Watrous - Mary K. Bennett
Marie Katona - Barbara McCallum
Barbara Lanehart - Jean Spaulding
Esther Ruskin - Kathleen Brown
Pat Wensel - Mary K. Bennett
Louise Johnson - Sidney Watrous
Mary Hamil - Mary Lee Foote
Sally Proud - Marie Katona
Mary K. Bennett - Esther Ruskin
Sidney Watrous - Hayes Warrinen
Kathleen Brown - Gretchen Gettel
Pat Wensel - Louise Johnson
Sidney Watrous - Barbara Lanehart
Jean Spaulding - Mary Hamil
Esther Ruskin - Mary Lee Foote
Gretchen Gettel - Sidney Watrous
Mary K. Bennett - Kathleen Brown
Sally Proud - Jean Spaulding

Mary Lee Foote - Barbara McCallum

Hayes Warrinen - Mary K. Bennett

Sidney Watrous - Mary Hamil

Louise Johnson - Gretchen Gettel

Marie Katona - Pat Wensel

Hayes Warrinen - Kathleen Brown

Estner Ruskin - Sally Proud

GROUP II

Which C.I.T. has contributed the most in the welfare of your division? (Encircle one name in each pair.)

Linda Heywood - Judith Volkert	Paula Aiken - Judith Volkert
Deborah Wilder - Norma Readhead	Sandra Becker - Annanette Hill
Annanette Hill - Helen Jacobs	Patti Paull - Deborah Wilder
Carolyn Lucas - Paula Schlundt	Jacquelyn Crane - Nan Schneeberg
Patti Paull - Jacquelyn Crane	Helen Jacobs - Norma Readhead
Nancy Dike - Linda Heywood	Chris Wells - Nancy Dike
Paula Aiken - Deborah Wilder	Nan Schneeberg - Norma Readhead
Judith Volkert - Nan Schneeberg	Annanette Hill - Paula Schlundt
Chris Wells - Jean Lucas	Helen Jacobs - Patti Paull
Nancy Dike - Sandra Becker	Carolyn Lucas - Jacquelyn Crane
Norma Readhead - Linda Heywood	Sandra Becker - Linda Heywood
Helen Jacobs - Carolyn Lucas	Nan Schneeberg - Paula Aiken
Paula Schlundt - Patti Paull	Norma Readhead - Nancy Dike
Jacquelyn Crane - Paul Aiken	Deborah Wilder - Chris Wells
Norma Readhead - Annanette Hill	Patti Paull - Linda Heywood
Deborah Wilder - Judith Volkert	Judith Volkert - Jean Lucas
Nan Schneeberg - Chris Wells	Norma Readhead - Carolyn Lucas
Linda Heywood - Helen Jacobs	Paula Schlundt - Nan Schneeberg
Jean Lucas - Nancy Dike	Linda Heywood - Jacquelyn Crane
Annanette Hill - Carolyn Lucas	Nancy Dike - Annanette Hill
Paula Schlundt - Helen Jacobs	Sandra Becker - Helen Jacobs

Patti Paull - Carolyn Lucas
Jacquelyn Crane - Paula Schlundt
Chris Wells - Paula Aiken
Nan Schneeberg - Deborah Wilder
Judith Volkert - Nancy Dike
Carolyn Lucas - Sandra Becker
Chris Wells - Norma Readhead
Annanette Hill - Patti Paull
Linda Heywood - Nan Schneeberg
Helen Jacobs - Jacquelyn Crane
Paula Aiken - Paula Schlundt
Deborah Wilder - Jean Lucas
Chris Wells - Judith Volkert
Nancy Dike - Nan Schneeberg
Jacquelyn Crane - Annanette Hill
Norma Readhead - Jean Lucas
Paula Aiken - Helen Jacobs
Carolyn Lucas - Deborah Wilder
Linda Heywood - Chris Wells
Paula Schlundt - Judith Volkert
Patti Paull - Sandra Becker
Nan Schneeberg - Jean Lucas
Annanette Hill - Paula Aiken
Paula Schlundt - Norma Readhead
Helen Jacobs - Nancy Dike
Chris Wells - Carolyn Lucas
Deborah Wilder - Paula Schlundt

Jean Lucas - Annanette Hill
Judith Volkert - Patti Paull
Carolyn Lucas - Linda Heywood
Sandra Becker - Jacquelyn Crane
Nan Schneeberg - Annanette Hill
Paula Schlundt - Chris Wells
Paula Aiken - Jean Lucas
Jacquelyn Crane - Norma Readhead
Carolyn Lucas - Nancy Dike
Helen Jacobs - Judith Volkert
Jean Lucas - Jacquelyn Crane
Deborah Wilder - Sandra Becker
Patti Paull - Nan Schneeberg
Chris Wells - Annanette Hill
Judith Volkert - Norma Readhead
Jean Lucas - Helen Jacobs
Linda Heywood - Deborah Wilder
Paula Aiken - Carolyn Lucas
Judith Volkert - Sandra Becker
Nancy Dike - Paula Schlundt
Patti Paull - Chris Wells
Jean Lucas - Linda Heywood
Jacquelyn Crane - Deborah Wilder
Sandra Becker - Paula Aiken
Annanette Hill - Judith Volkert
Nan Schneeberg - Helen Jacobs
Carolyn Lucas - Jean Lucas

Nancy Dike - Patti Paull

Linda Heywood - Paula Aiken

Paula Schlundt - Sandra Becker

Chris Wells - Jacquelyn Crane

Deborah Wilder - Annanette Hill

Paula Aiken - Nancy Dike

Sandra Becker - Norma Readhead

Judith Volkert - Carolyn Lucas

Patti Paull - Jean Lucas

Linda Heywood - Paula Schlundt

Sandra Becker - Nan Schneeberg

Helen Jacobs - Chris Wells

Nancy Dike - Jacquelyn Crane

Jean Lucas - Sandra Becker

Paula Aiken - Patti Paull

Nan Schneeberg - Carolyn Lucas

Deborah Wilder - Helen Jacobs

Jacquelyn Crane - Judith Volkert

Norma Readhead - Paula Aiken

Sandra Becker - Chris Wells

Paula Schlundt - Jean Lucas

Annanette Hill - Linda Heywood

Norma Readhead - Patti Paull

Nancy Dike - Deborah Wilder

RATING SCALE

COUNSELOR EDUCATION PROGRAM

Evaluation of the C.I.T. 1957

NAME OF C.I.T._____DATE_____

This sheet will become a part of the C.I.T.'s permanent record. As a technique of guidance, your rating will be shared with the C.I.T. during a private interview with his or her faculty advisor. Please be frank and honest in your appraisal. Remember - a rating based on bias of any kind is of NO value to either the C.I.T. or your division.

DIRECTIONS: Please assign the numerical symbol of the degree most illustrative of the individual for each statement. Space is provided for you and you are <u>requested</u> to <u>expand on each rating</u> by giving examples of observed behavior which will support your rating and help to complete the impression you intend to convey. If you are unable to make a judgment on a specific statement, please check in the second column, 'Don't Know.'

RATINGS: 1 - Outstanding 2 - Creditable 3 - Acceptable
4 - Poor 5 - Detrimental

	Rating	'Don't Know'
1. Understands basic motives, needs, and problems of campers.		
2. Is sympathetic and helpful to "difficult" campers as well as "good" campers.		
3. Maintains unemotional and objective attitudes toward undesirable conduct of campers.		
4. Has the confidence and respect of the campers.		

RATINGS: 1 - Outstanding 2 - Creditable 3 - Acceptable
4 - Poor 5 - Detrimental

	Rating	'Don't Know'
5. Helps to foster a good group relationship with the children.		
6. Treats all campers with equal courtesy and respect, showing no favorites.		
7. Works well with divisional counselor staff.		
8. Demonstrates qualities of dependability.		
9. Has the personality for group work with children.		
10. Has shown evidence of personal maturation during past four weeks.		

Would you recommend that this C.I.T. be rehired next year as a counselor? ___Yes, without reservation; ___Yes, with reservation; ___No. (Use back of page to give reasons for your decision.)

Signed_____

Position_____

RAW SCORE DATA

RAW SCORES ON GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY FOR COUNSELORS-IN-TRAINING

Student*	G		R		A		S		E		O		F		T		P		M	
	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F
A 2	8	18	16	14	16	19	2	17	8	18	21	24	17	20	22	21	20	22	15	19
B 2	20	26	20	21	14	17	20	24	16	16	10	13	13	9	15	25	16	18	5	1
A 1	13	19	18	23	19	23	25	28	15	25	21	23	19	24	19	19	24	30	16	18
B 1	17	13	24	25	25	25	18	20	25	25	20	26	25	23	26	25	14	18	18	21
C 2	5	6	22	22	8	10	20	22	18	21	13	18	22	23	20	21	21	17	7	6
D 2	21	24	9	15	14	16	26	26	24	25	23	23	12	17	17	16	27	25	9	12
C 1	20	25	17	18	19	22	27	26	23	22	19	17	17	21	17	17	26	28	6	12
D 1	17	16	18	20	15	19	24	24	14	25	12	21	9	19	26	22	18	20	7	15
E 1	16	19	22	22	18	26	21	25	18	26	24	21	22	18	23	20	21	25	16	12
E 2	15	20	19	20	18	21	26	28	12	13	19	18	16	21	19	20	24	24	8	9
F 2	9	14	22	26	10	16	11	13	17	19	12	15	18	24	24	25	14	21	10	8
G 2	27	26	18	20	17	15	20	20	10	22	14	18	18	20	15	25	22	24	18	19
F 1	15	18	5	9	12	23	20	27	10	10	10	13	10	13	18	22	17	20	8	10
G 1	16	17	22	23	8	14	14	22	11	18	12	25	13	21	26	23	12	23	13	16
H 1	22	25	18	22	14	13	11	7	13	20	13	15	15	18	8	10	12	14	18	18
H 2	26	23	17	9	17	18	26	28	14	20	16	13	12	15	19	18	23	25	12	11
I 2	19	21	23	25	14	15	24	24	19	26	15	24	15	25	22	20	26	27	9	13
I 1	20	25	17	22	16	21	24	29	20	25	23	24	19	18	8	16	23	30	18	16
J 2	11	13	20	21	23	22	23	24	11	8	8	15	17	19	20	27	16	20	5	9
J 1	11	18	23	21	16	24	21	27	17	19	12	23	15	15	17	16	13	20	10	11
K 2	17	14	16	18	13	13	23	25	18	23	22	24	24	21	16	18	25	23	11	11
K 1	23	24	18	21	22	19	23	27	19	23	15	19	16	28	27	27	24	25	13	14
L 2	21	19	21	21	24	24	24	27	28	28	24	24	22	20	24	23	22	25	11	12
M 2	14	14	18	22	14	15	12	18	16	19	17	16	12	17	22	26	20	27	14	14
L 1	14	13	14	15	17	19	15	20	15	23	21	24	23	16	16	16	22	23	14	16
N 2	15	19	25	22	20	22	20	20	26	25	21	26	23	22	25	26	25	26	10	12
M 1	18	17	19	20	11	10	11	17	7	8	8	8	15	11	17	20	12	11	9	11
N 1	7	10	14	10	3	5	7	14	10	18	10	12	14	16	11	13	24	22	6	5
O 2	26	30	20	25	12	20	22	25	16	23	17	22	21	18	21	23	19	21	17	17
O 1	12	14	23	25	16	22	13	9	12	16	16	15	19	15	20	23	17	16	4	5
F 2	19	19	21	25	15	19	16	16	16	20	14	19	21	23	24	20	12	20	15	17

*Number indicates internship group. I - initial score. F - final score.

RAW SCORES ON GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY FOR UNIVERSITY WOMEN

University Women	G		R		A		S		E		O		F		T		P		M	
	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F
1	10	16	23	26	11	17	16	16	20	25	23	27	24	22	19	19	18	15	16	14
2	21	24	24	24	12	12	20	17	15	16	21	18	27	23	19	19	23	23	18	15
3	21	22	21	18	16	15	25	24	16	17	16	20	24	21	21	23	20	23	9	12
4	5	6	19	19	12	18	15	17	6	11	14	13	13	15	24	26	29	28	9	7
5	18	15	11	10	10	11	27	25	17	15	17	16	17	14	21	25	22	21	8	5
6	9	13	22	20	14	16	26	26	16	16	13	11	16	12	26	20	27	20	8	8
7	12	20	24	24	12	14	15	21	28	29	19	22	26	26	27	19	16	21	19	14
8	15	13	16	12	14	12	25	25	15	18	17	20	14	14	15	20	12	17	5	8
9	14	14	17	14	14	12	19	23	23	20	20	15	19	14	21	22	21	19	8	11
10	24	24	22	21	14	20	25	23	17	12	11	11	14	11	27	27	15	17	11	14
11	22	27	21	23	16	18	15	15	6	8	13	13	15	12	23	24	10	13	6	8
12	16	20	21	20	17	17	19	24	9	4	20	18	16	18	28	25	12	12	13	14
13	24	22	17	16	12	13	23	13	15	10	12	10	15	14	16	22	22	22	8	7
14	25	26	16	14	16	16	19	16	14	16	10	10	23	14	22	21	16	19	9	10
15	22	28	11	1	13	11	25	30	19	20	21	22	19	23	19	16	24	30	11	10
16	21	21	26	25	10	10	17	16	23	25	18	18	26	20	13	11	24	16	18	16
17	23	24	20	21	5	7	9	7	6	9	5	4	17	17	26	28	17	19	16	16
18	20	22	16	19	15	15	24	24	16	11	15	19	17	20	16	16	20	22	17	14
19	14	15	21	21	16	19	23	24	23	23	25	22	21	23	23	25	26	26	15	16
20	14	13	24	26	11	8	12	12	27	22	24	24	27	28	21	21	18	21	16	15
21	24	26	24	21	13	9	20	19	23	23	25	24	24	24	20	18	26	25	19	17
22	7	9	17	11	10	10	13	10	14	20	12	13	15	9	23	19	12	8	6	8
23	15	25	22	17	21	19	22	18	17	20	14	13	20	16	21	22	22	16	2	5
24	10	11	20	20	16	14	20	17	27	27	27	25	23	24	17	14	17	21	19	16
25	26	25	7	9	22	24	20	19	19	14	22	16	6	5	23	19	13	13	12	8
26	18	23	18	18	9	6	13	16	22	21	15	12	17	15	16	18	13	12	7	4
27	12	15	22	19	9	8	20	20	15	16	22	23	20	22	26	24	20	19	10	11
28	18	19	18	19	11	12	9	6	13	17	16	17	21	23	23	23	12	15	7	10
29	20	20	16	16	24	24	24	24	16	16	25	19	14	13	21	19	15	16	18	18
30	24	19	16	13	13	14	16	10	18	18	14	12	14	13	20	19	21	18	18	16
31	28	26	10	14	24	25	24	23	16	24	17	20	11	11	19	20	17	24	16	15

I = initial score. F = final score.

RAW SCORES ON GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY FOR RECREATIONAL LEADERSHIP STUDENTS

Recreational Leadership	G		R		A		S		E		O		F		T		P		M	
	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F
1	18	16	16	16	24	24	24	24	14	20	18	18	15	16	24	22	18	19	11	11
2	27	28	15	14	18	11	25	13	22	21	20	20	22	21	17	21	29	26	19	18
3	18	19	12	11	16	22	25	26	8	16	11	16	12	15	20	20	20	25	6	9
4	22	20	20	18	19	19	15	18	19	20	21	24	19	19	27	28	19	14	19	16
5	28	25	6	9	15	11	14	13	23	27	21	23	22	24	7	7	25	25	19	21
6	18	19	17	17	24	24	24	28	17	19	16	21	13	21	19	22	25	26	6	9
7	19	15	23	25	13	14	24	24	13	22	16	17	21	21	24	27	21	22	9	11
8	20	17	16	20	10	5	13	13	16	18	18	20	21	21	15	18	13	15	14	15
9	20	19	25	24	11	7	23	22	26	25	20	24	28	25	20	17	20	18	15	20
10	11	4	16	16	4	6	6	6	7	7	12	13	16	15	23	23	16	19	8	9
11	15	15	16	18	9	8	21	15	17	10	9	7	19	18	19	21	14	16	5	7
12	18	15	21	15	14	15	19	22	14	14	18	18	14	11	15	18	23	27	20	18
13	22	21	22	18	15	14	24	25	26	26	25	24	26	26	15	12	29	28	21	21
14	17	14	21	22	16	15	25	25	20	24	17	17	16	25	22	29	19	26	8	10
15	18	16	16	17	22	18	19	18	20	18	20	16	14	14	26	28	27	28	15	17
16	11	23	15	20	13	13	10	17	20	14	21	20	12	12	12	20	17	16	14	14
17	20	18	28	25	11	7	20	21	12	8	16	13	16	11	25	26	11	13	9	6
18	20	23	25	23	13	16	25	25	9	9	14	18	18	18	24	26	19	23	2	4
19	15	16	22	20	23	22	25	24	23	24	26	25	20	22	23	22	13	20	11	12
20	24	25	19	21	16	25	19	18	22	17	21	20	22	18	20	22	19	17	15	14
21	10	13	16	20	14	19	17	21	22	23	19	23	22	18	15	20	15	15	8	12
22	12	18	24	23	12	15	13	12	6	16	15	13	12	7	21	25	16	19	10	11
23	25	27	19	21	13	15	14	17	9	15	20	18	14	14	22	25	21	19	15	19
24	22	17	22	19	12	10	11	4	13	9	7	5	12	13	22	19	16	20	9	4
25	16	16	15	12	19	21	16	17	17	16	14	16	13	10	16	26	16	17	12	12
26	21	17	19	22	20	19	22	26	17	18	19	16	17	22	22	22	21	21	16	16
27	9	9	15	16	11	7	13	13	8	14	16	20	26	25	8	13	14	13	9	7
28	26	25	12	12	15	15	23	25	18	16	22	19	19	15	14	16	25	25	12	11
29	16	24	12	14	23	25	25	29	20	20	18	25	10	9	23	19	12	18	14	14
30	7	12	17	21	13	16	14	19	14	20	15	22	14	22	10	11	12	18	16	17
31	21	22	18	18	22	24	25	24	20	12	14	17	21	14	13	19	27	25	6	9

I = Initial score. F = Final score.

AVERAGE OF RAW SCORES ON THE CALIFORNIA F SCALE FOR EACH STUDENT PARTICIPATING IN THE STUDY

Student*	C.I.T.		University Women		Recreational Leadership	
	Initial	Final	Initial	Final	Initial	Final
1 (A 2)	3.32	3.32	3.18	3.48	2.93	2.83
2 (B 2)	3.48	3.39	2.04	2.38	3.45	3.55
3 (A 1)	2.39	2.99	5.18	4.50	3.93	3.31
4 (B 1)	2.85	2.00	2.44	2.82	2.79	3.24
5 (C 2)	4.25	3.96	3.11	3.24	3.59	3.55
6 (D 2)	3.28	3.55	2.44	2.69	3.00	2.79
7 (C 1)	3.21	3.21	3.75	4.21	2.76	3.34
8 (D 1)	4.32	1.93	3.96	4.24	3.52	3.45
9 (E 1)	2.75	2.03	2.50	3.41	3.97	4.10
10 (E 2)	3.03	2.57	3.79	3.86	4.52	3.69
11 (F 2)	4.47	4.18	3.66	3.79	3.93	3.83
12 (G 2)	2.61	2.75	3.52	3.21	3.28	2.45
13 (F 1)	3.85	4.41	3.32	3.69	3.41	3.24
14 (G 1)	4.01	3.46	2.67	2.64	4.48	3.31
15 (H 1)	3.07	2.89	3.75	3.79	3.83	3.34
16 (H 2)	3.10	3.34	2.44	2.83	3.38	3.31
17 (I 2)	3.78	3.32	3.43	3.28	2.66	3.17
18 (I 1)	4.14	3.86	3.50	3.73	3.28	2.86
19 (J 2)	2.64	2.97	1.25	1.21	2.97	2.90
20 (J 1)	3.85	3.96	3.25	3.27	2.97	3.38
21 (K 2)	4.07	3.64	3.62	3.79	3.03	3.07
22 (K 1)	4.00	3.89	3.11	3.76	3.72	2.55
23 (L 2)	4.00	3.66	2.71	3.48	3.17	3.00
24 (M 2)	3.53	3.17	1.86	2.07	4.07	4.83
25 (L 1)	3.46	3.34	4.75	3.97	4.03	3.41
26 (N 2)	3.32	3.21	3.32	4.17	3.59	3.21
27 (M 1)	3.75	4.21	4.75	4.20	3.66	3.31
28 (N 1)	2.21	2.39	3.93	4.56	2.76	3.28
29 (O 2)	3.14	2.66	3.62	3.67	3.66	2.62
30 (O 1)	3.67	3.45	2.93	3.27	2.59	2.17
31 (P 2)	4.50	4.07	4.29	3.93	2.31	2.34

*Counselor-in-Training identification according to internship grouping in parenthesis.

RAW SCORES ON THE MINNESOTA TEACHER ATTITUDE INVENTORY FOR EACH STUDENT PARTICIPATING IN THE STUDY

Student*	C.I.T.		University Women		Recreational Leadership	
	Initial	Final	Initial	Final	Initial	Final
1 (A 2)	-21	- 9	6	26	47	35
2 (B 2)	6	26	89	66	18	-40
3 (A 1)	65	66	32	48	25	29
4 (B 1)	80	87	18	44	34	21
5 (C 2)	2	36	32	11	12	- 1
6 (D 2)	27	31	44	67	70	65
7 (C 1)	60	68	79	61	46	58
8 (D 1)	14	73	20	25	7	31
9 (E 1)	34	75	9	-32	36	53
10 (E 2)	51	78	1	- 7	9	-12
11 (F 2)	- 3	32	-38	4	- 3	- 9
12 (G 2)	38	53	64	70	34	64
13 (F 1)	21	25	-17	-52	14	35
14 (G 1)	-11	30	61	55	32	49
15 (H 1)	- 4	41	23	30	54	58
16 (H 2)	27	29	79	46	13	2
17 (I 2)	37	50	60	80	36	18
18 (I 1)	23	31	-33	-36	52	68
19 (J 2)	57	57	96	79	66	62
20 (J 1)	- 8	23	36	42	11	22
21 (K 2)	31	32	-27	-33	44	28
22 (K 1)	33	54	-39	-17	2	51
23 (L 2)	52	60	39	39	42	26
24 (M 2)	1	93	51	70	1	8
25 (L 1)	- 4	38	6	-10	27	50
26 (N 2)	38	19	52	45	46	60
27 (M 1)	15	21	38	65	6	28
28 (N 1)	45	42	-10	-23	47	60
29 (O 2)	32	96	- 3	14	40	17
30 (O 1)	- 7	4	14	40	17	- 3
31 (P 2)	30	36	30	15	60	38

*Counselor-in-Training identification according to internship grouping in parenthesis.

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